

OLD BUILDING, WAKE FOREST COLLEGE, 1865-1888.

History of Wake Forest College

By

GEORGE WASHINGTON PASCHAL



Volume II

1865-1905

WAKE FOREST COLLEGE, WAKE FOREST, N. C.

1943

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To MY WIFE
LAURA ALLEN PASCHAL
AND OUR CHILDREN
ROBERT ALLEN PASCHAL
GEORGE WASHINGTON PASCHAL, JR.
RICHARD PASCHAL
LAURA HELEN PASCHAL
CATHERINE PASCHAL
RUTH PASCHAL LUPTON
JOEL FRANCIS PASCHAL
PAUL SHOREY PASCHAL
HARRY EDWARD PASCHAL
MARY PASCHAL

DAILY SENTINEL.

"I WOULD RATHER BE RIGHT THAN BE PRESIDENT."—Henry Clay.

VOL. I.

RALEIGH, MONDAY, DECEMBER 4, 1865

NO. 100.

Wake Forest College.

THE EXERCISES OF THIS COLLEGE will be resumed on Friday, the 12th of January, 1866. Students of all grades—Academic as well as Collegiate—will be admitted. For circulars containing particulars, address

REV. W. ROYALL, Secretary of Faculty,
Forestville, N. C.

November 28-95-6w.

PREFACE

Volume I of this history, 1834-65, was published in 1935. Soon afterwards the Trustees of the College asked the author to continue and complete the work. This he did, bringing the story to the close of President Poteat's administration, June, 1927. Thereafter, on advice, he brought it down to include the administration of President Gaines, 1927-30, and that of President Kitchin, 1930 to date (September, 1943). This addition of new matter has made necessary some changes, in an effort to give greater unity to the whole.

The amount of matter is so large that even without the additions mentioned two volumes of more than 500 pages each were found necessary to contain it. The present volume, Volume II, covers the years 1865 to 1905, the end of President Taylor's administration. Both this volume and Volume III, which will be published at the same time as this, follow the general plan of Volume I as to type for main text, footnotes and appendices, quality of paper, size of page and binding. Failing to find a better plan for arrangement, a matter of much difficulty, the author has treated in monographs such subjects as "The Library" and "The School of Law," thinking that a consecutive account would be more satisfactory to the reader than sporadic statements made in chronological order in the main current of the history. The same consideration has often caused the author to complete the discussion to date of certain topics, such as the college calendar, when they have been once introduced. He has been aware of the irregularity of this, but has preferred to sacrifice regularity to unity and convenience, even though it has sometimes involved slight repetition.

The reader will find in Volume II and III lists of names and tabulations, even to a greater extent than in Volume I. That they are for reference and not for reading is indicated by their place in footnotes and appendices, the hope being that they will be found to contain certain information often sought with much importunity by students and others writing on topics in the

college history and by persons interested in genealogies. The appendices also contain stories of visits to Associations, of college servants, and other matters, intended to give the reader a better understanding of the conditions under which the College has developed.

At no time has the College lived by itself. At all periods its life has been closely related to the life of the State and that of our other educational institutions. With this in mind the author has discussed, often in separate chapters, such subjects as "The College and Reconstruction," "The Eclipse of the University of North Carolina," and the contribution of the College to the development of education in North Carolina, especially the public schools and academies, and has treated with some fullness the opposition at various periods offered by the College to appropriations for the higher educational institutions of the State. The author has tried to do this without acrimony, for he feels none, but believes it is due the College that a full account be given.

Primarily, however, this is intended to be a history of the College, one to be read chiefly by students, alumni, members of the College faculty and other friends of the institution. In pursuit of this purpose accounts have been given of many things in which the general public has only a spectator's interest—the literary societies, fraternities, Board of Education, publications, religious life, athletics and students' activities in general, but there is recognition of the fact that many of these things often have had more than a local interest.

The author here expresses his warmest gratitude to Dr. Edgar E. Folk, of the English department of Wake Forest College, who has cheerfully read the proof of this volume and offered valuable suggestions. I must not omit a word of appreciation also for the helpfulness of Mr. A. E. Hofmeister of the Edwards & Broughton Company, who, with his proverbial care and efficiency, has helped me get this volume through the press.

G. W. PASCHAL.

Wake Forest, N. C.
September, 1943.

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I THIRTEEN ARDUOUS YEARS-1866-1879

INTRODUCTORY

That was indeed a time of trial-a crisis in the history *of* the institution. Its endowment fund of \$100,000 had been reduced to a few thousands; a poverty rested upon our people dark and chilling, beyond the power of the present generation to realize: general education had been suspended or hindered for five years; academies had ceased to exist, and the means of reviving them were not to be had; while on the other hand our young men all over the land were anxious for an education which they had no means of securing. They discovered the signs of the times and read the supreme need of education in the new era that had burst upon us at Appomattox. Their appeal for help, uttered *in tones* deep and pathetic, moved all whose "ears were not deaf." They themselves made sacrifices; parents and personal friends pledged on their behalf sometimes their all and their good name besides, and teachers had to meet both half way.-Dr. William Royall, in sketch: "Prof. W. G. Simmons, LL.D." *Wake Forest Student*, VIII, 359, June, 1889.

I

REOPENING AND REORGANIZATION

With the close of the Civil War North Carolina shared the general ruin of the South. In the central and western parts of the State this was less severe, since in these sections there were few large slave owners and the population consisted largely of small planters, who even when they owned a few slaves knew how to work with their own hands in the production of crops. After the devastation of the war they still had their lands and live stock and their usual agricultural implements which were made and repaired by local blacksmiths and wheelwrights. In the eastern parts of the State and in other counties where the lands had been cultivated chiefly by slaves the distress was more acute and adjustment to the changed conditions was made with more difficulty and delay, and there was more uncertainty about the future, which in numerous instances engendered a despair which resulted in the premature death of many excellent men of middle and advanced age.¹

In general, however, our people soon showed that they had that indomitable persevering will of their pioneer forefathers. They were glad that the war, the issue of which had long been foreseen, was at last over, that the blockade was broken and now they could get sugar and coffee for their tables, and salt for their pork, and for their cornbread if they lived in the western half of the State. Feeling free to look after and improve their homes and to assemble for worship in their churches, they were willing to leave

¹ "The loss of their slaves and the horrors of the great conflict so recently passed broke the spirit of many a brave man. Fresh disasters and added ignominy they clearly foresaw in the swift coming days of reconstruction. They had loved the State and the South, and in old age had lost their buoyancy of spirit, and like a host of others, made their exits from a scene where blood had ceased to flow, but was still like some troubled sea whose waves continued to roll when the storm had all passed by.... But the masses of our people in dumb apathy tilled their fields and strewed flowers upon the graves of their dead soldiers and left to God the slow work of their vindication and return to the condition of freemen." J. W. Moore, *History of North Carolina*, II, 316f.

the conduct of the government to others. General U. S. Grant, reporting on a visit to North Carolina and other Southern States, said that the thinking men did "accept the present situation of affairs in good faith," but Carl Schurz found "an utter absence of national feeling." Only dimly in most instances did they realize that with the emancipation of the slaves a great social revolution had been inaugurated in the South which was greatly to modify their lives and the lives of their children and grandchildren. In the first few months after the Surrender there were few indications of that unparalleled political activity into which our people were to be quickened by the reconstruction measures of the federal government.

Wake Forest College did not escape the general devastation of the time. We have already seen that exercises were suspended in May, 1862, and that the greater part of the endowment *was invested* in Confederate States bonds and lost, and that the College Building was occupied from June, 1864, as a hospital for wounded soldiers, by the Confederate States Government, which had for further accommodations added several wooden structures on the Campus. In the village there had been little change since 1861.

Being on the main highway leading from Raleigh to, Richmond and the north, Wake Forest was somewhat exposed to the depredations of stragglers and wanton soldiers. Realizing the danger Professor Simmons secured from General Schofield, then at Raleigh, a guard for the homes of the town, who being treated kindly and provided with a dainty dish or two by Mrs. Simmons performed their duty with the greatest efficiency until all danger had passed.²

Immediately after the close of the war the College premises were no longer used as a hospital, and in June, the little church, which for a year or more had been meeting in the narrow African Chapel resolved to reoccupy the College Chapel as its usual place of worship.³

² Verbal statement by the daughter of Mrs. Simmons, Mrs. E. W. Timberlake.

³ According to a list made in January, 1865, the *Wake Forest Baptist Church* membership at that time was as follows: White males 29, of whom 7 were students; white females 26; colored males 17; colored females 19; *total* 91.

With the outlook gloomy and the College building out of repair and with the utter impoverishment of our people at the close of the War, the Board of Trustees took no action looking to the resumption of the exercises of the College at the regular time for the opening of the session, the end of July. In August, 1865, however, Professors W. G. Simmons and J. H. Foote began a school for boys in the College Building.⁴

At its meeting in January, 1865, a minute shows that, "The Church in conference assumed to pay to Brother W. M. Wingate twelve barrels of corn as a compensation for his pastoral services to be rendered during the present year." In March, 1866, the Church voted to pay the pastor \$50 a quarter for his pastoral services, but this arrangement held only for the remainder of the year 1866 and was discontinued in January, 1867, since Dr. Wingate had resumed his duties as President of the College, which included pastoral services of the church.

The colored members continued to occupy the African Chapel as their place of worship. The steps which led to their establishment as an independent church were as follows: In July, 1865, the church authorized the pastor to organize a Sunday school for the colored people and the work was commended to the members of the Church. In April, 1866, probably as a result of revival services by Dr. Wingate, five males and eleven females were received for baptism at the African Chapel, Rev. J. S. Purefoy, presiding, who shortly after baptized them all and gave them the right hand of fellowship. In the following June two others were added by baptism. Soon the colored members were exercising their freedom and moving their residence and asking for church letters, beginning with Dicey (formerly Wait's, later Brewer's, now her own but without other name) and later followed by others who now had assumed the family names of their former masters. The Church still kept a kind watch over the colored members. In April, 1867, it appointed a committee consisting of Brethren Brewer, Brooks, and Simmons to inquire into their condition, which in June reported advising that in cooperation with the colored members they had agreed upon a plan under which a white member acting as clerk and moderator for the colored members when no pastor was present at their meetings should assist them in their meetings in receiving and excluding members, such actions to be subject to revision and control of the Church as a whole. Brother J. M. Brewer was appointed to this place of clerk. This plan did not long prove satisfactory, and a committee appointed in January, 1868, reported advising that the colored members be asked to apply for church letters and establish an independent church. It was the following June before these colored members were dismissed, and July when a committee consisting of the officers of the Church was appointed to assist in the constitution. Even after this, the Church appointed a committee to help the colored church in inquiring into the conduct of its members, and Dr. Wingate continued to serve them as part-time pastor.-Wake Forest Church Book for dates named.

⁴ Dr. William Royall, in a sketch of "Professor W. G. Simmons," the *Wake Forest Student*, June, 1889, says that the exercises of the College were suspended from May, 1862, until August, 1865, and that then Professors

On November 11, 1865, the Trustees met at Forestville, with nine members present. These were James McDaniel, A. McDowell, John Mitchell, Thomas E. Skinner, Charles W. Skinner, James S. Purefoy, Samuel Wait, Job Carver, and W. T. Brooks. Rev. Job Carver acted as chairman.

The first action of the Board was to hear the report of the Treasurer, of which some account has already been given,⁵ and more will be said below. Its most important action was to authorize the resumption of the exercises of the College on January 15, 1866, which being the third Monday in the month was the regular time fixed in the College calendar for the opening of the spring term. The compensation of members of the faculty was to consist of all the revenues coming from endowment funds and student fees, to be divided among them according to rank in the ratio already established.⁶ It was a time of taking stock by the Trustees. Of the invested funds it is generally said only \$11,000 remained, though something additional was later salvaged. Repairs on the College Building and on the Campus fence were referred to a committee. It was at this time, too, as has already been recorded,⁷ that the venerable Samuel Wait offered his resignation as president of the Board.

Before the end of the month, in accord with the injunction of the Board, the faculty met and made plans for the resumption of their duties. Professor Foote, however, indicated that he would

Simmons and Foote "were requested" to enter upon the task of reorganizing; but he does not indicate who made the request. He further says that in January, 1866, Foote withdrew and then he, Dr. William Royall, joined Professor Simmons in the work. See also article, "Our College," by L. R. Mills, *Wake Forest Student*, III, 314, whose account of the College for the years 1865-66 is confused, especially as to dates, and often at variance with the records of the Board of Trustees. Misleading also is the statement in the "Introduction" to the catalogue of 1878-79, that, "The War caused a suspension of the exercises from 1862 to 1865; but they were resumed partially in 1865, and fully in 1867." No official action for opening the College was taken until later, and exercises were fully resumed in January, 1866.

⁵ Volume I, 305.

⁶ Professor L. R. Mills is wrong in saying in article "Our College," *Wake Forest Student*, III, 314, "The Trustees adjourned without taking any steps towards reopening the College." His whole account is confused, especially as to dates.

⁷ Volume I, 386.

take no part in the work, and at a meeting of the Board in the following October offered his formal resignation as a member of the faculty.⁸ Although the meeting of the faculty was held at the house of President Wingate, he did not for a year take up active work as president and teacher. This was doubtless partly due to the fact that for a year or more there were no students ready for his classes.⁹ It is also probable that he felt under obligation to continue his work as pastor of his three churches, those at Franklinton and Oxford in addition to that at Wake Forest, in which relationship he had been for several years and in which he continued until the close of 1866. Besides he was doing much preaching in evangelistic revivals.¹⁰ His power as a preacher was now recognized even beyond the bounds of North Carolina; Columbian College, now George Washington University, at its commencement, June 28, 1865, when the guns of the Civil War had hardly ceased to roar, had graciously conferred upon him the degree of Doctor of Divinity, his diploma, which is now in the archives of the College, being signed by G. W. Samson, President of the College, and by James L. Edwards, President of the Board of Trustees. For this honor Wingate had without his knowledge been recommended by President D. L. Swain of the University of North Carolina. With characteristic modesty Wingate wrote a letter declining the honor, but as publication had already been made he had to be content with the greatness thrust upon him.¹¹ Soon after this Wingate became associate editor of the *Biblical Recorder*, often writing and signing his article "W."

Though in hearty sympathy with the plan of the Board and faculty in reopening the College, and though he himself at times attended the meetings of the faculty, indications are not wanting that he himself was reluctant to return to the active duties of the presidency. This the Board earnestly requested at their meeting, May 26, 1866.¹² So far was Wingate from complying with this

⁸ *Proceedings*, 138; Faculty Records, 138.

⁹ *Wake Forest Student*, X, 422, statement of G. W. Greene.

¹⁰ Minutes of the Central and the Flat River Association for 1863-66; *Biblical Recorder*, April 12, October 17, 24, 1866.

¹¹ *Biblical Recorder*, October 1, 1871.

¹² *Proceedings*, p. 137.

request that at a meeting of the Board at the College on October 11, 1866, he offered his resignation. Instead of accepting the resignation the Board again requested that he resume his work in the College, with the opening of the next term in January, 1867, and fixed his salary at \$1,500. To this Wingate agreed and thus began the second period of his college presidency.

Thus it came about that only two of the former members of the faculty were left to reorganize the work of the College. These were Professors W. G. Simmons and William Royall. They called to their aid the son of the latter, William Bailey Royall, who now began that long period of distinguished service, which ended only with his death on January 27, 1928.

These facts in the previous career of young Royall may be mentioned here. He was born at Mt. Pleasant, South Carolina, on September 2, 1844; his mother was Elizabeth Bailey. When nine or ten years of age he had begun the study of Greek under his father, then a missionary in Florida, who was very fond of that language. When only twelve years of age he entered the freshman class of Furman University, and went through half of his junior year. Here he came under the inspiring influence of Dr. J. A. Broadus and had as his teacher of Greek that master of the language, Prof. P. C. Edwards. Then his father being called to Wake Forest College, he came with him and completed his college course there, graduating with the degree of bachelor of arts in 1861. Like most of his classmates he was soon in the Confederate States Army. In September, 1861, when barely seventeen years old, he joined the Santee Artillery, and while campaigning in the swamps of the South Carolina coast he suffered from fevers which brought impairment to his health from which he never fully recovered. Later he became commissary of the Fifty-fifth North Carolina Infantry, of which his father was chaplain, and served in that capacity until the end of the war, when he brought home Grant's parole from Appomattox. During the fall of 1865 he taught in the Forestville Academy with the strictness of discipline learned in army life to the utter amazement and surprising improvement of a class of hitherto unruly boys. Now at the age

of twenty-one he was beginning his great work in the College.¹³

The active members of the faculty present at their first meeting were Professors Royall and Simmons. They constituted themselves a committee to draw up "a plan of studies to be pursued in accordance with the university system." At the next meeting, on December 4, 1865, they had this plan ready and spread it upon the minutes; it was published with notes of explanation in the catalogues of the College for 1866 and the years following. It was used with little change for the next twenty years, and with changes made necessary by the expansion of the College and the addition of new subjects of instruction and the freer use of the elective system it is the system still found in the catalogue of the College. In fact, all colleges and universities now use it. As spread on the minutes and published in the catalogue of 1867 the Collegiate Course was outlined under the heading, "Departments and Schools," as follows:

I-Of Languages. (A) School of Latin-four Certificates; (B) School of Greek-four Certificates; (C) School of Modern Languages -four Certificates.

II-Of Mathematics. (D) School of Algebra and Geometry-two Certificates; (E) School of Trigonometry and Astronomy-two Certificates; (F) School of Analytical Geometry and Calculus-two Certificates.

III-Of Nat. Science. (G) School of Nat. Philosophy-two Certificates; (H) School of Chemistry-two Certificates; (I) School of Nat. Hist.-two Certificates.

IV-Of Belles Lettres. (K) School of English and History-two Certificates; (L) School of Logic and Rhetoric-two Certificates; (M) School of Moral and Mental Philosophy-two Certificates; (N) School of Political Economy and Evidences of Christianity-two Certificates.

The practical application of this plan was to permit any student to take any course for which he was prepared, and to abandon the rigid grouping of students by classes-Freshmen, Sophomore, Junior, Senior-by which all in each class were required to pursue

¹³ G. W. Paschal. "William Bailey Royal]," a sketch from autobiographical notes, *Wake Forest Student*, XLV, 287ff.

the same courses. The word "class," however, instead of "course" was used in the Department of Languages to describe the work of different years, and has often caused confusion.¹⁴

In the catalogue for 1867 and those for the years following ending with that of 1869-70, among the degrees offered is that of Doctor in Philosophy, Ph.D. The requirements for this degree, it is announced, are the completion of all the work of all the four Departments, with a credit of 32 Certificates, equal to 160 semester hours in the language now used for rating credits. To have done this a student would have to have entered without condition and passed twenty hours of class work a week for four years. There is no record that any one was ever a candidate for the degree or received it from the college.

For the degree of Bachelor in Arts the requirements were the completion of two years, twenty recitations, of Latin beginning with Livy; two years, twenty recitations of Greek, beginning with Xenophon; two years, twenty recitations, of Mathematics, beginning with Algebra; and one year, ten recitations, each in Natural Philosophy, Chemistry, English and History, Logic and Rhetoric, Moral and Mental Philosophy, and Political Economy and Evidences of Christianity, a total of 120 semester hours.

The degree of Bachelor in Philosophy was also offered in the new curriculum. To obtain it the student was required to complete the work in any one ancient language or in both modern foreign languages, 20 recitations, and to add the course in Natural His-

¹⁴ Statement of Dr. William Royall, *Wake Forest Student*, VIII, 359f., June, 1889: "The task imposed upon the teachers at Wake Forest can hardly be called that of reorganizing. There was not even the skeleton of the original left. The old curriculum had lost its power of standing, the spirit which animated it vanishing, in 'the natural course of things,' into the misty realms of the distant past. 'Old things had passed away.'

The elective system was adopted as a logical necessity. Seldom were two young men found prepared equally well for any one study, much less for entrance on a common course of study. Every one fearing that the present would prove to have been the last year at college wished to put the little time he certainly had at his command to the best account. In order to suit the varying conditions and needs of students such elasticity had to be given to the course as promised to do the most for the *individual* and return him as quickly as possible to one of the various walks of active life to help the country tide over present and imminent calamities."

tory, 10 recitations, in place of the second two years in foreign language, 20 recitations, making the total semester hours for the degree 110. This degree continued to be offered in the catalogues until that of 1870-71, when it was displaced by the degrees of Bachelor of Letters and Bachelor of Science. It was conferred on fifteen graduates, the first in 1871, the last in 1876.¹⁵

The admission requirements to the collegiate course were practically the same as in the pre-war catalogues, the student to be "thoroughly prepared in English Grammar," with four years of Latin, two years of Greek, Algebra to equations of the second degree, ancient and modern geography, Greek and Roman antiquities and mythology.

As was told above,¹⁶ the Academical Department was discontinued in June, 1860, but the utter demoralization of education during the Civil War made its restoration necessary if the College was to serve those whose high school period fell within the period of the War. Realizing this the Trustees in their action for reopening the College provided for its reestablishment under the name of Preparatory Department. For the third of a century after the Civil War in the State University and the other colleges of the State and indeed of the entire South provision was made for the instruction of students of deficient preparation. Though this fact is obscured in the catalogues of some of these institutions, it was nothing to be ashamed of.

In compliance with this action of the Trustees the faculty, on December 4, 1865, provided for the admission and instruction of academic as well as collegiate students. None under fourteen years of age was to be admitted, and those admitted were to be required to have passed a satisfactory examination on elementary English grammar, practical arithmetic and geography, and to be able to read correctly and write a legible hand. All who did not

¹⁵ Those who received the degree of Bachelor of Philosophy are by years: 1871-Henry Alfred Brown, Columbus Durham, Michael Napoleon Sikes, William Dunlap Trantham; 1872-James Henry Garvey, Charles Henry Martin, James S. Mitchell; 1873--Nathaniel Boardman Canady, Allen Rogers Jones, Edwin Walter Timberlake; 1874-William David Gullledge, George Washington Purefoy; 1875-Richard Caswell Sandling; 1876-Benjamin Franklin Montague.

¹⁶ Vol. 1, 352, 360.

have as many as two classes in the collegiate department were classed as academic students and required to study under the supervision of the tutor.¹⁷

It is well to observe here that the college catalogues for 1866 and 1867 are for the two sessions beginning in January and closing in December. There is no separate catalogue for 1868; there is no catalogue record for the term, January to June, 1868, but the next catalogue after that for the calendar year 1867 is for the collegiate year beginning August, 1868, and closing with June, 1869. After this the catalogues are for the regular collegiate years.

In the session January 15 to July 5, 1866, fifty-one students registered of whom seventeen were collegiate and thirty-four academic students. In the fall term of the same year the registration was sixty, of which nineteen were in the collegiate and forty-one in the academic department, the total for both terms, omitting duplications being sixty-seven. Only two had previously been students of the College; these were Roscius P. Thomas of Bertie and H. M. Cates of Orange; the former received the bachelor of arts degree in 1869, studied medicine at the University of Virginia and at New York University, winning his M.D. degree in 1871, and until his death, October 28, 1916, practiced his profession at Cofield, Hertford County; for many years he was a trustee of the College. Cates had been a student from 1858 to 1862; entered the Confederate army and was parolled at Appomattox; he was the first student to register after the Civil War, he graduated in 1868, and devoted himself to teaching—first in Illinois, later in Missouri, and still later in Chatham County. In his later years he made his home in his native Orange where he died in the Spring of 1903, leaving in his will \$1,000 each to the college and the Thomasville Orphanage, and \$600 to the Baptist Female University (Meredith).^{17a} Among other students of collegiate grade were W. O. Allen, A. J. Battle, J. B. Brewer, F. P. Hobgood, G. W. Greene, H. A. Foote, S. E. Overby, and J. C.

¹⁷ Faculty Record Book, 106, 109; catalogue of 1866.

^{17a} *Biblical Recorder*, April 22, 1903.

Scarborough. Among the Academic students were several who afterwards attained distinction, many of them having graduated from the College; among these were W. Bland, D. B. Brown, M. L. Fowler, W. F. Heathman, R. E. Royall, and C. M. Seawell. In native ability and seriousness of purpose the students of this first term after the War compare favorably with those of any other period.

The geographical distribution of the students for 1866 is worthy of note. Of the sixty-seven registered, six came from out of the State, chiefly coming from Richmond and Memphis. Of the others, twenty-six came from Wake, eight from Granville, five from Warren, four from Franklin, two each from Moore, Camden, Alexander, and Orange; one each from Stokes, New Hanover, Chowan, Halifax, Richmond, Wilkes, Caldwell, Yadkin, Caswell, and Bertie. This distribution shows that a shift had begun from the counties where slaves had been numerous to the counties where there were many-small and independent farmers who had been least affected by the vicissitudes of the war. Several counties of the west were now represented by a single student each, the first of a long line of strong young men who were to seek the College from those counties.

The general character of the students remained much the same for several years. In the following statement Professor L. R. Mills tells of conditions as he found them on coming to the College as a member of the faculty in January, 1867:¹⁸

Eighty-five students registered during the spring and fall terms of 1867, thirty-six collegiate students, forty-four preparatory students, and five having studies in both departments. More than a dozen of them had been Confederate soldiers. Some wore, instead of over coats, thin old brown army blankets with "N. C." in big black letters

¹⁸ "Forty Years in the Wilderness," *Bulletin of Wake Forest College*, II, 153, October, 1907. See also J. C. Caddell, "The Last But One of the Old Guard," *Wake Forest Student*, XL, 69ff. "At the close of the Civil War, the former supporters and patrons of the College, many of whom had been large holders of property, suddenly found themselves penniless. The friends of the institution must now seek new sources for support, and a new class of patrons. Fortunately for the College and for the State, these were found among the plain people, the substantial middle class of citizens, from whom has always come a goodly share of the valor and the virtue of human society."

on them. These old soldiers were in dead earnest about getting an education, and it was a pleasure to teach men as anxious to learn as they were. We had classes in Mathematics ranging from Arithmetic to Trigonometry; in English, from elementary English Grammar to Whateley's Logic; in Latin and Greek, from beginners in the grammar to Cicero, *de Officiis* and Homer's *Iliad*. One man had to take up elementary Geography. Another when asked whose English grammar he had studied, said, "*My own*." Some had a little money and some had none. Those who could paid their bills. Those who had no money gave their individual notes for their bills, and I am glad to say that every one who gave his note paid it very soon after graduation. My "heart burns" within me as I think of those old boys. What men they made of themselves and what they have done for the old state!¹⁹

The session which began on Monday, January 15, 1866, was continued until Thursday, July 13, and the next term was advertised to begin on August 3, but this was changed to July 27, the winter vacation to commence on December 12 and close on January 15, and the annual commencement to be on the second Thursday in July, with all college exercises suspended from Friday of the preceding week. For the session of 1867-68 it was provided that exercises should commence on August 1 and close with the commencement on the second Thursday in June, with a four-weeks winter vacation, December 21 to January 19. A like calendar was also followed for the session of 1868-69. For the next four years, closing with the session of 1872-73, the session began on September 15, the second term on February 1, and the annual commencement was on the fourth Thursday in June. The only vacation in this period was for two days at Christmas, December 25-26. With the session of 1873-74 a calendar was adopted which held with only slight modification as to opening day until June, 1896, although in June, 1893 the commencement was held on June 1, a week earlier than the schedule. Under this calendar the college year began on September 1 and the second term

¹⁹ Hardly more than a guess as to the number of former soldiers is the statement in an editorial note of the *Biblical Recorder* of March 8, 1866: "There are now fifty students at Wake Forest College. Most of the young men were in the Southern armies till the close of the war, and yet the College has never had a more quiet, orderly, or industrious body of students."

on January 15, and the commencement was on the second Thursday in June. The only holidays were December 25-26, and February 14-Anniversary Day-and beginning with 1876-77, Easter Monday, and in 1895 a "Field Day" towards the close of April. For a score of years the students bore with patience this year of work, with only the scant vacation of two days at Christmas, but after the establishment of the *Wake Forest Student* in 1882 they began to complain, and to petition the faculty for a longer vacation. It was on December 21, 1887, when their petition for a longer Christmas vacation, one full week, was presented to the faculty, and granted. After this, until the session of 1896-97, the formality of making and granting this petition went on; after that year the calendar provided for holidays December 22-31.

It was not without some dissent that the exercises of the College were resumed in January, 1866. In fact, it seems that some argued strongly that the College should not be opened now, if ever; that the Trustees had badly managed its financial affairs; that the Baptists of the State with many sacrifices had furnished money for endowment which had been badly invested and lost, and that they need not now expect the impoverished people to listen to further importunities to contribute of their means for the support of the College. Yes, replied the friends of the institution, the loss had been great, but it was the result of the failure of the Confederacy and was no one's fault; furthermore, enough of the invested funds had been salvaged to make the financial condition better than at any previous period except for two or three years before the Civil War. The College "has the same faculty it has had for years past, all Christian men in the prime of life, with minds matured and energies undiminished and with increased incentives to make them faithful and efficient." The College has done much for the Baptists of the State; it has equipped and trained three-fourths of the younger men who have come on the field of action in the churches in the past twenty-five years. "Shall we, then for a moment, entertain the idea of dispensing with it?"²⁰

Wingate, too, had something to say on the matter: as for endow-

²⁰ Archibald McDowell in the *Biblical Recorder* of February 22, 1866.

ment, colleges of the South must be content to do without it, and weather the storm as best they can; it is no new experience for Baptist colleges; they have been buffeted by wind and tide before: it is no time for them to seek shelter from the storm; they must ride it out.

Wingate, with words of hope and encouragement, said : "All being in much the same condition there is no advantage possessed by one above another. Indeed there is not the disparity now, especially between State and denominational colleges that once existed. Henceforth they can sail together and buffet the adverse tides alike.... Surely it is not for us Baptists, whose history in building up denominational schools and colleges has been all the time against wind and weather, but whose eventual success was, notwithstanding, made so certain, it is not for us old sailors in the service, to run in at every gust of wind and uneasily ask as we look out, 'Did we do wrong in starting'? But I must not forget, and if I do, dear reader you must not forget our young brethren. We shall want some one to take the places of those who have fallen. Many more will soon sleep. Let us strive to fill up their places. Here is something to do. Let us begin work."²¹ As a final answer to critics the Baptist State Convention, which met in Raleigh, May 23-27, 1866, passed resolutions recognizing the reopening of the College as indicative of prosperity in the educational interests of the denomination, and also the State, and recommending it to a liberal patronage.²²

The two full professors and their assistants seem to have gone about their work with much enthusiasm and energy; the number of students was unexpectedly large, indicative of the general renewed interest in education among the people of the State. Neither the University of North Carolina nor Davidson College had closed for the war, though their students in the war years were few, consisting for the most part of boys and of disabled soldiers .²³

²¹ *Biblical Recorder* Feb. 22, 1866; "Report on Education," minutes of Flat River Association, 1860.

²² Minutes of the Convention for 1866.

²³ Shaw, *History of Davidson College*, Chapter IV, University of North Carolina catalogues.

Trinity College was reopening also in January, 1866. Amid this revival of interest Baptists at least heard at their associational meetings another quickening argument: education was one of our offsets to subjugation, our defence against moral and intellectual absorption by the conquerors; and our religion, our schools and seats of learning could alone prevent us from being swallowed up and lost in the "progressive tendencies" and "higher laws" of a more refined civilization.²⁴

The course of the College for the entire year 1866 was uneventful; the three teachers who had begun the work in January continued in it without help until the close of the session in December. The number of students was larger in the term beginning August 1, 1866.²⁵

In the spring term of 1866, as we have seen, all the revenues

²⁴ Report on Flat River Association, *Biblical Recorder*, August 14, 1866.

²⁵ For the year, January to December, 1866 the number of students was 67; for the years following through the year 1942-43, the number of students registered, not including those of the summer school, were as follows: 1867, 85; Spring term, January to June, 1868, 75; 1868-69, 98; 1869-70, 116; 1870-71, 100; 1871-72, 100; 1872-73, 106; 1873-74, 90; 1874-75, 91; 1875-76, 82; 1876-77, 98; 1877-78, 99; 1878-79, 117; 1879-80, 171; 1880-81, 181; 1881-82, 169; 1882-83, 165; 1883-84, 161; 1884-85, 144; 1885-86, 180; 1886-87, 200; 1887-88, 212; 1888-89, 218; 1889-90, 206; 1890-91, 211; 1891-92, 233; 1892-93, 191; 1893-94, 197; 1894-95, 221; 1895-96, 260; 1896-97, 263; 1897-98, 253; 1898-99, 272; 1899-1900, 276; 1900-01, 307; 1901-02, 284; 1902-03, 313; 1903-04, 328; 1904-05, 313; 1905-06, 345; 1906-07, 368; 1907-08, 387; 1908-09, 371; 1909-10, 379; 1910-11, 403; 1911-12, 433; 1912-13, 458; 1913-14, 451; 1914-15, 463; 1915-16, 503; 1916-17, 481; 1917-18, 361; 1918-19, 461; 1919-20, 534; 1920-21, 577; 1921-22, 562; 1922-23, 584; 1923-24, 647; 1924-25, 700; 1925-26, 716; 1926-27, 742; 1927-28, 736; 1928-29, 702; 1929-30, 617; 1930-31, 700; 1931-32, 761; 1932-33, 813; 1933-34, 907; 1934-35, 1027; 1935-36, 998; 1936-37, 982; 1937-38, 976; 1938-39, 993; 1939-40, 1082; 1940-41, 1102; 1941-42, 1061; 1942-43, 849.

The summer school was first limited to the School of Law; of this no record was published in the catalogue of the years beginning with the establishment of the school in 1894 and continuing through the year 1915. After that the students listed as summer school students were nearly all in the School of Law until the year 1921, when academic students began to be received. The number of students in the summer schools by years is as follows: 1916, 61; 1917, 20; 1918, 16; 1919, 43; 1920, 44; 1921, 232; 1922, 332; 1923, 298; 1924, 463; 1925, 788; 1926, 775; 1927, 713; 1928, 510; 1929, 429; 1930, 420; 1931, 370; 1932, 464; 1933, 498; 1934, 544; 1935, 479; 1936, 980 (700 and 280); 1937, 949 (649 and 300); 1938, 949 (638 and 311); 1939, 866 (550 and 316); 1940, 850 (596 and 254); 1941, 731 (533 and 198); 1942, 594; 1943, 380. For the years 1936-40 two numbers are given in parenthesis the first for the students of Wake Forest, the second for those at Mars Hill College.

from endowment and fees of students were voted as compensation to the faculty; in a meeting in Raleigh in May, 1866, a modification was made by which two and one-half per cent was reserved for necessary repairs on the College Building. On October 11, following, the Trustees fixed definite salaries: for President Wingate \$1,500, for Professors William Royall and W. G. Simmons \$1,200 each, and the same amount for Professor W. T. Walters who was requested to act as agent, but did not serve. The tutor, W. B. Royall, was to receive \$750 a year, but in case two tutors were needed the salary of each was to be \$600. The scale of salaries for full professors continued with little change until June, 1884, when the salary was made \$1,500.²⁶ Until this time, however, there were very few years in which the salaries of the faculty were paid in full; as late as 1883 the Bursar's report showed large amounts due them.

It was doubtless owing to improving financial conditions in the fall of 1866, of which mention is made below, that the Trustees felt encouraged to urge Wingate to resume the duties of the presidency and to fix definite salaries, at that time fairly liberal, for him and the members of the faculty. With seventy students already in attendance Wingate adopted the suggestion of Trustees and set about securing a second tutor, or adjunct professor, as such assistants seem to have been often called. Again, as in his selection of Professor William Royall in 1859, and later in his selection of Professor Charles E. Taylor in 1870, Wingate showed that fine judgment of men which proved so valuable to the College. His choice now fell on Luther Rice Mills, who had graduated at the College with the degree of Bachelor of Arts in the class of 1861.

As Mills was to play such an important part in the work of the College for the next forty years, it is fitting that something should here be said of his previous life. He was born in Halifax County, Virginia, August 17, 1840, and was the son of Rev. John Garland Mills, who was an eminent Baptist minister and planter with scores of slaves. Almost immediately after graduation Mills had

²⁶ *Proceedings*, p. 288, June 11, 1884.

volunteered for service in the Confederate States Army, and then had served through the war. He was severely wounded in the battle of the Crater but returned to duty as soon as possible to find himself though of the rank of Lieutenant in command of his company. He was captured on the retreat from Richmond, and sent to the prison on Johnson's Island. Returning to the home of his mother, his father being dead, he had taken charge of the plantation and managed it with much success during the years 1865 and 1866. Pleased with his work and finding much joy in being with his mother, he was planning to devote his life to it. From this resolution he was not shaken on receipt of a letter in the middle of December, 1866, asking him to come to Wake Forest College and teach mathematics. But on the advice of his mother he conferred with his brother, John H. Mills, then at Oxford, and, though he knew what a supreme sacrifice his mother was making in sending him away, came to the College and began his work in January, 1867.²⁷

²⁷ I think it worth while to give here the following extracts from an article by Professor Mills, "Forty Years in the Wilderness," *Bulletin of Wake Forest College*, New Series, II, 149-155, 171-179:

"We were sent to Johnson's Island in Lake Erie. I was discharged from that prison June 19th and reached my mother's home in Halifax County, Va., on the 25th.

"I found that my mother and aunt were trying to cultivate a five-horse farm with such of the old servants as chose to remain with them. I sat down to take stock, as the merchants say. My life had been spared; for which I was grateful. I had been reduced from comparative wealth to poverty. I had one old horse nineteen years old. I had the suit of clothes I had worn on the day when I graduated, but I had filled out so much in flesh that I could not wear it. My aunt wove some cloth and made me some clothes and I scrapped about somehow' and got a hat and shoes, just how I do not recall. My plan for studying Mathematics at the University of Virginia and at Cambridge was out of the question. Four years of my fresh young manhood were gone. My health was somewhat impaired. My right arm and shoulder were still weak from a very serious wound received in 1864. Pretty soon I received an invitation to my sweetheart's wedding. She married a Yankee! It seemed as if the Yankees were going to get everything and we poor Confederates would get nothing.

"I took charge of the farm and did fairly well. I boiled about eight hundred gallons of sorghum, some of which I sold, some I bartered, and the rest I fed to negroes. In 1866 I hired six negro men, and with the help of some day labor, which I picked up as I needed it, I made a very good crop. In De-

With the resumption of the exercises of the College a new schedule of college fees was adopted, seemingly by the faculty, for the spring term only of 1866. This was longer by four weeks than the usual half-year term and the fees were correspondingly larger. All fees were payable in currency, \$1.50 in currency buying one dollar in gold. The tuition in the preparatory department was fixed at \$33; in the collegiate department at \$45 (gold \$30). Room rent and servant's hire in the College Building was fixed at \$1 a month. It was estimated that table board would cost \$15 (\$10 in gold) a month, and washing \$1.50 a month.

With the beginning of the year 1866-67, the schedule of fees became more regular; they continued to be estimated in currency

cember, 1866, I found that I had on hand a plenty of pork, flour, and corn for all labor I would need for the coming year, corn and forage enough for my teams for at least eighteen months, and twelve or fifteen thousand pounds of good tobacco in the barns, and that I owed no man anything.'

"About the middle of December I received a letter from Dr. Wingate asking me to go down to Wake Forest and teach Mathematics. I showed the letter to my mother, and that night as I started to my room earlier than usual she asked me where I was going. I said, "To my room to write to Dr. Wingate declining to go to Wake Forest." To my surprise, she begged me to wait two or three days and give her time to think the matter over. After considering it very carefully she suggested that I should take my horse and ride over to Oxford and talk with brother John, who was conducting Oxford Female College in St. John's College, the original building of the Oxford Orphan's Asylum. My brother thought there was nothing in it for me, and that it would be better for me to stay on the farm. As I had promised my mother to do, I came to Wake Forest and spent one day looking around and talking the matter over with the members of the faculty. . . . The College was really insolvent. We discussed the situation till after midnight, and I told them frankly that I did not see anything in it for me, but that I would go home and talk the matter over with my mother and let them hear from me.

"When I went home and laid the matter before my mother fully, she said: My son, bad as the outlook is, it will be better for you to go there than to spend your days on the farm following negroes.' I knew what that advice had cost her I was the youngest child, and she and my father had told me that in the end I would have to come home and stay with them in their old age. During the four years I was at College she never packed my trunk without a good hearty cry, and without winding up by saying: My boy, you have got to come home and stay with your mother when you are done going to College.'

"Early in January, 1867, I left home in Virginia with one hundred and fifty dollars in my pockets, two trunks filled with a few homespun clothes, some bed clothes, and a few old books, and a flour barrel packed with a feather bed, and came to Wake Forest and entered into the 'Wilderness'."

until the beginning of the year 1872-73. Tuition in the preparatory department was \$30 a term until the close of the year 1868-69; after that time no distinction was made in the statement of tuition fees, and it was the same for all. The tuition fees in the collegiate department beginning with the catalogue of 1866-67 and extending through that of 1875-76 were \$35 a term; beginning with the catalogue of 1876-77 and extending through the catalogue of 1901-02, tuition fees are \$30 a term. Beginning with the catalogue of 1902-03 the tuition fees for several years were \$25 a term, with a matriculation fee of \$10 a term "required of all students." Of the fees for the later years more will be said when that portion of the history is reached.

From 1866 until the close of the century the dormitory rooms in the College Building were rented for \$6 a term, one-half to be paid by each of the two occupants. The same amount was to be paid for servant's hire. Already in the catalogue of 1866-67 the price of table board is fixed at \$2.50 to \$3 a week, and a few years later there is a further reduction, it being stated that board in clubs may be had as low as \$7 a month-and these were prices that were not exceeded before the year 1914; in fact, in the decade 1890-1900 good club board might often be had for \$5 a month. During all this period good rooms in private families might be had for two to three dollars a month.

It was to fees mainly that the College had to look for revenue, since the endowment was yielding at best for the next ten years not more than a thousand dollars a year. In the spring term of 1866 it would seem that the fees from the sixty-seven students yielded enough to give a living to the three members of faculty, but only a meager living. Three or more of the students were ministers and paid no tuition, and others were paying their tuition with coupons from scholarships, but probably as much as \$1,200 was collected in fees of all kinds. How unsatisfactory was the compensation coming in this way to the faculty may be inferred from the fact that in October, 1866, Dr. Wingate seems to have been induced to resume his duties as president only on the "promise of a

definite salary of \$1,500, and Dr. William Royall who was offering his resignation at the same time withdrew it only after the Trustees had agreed to the regular salary of \$1,200 a year for a full professor. W. B. Royall and L. R. Mills, both as tutors and assistant professors received \$750 a year. As has been stated above, it was no very favorable impression that the young Mills got of the financial prospects of the College in December, 1866, although 1866 had been a good year, with cotton selling for thirty-five to forty cents a pound, and the general prosperity had in a measure extended to the College faculty.²⁸

²⁸ Mills, "Forty Years in the Wilderness."

II

THE STUDENTS AND ALUMNI, 1866-70

Interest in ministerial education was a powerful influence in gaining support and students for Wake Forest College as well as for other denominational colleges in this period.¹

In contemplation of the opening of the College, the Board of Education located at Wake Forest had a meeting and resolved to give favorable consideration to applications for aid by those who had the ministry in view. During the spring term of 1866 the Board received three beneficiaries, and before the end of the calendar year two others. In 1867 the number reported was nine; in 1868, eleven; in 1869, eleven. During all these years many more would have been received if funds for their support had been available.

Probably with the hope of adding to the number of students and the revenues of the College, a demand arose at this time for the establishment of a commercial department, and the Board of Trustees so ordered at its meeting in June, 1869. It was insisted that the department was needed for the business education of great numbers of young men who at that time were seeking the so-called business colleges of the North. President Wingate with his usual wisdom regarded the new departure with suspicion as leading young men to neglect the regular college course in a time when men with the best of collegiate training were so badly needed.²

¹ At Davidson College, in 1868-69 of the 120 students 40 were candidates for the ministry, and in 1869-70 one-third of the 99.

² From Wingate's report to the Board of Trustees, June, 1869: "To give any special prominence to this school, it seems to me, is to depart from our legitimate work and to forget our main design as one of our higher institutions of learning. A larger number of students might be brought together for a time by giving prominence to what seems so short and lazy a method for turning out practical business men. But if successful in this direction, and to the degree that we were it would divert attention from the higher and more thorough courses, and would form an easy escape from their difficulties, and to this whole extent, as indolence or disaffection might rule, would mar our

But the department was established and advertised in the papers. No provision was made, however, to give a thorough business course, as its most able advocates had hoped. The fact is the College did not have the teaching force or the equipment for it. The department had only one teacher, Professor Mills, who necessarily made it subordinate to his regular college work. In the summer of 1869, he went North and examined the work of the best business colleges, and he fashioned a course of studies, including book-keeping and commercial arithmetic "to prepare young men to make the calculations required in business transactions, and to keep faithful and systematic records of the same." No credit or requirements for degrees was given for the work, and it was taken by very few students, but notice of it continued in the catalogues of the College until that of 1881.

Although progress was slow in developing a general interest in the work of the College during these years, yet it was doubtless the frequent plea that the College was an essential factor in the progress of the Baptists in the State that did more than anything else to encourage friends to hold on in their darkest days. "Of all religionists," said T. H. Pritchard, "the Baptists are the least able to allow other people to educate their children." It was with this plea that Dr. William Royall revived interest in the College in the fall of 1868, the period of the greatest gloom. Only 42 had registered at the opening of the session and of these nearly all were former students. Wingate himself, as is evident from his letter already quoted,³ was greatly discouraged, and some trustees and even some members of the faculty were ready to abandon the work and sell the building and grounds to the State.⁴

general efficiency. It would seem to be our policy to make haste slowly, but surely, to make men practical and efficient in the highest departments of life and send them out to fill, not clerkships and telegraphic offices so much, but positions which demand culture and scientific attainments. If we may extend our courses in those directions we shall achieve solid and enduring results."

³ *Biblical Recorder*, February 22, 1868.

⁴ Our people were discouraged and many of them at their wits' end. Some of the wisest and most hopeful of the Trustees of the College discussed among themselves the propriety of selling the entire property of the College to the State to be used as a school for deaf, dumb and blind Negroes. Sometimes, too, the members of the faculty would lose heart and talk about giving up

In this crisis Dr. William Royall took the field for the College and did a most effectual work. With his fine personal and social qualities he won friends everywhere and his speeches before churches and meetings of Associations had no little part in bringing the great increase in the number of students the next term, of which Wingate spoke with exultation at the next Commencement.⁵

The general character of Royall's appeal is doubtless reflected in the outline of his speech made at the Convention of that year as reported in the *Biblical Recorder* of November 4, 1868, which reads:

Wake Forest College has claims on the sympathies and prayers of all. The Baptist State Convention of North Carolina was organized mainly for the education of the ministers of North Carolina. Education is the primary thought in the inception of the Convention. The principal design was to improve the ministry. All who were acquainted with the denomination thirty-five years ago knew that the ministry was uneducated-and to meet this they founded Wake Forest College, determined to make an institution whose benefits should not be confined alone to the ministry, but also to the people, and as a result in all our churches are those who, because of their education in the College occupy a higher position, and are consequently capable of accomplishing more good.

During these years, 1866-70, the internal affairs of the College went on with much regularity and the annals of the institution for those years is short.

In 1866 and 1867 only the degree of Master of Arts was conferred; in the former year it went to Fritz Henry Ivey, William Bailey Royall, Robert Risop Savage; in the latter it went to J. Thomas Deans, T. J. Holmes, James King Howell, T. B. Kingsbury, J. B. J. Mays, George Washington Sanderlin and Josiah Bridges Solomon. The Master of Arts degree was con-

the apparently hopeless effort to do anything." L. R. Mills, *Bulletin of Wake Forest College*, II, 171.

⁵ From letter of N. B. Cobb, *Biblical Recorder*, October 21, 1868: "Prof. Royall is succeeding admirably in his mission. His urbanity and fervent piety make him the welcome guest of every household, and his public addresses are winning many friends to the College. When I last saw him he had the names of between 35 and 40 young men who promised to go to Wake Forest as soon as they could make arrangements."

ferred in 1869 also on Thomas Deans Boone, and in 1870 on William A. Brunt and Julian Henry Picot. Of these Holmes, Kingsbury, Mays, and Picot had never been students of the College and the degree was conferred *honoris causa*. In 1871 the Master's degree was conferred in the same way on John Bruce Brewer and John Edwin Ray, *Franklin P. Hobgood*, but afterwards it was altogether an academic degree conferred only on those who had completed a prescribed course of study.

The degree of Bachelor of Arts was conferred in this period as follows: in 1868, on John Bruce Brewer, Henry McNabb Cates, Henry Alexander Foote, William Robert Gwaltney, Franklin P. Hobgood, Samuel Emmett Overby; in 1869, on Albert Hines Hicks, William Hartwell Pace, Robert Samuel Prichard, John Cates Scarborough, Roscius Pope Thomas; in 1870, on William Bland, Samuel Wait Brewer, Martin Luther Fowler, George Washington Greene, Robert Edward Royall, Charles Meredith Seawell.⁶

Of the above four were ministers of the Gospel. Of Gwaltney's service as chaplain in the Confederate States Army something has already been said.⁷

Until his death, December 15, 1907, he was one of the most useful and influential Baptist ministers in the State, serving pastorates at Hillsboro (1867-72), Mocksville (1872-76), Winston-Salem (1876-77), Raleigh Tabernacle (1877-85), Greensboro (1885-90), Wake Forest (1890-1897), Hickory (1897-1907). He was a Trustee of the College from 1869 until his death. He was a great church builder, having erected new churches in most of his pastorates. He had a leading part in the establishment of the Thomasville Orphanage and of Meredith College (Baptist Female University). He was one of the most worthy sons of the College. Bland was first a teacher, but served many pastorates in South Carolina and in Cumberland, Duplin and Sampson counties in this State. He died March 9, 1917.

⁶ There were no graduates with the Bachelor of Arts degree in the years 1871 and 1872, but four to graduate with the degree of Bachelor of Philosophy in 1871, and three in 1872. In 1871 Davidson College graduated a class of thirty-one with the degree of Bachelor of Arts

⁷ Volume I, 630.

Prichard purposed to go as a missionary to assist Yates at the Shanghai station in China; with that in view he took further studies in the University of Virginia, but this noble purpose was cut short by his death from "galloping consumption," tuberculosis, on January 19, 1872. Greene was perhaps the most scholarly of the group, and, although he took a full course at the Southern Baptist Theological Seminary his chief work was in the field of education. In the years 1877-90, as principal of the Moravian Falls Academy he attained a great reputation as an educator of boys and young men. In 1890 he was called to his *Alma Mater* as professor of Latin, but remained for only one year, when carrying out a purpose long entertained he went as a missionary to China. There again he took up educational work as president of a seminary to train Chinese preachers and other ministers, and continued in it until his death on December 11, 1911.

Cates, Seawell, Hobgood, Brewer and Scarborough were educators. Of Cates something has already been said.⁸ Seawell was a young man of fine promise. He was active and prominent in the work of his literary society, the Philomathesian, and in his studies showed remarkable ability. While a student he served a church as pastor. At the commencement of his graduation he was appointed tutor, and at the next commencement he was elected to a professorship,⁹ but his untimely death came on June 14, 1871, at his Moore County home : "snatched away in the prime of life, and one which promised much for the glory of God and his fellow beings." ¹⁰ Hobgood, after serving for a year as principal of the male academy at Reidsville, devoted the remainder of his life to the education of young women, first at Raleigh where for the years 1870-80 he was president of the Raleigh Female Seminary, and afterwards from 1880 till his death, January 16, 1924, as President of the Oxford Female Seminary. Few North Carolinians have meant as much as he to the educational betterment of the young women of the State. He occupied many places of trust in the denomination; from June, 1879, until his

⁸ P. 12.

⁹ *General Catalogue.*

¹⁰ Phi. Soc. Records, Sept. 23, 1871.

death he was a trustee of the College. In 1918 the College conferred on him the degree of Doctor of Laws.

Brewer also devoted the most active period of his life to the education of young women; first, 1875-81, as principal of the Seminary for Young Ladies at Wilson, and then, 1881-96 as President of Chowan Baptist Female Seminary, which under his direction had perhaps the most prosperous period of its history. After retiring from this work he engaged in business, making his home at Wake Forest for a number of years. He died January 27, 1931, at Rockingham, the home of his daughter, Mrs. Claude Gore.

Scarborough, after his graduation engaged in teaching, in the year 1869-70 at Forestville, in 1870-71 as tutor in the College, from 1871 to 1876 at Selma. In this year he was elected State Superintendent of Public Instruction and held the place for eight years, and after a period of eight years, was again elected to the same place for another term of four years. No man in our public life ever did a more devoted and important work than Scarborough in this office. From 1897 to 1909 he was president of Chowan College. He died on December 26, 1917. From June, 1873, until his death he was a most able and faithful trustee of the College.

Of the graduates of this period, two, Thomas and Fowler, were physicians. Of Thomas some account has already been given.¹¹ He received the degree of doctor of medicine from the University of Virginia in 1870, and from the University of New York in 1871. He practiced his profession in his native section, Bethlehem, Hertford County, until feeble health caused him to retire. For fourteen years he was moderator of the Chowan Association, and from 1906 till his death, October 28, 1916, he was a trustee of the College, serving as president of the Board for three years.¹²

Fowler received the degree of doctor of medicine from the College of Physicians and Surgeons of Baltimore in 1878, and practiced his profession and conducted his farm in the vicinity of Roles-

¹¹ P. P. 12.

¹² Obituary notice by Rev. C. L. Dowell, *Biblical Recorder*, Nov. 8, 1916.

ville, a well-beloved and much respected "country doctor." He died June 21, 1927; age 74 years, 9 months.

Three of the alumni of this period became lawyers. These were Overby, Foote and Pace. Overby first practiced his profession in Elizabeth City, but later retired to Belcross, Camden County, and engaged in farming. He died in July, 1933. Foote located in his home town of Warrenton, and as a lawyer became solicitor of his district. He also was editor of the Warrenton *Gazette*. He died about the year 1900. Pace located in Raleigh where he attained high rank in his profession. For many years he was attorney for the College, and he was also a trustee from June, 1877, until his death, April 27, 1893. He served four years in the Confederate States Army and surrendered with Lee at Appomattox. He was very active in all church and denominational work, was president of the Baptist State Convention for the years 1887 and 1888, and was also president of the Board of Missions.

Hicks, S. W. Brewer and Royall were merchants and men of affairs. Hicks returned to his native Nashville, Tennessee, and was a wholesale merchant. He died in 1878. Brewer was a merchant of Raleigh from 1875 to 1885, then at Wake Forest from 1885 to 1891, and again at Raleigh from 1891 till his death on April 14, 1918. The business he established is still conducted by his son, Mr. T. W. Brewer, now treasurer of the College.

Mr. R. E. Royall, one of this great company, survived with energies little impaired until his death, June 17, 1937. After his graduation he taught for several years, first in Raleigh and then in Texas. In 1877 he entered into a partnership for the manufacture of naval stores in Georgia and was connected with this enterprise for many years. But most of his life was spent at Wake Forest; here he was a merchant from 1885 to 1893; with the organization of the Royall Cotton Mills at Glenn Royall, a suburb of Wake Forest, in 1900, he became general manager of the plant, a position which he held until 1931, when advancing age made his retirement necessary. He was the son of Dr. William Royall and a brother of Dr. W. B. Royall.

Among those who were students of the College in the years 1866-70 but did not graduate several attained distinction. W. O. Allen was prominent in the work of the denomination and for several years was manager of the Baptist Book Store in Raleigh. R. J. Biggs was a successful merchant of Baltimore. T. H. Briggs of Raleigh conducted a hardware business which was known all over the State; for many years he was a trustee and treasurer of the College. H. C. Dockery was a large planter of Richmond County, and like his distinguished father, General Alfred Dockery, a trustee of the College. C. C. Newton was for many years a heroic missionary in Lagos, on the West Coast of Africa. Fred A. Olds, long regarded as the best newspaper reporter in the State, accomplished a great work with the North Carolina Hall of History, which may almost be called his creation, and continued as its director until the year of his death, 1935. He was also known for his interest in social and religious matters, especially in connection with the Boy Scouts. F. M. Simmons afterwards finished his college course at Trinity College, and was long the most influential man in North Carolina politics, and for thirty years United States Senator. J. W. Thompson was one of the State's most prominent citizens; for eight years he was steward of the North Carolina Insane Asylum, as it was then called, and he was also clerk of the Superior Court of Wake County. For many years he was a familiar figure on the streets of Raleigh. W. A. Poole was a minister of the Gospel, "preaching on Sundays" and in the week days serving his county, Alexander, as clerk of the Superior Court. W. C. Powell was one of the leading manufacturers of naval stores in the South, and also interested in cotton mills. J. C. Bond was clerk of Superior Court of Chowan County; D. D. Ferebee was sheriff of Camden County. Among those who became physicians were T. H. Skinner, L. P. Sorrell, S. J. Montague, W. W. Jones, and F. M. Toon. A. H. Lennon became a dental surgeon. W. F. Heathman became a lawyer. Among those who became ministers of the Gospel and served Baptist churches were W. A. Barrett, D. Bedford Brown, Q. T. Simpson, J. T. Westcott, and Jesse

Wheeler, while W. R. Ferguson became a Methodist minister in the North Carolina Conference. Two of the five Rowland brothers became wealthy bankers in Texas, while the others became successful business men.¹³ J. P. Poteat was a planter and editor of the *Caswell News*. S. H. Gavin and J. Ross White and others had been soldiers in the Confederate States Army.

The above list is chosen from the total of 151 who matriculated at Wake Forest from January, 1866, to June, 1870, who with the 55 others who continued their work after the scholastic year 1869-70, 206 in all, constitute the total registration in the College in that period. Of these 151 more than one-half were preparatory students and many did not remain for more than one year. And yet a reckoning of the service to church and state and the world of the seventeen graduates and of the others named above shows that it was no little work that the College did in these hectic years.

In 1866 and 1867 as there were no commencements at the College, the annual meeting of the Board of Trustees for 1866 was held in Raleigh in the latter days of May, and that for 1867 in Wilmington, also in the latter half of May. The honorary degrees of those years seem to have been conferred by notification and publication.

The first commencement after the War was in 1868. It had all the regular features of commencements of the time. The same was true of the commencements of 1869 and 1870. The alumni address in 1868 was by Archibald McDowell, then President of Chowan College; that of 1869 was by B. W. Justice, and that of 1870 by John Mitchell. The sermon for 1868 was to have been preached by Dr. William Hooper, but as he was late in arriving it was preached by Dr. T. H. Pritchard; that of 1869 was preached by Rev. J. B. Jeter; that of 1870 by

¹³ "North of the campus, the first house was that now used for the postoffice, which has been turned around and greatly altered. It was then [1866-7] occupied by the five Rowland brothers from Henderson, who did their own cooking and much studying, and laid the foundation of the thrift which has made them all prosperous business men, two of them wealthy bankers in Texas." G. W. Green, *Wake Forest Student*, X, 420.

Dr. C. H. Toy. The annual address before the Literary Societies in 1868 was by L. P. Olds, on the subject, "Languages as the Voice of Latitudes." His thesis was that languages are mellow or harsh according to the distance of those who speak them from the equator, and his speech still has a scientific interest. In 1869 Dr. J. C. Hiden delivered the annual address on the subject, "Symmetrical Culture." In 1870 Hon. John Kerr spoke on the subject, "The Education of Youth upon the Basis of Truth, as it is revealed in the Bible."

At the commencements of these years large crowds attended all the exercises; in 1869 the chapel doors, windows, and pillars were beautifully decorated with flowers, an innovation, it seems, for which the editor of the *Biblical Recorder* gave the credit to Major Englehardt, who was present. According to a custom which was continued almost to the present day the commencements were closed by receptions by the Literary Societies, which, though the older men did not quite understand, were the chief attraction to the young men and their young lady guests.¹⁴ In fact, the entire commencement period was for the students, nearly every one of whom remained for the exercises, a time of much social intercourse of the young men and lady friends, who came on their invitation and whose entertainment was provided by them. The young men also by careful prearrangement saw to it that their fair guests had escorts to all the exercises.¹⁵

¹⁴ "At eight o'clock the chapel and the Halls were thronged by old men with glasses, by old women with caps, young men with canes, young women with curls and a countless multitude of bells and beaux of the early York order." *Biblical Recorder*, June 16, 1869. It may be added that some vendor of lemonade and other ice-cold drinks, paying \$25 for the exclusive privilege of selling them at commencement, did a flourishing business. The few families of the village, most of all the professors' families, were heavily taxed to find room and food for all the great crowds of visitors.

¹⁵ It seems that the Wake Forest students enjoyed a freedom in this regard which was unknown at the time at Davidson College. Of the strictness of discipline at the Davidson Commencement of 1869, the editor of the *North Carolina Presbyterian* bitterly complains: "A Presbyterian marshal would not let the boys (especially one of the old boys) sit side by side with the girls, while they should be listening to sermon or address or oration. But these children of discipline made up for their self-denial as soon as they got free of Mr. McAlpine's dominion. He was a Presbyterian

III

THE TOWN AND THE CAMPUS

The student coming to Wake Forest in August, 1866, got off the train at Forestville, for there was then no station at Wake Forest and it was against orders for trains to stop there to let off even crippled persons. Coming up the road to Wake Forest the first house he saw was that of the Holdings, which still stands much enlarged and improved on the east side of the road and south of the public school. Further north and just north of the present public school grounds he saw the house built by Rev. Thomas Crocker and at that time occupied by Dr. William Royall. Next he came to the only store in town, that of Rev. J. S. Purefoy but usually kept by his wife, in a building later used for dormitories and called "Paradise," but now removed to form part of the Wake Forest Hotel on the south side of the same block. Passing the store he saw on the same lot, where the tennis courts now are,¹ the stately Purefoy Hotel, facing the Campus. Across the road in the direction of the railroad was the brick house built by Rev. Amos J. Battle in 1838 and still standing, which at that time was the home of Major J. H. Foote and family. On further, next the railroad was the house, not so large as it now is, which later was the home of Dr. W. L. Poteat and family but at that time vacant. West of the Purefoy Hotel on South Street was the Battle House, now much enlarged, the home of the family of Professor B. F. Sledd, back of which was a fine orchard. Further along the road to the west was the home of Mr. Raburn, now the Lassiter place. Opposite southwest corner of the Campus, on the site of the President's House, was the home of Dr. W. M. Wingate. Further north on Wingate Street was the old Jones residence, which had been moved from its original site where Wait Hall now -stands, and was then the home of Dr. W. T.

¹ True in 1936 when this was written. Since then a dining hall has been built in the back of the lot, and in front is a wide lawn.

Walters and family. Further on and opposite the northwest corner of the Campus was the home of Dr. W. T. Brooks and family, which still stands, only slightly altered. To the north of the Campus, on the west of the road, where now stands the brick building, was a house then facing the Campus but later turned around to face Main Street and used as a store and a postoffice, but at that time occupied by five Rowland brothers from Henderson, students who did their own cooking, but afterwards became famous bankers and financiers. Across the street towards the railroad, where now is the Simmons Dormitory, was the brick house built by Mr. Charles W. Skinner but at that time the home of Dr. W. G. Simmons. North of that on Main Street were only three houses, that of Mr. J. M. Brewer, on the west side of the street, now called "Colonial Inn" and occupied by a granddaughter of Mr. Brewer; second, that built by Dr. Samuel Wait, on the west side also about the middle of the second block, but later the home of President Charles E. Taylor and now the home of his daughter, Mrs. Crittenden. Across the street, one lot further north, was the third house, the home of the Misses Hicks, which now enlarged and remodeled is the pastor's home. The only other residence in town was a one-story house on the corner northwest of Middle and Pine streets, then vacant but later the first home of Professor L. R. Mills and wife. The house greatly enlarged, still stands. On the rear of the lot of Mr. J. M. Brewer was the African Chapel, which was soon removed. This was the Wake Forest of August, 1866. East of the railroad there was no building, nothing but an old field covered with pines.^{1a}

The development of the Campus may be said to have begun in these years, which for the sake of unity will be traced to the present.

It has already been told that in 1854 a fence was built to enclose a part of what is now the Campus. On the east this fence ran

^{1a} The above account has been digested from an article by a student who came to Wake Forest in the first week of August, 1866, Dr. G. W. Greene, in *Wake Forest Student*, X, 418 ff.

along the road in a direct line from the Purefoy Hotel to the north. It was already broken and was failing to keep out cattle and sheep and hogs which in those days ran on the range. The care of the Campus was committed to a committee of the Board of Trustees, who being absent from the College were unable to give it proper attention, and in June, 1869, resigned this duty to the faculty. In May, 1867, this committee of the Trustees, being instructed by the full Board, employed a servant to keep the Campus in order, seemingly the first of a long line of those entrusted with that duty and ending with "Doctor" Tom Jeffreys, who died in 1927. Among the first instructions to this servant was that of keeping the fences "hog-tight, bull-strong, and horse-high," and to keep down weeds and bushes, and to stop washes in the walks leading to the College Building.

The land between the fence and road and the railroad, then unenclosed, had once been cultivated, but in 1866 was an old field covered with broom sedge with a young pine here and there, and seamed by deepening gullies washed by the water making its way to the dip where the underpass now is. Soon, however, the boys who entered in 1866 began to clear off sedge and pines in the leveler parts of this area for baseball grounds. Before this time they had been content to play hockey, or, as they called it, bandy, or shinny, making their own sticks, some of them exercising great ingenuity in giving the proper curve. Their ground for this game was the road along the fence. Bandy, however, could not hold its place against baseball which at this time was coming into great popularity not only among college students but among cross-roads clubs.

Among the leaders in the new game at Wake Forest was Frank P. Hobgood, a student who entered in 1866, and who became the captain of the first baseball team. The first ground was made in the northeast portion of the present Campus, but its orientation was bad, and one Saturday morning, Hobgood, playing in the left field, was trying to catch a fly, and being blinded by the sun, had his eye struck by the ball and hurt very seriously. This

led to changing the field to a place near where the Church now stands. The players had played at least one match game on the old field,² and they played others on the new ground. In these the students showed unbounded interest and rivalry, as may be seen from the following account by a contemporary :³

Several match games were played there. They would seem quite tame affairs to modern players, but to us they were matters of great interest. I remember one between the Wake Forest Club and the Neuse Club, in which I acted as umpire. I can see yet Mr. Hunter, the father of W. B. Hunter, then a man of middle age, standing at first base, catching the ball and putting our boys out. I think both E. S. Dunn and J. J. Dunn, who had recently left college, were on the Neuse nine. Most of them were older and stronger than our boys, John E. Ray being the youngest man of the team. He came to college the next year. I remember none of the Wake Forest team except the lamented Robert S. Prichard, who was among the foremost in what ever he undertook. Our boys were beaten, but they played a very interesting and creditable game.

The enthusiasm for the new game was not shared by some who passed on the railroad and saw the boys forgetting to look at the train in their absorption in the playing. J. H. Mills, editor of the *Biblical Recorder*, tersely expressed his dissatisfaction: "At the Old Gaston Depot on Saturday. On train to Chowan Association. At last we move. At Wake Forest the boys play baseball, and spectators gaze in idleness. Baseball is an excellent employment for those who have nothing else to do, but we are sorry for those who, in these busy times, have nothing else to do." ⁴

But the dissatisfaction of the editor with the prospect from the railroad towards the College Building was far stronger. Improvement, he said, ought to be made in this unsightly foreground; the College would be a hundred years behind the times until the pines had been cut down and the gullies filled; the lack of money was no excuse, since the students who spend their time in idleness should be made to do this work. It was in vain that Professor William Royall made the obvious answers, since the truculent editor would

² Verbal statement of F. p. Hobgood to the author.

³ G. W. Greene, *Wake Forest Student*, X, 421f.

⁴ *Biblical Recorder*, May 19, 1869.

be satisfied with nothing else than his demands.⁵ However, the desire for improving the Campus was general and had been planned for several years. On March 11, 1869, the young ladies of Wake Forest, ever ready to do their part, assisted by a number of young gentlemen, had given an entertainment consisting of tableaux, charades and so forth, to raise money for the Campus, but how much was realized is unknown.⁶ We have seen that President Wingate, who was always interested in beautifying the Campus, raised forty dollars in cash for it in the fall of 1869. At the previous commencement the Trustees had put the care of the Campus and grounds in the hands of faculty, and had constituted them a committee to secure funds for the improvement of the building and the "grounds immediately around the College." With this commission, and with the smart of the stinging words of Mills in the *Biblical Recorder*, the faculty were not slow in soliciting funds. It was to the brethren in Raleigh that they turned, seemingly with persistent importunity, so that Dr. Wingate could not go to Raleigh to preach without arousing in the people of that city the suspicion that he wanted money for the college Campus.⁷ Among those who contributed were two Trustees, J. H. Mills, and Col. J. M. Heck, the latter the more largely since he was more financially able. Enough was secured to justify the beginning of improvements on an extensive scale. With the assistance of Col. Heck a landscape gardener, Major Englehardt,

⁵ *Biblical Recorder*, June 23 and 30, 1869.

⁶ *Biblical Recorder*, March 17, 1869. Such entertainments seem to have been very popular at the College. One of them is described in a letter, unsigned, which got lost in the pages of the Euzelian record book, as follows: "Euzelian Hall, W. F. C., N. C., June 6, 1867. "Dear Eb.: Yours came to hand this morning, and I now take my pen in hand to answer it from our Hall. I have nothing new to write, except that the concert, tableaux and charades, came off last night and was quite a brilliant affair. It took place in the College Chapel, which was crowded. The ladies did act splendidly, but the best of all was one of the boys (Mr. Reinhardt of Mo.) who acted the part of the negro. He had his face blackened; had an old-fashioned claw-hammer coat and tight pants and sang 'A little more cider for Miss Dinah.' I never saw such a good mimic before. And my sweetheart looked like an angel-I mean the one I like best of the ladies on the Hill."

⁷ *Biblical Recorder*, November 24, 1869. "The President of Wake Forest College wants some money, just a little, to improve the College Lawn, so he makes us feel ourselves his debtors by coming to preach a good sermon."

who had published a treatise on the subject, was secured to plan and direct the work. The road, which had hitherto run straight along the fence of the Campus was changed to run on a circular curve towards the railroad so as to embrace the abandoned road and most of the land of the lots to the east of it. Around the whole curve from one side to the other were planted osage orange trees with the intention that they should form a fence to enclose the Campus. Though this purpose was interfered with by later plans, the general line of the road is still indicated by such of these trees as have been allowed to survive.⁸ It was Major Englehardt who laid out the beautifully curved walks by which the campus was long distinguished.⁹ Though owing to lack of money the plan of development was not completed for some years, its general outline was seen from the first and enough had been done before the end of the year 1869 to excite the favorable comment of that severe critic, the editor of the *Biblical Recorder*.¹⁰

In order to prevent the depredations of stock which was allowed to run at large in those years the faculty extended the campus fence so as to include the new development. This was made of boards, four six-inch boards nailed horizontally to posts set eight feet apart.¹¹

⁸ The author was mistaken in his statement in volume I p. 193, that the road never ran straight through what is now the Campus. It did so run until changed under the plan of Major Englehardt.

⁹ Verbal statement of Professor L. R. Mills, who insisted that the walks were so beautiful because the curves in which they were laid out were mathematically correct.

¹⁰ *Biblical Recorder*, December 22, 1869: "The gullies once in front of the College have become the graves of the pines which then disfigured the lawn. Beauty has been substituted for deformity. The taste and skill of Mr. Englehardt have converted a rugged old field into a lovely and pleasant park. The walks are planned with taste and the whole work, though not quite completed, is a happy combination of science and art. The public road has been turned with a rainbow bend and presents the traveler a refreshing view of a most delightful landscape, and the extension of the campus towards the railroad displays to the passengers a full view of the magnificent hill rising with gentle ascent and crowned with the ancient and venerable college building." Feb. 2, 1870: "Mr. Englehardt is still beautifying the face of the earth around the College and making it a monument of his taste and skill."

¹¹ See cut of buildings and grounds on back cover page of catalogue of 1881-82.

It was at this time that the rows of elms now to be seen in the west of the Campus were set. There were no trees yet in the new part of the Campus and it was soon growing up in grass and broomsedge. As the faculty had taken pains to make improvements they were determined to preserve them, and found it necessary to post conspicuous warnings that no person should turn stock into the enclosed grounds or "without special permission" take "any wood, hay, turf, ashes, brush, leaves or other vegetable matter."¹² As a means of keeping down the exuberant growth of weeds and sedge the faculty for a small price allowed the pasturing of cattle in the Campus, where the cows became fat and sportive.¹³

Under the administration of President Wingate a few shrubs and evergreens, such as firs and yews and spruces, were set in the front of the Campus,¹⁴ but it was under the administration of President Charles E. Taylor that the development was begun which has given the grounds their Southern and almost semi-tropical aspect.

In 1885 the Campus was enlarged by extending the enclosure eastward at right angles to Main Street to within a hundred feet of the railroad around which the road was run, making turns at right angles at the corners.¹⁵ It was at this time that the stone wall now enclosing the Campus was begun, and which when completed many years later made a rectangle of about twenty-five acres. With the erection of new buildings, it was found necessary to add to the walks and modify those already made, cutting out some circular walks, which were more beautiful than convenient, but in doing this President Taylor saw to it that the curving pattern of walks of Major Englehardt was continued. It is only

¹² Minutes of faculty, December, 1869. President C. E. Taylor, *Bulletin of W. F. C.*, II, says that the older elms were planted during the administration of Wait.

¹³ Dr. J. H. Gorrell, "History of the Grounds," *Bulletin of Wake Forest College*, II, 107.

¹⁴ See picture of buildings and grounds, Catalogue of 1881-82.

¹⁵ On the south side it was necessary to make the veer a little to the north owing to the encroachment on South Street by the property owners, an encroachment which still exists.

in recent years that unbeautiful straight walks and those with inartistic curves and interrupting circles have been substituted. Many efforts have been made by citizens of the town, sometimes aided by certain members of the faculty, to get the road back to the center of the Campus, the last in 1924 during the building of the paved highway, a part of U S No. 1, but the Trustees were adamant. Finally an end was put to these attacks on the unity of the Campus, when in 1931 under President Kitchin's direction the Johnson Building was constructed facing North Main Street.

It was in the spring of 1938 that the present brick walks, begun a year or two earlier, were completed, and the side of the Campus next the railroad given its present contour. It was thought desirable to have the main walk lead to the underpass of the railroad, which was constructed two years earlier and made a deep cut necessary near the station, where the main path to town had formerly crossed.

The next part of President Taylor's plan was the setting of trees, shrubs and flowering plants. The first planting was December 13-16, 1885, when 300 trees-100 magnolias, 100 maples, 100 evergreens-were set. In the next April, 1,000 vines and shrubs, including 500 roses, were planted, and grass seed were sown on the open spaces, which had been prepared by cultivation in corn and cotton to kill the sedge and weeds.¹⁶ The hundred magnolias were donated by as many friends of the College, and a record was made of each individual gift and of the location of the tree, which was sometimes marked with a small stone. Later other magnolias were added, the total number in 1906 being 176. They are now tall and magnificent trees, flowering every year beginning the latter half of May. Other trees were also planted from time to time; in the list made by Dr. W. L. Poteat and appended to Dr. Gorrell's article are the names of fifty-five varieties of trees, exclusive of shrubs and bushes, 796 specimens,

¹⁶ Dr. J. H. Gorrell, *loco citato*. Dr. Gorrell quotes "Doctor" Tom Jeffreys, the college servant, as saying: "Me and Doctor Taylor sot out all de bushes and scrubbery in de campus under the instructions of de Doctor."

of which 52 are white oak, 83 weeping elm, 18 black ash, 19 white ash, 19 sugar maple, 50 red, silver and ash-leaved maples, 82 osage orange, 10 white pine, 20 white spruce, 39 red cedar, 66 arbor vitae, 20 loblolly pines, 176 magnolias, and many other trees, some of them of rather rare varieties.

The flowering plants, including the roses, were set along the walks and on the outer edges of the grass plots next to the buildings and carefully cultivated and pruned by "Doctor" Tom, and showed their loveliness in almost every month of the year. The entire front of the Campus was, in the season of leaf and flower, lovely beyond description, changing slightly from year to year as the trees increased in size and shapeliness. Before these trees had grown too large, from certain vantage points, as the front windows of the Lea Chemistry Laboratory, opened vistas of rapturous beauty.

The whole was a lovely creation and a monument of the artistic taste of President Taylor. The only criticism ever heard of it was that it was too beautiful and ornate for a campus of a college for men, where some thought a severer beauty was sufficient.

President Taylor's love for trees and his hopes for their use in the further development of the Campus may be seen in the following extracts from his article, "The Forest of Wake," *Bulletin of Wake Forest College*, II, 112 ff: "And so it is that I can not write with absolute passivity and in cold blood about some of my old Wake Forest friends among the trees. For instance, it was a sense of real personal loss that I learned of the destruction of the great white oak which stood in kingly pride in the Timberlake yard on Main Street. All in all this was the most magnificent tree I have ever seen. I remember that Dr. Thos. Armitage, English-born and world-traveled, while on his way to hear Gen. Matt Ransom deliver his literary address one Commencement morning, stopped before it, doffed his hat, and said to me that he had never beheld its equal. One night (fall of 1897) a store-house which, unfortunately, was quite near to this tree, was burned. This was the end also of the living tree."

"The score or more of large oaks on the Campus [in 1943 only eleven are left], many of which, alas! show signs of old age, and, as Dean Swift said of himself, are dying from the top downward, are all of virgin growth." "The older elms of the campus and those which, in lessening numbers [they were all cut down on the construction of the concrete highway], shade the western walk of Main Street, were all planted during the administration of Dr. Samuel Wait. Three generations have had reason for gratitude to this excellent man and his co-workers. They had little money, poor equipment, few students. But they could plant trees and they did. They had faith, and, peering into the future, discerned a day of larger things." "Two great trees which many of the older people still remember are worthy of mention here. One was the great sassafras which used to stand in the middle of the street near the Turner home [on the sw. corner of Middle and Pine streets]. Its trunk was at least a foot in diameter, and thirty years ago its wealth of foliage was in full proportion therewith." "At the corner next the most easterly of the 'Gore Houses' [corner of Middle and North streets] stood for many years by far the loftiest of the trees of the neighborhood. It was a poplar which towered so high as to be visible from a distance before any of the houses or trees of the village were discernible. In the side of its great trunk was a cleft into which a man could creep and stand erect. And when one day a stroke of lightning stole the life from the tree, it was found that a numerous family of pigs with their mother had been (in heathenish fashion) unconscious sacrifices accompanying the passing of this imperial representative of the vegetable kingdom." "Then there is the great magnolia tree which Dr. Wingate planted and nursed in the yard of his home [now the site of the President's Home]. Not a few of us love it because he loved it. And it is as worthy of admiration as of love. No more vigorous or beautiful tree of the grandiflora class stands in North Carolina or out of it." "What has been may yet be again. If within the next few years a thousand oaks and maples and ashes and poplars, but especially

white oaks and water-oaks shall be carefully planted and lovingly cared for, our little town will within a generation become a summer paradise." "An unceasing blessing and joy have been the trees of dear old Wake Forest."

The next important improvement in the development of the Campus came early in the administration of President Poteat, which consisted of improving the lawns. We have seen that from 1869 for some years they were pastured. On one occasion the exuberant broomsedge was burnt by the direction of President Wingate, but as this came near proving disastrous, fire was not tried again.¹⁷ After the new lawn was set, in President Taylor's administration, the grass was cut for hay two times a year by some professor or other citizen who had horses. This process naturally impoverished the soil and made the grass on the lawn scantier, and it was to stop this that the new improvement was begun, which consists of frequent mowings and leaving the clipped grass lie on the ground. There is no watering and the grasses are not those of an English lawn, but when the seasons are good the lawns present a beautiful appearance, considering the character of the soil. For several weeks during the early spring the beauty of the lawns is marred by an exuberant growth of wild onions which have become a great pest in North Carolina since they are protected by the stock and fence laws against their natural destroyer, the pig.

Other improvements have been made in the past dozen years. Shrubbery has been planted around all the buildings and the grass plots against them. The open plazas in front of and between the buildings have been surrounded with barberry hedges and sown to grass. Some fifty long-leaf pines have been set around the southeastern campus wall and along some of the walks. Numerous dogwoods have been planted as an undergrowth and

¹⁷ John C. Scarborough, then a student, who knew something of how broomsedge burns in a wind, protested against setting fire to it. Wingate refused to heed him, but when the fire had started and was going like a pack of galloping horses, he lifted both his hands and cried to the students, "Put it out! put it out!"

are already beginning to flower. The lower branches of the magnolias and other low-branching trees have been pruned away so that vision may be wider. From year to year new trees are planted to take the places of those that decay. Near the northwestern corner a space was leveled off in 1915 for an athletic ground and is now used for three of the tennis courts of the College. The buildings will be treated of later.

IV

THE COLLEGE AND RECONSTRUCTION

Wake Forest College, like all other educational institutions and agencies in North Carolina, was greatly affected by the political movements known as Reconstruction.

Perhaps even more than was realized at the time, the colleges suffered from the poor state of schools of lower grade. Although it was the boast of Superintendent Calvin H. Wiley that the common schools were kept open till the last gun of the War had been fired, they were increasingly deficient owing to the lack of other things, such as proper textbooks and especially of trained teachers.¹ For the next four years the public schools were almost completely suspended. Of them there was only a trace.

In his report for 1866-67, General Nelson A. Miles, Assistant Commissioner of the Bureau of Refugees, Freedman and Abandoned Lands for North Carolina, said:

"The indifference of the white people of this State to the importance of free schools is deplorable. As far as I have been able to learn there are but three free white schools in the State; there are, however, many private institutions." *Biblical Recorder*, December 18, 1867. The editor said in reply: "The white people are reduced to poverty and have no means of sustaining schools." As an evidence of that poverty the editor said: "More than 250,000 acres of land have been sold at 25 cents an acre. Some improved farm lands have sold at one dollar an acre. An immense amount of land can now be bought at 15 cents an acre." General Miles recognized the poverty in these words: "Their specie, bank and rail road stock, school fund, produce, &c. were all swept into the whirlpool of rebellion, and the people were left at the close with simply their lands, and upon the very brink of ruin." General Miles also mentions Rev. F. A. Fiske as Superintendent of Education. In some counties, it seems, small amounts were raised

¹ *Noble, History of Education in North Carolina*, I.

by taxation to help extend the service of the subscription schools that were kept in many school districts. On the reorganization of the government under the constitution of 1868, S. S. Ashley, a native of Massachusetts, was chosen State Superintendent of Public Instruction, but while showing some qualifications for his post and genuine interest in education he failed to elicit any substantial cooperation. It was October 1, 1869, before the legislative act for their operation went into effect and seemingly some months later before the schools were opened.² The best that Superintendent Ashley could report for the first year, from incomplete returns, was 666 schools, 683 teachers, \$42,862.40 paid in teachers' salaries, total number of pupils 24,465, of whom 8,801 were white males and 7,742 were white females, number of frame houses 56 and of log school houses 154. Throughout the early seventies the condition of the public schools remained deplorable (Ashe). For this the general apathy of our people rather than lack of interest of public officials was chiefly responsible.³ Doubtless another contributing factor was the unwillingness of our people and their representatives in both branches of the Legislature to provide free education for negro children.

In addition to the subscription schools already mentioned, interest in education during these years found expression in academies of which many were in operation in the State. Among these were several of the ante-bellum Baptist associational academies-the Warsaw Academy under the direction of Rev. Isham Royall, Bethel Hill under Rev. T. J. Horner, Mt. Vernon Springs under Rev. A. J. Emerson, the Reynoldson Institute under the direction of J. M. Taylor until his death in 1868,

² *Biblical Recorder*, October 14, 1868: "It is a remarkable fact that we are paying \$200 a month for a Superintendent of Public Instruction while no public instruction is imparted." From message of Governor *W. W.* Holden, November 16, 1869: "The system of public schools contemplated by the Constitution, and provided by law, is nearly ready to go into operation."

³ Governor Holden's interest is indicated in the following: "Surely the State can afford two dollars per head per year. The State may be poor, but a poor state can least of all afford to be ignorant. Poverty without intelligence becomes degradation, misery, crime; no state can afford such results." See also the messages of Governor Holden and Governor Caldwell, in *Legislative Documents No. 1, 1866-67 to 1871-72*.

and afterwards under J. T. Howell. Either under associational direction or private control schools were also kept in the buildings of the former associational academies at Mars Hill, Catawba and Taylorsville. There was also a good academy under Baptist auspices at Abbott's Creek. The famous Horner School of Oxford and the Bingham School of Mebane were already in operation, and in most of the towns were one or more academies. Nearly all of these offered all branches of study from the alphabet to Virgil's Aeneid. Very few of the students, however, advanced further than what would be classed as grammar school studies, and never contemplated going to college. The result was that college students were few, not numbering more than 500 in all the colleges of the State for any year between 1865 and 1875.

Another influence that was powerful in destroying interest in college education, especially in eastern North Carolina from which Wake Forest for a dozen years after the War continued to draw two-thirds of her students, was the slow progress of political reconstruction which powerfully depressed the spirits of the people. How this affected Wake Forest College is well indicated in the following statement of Professor L. R. Mills:⁴

In 1868 many of our best citizens were not allowed to vote, while every negro man who would swear that he was twenty-one years old was allowed to do so. The great majority of the members of the Legislature elected were carpet-baggers and scalawags, and with few exceptions the laws enacted during the session of 1869 were unwise, ill-timed, extravagant and corrupt. All these things tended to bring about a condition of things but little, if any, better than actual war. The effect of such a condition of affairs upon all the schools of the State was fearful. Our people were discouraged and many of them at their row's end. Some of the wisest and most hopeful of the Trustees of the College discussed among themselves the propriety of selling the entire property of the College to the State, to be used as a school for deaf, dumb and blind negroes. Sometimes, too, the members of the faculty would lose heart and talk about giving up the apparently hopeless effort to do anything.

This disturbed condition of affairs, with the minds of the people

⁴ *Bulletin of Wake Forest College*, II, 171.

in turmoil, continued for several years. Several things contributed to this. Many who were bold of heart at first began to despair when they saw themselves robbed of their political rights by "oathbound ballot boxes, keeping them away from the polls" (the Howard Law), while Legislatures made up of former slaves and other ignorant men under the control of adventurers from other States were recklessly extravagant in bringing the State into a debt which constituted a first lien on their plantations and homes. This constitution of political affairs also caused much real alarm lest the purpose was to attack the very structure of the society of the State and break down all racial distinctions between whites and Negroes. One result of this alarm was the rise of the Ku Klux Klan, which indeed did reassure the whites that they were still the dominant race, but which added to rather than diminished the disturbed state of the people, since it entailed the repressive measures of the federal government, and the ill-advised violence of Governor W. W. Holden, known as the Kirk-Holden War. The incubus of terror and despondency was not finally removed until the impeachment and conviction of Governor Holden in 1870. Having asserted their mastery those who had been under the ban politically seemed to realize that the constitution of 1868, although made by "carpet-baggers and scalawags," had not only secured the readmission of North Carolina into the Union on equal terms with other States, but had put the control of the State as a prize for those who could carry the elections. Their fears had proved liars and they again took courage.

At times, however, the little college community was reminded that readjustment and reconstruction were still in progress. One night in December, 1871, there was a sharp rap at the door of the Euzelian Society, in which a debate was in progress. When the door was opened there stood a United States marshal with a band, "six cowardly wretches who had been mustered into Kirk's service." The marshal called for David S. Ramseur, a boy of eighteen years who had matriculated at the College that term and had joined the Society on October 13. Much commotion followed, but

the Society adjourned in order, and the members thronged around Ramseur, who was on the floor when the call came, and offered to rescue him from the officers and help him escape. Ramseur, however, begged them to desist and went with the officers, casting a last lingering look at the old College Building as he was departing surrounded by six rusty bayonets in a conveyance called a hack. He was carried first to Raleigh, and there charged with murder, and sent to Columbia, South Carolina, since it was alleged that the crime was committed there. In reality he was arrested because he had been reported by a traitor as being a member of the Ku Klux in his native county of Cleveland, and it was on this charge, technically, being a conspirator, that he was tried, when he was brought before Judge Hugh L. Bond in the Federal court then sitting in Charleston. He was found guilty by a jury consisting of eleven negroes and one white man, and sentenced by Judge Bond to serve eight years at hard labor in the prison at Albany, and to pay a fine of 81,000. He reached the Albany prison June 22, 1872, chose coffin-making as his "profession," and worked at that until January 18, 1873, when he was released by pardon.⁵

Soon after Ramseur began his prison sentence, Professor Charles E. Taylor, who had been at the College only a year, began to work to secure his release. In this he seems to have had the support of former Governor W. W. Holden.⁶ It was, however, the personal appeal of Dr. Taylor to President U. S. Grant that

⁵ See *The Papers of Randolph Abbott Shotwell*, published by the North Carolina Historical Commission, III, 225, and Appendix. Shotwell states that Ramseur along with 20 other citizens of South Carolina was "convicted for political purposes by Judge Bond's Star Chamber Court at Columbia." Ramseur himself, whose trial was deferred on account of his illness, says in an article "From College to Prison," in the *Wake Forest Student*, II, 193 ff., that his trial was in Charleston.

⁶ News Item in the *Biblical Recorder*, October 2, 1872. "Ku Klux Convicts. Attorney General Williams says that the cases of the Ku Klux convicts now in Albany penitentiary will be examined separately, and those who were mere dupes and victims will probably be pardoned. Gov. Holden is investigating the case of the young Ramsour (*sic*), and hopes to secure pardon for him, if proofs of his innocence can be obtained; but those desiring pardons should keep their cases entirely free from all entanglements with party politics."

was effective, although there is evidence that other influential friends of young Ramseur were engaged in the same task.⁷ Ramseur was pardoned and left prison on January 18, 1873. He returned to the College for the work of the spring term in January, 1874. He afterwards attended a medical college and became a practising physician at Blacksburg, South Carolina.

In the *Wake Forest Student* for January, 1883, is an unsigned article, "From College to Prison," which shows unmistakable evidence of having been written by Ramseur, though there are several ill-concealed disguises in it. The writer omits his last name and calls himself David Summey, his given name. Instead of Shelby, North Carolina, he writes Chessville, South Carolina. The story of his release from prison is given a romantic turn, probably with some basis in fact. In all essential matters this article is in accord with what is known from other sources.⁸ Although the substance of Ramseur's article has just been given, because of its vividness, a portion of it is added here; the part relating to his arrest is as follows

"In the Eu. Hall the debate had already opened, and was growing warm. David Summey is on the floor defending, in his earnest and impulsive style, the character of Napoleon Bonaparte.

"A loud rap is heard at the door. The door-keeper announces to a startled Society: 'A United States Marshal wishes to see officially the gentleman from Chessville.'

"Half the boys leaped to their feet with excitement at this announcement, but a rap of the gavel brought them all to their seats.

" 'I move we adjourn!' cried a member.

" 'Second the motion,' echoed a dozen voices.

"The motion was carried and in a moment the members had collected around Summey, who had not yet left his position in the floor.

⁷ Dr. Taylor told the writer that because of his activity in young Ramseur's behalf he incurred the furious anger of Judge Bond.

⁸ Book of the Financial Secretary of the Eu. Society. *General Catalogue of Wake Forest College*.

" `Well, fellows, my hour has come,' said he, in a half laughing way as he gathered his hat from the center-table.

" `We'll see about that, old chum,' said a strong voice at his side. `There are only six soldiers out there. We can lick that crowd so quick there will be no fun in it. They are cowardly wretches any way who have been mustered into Kirk's service. Dave, we'll rescue you in a twinkling, if you say so.'

" `That we will!' shouted every boy in the Hall.

" `Boys, with your help I could escape, but I will not accept it. Your kindness will not be forgotten soon. I don't propose to run.'

"In spite of all their protests he delivered himself up to the Marshal, who at once arrested him.

"With a heavy heart he bade adieu to his schoolmates, and, casting a lingering look at the old college building, signified to the soldiers his readiness to depart."

* * * *

The following is from the account of the trial:

"He was arraigned before Judge Bond and tried as a simple conspirator, since there was not the shadow of any evidence to sustain the charge of murder. The jury consisted of eleven coalblack negroes (so slick they looked like they had been greased with meat skins) and another motley animal of uncertain color, who *tried* to pass for a white man.

"They retired for about five minutes and returned. There was silence in court as the dusky foreman, who was a sort of preacher, arose to render the verdict: `May hit please yer onuh, we fin's dat pris'ner guilty-wurl widout en.'

"Even the Judge could not repress a smile at the solemn flourish attached to the decision, as he turned to the accused and slowly pronounced the sentence: `Mr. Summey, by the authority in me vested, I sentence you to *eight years* confinement at hard labor in the United States prison at Albany.'

"The condemned man listened to these eventful words without moving a muscle, and resumed his seat."

The article reveals that like Randolph Abbott Shotwell, his distinguished fellow-sufferer for the same offense, Ramseur was not at all reconstructed by his prison experience. If he had it all to do over again, under similar circumstances he would join the Ku Klux again, he declared.

It was in the dark gloom of the days of June, 1868, that Wake Forest graduated its first class with bachelor's degrees after the Civil War. In 1866 and 1867 the only degrees conferred were masters of arts. The course of political events had led many to abandon all hope of saving the best in the civilization of the old South. President Wingate's address to the graduating class on that occasion takes account of this situation and shows that he himself was not free from the general depression, but it reveals that the older men of that day with hearts true to the South rested their one hope in the young men, the educated young men, with high ideals and Christian faith. They could make a New South and it is to the work of making it that Wingate exhorts them to go, with the buoyancy of youth. Educated young men are the South's last hope. From this point of view Wingate's address has a historic interest not only for the College but for the State. It was as follows:⁹

Young gentlemen of the graduating class

It is always a painful duty to pass the diplomas into the hands of those who are so soon to leave us, and bid them look out from the quiet retreat of preparation to the active arena of life. But it is especially painful now. The future is not an encouraging one. Life has not apparently the bright hopes of promise which once our youth might feel as they turned away from their Alma Mater to enter upon its untried duties. But seasons of adversity are never times for despondency. Old men may be excused for indulging gloomy apprehensions of the future when the present is dark, but *young* men must not for a moment permit themselves to yield to gloomy forebodings. Hope wrested from them at that age, when its bright beams must radiate the future, unnerves their arms, and paralyzes every manly effort.

You may indeed be mistaken. Life may be as bright now as ever. The world is the same world. Lights and shades, joys and sorrows, hopes and fears, ever flit across the changeable sky, but sunshine on

⁹ *Biblical Recorder*, July 8, 1868.

the whole will rest upon the head of him who is faithful to duty. Adversity proves men, and makes them. Many a true spirit we should never have known, but for the fires of adversity, and if great sorrows are the heritage of some generations, sorrow brings discipline, and is the laboring mother of many and joyous children.

Yes, the world is the same world, is God's world, and God is good. And ours is a noble land. She will not long be depressed. Changes indeed will come. The beaten track will be deserted. The old files, now that the high roads are broken up, and the waters are out, may afford no precedent, and while adapting ourselves to new conditions we may suffer loss. But recuperation will come. Cotton and tobacco, and tobacco and cotton, may not hold their kingdom. Vine-clad hills and valleys teeming with fruits, or fields of blooming clover with the humming of bees and the lowing of herds may—who can tell?—may usurp the dominion. And no matter who shall find fault, so the *good time* is coming. And with our vast territory the good time *is coming*. This is no contracted Poland, or pent up Ireland surrounded and priestridden. The scope stretching away from the Potomac to the Rio Grande is too broad, the air is too balmy, the dear land is too pleasant, the men and women are too much the beloved of a great Father's care, for our own Sunny South long to lie prostrate. Recuperation must come. Enterprise will quicken the springs of our life and to those who are prepared there need be no want of cheer.

Those whose minds and habits are fixed may, indeed, be behind almost useless; but those who hold in their hands, or in their heads, the means of adjustment, who can turn with alertness to this or that requirement of an age so full of change, need have no fears. The tide which taken at its flood leads on to fortune may be already rising. Who shall use it? Old men? No, their race is run; they cannot again begin the course. The middle aged? Alas, the time may have passed with many of these for a successful struggle in a new direction.

But young men with minds and bodies fresh and strong, these may fill all the requirements of the age. And shall they not be in great demand? But whence shall the supply come? Many of our noble institutions are on the point of yielding in despair. Our halls of learning are well nigh deserted. And so many of the youth who repair to these acquire but a smattering and hasten away. The practical is so much the cry—getting ready for tomorrow—with our broken fortunes, how can we wait? And then counting our fingers over in arithmetic, we rush to the thoroughfares of life. But in a little while, I repeat, the thoroughly trained young men shall be called for. May we in our love for the practical turn merchants, wholesale merchants, and *import* them? In the past we imported our teachers, male and female, our

chemists, geologists, civil engineers, our editors and authors. In our recent anomalous political condition we have been importing our politicians and our legislators. Shall we, when the brighter day shall dawn, import our men of science and education? Shall the South thus succumb when our youth of noble and varied gifts are here, and should be held well in hand for the great emergencies of our coming future? Alas, that we should enter the market thus to barter *away* so lightly our intellectual birthright. I confess to you, young gentlemen, that this is the darkest feature of the frowning cloud which hangs over our future-this I say, that we do not appreciate now in the crisis of our fate, the supreme importance of a thorough education, for every available young man and woman in our midst. How are we to organize, how are we to marshal our forces and fight our battles in the fields of history, of science, of politics and religion in all our organic and social life without a numerous and thoroughly trained host to the manor born and to the manor true as steel, I cannot see.

But you, young gentlemen, you who have already attained and now stand equipped, you shall be needed. Go out then like men, young men, feeling that you have a work to do, not fearing but hopeful, strong, buoyant. God is good. Do not distrust Him. Give yourselves no time for despondency. "He that observeth the winds shall not sow, and he that regardeth the clouds shall not reap." Life is a great battle and victory or defeat must come.

But this is not all. "There is a battle to be fought, a victory to be won," which affects another state. In *that* fight the good fight, finish the course, keep the faith, and then as you lay down the helmet and the shield at His feet, the crowning-time will come and the joyous "Well done" shall greet you. Dear young men, may God's good Spirit and abundant grace go with you. Farewell.

Our chief interest in the College in these years is the students themselves. How did they rise superior to the great disaster that had overwhelmed the South? Where they cowed and submissive or rebellious and resentful? Or did they accept the result of the war as final and set themselves to get the training that would fit them for leadership out of despondency and ruin into a brighter day and a new order when the South should again be respected and on an equality with the other States of the union? It is in this last light that the records of the Literary Societies for those years reveal these students of the darkest days of Reconstruction.

How earnest they were, how patient in the face of felt injustices, how careful not to offend and yet how determined, and though their faces were towards the future, how loyal to the traditions of the old South. There were not many men of great ability among them but all had hearts of pure gold.

In the month of the reopening of the College, January, 1866, the Societies had their first meetings, the Euzelians on the 19th and the Philomathesians on the 27th. In the meeting of the Euzelians three former members, W. B. Royall, A. F. Purefoy, and J. B. Brewer, were present, of whom only the last was at the time a student. Six other new men were present and were added by initiation. They organized by electing W. H. Pace president, J. B. Brewer vice president, and W. O. Allen recording secretary. At the meeting of the Philomathesians only two former members were present; one of these was probably Professor J. H. Foote, the other H. M. Cates, a former student who had now returned after valiant service as a soldier to complete his college work. Cates was elected president, H. A. Foote vice president, A. H. Hicks recording secretary. Just how many were present is not told in the minutes. In these first meetings the emotions of the young men were of mingled joy and sorrow-joy to be thought worthy of becoming members of those time-honored societies, and joy in the beauty and splendor of the Halls, which were more magnificent than they had ever seen before, and joy in the stories told by the old members of the honorable stations in life even then occupied by former members; sorrow as they thought of those who had given their lives for the cause of the South.¹⁰

Soon both Societies were smoothly carrying on all their work.

¹⁰ Phi. Soc. Records. "January 27, 1866. Saturday. On that day after an interval of three years and a half, the Philomathesian Society was established under most favorable auspices. What a blessing it is that we are permitted to meet in this magnificent Hall and become members of this time-honored society. Only two old members were again assembled and it is heart-rending that many noble founders and perpetuators of this association are, some of them, filling honorable graves on Virginia's soil. While we are proud to know that many of them are now filling those honorable stations in life which the Almighty has so wisely ordained, we can but lament the untimely fate of the honored braves who have fallen for their country's sake."

Some of the property had to be reassembled. On the disbandment in 1862, the Euzelians had left their library in charge of J. B. Brewer and Edgar Purefoy, and a library key had been given to Miss Jemmie Purefoy, later Mrs. W. O. Allen, and to her likewise had been entrusted the gowns belonging to the Society; she was thanked for her care and bought the gowns since the Society had no present use for them; the Philomathesians likewise disposed of their stock of gowns, and gowns were not again used in the College until late in the first quarter of the next century.¹¹ The Philomathesians had entrusted the care of their Hall to Professor W. G. Simmons and Mrs. J. H. Foote. After the reorganization, February 23, 1866, the Society thanked Mrs. Foote for her care in keeping the Hall in order, and also Professor Simmons "for removing books from Hall (to keep the Yankees from getting them)"-corrected to read "for safe keeping."¹² It took some time to change their lamps from "fluid-burning" to "kerosene burning," and lamp chimneys were constantly breaking and burners wearing out; there were chairs to be repaired, and possibly a few new chairs to be bought, if Mr. Purefoy could find any to match those in the Halls on his trips to New York; there were also a few necessary draperies and curtains to be supplied, and the Euzelian Society was so extravagant one term as to employ George, the college servant, to dust their Hall at a stipend of three dollars, after failing to secure him for two dollars; there was paper-some of it "Confederate paper," that is, brown or blue cheap paper-to be bought, and a few postage stamps; a few books for the libraries were also bought, very few. In general the Societies got along with very little money in those years. Surprising as it may seem to us, the young men of that day assembled in unheated halls and had no expense of fuel. Beginning with 1868 the Societies began to issue invitations to their Anniversary occasions and the commencements, although finding the expense somewhat burdensome; the Philomathesians keeping

¹¹ It seems that the gowns of the Phi. Soc. were borrowed and not returned. A minute of August 24, 1866 reads: "To communicate with ladies who borrowed gowns asking their return or material to make new gowns."

¹² Professor Simmons had obtained from the "Yankee" Commander in Raleigh a guard for his home, and in his home the books were safe.

up the custom also published the commencement address of Mr. L. P. Olds at a cost of more than a hundred dollars, and were at hard shifts to find the money.

Though in general serious-minded there are many evidences that the members of the Societies in those years were not without the spirit of youth and indulged in some irregularities. It was necessary to have regulations against coming into the Hall intoxicated, against spitting, especially spitting of tobacco juice and spitting from the windows, against reclining in chairs, or on the floor, against laughing and sleeping. Under the influence of Professor Mills the Societies were led to pass laws against throwing water from the College Building and other sanitary laws, which were strictly enforced.

In those days of few students strong loyalties of the members, each to his own Society, were developed. Did one Society propose to wear a badge of mourning in honor of the memory of General R. E. Lee, the other Society felt honor-bound not to wear it; did one Society propose to march in procession on the day of commencement, as before the War, the other Society only grudgingly agreed to the arrangement. There were many complaints of initiation of new members out of times prescribed by the general college regulations. Sometimes this partisanship was mischievous, as when the Philomathesians were annoyed session after session by a member of the other Society knocking on their door, but he was finally detected and reported to his own Society for discipline.

How carefully the Societies guarded against any political entanglements in the trying days succeeding the Civil War is indicated in the character of their subjects for debate. No questions on the late war or on current political events and tendencies were proposed for discussion. Even economic and social questions were carefully avoided. After the reorganization in January, 1866, the first question for debate was in the Euzelian Society, "Was Bonaparte a blessing or a curse to France?" and in the Philomathesian Society, "Which deserves the more honor, Columbus for discovering America or Washington for defending it?" During all these years most of the questions debated were

such as these, historical questions of a past age or generation. It was no offense to try to determine whether Mary Queen of Scots and Charles the First were justly executed, and the relative value to the country of Jefferson and Jackson, Clay and Webster, might be appraised in hot debate; it was safe to discuss the actions of those whose tombs were already shrines, but it was thought dangerous or inexpedient to call in question the acts of men like Stanton and Thad Stevens or Governor Holden or to try to determine the justice of the impeachment of Andrew Johnson, or to point out the merits and demerits of the Civil Rights Bill, or have any view on the Thirteenth, Fourteenth and Fifteenth Amendments to the Federal Constitution, or to voice an opinion on whether or not North Carolina should have a new constitution. At times, some rash query committee would propose to add to the list of debatable questions one such as, "Was the murder of John Wilkes Booth justifiable?" and "Has the government of the United States the right to interfere with the actions of any State?" but they were uniformly rejected. As far as either Society ever ventured was to debate whether or not the former slaves were benefited by their freedom. The Societies, however, felt it safe to show their preference for men and things Southern. In their selection of men for honorary membership they elected Lee and not Grant, and Southern men generally. They also subscribed for "Mr. Hill's magazine, *The Land We Love*."

It is probable too that in all this avoidance of any show of interest in the political affairs of the time the young men were conforming to the wishes of the faculty and Board of Trustees. The Trustees on June 10, 1869, expressed their disapproval of the students attending political gatherings of any kind. On one occasion, however, the Philomathesian Society made bold to indicate its attitude. On March 1, 1867, it ordered the name of Governor W. W. Holden to be stricken from the list of honorary members. This was all. On October 4, following, the Society voted that Mr. Holden be informed of "his expulsion." For some reason, the corresponding secretary, A. H. Hicks, did not heed the request of the Society. After the lapse of almost another year this fact was discovered and aroused such anger that one

member was present with a motion that the names of all "radicals"(Republicans) be erased from the list of honorary members; this was laid on the table, and at the next meeting, August 21, 1868, the motion was lost. It was voted again, however, that the name of Governor Holden be erased and that he be informed. Probably the corresponding secretary, at that time Seth Montagu, hesitated as Hicks had done. At any rate, on September 2, 1868, Dr. T. H. Pritchard, well beloved and most eloquent, was present and with his winning words led the Society from its purpose of expelling the undesirables. Later Holden was reelected, and it is probable that he never knew of his former expulsion.

The first celebration of the Anniversary of the Literary Societies after the War was on February 14, 1868. The exercises at that time consisted chiefly of the orations, by representatives of the Societies, one from each Society. On this occasion Mr. J. T. Westcott of Smithville (now Southport), spoke for the Euzelians, and Mr. F. W. Pennington of Alabama for the other Society. In his introduction Mr. Westcott called the names of those who had lost their lives in the War period, with some short encomium of each, while Mr. Pennington referred to the death and career of "the great and good Dr. Wait," not without pride. In other respects the celebration was like those of antebellum days. "The array of beauty and intelligence was equally striking, and the interest of students and lookers-on was not at all behind that of former years."¹³

In 1869, the orators were R. S. Prichard of Wilmington and A. H. Hicks of Nashville, Tennessee; in 1870, R. E. Royall of Wake Forest and C. M. Seawell of Carthage. The speeches of all four are to be found in full in the report of the occasions in the *Biblical Recorder*. All are of considerable length; none of them could have been delivered in less than a half-hour; all are well constructed and in impeccable English. The outlook of all was towards the future and optimistic. The speakers felt that they were "in the midst of a revolution, not merely of arms, but of ideas, of sentiment, of government" (Hicks), and that they were called upon to see that the South should emerge triumphant and pro-

¹³ *Biblical Recorder*, February 19, 1868.

gressive, no longer a land of bull-tongue plows but of improved agricultural implements, while "dismal broom sedge and gloomy line thickets will be replaced by a green mantel of Japan clover" (Prichard). The main thesis of both Royall and Seawell was education as a training for the tasks of the new day. "Fields of labor await us in every direction," said Royall, while Seawell said, "It is encouraging to know that the opposing forces are now giving way. From age to age new duties will arise, new difficulties will be to meet; still the friends of education will go on, conquering and to conquer."

One feature of the Anniversary was the music, but in those days it was very hard to obtain, and such as was got from the banjos and fiddles of local colored musicians was hardly tolerable. Of its character in 1868, the record is silent, but in 1869 it was described as discordant and excruciating, while that of 1870 was little better.¹⁴

It is worthy of record that Professor Daniel Ford Richardson who had, as we have seen in the first volume of this work, been a member of the faculty, in 1837-40, and had returned to his New Hampshire home, and had been lost sight of, remembered the people of North Carolina and Wake Forest College in the dark and trying years of Reconstruction, and published many warm and sympathetic letters, with reminiscences of his friends at Wake Forest, in the *Biblical Recorder* of these years.¹⁵

¹⁴ "Music-not the organ and the cultivated voice once heard here-but a mother fiddle and a family of *young* ones, tuned and untuned. *Kiss Waltz* is played by a colored band so discordantly, so excruciatingly-so agonizingly that the cologned lips of Venus herself would be no temptation." "A profound silence prevailed till an old banjo began to punk! punk! punk! in the northeast corner; but assisted by one large and two small fiddles, a respectable tune was played, while the representatives of the Societies entered and were seated on the rostrum." Mills in *Biblical Recorder*, 1869. 1870.

¹⁵ Mrs. Nellie Bliss White, a daughter-in-law of President J. B. White, of Hanover, New Hampshire, gives the following information about Professor Richardson, taken from the Dartmouth College Records: Daniel Ford Richardson, Born August 16, 1807, at Cornish, N. H.; graduate at Dartmouth, 1831; A. M. Andover Theological Seminary, 1834; Professor of Latin and Greek at Wake Forest, 1837-40; Member of New Hampshire Constitutional Convention, 1850; Minister; Postmaster at Hanover, N. H., for five years; where he died Feb. 7, 1882.

THE ECLIPSE OF THE UNIVERSITY OF
NORTH CAROLINA

Collegiate education in the State, at Wake Forest College and at Trinity and Davidson colleges, was profoundly affected by the reorganization of the University of North Carolina under the Constitution of 1868. With the new method of electing trustees for the University, partly by the Board of Education and one from each county elected by a Legislature friendly to the Governor, the University passed virtually under the control of Governor W. W. Holden and his Council of State, all members of which were also ex officio trustees of the University.

In the reorganization President Swain and all members of the University faculty were displaced by new officers, with Rev. Solomon Pool of Elizabeth City as president. All were of Governor Holden's political party. In keen resentment most former friends of the University would have nothing to do with the institution and refused to send their sons to it, one of them declaring that it was "well nigh destroyed by the hand of misrule and treason."¹ Though formally open and attended by a handful of students the University was practically unused by its former friends from June, 1868, to September, 1875. The pay of members of the faculty was discontinued in February, 1871.

The sorrowful story of the changes at the University is told by various correspondents of the *Biblical Recorder* during the years 1868-69. One tells of the hegira of the former able and well beloved teachers. A paper for July 25, 1868, reads: "Since the surrender, thirteen families have left this once beautiful village. Governor Swain is dead. Dr. Hubbard has gone to New York. Professor Hepburn and Col. Martin have gone west. Professor Fetter is going to Henderson. Dr. Phillips is expected to move

¹ Judge Starbuck, quoted in Battle, *History of the University of North Carolina*, II, 5f.

to Oxford. A family occupies a professor's room, and negro girls wear the University gowns, the property of the Literary Societies." Another correspondent, paper of March 17, 1869, rehearses the tale of the political methods used and brings in review the members of the new faculty, and dwells on the small number of students in attendance. In an editorial notice account is taken of the fact that, "Mr. Argo announced in the Legislature that there were only two students at the University of North Carolina." In the issue of June 23, 1869, a writer urges all to refuse to send their sons to the University and to advise others not to send theirs, declaring, "As citizens too we are bound to *let the University alone*." It is probable that the longer articles, which are over assumed names, were by alumni of the University, with whose complaints, though saying little, Editor Jack Mills showed undisguised sympathy.²

The sympathetic interest felt by friends of Wake Forest College for the ejected faculty and trustees of the University produced a most depressing effect on them also and for several months many of them, as we have seen, were almost willing to abandon the College. It was almost as if the educational institutions of the State had but one heart, so close were the bonds that held all together in the common purpose of preserving the heritage of the fathers. Just how Wake Forest College was affected may be seen from the following words of President Wingate written on the opening day of the session of 1868-69:

This is our first day. There are 42 students present. We are, it seems to me, in a *critical* condition. So few are receiving the benefits of an education. All our schools, preparatory as well as collegiate are

² "I saw nothing very cheering at Chapel Hill. Alas ! Its glory has departed. The population of the village has already been reduced from 1,600 to 800, and still they go. Many of the buildings are vacant, though the rent required is no more than the tax upon them. How changed since my last visit to that seat of learning! How sad that politics should be allowed to crush and destroy so noble an institution!" Rev. John Mitchell, *Biblical Recorder*, October 23, 1872.

"We are distressed for the youth of our land. The once noble University lies prostrate and desolate. One dozen large and costly school buildings are the homes of owls and bats, and three of them have recently been sold." Editorial, *Biblical Recorder*, October 2, 1872.

greatly depressed. There are not half the usual number attending schools of any kind; and as for colleges, they have not one-fourth of their original numbers.

But this is not all. Is it doing justice to our section? There are circumstances arising from our present and past condition which are sufficient to depress and unsettle our former relations of equality and healthful rivalry with other sections. . . . We on the other hand, partly from the peculiarity of our political condition, partly from want of means and a proper appreciation of our real needs, *we* are closing the doors of our Universities, withholding patronage from our schools, and warping the intellect of our rising youth. And *then* we enter the course. Shall we be able to reach the goal? Alas, our depression has produced great apathy; and in too many cases feeling that the difficulties are too appalling to be met, we have yielded to despair.³

The fact is that this time the depression had been on for some months, and it was necessary for the friends of the College to do a great deal of whistling to keep their courage up. Of this nature is the reply to a statement appearing in the *Religious Herald* in June, 1868, that Wake Forest College was in *a perilous* condition, to which the editor of the *Biblical Recorder* angrily answered that the Trustees at their recent meeting found all matters connected with the College most satisfactory and that its condition was *prosperous*.⁴

Wingate, however, discouraged by the falling off in the enrollment was speaking the almost despairing words quoted above. Sometimes too, according to Professor Mills, he had to listen to the wails of a desponding member of the faculty or a Trustee, and soon the infection of their discouragement had spread throughout the State, so that wherever Wingate went he was met with

³ *Biblical Recorder*, August 12, 1868.

⁴ *Biblical Recorder*, June 17, 1868: "The Trustees of Wake Forest College at their recent session, after a careful survey made of the premises, felt at liberty to congratulate the denomination on the present condition of the College. The buildings and the campus are in a better condition than we ever saw them. The halls, libraries, apparatus, etc., are the admiration of every beholder. The moral and literary attainments of the students are very satisfactory. The income from the endowment and the success of the agent have exceeded the general expectation. Wake Forest College is in a *prosperous* condition."

inquirers who seemed to expect to hear that the College was on the point of giving up the ghost. He was needing cheering words, as he told the Trustees at their meeting in June, 1869. "We shall die," said he, "if our funeral is talked of so much, and the obsequies, though accompanied by many regretful tears, are so often announced."

Such was Wingate's protest in his report to the Board in June, 1869, which on the whole was rather optimistic and free from the dolorous tone of his letter at the beginning of the session in the previous August. Several things had contributed to the improved prospects of the College.

Wake Forest like Trinity and Davidson profited in no little degree by the changed conditions at the State University. For the year, Trinity reported an enrollment of 125, and Davidson reported 124. *All* the dormitories were full at Davidson, and there was no longer room for preparatory students. The presence on the Davidson faculty during the years 1868-75 of Dr. Charles Phillips, both before and afterwards one of the ablest members of the faculty of the State University, doubtless drew some students to that college.⁵ During the fall term at Wake Forest very few new students matriculated, but thirty were present at the beginning of the spring term in January, 1869, giving a clear increase of more than twenty over the enrollment of the previous year, making a total of 98, which next year, 1870-71, rose to 116. Doubtless much of this growth of the College enrollment into "respectable proportions," came as Dr. William Hooper said, "from the fertilizing decay of the University."⁶

That this was the opportune time for the denominational colleges of the State was quickly recognized by the friends of Davidson College, and the North Carolina *Presbyterian* said editorially:⁷

It is utterly impossible that the University of the State can for years to come have any considerable influence in directing the educational interests of our people. We must rally around our denominational institutions, and make them equal to any in the country. They

⁵ See *History of Davidson College* by Cornelia Rebekah Shaw.

⁶ *Biblical Recorder*, March 16, 1870.

⁷ Quoted in *Biblical Recorder*, February 3, 1869.

are all that we have left to us-Wake Forest, Trinity, Davidson. These are our hope for securing within our borders a liberal education for our sons. If they fail us, then will many of our best young men resort to institutions in other States, in the hope of obtaining what they cannot obtain in their own. But cannot the result here contemplated be secured? Cannot these institutions, some one of them at least, be made all that can be desired by any one seeking an education all that the present age demands of the highest intellectual training?

Of like tenor was the appeal to the friends of Wake Forest College in a series of resolutions offered by Rev. J. L. Carroll to the Flat River Association in its session of August, 1869, the second of which reads

"This is the time. The circumstances which surround us loudly call for it. Chapel Hill is dead for the present and nothing will resuscitate it except a radical change in management."

The president and faculty and the Trustees of the College were fully aware that the time had come for action and they made the strenuous efforts to increase the endowment of which an account will be given in another chapter.

In general the friends of Wake Forest College were of the same disposition towards the new regime at the University as the alumni and friends of that institution. They saw no hope for it under the presidency of Rev. Solomon Pool, but they desired its restoration, not its abandonment. Mr. J. H. Mills, alumnus and trustee of the College and editor of the *Biblical Recorder*, opened his columns for the discussion, and some strong articles, seldom free from passion, appeared on both sides. One notable feature of all, even of those written by personal friends of President Pool, is recognition of the fact that the University would no longer be patronized under his presidency.⁸

⁸ See articles by Philo, *Biblical Recorder*, May 31 and August 2, 1871; by Dr. William Hooper, June 6, 1871; by "Justice," August 30, 1871. A favorable report is made of the commencement of 1870, by a correspondent from Chapel Hill, at which four honorary degrees of Doctor of Divinity were conferred. "Philo" complains of discrimination against Baptists and Methodists in choice of members of the faculty of the University. Dr. Hooper in reply said that the discrimination had not been on account of denomination, a consideration which he thought should have no weight in the choice of a university professor. To this "Philo" retorted that for seventy years not a single

Editor Mills finally gave his own opinion which was doubtless that of other friends of Wake Forest College.⁹ The University had not a single student, its sale had been advised by the Governor of the State, and stories were going that it was to be leased to President Craven for twenty years for the use of Trinity College. Aroused by these developments Mills, in words somewhat more trenchant than other friends of Wake Forest could or would have used, added:

1. The Trustees of the University, having signally failed to execute the business entrusted to them, owe it to themselves and the State to resign. They are in the way. If they cannot promote, they should not obstruct, the interests of education.
2. In a message of Governor Holden, he advised the sale of the University. This advice was known to be in accord with the advice of President Pool. Such a sale is impossible under the present Constitution and would be the climax of scholastic and political blunders under any constitution.
3. The proposition of the Board of Education to lease it to Dr. Craven for twenty years was also unconstitutional, and if Dr. Craven had accepted it, the transaction would have carried the head of every man connected with it to the political block.
4. It is reported and believed that President Pool, having failed to retain the small patronage he at first received, now intends to

Baptist had been chosen a member of the University faculty; that all the presidents during that period had been Presbyterians, and that the University had been used for the advantage of the Presbyterians and the Episcopalians; that when at length a Methodist president is elected the Presbyterians take the lead in denouncing him, and spare no pains, fair or unfair, to drive him from his post, while they nominate for his successor none but Presbyterians and Episcopalians. It was suggested that Pool helped "Philo" in preparing his articles: "Suppose he did, what of it? are the statements true?" retorted "Philo." And when "Justice," severely rebuking "Philo" for raising the sectarian issue and declaring no discrimination had existed, proposed alumni control, the latter came back, saying that alumni control meant the continuation of the dominance of Presbyterians and Episcopalians since the most of the alumni were such. "Justice" is not willing that the University shall be permanently abandoned: "It would be an irreparable injury to the youth of the State and the future of the State to abandon the University. How can it be avoided? The University as at present constituted is beyond the pale of the sympathies of mankind. . . . It is under such odium that a resident of Chapel Hill is almost ashamed to tell where he lives, when he is away from home. And yet there are those who love it, who love to dwell upon its past triumphs and hope for its future."

⁹ *Biblical Recorder*, October 11, 1871.

brood over the University in order to destroy the last lingering hope of its resurrection, and compel it to fall an easy prey to Trinity which has outgrown its present accommodations.

We will make correction if this misrepresents Dr. Pool.

We believe it to be the imperative duty of the present faculty to resign unconditionally and immediately. They are without a single student after having advertised to teach free of tuition.

5. The Baptists, Methodists and Presbyterians, though they have colleges of their own, need the University to keep ever before them a higher standard of scholarship, to conduct graduates through a more extensive course of study, to explore new fields of inquiry and investigation-to furnish an Astronomical observatory, and schools of Law and Medicine.

The Episcopalians, Quakers, Universalists, Lutherans, Jews, Catholics, Moravians and other denominations, as well as those professing no religion, need the University for the thorough education of their children.

The situation had not improved in a year, which moved Mills to say further: "The case of the University seems to be utterly hopeless. President Pool does not intend to resign, and he has no prospect of ever building up a school. The Trustees have refused to resign, and there is no probability that they will ever hold a meeting." ¹⁰

After another year the attitude of friends of Wake Forest to the University was taking more definite shape. This became evident at the meeting of the educational convention in Raleigh July, 1873, at which meeting the revival of the University came up for discussion, which was all friendly with nothing said offensive to good taste and the good will that prevailed. Dr. Wingate spoke in favor of a resolution that "the revival of the University at the earliest practicable moment is essential to the thorough improvement of the education of the people." (Battle, 445.) According to the report of Dr. T. H. Pritchard, ¹¹ "Drs. Wingate and Pritchard for the Baptists, and Drs. Craven and Mangum for the Methodists, took occasion to say, that while they would favor the resurrection of the University *proper*, and not as a rival to

¹⁰ *Biblical Recorder*, June 26, 1872.

¹¹ *Biblical Recorder*, July 23, 1873.

Wake Forest, Trinity, and Davidson, they should insist in these two large denominations having a fair representation in the Board of Trustees and the Faculty of the State School, and the justness of their claim was conceded by all."

After this meeting the friends of the University took new heart, and among them the friends of Wake Forest were as active as any in preparing the way for its reopening. Early in 1874 Dr. Pritchard, then a trustee of Wake Forest College and four years later president, came forward with a strong article in favor of the opening and proposing former Governor Z. B. Vance for president. He stated his argument in these words

By all means, let the University be revived; it is vital to the best interest of the State. It won't hurt Wake Forest or Davidson or

Trinity. On the contrary, it will help them in every way. When Chapel Hill had 450 students, Wake Forest had as many as now. There are over three hundred now at college from North Carolina in other States. It is a reproach to us that Alabama should have *rebuilt* her University and put it in successful operation, and ours cannot be revived though we have such magnificent buildings.¹²

After this, though little was said, the Alumni and friends of the University were at work and there was no doubt of the success of their efforts to revive it.¹³ By January 1, 1875, as a result of a constitutional amendment which was sustained by the Supreme Court of the State, the way was once more open for the University Trustees to take measures for its opening. At this time the friends of Wake Forest College again were freely expressing their opinion as to the kind of a school they would like the University to be. They were not willing that the Baptists should not have a share in its reorganization and control, but they had become more than ever convinced that the University should not be merely a college supported by the State as a rival of the denominational colleges, but in reality a great State University, offering the young men of North Carolina training in all branches of learning. "Make it a great University," said one, "worthy of the name and honor of

¹² *Biblical Recorder*, February 18, 1874.

¹³ For the various steps see Battle, *History of the University of North Carolina*, Volume II, Chapter 1.

our State, and I predict that the greatest opposition will not come from Baptists." ¹⁴ Two months later, June 16, 1875, the new Board of Trustees of the University provided for in the Constitutional amendment, met in Raleigh and made arrangement for its reopening, by electing a faculty of seven. On this faculty care was taken that both the Baptists and the Methodists should be represented, the Methodist member being Rev. A. W. Mangum, and the Baptist member being Alexander Fletcher Redd, who was elected Professor of Chemistry and Physics. Since July 9, 1873, he had been editor of the *Biblical Recorder*; ¹⁵ he was a Virginian, and had been educated at the Virginia Military Institute. A few years before he had come to North Carolina and taught first at the school of J. H. Horner in Oxford, and later at that of F. P. Hobgood in Raleigh. He was a licensed but not an ordained minister. Just what were the scholastic qualifications of Mangum and Redd for their places is not evident, but it is not open to question that their denominational connections were not without weight with the trustees in their choice of them. Dr. Kemp P. Battle, who was the best possible choice for the presidency of the resuscitated University for that time, was also conciliatory, and Baptist parents in the State began to name their sons for him. It was only accidental perhaps, that the assistant chosen at this time, George T. Winston, was of a prominent Baptist family. All opposition to the University was disarmed. No Baptist had any good reason to believe that the University would longer be what some supposed it had been before 1868, an institution which, while operated in the name of the State, was wholly given up to the control of Episcopalians and Presbyterians, who in educational and cultural matters regarded Baptists with something of scorn and disdain. In view of these friendly acts and the recognition shown the Baptists, Dr. J. D. Hufham, a trustee of the College and its agent, in an editorial article in the *Biblical Recorder* of June 23, 1875, gave expression to what was then doubtless the

¹⁴ "B" of Riddicksville, Gates County, in *Biblical Recorder* April 14, 1875.

¹⁵ Battle, *History of the University of North Carolina*, II, 45, is wrong in thinking he was only associate editor. Battle does not mention his connection with Hobgood's school.

attitude of friends of Wake Forest and indicated their anticipations for the future relationship of the state and denominational educational institutions, as follows:

As a citizen of North Carolina and a friend of education, we rejoice that the University is to be revived. Its suspension was one of the saddest results of the political troubles which followed the close of the war. It occupies a place, in relation to the spirit of education among the people at large and to the prosperity of the State, which nothing else can supply. Its suspension has been quite as potential as any other cause in producing the popular indifference to the importance of education which is so often and so deeply lamented.

An alumnus of Davidson College said to us not long since, that he was at first opposed to the revival of the University on the ground that it would ruin Davidson College. Others have thought that the same result would follow for Wake Forest and Trinity. There is no ground for the opinion. The University has its own place and its own work which the denominational colleges cannot occupy or perform. If it is made what it should be, and what we think its managers will make it, it will be the friend and promoter rather than the rival of the denominational colleges. They have not prospered as it was thought they would by its suspension; neither will they suffer by its revival.

Such was the friendly attitude of the Baptists generally, but it was rather the nature of an expression of a hope. The fact should not be concealed that for many years before the reopening of the University there existed another ground of bitterness among Baptists and Methodists toward the University, and that was that they were all but debarred from any prominent part in the political life of the State and made subjects of social discrimination by the University influence. The superciliousness and assumption of superiority, not to say scorn, which partisans of the University manifested towards them and which so far prevailed as to keep practically all the higher offices of the State for those in the pale of the University favor, was as hard to bear as it was cruel and unjust, and was in part responsible for the indifference which existed among our people generally as to the fate of the University. It was also urged as a reason why Baptists and Methodists should maintain colleges of their own. An early expression of it is found in an article by a Methodist who signs

himself "Alpha" in the *Biblical Recorder* of September 5, 1877, who says: "In civil offices and in social life there has been from the first a practical proscription of Baptists, Methodists, and some others. The only effectual remedy is for each denomination to educate its own sons and daughters. We must stand to our colors. If we give up our education to others, we give to them a vantage ground that nothing can reclaim."

The effect of the reopening of the University on Wake Forest College was seemingly helpful. During the first year, 1875-76, there was indeed a slight falling off in the number of students in the College but next year showed a marked increase, from 82 to 98, and in December, 1876, it was declared that "The prospects of the College were never so bright since the war as now."¹⁶ The possible competition of the University was arousing some of the friends of the College to unwonted activity, and they were urging the Baptists of the State to interest in Wake Forest.

An editorial article, in the *Biblical Recorder*, September 5, 1877, reads: "We earnestly hope that the Baptists, at least, will patronize their own college. We are striving by many sacrifices in the midst of hard times, to endow it. We have selected our men to fill our chairs and we think wisely. They have scholarship, industry and experience. They have been tried and we know their work. So far as they occupy common ground in the courses of study in the State University-and for many years to come they will occupy common ground-we may reasonably expect them to excel. It would be strange with their advantages of experience and training, and in age still fresh and vigorous, if they did not. So long as the two institutions occupy common ground we hope to lead. We have a fine start. We think we shall have ample means."

President Battle of the University was friendly and gave assurance that he regarded the task one for cooperation.

In a private letter to Dr. T. H. Pritchard, published in the *Biblical Recorder* of October 2, 1878, he says: "What we need in North Carolina is to arouse the spirit of education. There are

¹⁶ *Biblical Recorder*, December 12, 1876.

enough boys in the State to whom their parents are able to give collegiate education to double the number at Wake Forest, Trinity and Davidson, &c., and besides fill the recitation rooms of the University.... Virginia is giving higher education to *four times* more of her male children than North Carolina. There are a thousand boys staying at home who ought to be in some college. Let us work to get them to go somewhere."

VI

TRUSTEES AND ENDOWMENT, *1865-1872*

Beginning with January, 1867, the College had the same faculty until June, 1870, except that John C. Scarborough, who had graduated in 1869, was tutor during the year 1869-70. This faculty consisted of President Wingate, Professors William Royall and W. G. Simmons and Assistant Professors (officially tutors until June, 1868) W. B. Royall and L. R. Mills.

After the close of the Civil War some of the former Trustees no longer attended the meetings of the Board, but nearly all the more active members of the ante-bellum period rallied to the work again. Among these were James S. Purefoy, who served as treasurer until November, 1872; W. T. Brooks, secretary of the Board until June, 1870; J. H. Mills, president of the Board from May, 1866, to October, 1867; T. E. Skinner, pastor of the First Baptist Church of Raleigh, until he left the State for a Georgia pastorate in 1868; Charles W. Skinner, father of the one just named, a charter member of the Board, but though an old man faithful to attend the meetings until his son left the State (he died on May 15, 1870); Alfred Dockery, also a charter member, who after the war attended only one meeting, in May, 1866 (he died December 3, 1873); Samuel Wait, who attended the meeting of the Board for the last time in October, 1866 (he died July 28, 1867); James McDaniel, the Fayetteville pastor; G. R. French, who was at that time conducting the oldest mercantile establishment in Wilmington; J. J. James, then living on a farm in Caswell County; Archibald McDowell, head of the Chowan Baptist Female Institute; R. B. Jones, the Hertford pastor and later until his death the agent of the College; G. W. Purefoy, Council Wooten, J. B. Solomon, S. G. Mason, S. S. Biddle, and Elias Dodson.

As the older members of the Board were falling away under the infirmities of age their places were filled by younger men. Of

these by far the greater number cheerfully responded to the call and rendered valuable service to the Board and the College. Among these were men of affairs, such as P. A. Dunn, treasurer of the Raleigh and Gaston Railroad; John G. Williams, a banker of Raleigh, who later joined with J. M. Heck, who was also made a member of the Board at this time, in the erection of the Heck-Williams Building; B. W. Justice, until his untimely death on September 22, 1871, a cotton merchant of Raleigh, and president of the Board, October, 1867 to June, 1868; James Poteat of Caswell County; T. B. Kingsbury, now in his prime as a newspaper editor. Other valuable additions to the Board at this time were ministers of the Gospel, men like J. D. Hufham, T. H. Pritchard, J. L. Carroll, G. W. Sanderlin, W. R. Gwaltney, J. C. Hiden, and F. M. Jordan, all able and faithful in their services, which continued so long as they lived or remained in the State.

It was no little task the Trustees had in looking after the finances of the College in this dark period. It was well that they had among them such trained business men as John G. Williams, P. A. Dunn, and J. S. Purefoy, the treasurer. Their investments were safe; eighteen years after the close of the War they could boast that not a dollar of the invested funds had been lost in that period.¹

According to a statement of W. G. Simmons, treasurer, in November, 1865, the endowment consisted of \$28,000 of State bonds, worth on the market fifty cents on the dollar, or a total of \$14,000, cash value. In May, 1866, the State bonds were exchanged for Raleigh and Gaston Railroad stock, which in November, 1871, was sold at \$45 a share, or 513,140 cash. This amount was immediately invested in Raleigh City bonds at \$90, and the endowment thereby became nominally \$14,600. In June, 1872, the treasurer reported Raleigh City bonds, worth par, \$16,250, and Wilmington and Weldon Railroad stock, \$1,000, a total of \$17,250.²

It is evident then that until November, 1871, the invested fund

¹ *Biblical Recorder*, January 3, 1883.

² *Wake Forest Student*, September, 1883, 34f.

received no additions from outside sources; it owed its enlargement wholly to reinvestments. During these years, however, the Trustees made several strenuous efforts to add to the endowment, and for that purpose employed several agents, of whose labors some account will be given here.

We have seen that the faculty on December 5, 1865, asked Wingate to travel to secure funds to help in the operation of the institution, but he despaired of making any success of such a campaign at that time.³

The Trustees, however, were more hopeful. At their meeting on October 11, 1866, they made an unsuccessful effort to secure as agent Dr. W. T. Walters, who was no longer teaching, though he deferred his formal resignation of his professorship until June, 1868.

Failing to secure Walters, the Trustees asked one of their own number, Elder R. B. Jones, to take the place and he consented. We have said something of Mr. Jones in the first volume of this work. Because of waning health and strength he had given up his pastorate of the Hertford Baptist Church in the summer of 1866 and had come to Wake Forest on a visit to friends. He had wasted away from a consumption of the lungs, tuberculosis, from which he had long been suffering, and was now described as "a walking skeleton," and suffered from frequent hemorrhages of the lungs.⁴

³ Minutes of the Faculty.

⁴ There is a slight inaccuracy in the sketch of Elder Jones in Volume I, p. 612. After his graduation in 1861 he took up the work at Hertford. He died December 17, 1867. Further details in his life are: Serving as a volunteer in the Mexican War, beneath the hot suns of Monterey, he was found to be suffering so severely from tuberculosis that he was dismissed from the service. On entering Wake Forest College in 1849, as a ministerial student, his health again failed him and he was forced to give up his studies. Then for several years he labored as a missionary of the Baptist State Convention in the Catawba Valley, with great zeal and success. During this period he had a part in reassembling the Charlotte Baptist Church and helping in building for it a new house of worship. Returning to Wake Forest in 1859, he was graduated in 1861 with high honors. After this he became pastor of the Hertford Baptist Church and labored with revolutionary zeal, but with constantly declining health, until the summer of 1866, when he was no longer able to carry on the work, and resigned. In October, 1866, while on a visit

Though Jones felt that the time of his departure was at hand and doubted his capacity for the work, he yielded to the importunities of the Trustees and began his canvass, throwing himself, as he said, on the mercy and goodness of Him who had followed him all the days of his life. Being unable to speak publicly he went "quietly through the congregations, preaching the gospel from house to house, endeavoring to enlist their feelings, sympathy and cooperation in this noble work."⁵

His first work was in the Chowan Association, where he secured subscriptions to the amount of \$17,815, and pledges for \$1,000 additional. Coming to Wake Forest he secured subscriptions from the faculty to the amount of \$1,750, and as much from other citizens of the place. Then he began to canvass in Granville County and was securing subscriptions at the rate of a thousand dollars a week, when his bodily weakness compelled him to desist from his labor. The total of all subscriptions was more than \$23,000.

Many of the subscriptions taken by Elder Jones, as was later learned, were with the understanding that if the interest were kept paid the makers had the option of paying the principal at their convenience. About one-third of the notes were paid in full, and sixteen years later Professor Taylor was still urging payment of them. Many others paid interest on their notes when asked for it. Of the amount paid on principal the faculty and other citizens of Wake Forest paid the full amount of their subscription, 83,500, which was about half the total amount paid. The subscribers at Wake Forest other than members of the faculty were W. T. Walters, W. T. Brooks, \$500 each, and J. S. Purefoy, \$750. "Elder Walters," says Professor Mills,⁶ "paid in wood to the members of the faculty; Elder Brooks sold land to pay his subscrip-

to Wake Forest, he attended a meeting of the Board of Trustees, of which he was a member, and unexpectedly found himself appointed agent, and continued in this work for a year, when ill health forced him to give it up.

⁵ Letter in *Biblical Recorder*, June 26, 1867; Hufham's obituary notice, *ibid.*, December 25, 1867.

⁶ *Wake Forest Student*, III, 314f.

tion, and Elder J. S. Purefoy paid \$750 in goods to the members of the faculty."

It was entirely in accord with the terms of subscriptions made in the canvass of Elder Jones and of other agents of the College of this period, Overby and Mitchell, that if needed the payments should be used to pay the running expenses of the College including the salaries of members of the faculty.⁷ Accordingly, the members of the faculty had a primary interest in their collection, since they made a pleasing and necessary addition to what they received by way of tuition fees. Professor Mills tells how one man paid his subscription with flour for which he charged \$26 a barrel, which a member of the faculty sent a wagon and team twenty miles to bring to Wake Forest.

One reason for the poor collection of the subscriptions made to Jones was the poor crop year of 1867. When they were taken in 1866 the crops were good and cotton was selling at thirty-five cents a pound, but in 1867 the continuous rains ruined the North Carolina cotton crop, while the crop in the South as a whole was unexpectedly large and prices fell to thirteen cents a pound, of which three cents had to be paid as a Federal tax. The year 1867 was long remembered as the most disastrous for North Carolina farmers ever known.⁸

After Elder Jones had given up the work, the Trustees, on October 17, 1867, elected Elder R. R. Overby "to complete the endowment," that is, to bring it up to fifty thousand dollars. Mr. Overby was a minister, since 1860 serving churches in the Chowan Association and residing at Elizabeth City, a man much beloved and of much influence. He continued in the agency for a year and a half, resigning the work in June, 1869. Like Jones he had been remarkably successful, and as he gave up the work he reported that he had taken notes to the amount of 56,625, and collected in cash \$2,597.74, and for the term of his service had

⁷ *Biblical Recorder*, August 30, 1876. Statement of J. S. Purefoy.

⁸ *Mills, Bulletin of Wake Forest College*, II, 154ff. The market reports of prices for this period are somewhat at variance with the statement of Professor Mills.

received as salary \$1,785.71. The cash collected was probably chiefly on old notes, which the Trustees had authorized him to receive.⁹

On Overby's refusal to serve longer as agent, at the proffered salary of \$1,500, the executive committee of the Board, on July 21, 1869, asked President Wingate to take the field to canvass for funds, agreeing to pay his expenses and the wear of his traveling outfit in addition to his regular salary.¹⁰ At a later meeting, August 28, the executive committee appointed Elder Thomas Butler Justice agent to canvass the western part of the State, fixing his salary at one thousand dollars to be paid out of his collections. Justice did not undertake the work,¹¹ but Wingate set about it promptly and visited nine associational meetings, those of the Beulah, Cedar Creek, Central, Cape Fear, Green River, Flat River, Salem, Transylvania and United Baptist Associations. Everywhere he was welcomed and given the privileges of the floor, but his collections, as reported to the Trustees at their meeting in New Bern on November 11, 1869, were small—pledges and new bonds 8600; collections of old bonds \$700, and \$40 for improvement of the College grounds.¹² Since the returns were so meager, the Trustees advised that Wingate resume his duties at the College with the beginning of the spring term.¹³

During the next few months the executive committee of the Trustees appointed to the agency several men in order—W. H. Avera, John Mitchell, R. R. Overby—but none of them accepted the place.

As was said above, collections on notes and pledges were small. Those made on notes taken by Elder Jones have already been spoken of. The report of the college treasurer show other col-

⁹*Proceedings* for June, 1868 and June, 1869. For Dr. Overby see sketch in Minutes of Chowan Association for 1908.

¹⁰*Proceedings*, p. 152f.

¹¹No further mention of his agency is made in the records. Shortly after his appointment Wingate found him at the meeting of the Green River Association; he was sympathetic but had not undertaken the work of agent. *Biblical Recorder*, October 27, 1869.

¹²*Proceedings*, p. 154. In an appendix to this chapter will be found an account of the difficulties of travel and collecting in those days.

¹³*Proceedings*, p. 154.

lections as follows: December, 1867, to June, 1868, \$2,298.38; from June, 1868, to June, 1869, \$2,413.57; from June, 1869, to June, 1870, \$2,994.65; from June, 1870, to June, 1871, \$1,730.31; from June, 1871, to June, 1872, \$2,455.55; from June, 1872, to January 6, 1873, \$1,118.40, a total for this period of \$13,310.78; adding collections made before October, 1867, we have \$13,468.85.

Part of this was collected by the agents, but the greater part was sent direct to the treasurer. After Wingate had given up the agency and no other agent was secured, the Trustees, early in 1870, put collections into the hands of Elder J. S. Purefoy. He went at the work with his usual vigor and promptness, sending a letter with a statement to every subscriber that could be reached by the mails.¹⁴ Considering the fact that many of the notes and oral pledges were old he had surprising success. Doubtless both he and collectors of previous years would have collected much more but for the adverse crop conditions. The ruinous rains of 1867 were referred to above; the drouth of 1869 was almost as disastrous. Our people were greatly discouraged also by the unsettled state of state and national governments, and were greatly hampered in their religious and educational activities.

With the exception of a bequest of \$1,000 by Dr. W. T. Walters, and the gift of a thousand-dollar railroad bond by Dr. G. W. Purefoy, the entire amount collected during this period went to pay current expenses, such as the salaries of the faculty, repairs on building and the improvement of the Campus. The amount furnished by the treasurer for the salaries of the faculty during these years was as follows: 1867-68, \$2,224.38; 1868-69, \$2,975.58; 1869-70, \$2,994.65; 1870-71, \$1,451.18; 1871-72, \$2,433.35, and 8611.50-a total of \$12,660.84.

A considerable portion of what was realized from subscriptions and collections of agents went for repairs on buildings and improvements of the Campus.

When the College again came into possession of its grounds and buildings at the close of the Civil War it was found that the roof of the College Building was leaky. In June, 1867, the

¹⁴ *Biblical Recorder*, February 23, 1870.

Philomathesian Society made complaint to the Trustees that their hall was being greatly damaged by rain, and that their carpet had been taken up to save it from ruin.¹⁵ Fortunately at this time the Raleigh and Gaston Railroad stock owned by the College was yielding a dividend of five per cent in cash in addition to a stock dividend of the same amount. By using this money and other funds realized from the sale of two hospital houses, the sale of old zinc, and adding to it \$936.22 undesignated College funds, the necessary repairs were made. They consisted of recovering the building with tin, painting, plastering, and making other general repairs, all at a cost of \$2,778.16. The tin roof was so good that it lasted until the building was destroyed by fire on May 5, 1933.¹⁶

¹⁵ Phi. Soc. Records, June 7, 1867.

¹⁶ *Mills, Bulletin of Wake Forest College*, II, 158f. Proceedings, p. 135, November 11, 1865; p. 140, May 24, 1867. Statement of J. S. Purefoy, treasurer, inserted between pages 72 and 73 of his treasurer's book: "To amount for recovering building with tin,

painting, plastering, and building privy and		
general repairs		\$2,738.32
Interest on above		<u>39.84</u>
Credits		\$2,778.32
Wood sold	\$6.80	
Hospital house sold	125.00	
Hospital house sold	64.60	
Dividend 260 shares R. & G. R. R. Stock	1,300.00	
Tin sold, after covering house	118.40	
Old zinc sold	113.89	
Preservative paint sold	12.00	
Lime &c. sold	27.25	
J. S. Purefoy's subscription.....	74.00	
Paid out of college funds	936.22	
	2,778.16	\$2,778.16
Repairing College 1872-73	123.00	
Paid by W. T. Walters.		

APPENDIX TO CHAPTER VI

Something of the nature of the work of Wingate in his travels and canvassing for funds may be learned from the two following contemporary accounts of his visits to the Associations of the western part of the State.

The first is from an editorial story by J. H. Mills, in the *Biblical Recorder* of September 15, 1869. Somewhat abridged it is as follows: "On the 3rd instant, W. M. Wingate, President of Wake Forest College, and B. W. Justice, A.M., President of the Board of Trustees, westward took their way. The North Carolina Rail Road carries passengers with comfort, security, and celerity, and the officers of the road are careful and courteous.... The train is off for Morganton. Daylight shines in at Statesville, and a good breakfast is on the table at Hickory Station.... At Morganton peaches are plentiful, and barefoot women, boys and girls keep a peripatetic market by going around with their peach baskets. One brave woman rides a large ox. She sells her bag of beans and ties her cloven-footed steed till she can purchase supplies. The ox breaks his bridle, and bolts up the Asheville road. His hawk-eyed, swift-footed rider heads him at the tin shop and boldly lays hold upon his horn and holds him as an infant in a giant's arms.

"The stage is ready, a large four-horse stage. Stage-riding is pleasant. Sometimes you hunger and thirst; sometimes you are afflicted with dust or mud; sometimes children squall and passengers scold, and make you declare that people should stay at home till they learn to travel; sometimes you roll all night without sleep; sometimes the wheels run in a few inches of a precipice; sometimes a stone (and there are several stones on the sides of the Blue Ridge) knocks the stage out of the track; sometimes the horses refuse to pull the load (there is so much downhill in going up Blue Ridge, and so much uphill in coming down) and passengers must walk. . . . But after all stageriding has its attractions, and Dr. Wingate and Secretary Justice enjoy it finely. They gaze with rapture at Table Rock, Grandfather and other mountains, and on the Sorek valleys, magnificent mansions, the fertile farms and 'pleasant gardens.' After a long time the top of the Blue Ridge is reached: the headsprings of the Swannanoa collect into a little river which darts like an arrow down a long gentle slope. Down the Swannanoa rolls the stage to the hospitable home of Mr. Albertus Burgin, who warms the cold and feeds the hungry, and carries them on their way to Berea (Salem Association, Buncombe

County), where they find a hearty welcome. Dr. Wingate preaches several sermons and equals the lofty expectations of his hearers. His able and frequent speeches prove how well he is posted on every question to be considered, and his numerous friends will be glad to know that his health was never better."

From Berea Dr. Wingate made his way to Hendersonville, where he lodged at the home of Rev. G. S. Jones, who on the next week-end carried him in his buggy to Gloucester church, to the meeting of the Transylvania Association. Of this trip Wingate wrote an account for the *Biblical Recorder* of September 29, 1869, of which the following is an abridgement:

"Brother Mills: I promised to give you some account of the Transylvania Association. . . . It proved to be a long way from the point of departure at Berea. Leaving Hendersonville in company with Rev. G. S. Jones, we made for the valley of the French Broad and undertook to trace it to its source in the wild mountain region around Gloucester. Soon the lovely valley was spread before us. Charming scenery all around-fields and flocks and herds. But as we paused now and then to inquire the way, the warning would come, 'You will never wish to go there but once.' The second day, without adventure, we struck off to the right and soon found ourselves clambering up the mountain sides.

"Blowing, panting, up and down, round and round, we could but think, long before we got there, of the wheelwright's sign, 'All sorts of turning and twistings done here.' We fall in with company going to the Association; wiser than we they were afoot or on horseback. The roads puzzle us. We take the wrong one-pass on to a farm-get tangled up in a corn field-break down many promising stalks-told we must turn around and go back-fear indictment for damages, but get back and start again for Gloucester. But have you trodden a mountain road, trodden once a month by some stray team?

"Arriving at last our *buggy is* quite a curiosity-the first one, some tell us, that has ever been there. We muse how we shall get about and around to the houses, for we must sleep somewhere.

"The Introductory Sermon is preached by Rev. Robt. Jones, after which we have recess-shake the hands of these strong mountaineers and get acquainted generally.

"Afternoon, they find time to transact some business-appoint their committees for Monday and adjourn.

"Alas ! now comes the tug of war. We undertake to go *three miles further* into the interior. The road is not graded, and the question is, which side of the buggy-the top or bottom-will be turned up when we get there.

"We do get there; drink draughts from a cooling spring five feet by six across, just in front of the porch, sit down to supper and make ourselves happy over milk and honey, rye bread and butter, all fresh and pure as the mountain air.

"In good old-fashioned style, appointments have been made at church for night preaching at several homes. It fell to my lot to preach at this place. . . . The house is full. . . . The Lord preserves us during the night. We rise refreshed, for though the night is cold, we find, next morning, that two windows have ventilated-at our head and feet-the little room which we entered in the dark, and the fresh mountain air played around us all night. . . . The Sabbath morning is beautiful, and we all repair to God's house to hear his word. Bro. Bryan preaches an excellent missionary sermon...

"A collection is taken amounting to something over \$3, fully as large a sum, considering the difference of circumstances, as an Eastern congregation would contribute.

"Monday morning finds the delegates assembled in the meeting house. It is a new building, not finished, the windows, doors, gable ends, etc., are left open. Up so high on the mountain the ventilation is perfect-no confined air left over by former congregations to poison the lungs. The delegates are in no humor to hear long speeches. The struggle is over by 3 o'clock, P.M. All join in melting farewell words-we shake hands-the hearts grow warm and eyes moisten in token of fraternal love. We pause; we give some parting words, and then in prayer commend ourselves to the God of His people, and leave the place subdued and sad that the short intercourse is broken and faces grown familiar will be seen no more. Brothers of the mountains, Farewell. May God bless you.

"Down the mountain sides we go-brethren Bowen, Robt. Jones, G. S. Jones and ourselves. We strike again the lovely valley-strive to stay all night with one and another-one is absent, another sick, a third has no place for so many. It is growing late-we turn towards the mountains; an old brother is at the foot-he will receive us. "Yes, come, come in, all four. We will do the best we can." There is one room, two beds; we see signs of a third under one of these; five children, husband and wife, and four grown men invited in. ... Well, imagine what you please, you down in the East, but the kindness of these humble people will astonish you. . . . Be not alarmed, kind reader, we shall sleep well tonight, and in your single room you may envy us, for angels shall guard while we stay with these humble poor. God bless them.

"We are in a day's ride of Hendersonville, but we left an appointment at Sister Jordan's and paused to fill it. . . . At night, the room and the piazza are crowded.

"Next morning the sisters tell us of Dr. Wait and his coming after their brothers. These sisters give a dollar each. 'What shall we do with it?' we ask. 'Take it for yourself, do what you will with it. You knew our brother Joe.' The sisters eyes are full and so are ours. He had fallen with so many others years ago." (Probably the reference is to Joseph P. Jordan of Henderson County, student 1844-47, a lawyer and a member of the General Assembly.)

VII

THE ENDOWMENT, 1870-1873

A FRUSTRATED CAMPAIGN

As told in the last chapter, the activities of the various agents before June, 1870, resulted in practically no addition to the invested funds of the College;¹ what money was paid in was needed and used for other purposes than endowment. We have seen that the little endowment salvaged from the wrecks of the war was invested in Raleigh and Gaston Railroad stock, 292 shares with a par value of \$50. On the peremptory order of the Board of Trustees in November, 1871, to sell this stock at the highest price obtainable the treasurer sold it at 845, realizing \$13,140, and immediately reinvested the money in bonds of the city of Raleigh at \$90, getting stock of the par value of 814,600.²

In securing an endowment an agent to travel and solicit funds was indispensable. Not every man you please would make a good agent; he must be a man of recognized worth and acceptable to the Baptists of the State on account of his known piety and interest in denominational affairs; he must know the need of the College and have some enthusiasm for his work; he must have some sense of business values; he must be able to address churches and associations; he must be able to endure the hardships of travel over the bad roads of North Carolina, through bogs and mountain passes: he must have some social graces. To find a proper agent and induce him to undertake the work was no little task. At their meeting in June, 1870, electing Rev. James A. Delke, who did not accept, the Trustees left the matter to the executive committee of the College. The executive committee had done nothing when the Trustees again met in Raleigh,

¹ Subscriptions in the shape of cash, bonds and pledges amounted all told to not less than \$45,000; of this amount R. B. Jones secured \$23,000, R. R. Overby \$19,000, while smaller amounts were secured by Wingate and others.

² See statement in preceding chapter.

November 11, 1870, at which time an unsuccessful effort was made to get Rev. A. M. Poindexter. Again the executive committee took the matter in hand but though they had several meetings they had found no suitable person for agent when the Board again met in June, 1871. At that time they elected Rev. John Mitchell to the agency, and he accepted the place.

Mr. Mitchell, however, did not take up the work until January, 1872.³ He was successful from the first. In one evening he got subscriptions to the amount of two thousand dollars. During the year he traveled over the greater part of the State and attended the meetings of many associations. Since he was well known the people everywhere were glad to see him. As in his previous canvass in 1857, by "his meek deportment, quiet activity, pious admonitions and tender appeals he made friends for himself and for the institution."⁴ Although his campaign never gave promise of yielding the fifty thousand dollars he had set for his goal, he made steady progress throughout the year. In June he reported twelve thousand dollars, and on November 7, 1872, he reported pledges amounting to \$17,193.50, and cash collections of \$1,370, partly on old notes. Doubtless both these amounts were considerably increased before the end of the year, when he gave up the agency. At the meeting of the Mt. Zion Association, September 20, 1872, Elder G. W. Purefoy was present and made response to Mitchell's appeal by giving ten shares of the stock of the Wilmington and Weldon Railroad, with a par value of \$1,000. This was long listed as a separate item in the assets of the College. The total pledges were 81,400.

During the year 1872 the endowment of the College was an obsession with many of its friends. One on whose heart the necessity of going forward rested most heavily was Dr. T. H. Pritchard. He thought that a campaign ought to be made to add two hundred and fifty thousand dollars to its resources. At the meeting of the Board of Trustees in June, 1872, he presented this view with

³ *Biblical Recorder*, January 17, 1872.

⁴ Resolutions of Trustees commending Mitchell, published in *Biblical Recorder*, July 3, 1872.

much eloquence and force, but he was heard with amazement and incredulity.⁵

In a few weeks he returned to the subject with a series of articles in the *Biblical Recorder*, in which he sought to excite in the Baptists of the State an interest in education generally and to show the necessity of equipping and endowing the College. The first of these articles appeared on July 31. In it he called attention to the lack of interest in education among the Baptists, as manifested in other ways and especially in their poor patronage of Wake Forest College and all other educational institutions.⁶ Dr. Pritchard was now proposing to enter on a campaign of enlightenment, with the help of several well known educators of the State, who would discuss other features of the situation, while he would confine himself to the thesis of "the absolute necessity of endowing Wake Forest College with not less than *two hundred and fifty thousand dollars*, within the next five years." In the second article, on August 21, he sought to show that the College must have at least one new building, which he thought should provide a chapel and new society halls and additional classrooms, and better equipment for teaching the sciences of chemistry, physics, biology, and civil engineering, while five thousand dollars was needed for repairs on the Old Building: the buildings needed were not unsightly, barn-like structures, such as were all too common on college campuses, but buildings of architectural beauty which would minister to the esthetic and moral development of students.⁷

⁵ *Biblical Recorder*, July 3, 1872.

⁶ Some of his words are: "I am painfully and powerfully impressed with the lack of general interest prevailing among North Carolina Baptists on the subject of education." "The melancholy conviction has been forced upon my mind that our people are not educating their children." In the same issue of the paper the following words occur in a communication signed "A Student"; "No one will deny that the Baptists of North Carolina, so far as education is concerned, are in the rear of other denominations. . . . An aged man of many years experience says the Baptists of North Carolina, with a few honorable exceptions, do not want, and are not going to have an education."

⁷ Pritchard's words are: "Several buildings are necessary to every well furnished college, and I regard it as a matter of much importance that they be elegant and tasteful structures, and not rude and unsightly barn-like buildings, such as some colleges are supplied with. Handsome building and beautiful

In his third article, on August 28, he urged the need of a large endowment for furnishing the large number of teachers required to manage a college properly, insisting that every teacher should be a specialist well trained in the subject he teaches and devoting his whole time to it. Since for the next ten years he was to have the leading part in making the policies and directing the affairs of the College, I am quoting his progressive views here "Generally our colleges are imperfectly supplied with instructors. One professor is expected to impart instruction in too many branches. Pick up a catalogue of almost any of our Southern colleges, and you will see that Professor A. is required to teach mathematics, pure and mixed, chemistry, philosophy, geology, physiology, and it may be natural history." etc. "Now I need not tell any man acquainted with the science of teaching, that no man though he were an Admiral Crichton himself, is competent to do justice to all these subjects. A professor of Latin should teach the Latin tongue and its literature, and nothing else, and so of Greek, and so also of modern languages, while the exclusive and entire time of one man should be given to mathematics; that of another to physical science; and I, for one, am clearly of the opinion, that there should be in every college in the land, one other man, and he a master workman, whose powers should be entirely devoted to the English language and its literature. It is utterly impossible for any man to become truly learned or to do justice to any one of these departments who is not able to give all his time and talents to his specialty. Good work we know is sometimes done by men who have attempted to teach a half dozen classes, but they always do themselves and their classes injustice."

Doubtless Pritchard's friends and admirers in the State considered his goal of two hundred and fifty thousand dollars visionary and utterly impossible of attainment. Elder J. S. Purefoy, who came to his support, in the *Biblical Recorder* of September 4,

grounds exert a good moral as well as esthetic influence, and have much to do with pleasing students and retaining them at college. Modern education requires extensive and costly chemical, philosophical, and astronomical apparatus."

proposed that the amount be one hundred thousand dollars and that the Baptists of the State lay aside all other concerns for a year and raise the amount in one supreme effort. At the same time he urged the importance of putting the College in wills, and spoke of "perpetual loans," that is, loans on which the maker would be paid a stipulated per cent year by year until his death.

In the meantime Rev. John Mitchell was prosecuting his agency with moderate success, though it was evident that he would have to be satisfied with much less than the proposed fifty thousand. Interest in the larger endowment, however, continued to grow, and President Wingate and the Trustees of the College came up to the meeting of the Baptist State Convention in Fayetteville, November 6-9, 1872, already intent on the prosecution of an intensive campaign during the year 1873 in one supreme effort to add one hundred thousand dollars to the endowment. In pursuance of their object they appointed a committee known as the Central Committee, composed of W. T. Brooks, John G. Williams, W. H. Avera, W. T. Walters, W. W. Holden, J. L. Stewart, J. M. Heck, J. H. Mills, and T. H. Pritchard, to which committee was added as secretary W. M. Wingate. The Trustees also voted to secure as an agent Elder F. H. Ivey, a graduate of the College in the class of 1860, who after service in the Confederate States Army had been ordained as a minister, and since 1863 had been pastor of the Baptist Church at Athens, Georgia. An inspection of the names will show that the committee was composed of able men. Most of them have already been frequently mentioned in this work. John G. Williams was a banker of Raleigh, and J. M. Heck was a prominent business man of the same city. W. H. Avera was a successful business man of Smithfield.

The Trustees, however, took this action only after the Convention had endorsed the plan. On the previous day, November 8, the Convention had except for the adoption without discussion of the report of the Board of Education devoted the morning and afternoon sessions to the subject. First, on a great tide of enthusiasm Rev. J. D. Hufham came before the Convention with a series of resolutions pledging cooperation with the Trustees in

the effort to "secure a cash endowment of one hundred thousand dollars during the next year." The resolutions also advised that it would be necessary to enlist the entire denomination, and as a means of doing this suggested the appointment of a central committee "to district the State and select canvassers for each district in aiding the general agent." During the day these resolutions were discussed by about a score of the ablest Baptists of the State, ministers and laymen. About sundown the resolutions were adopted by a rising vote.

After this time for the next twelve months, with no diminution except in the last few weeks, the *Biblical Recorder* is full of matter on the campaign for endowment. Very often Wingate had as many as four or five letters in one issue of the paper; in addition there were letters from Ivey, who had come to his assistance, and from others, and numerous notices of meetings and reports on the progress of the work. So far as the *Biblical Recorder* could effect it, publicity for the endowment was overdone rather than underdone.

The central committee had its first meeting on November 20, and agreed upon a plan of operations much as suggested by the resolutions passed by the Convention. Wingate was appointed secretary and Ivey assistant secretary to have general direction of the work. The secretaries were to secure the assistance of associational or regional canvassers in the associations in all parts of the State, including those in the Western Baptist Convention, with the purpose of bringing the appeal for endowment not only to every associational meeting and church, but also to every individual Baptist, male and female, young and old, and to any promising friend.⁸

⁸ "But now we want all reached. The villages, the hamlets, the most obscure retreats; all the churches, all the Sunday schools, every man and woman in our wide denomination must learn of the movement. We want it talked over by the preachers and the deacons, by the superintendents in the Sunday schools, by the fathers and mothers around the firesides. Baptists must awake. The common pulse must be quickened.... Education is in it; the better education of all." W. W. Holden, *Biblical Recorder*, December 25, 1872. This was part of the plan of the central committee, and Wingate and others frequently made much the same statement.

The canvassers and secretaries to whom was committed the task of soliciting the money did not immediately take the field. From frequent communications it is evident that Wingate was firmly convinced that a campaign of education was first necessary.⁹ According to the plan agreed upon by the committee that campaign was to begin with an educational convention to be held in Raleigh. Expressions of approval came from prominent men in the denomination, and the formal call for the meeting was published in the *Biblical Recorder* of December 25, 1872. All pastors, teachers and friends of education were invited to attend. The meeting was set for February 11, 1873, and the two following days; the purpose was declared to be "to consult on the best interests of education as connected with the Baptist denomination in this State." Soon an elaborate program was published in which many of the ablest Baptist educators and ministers of the State were assigned parts and the discussion both in prepared papers and in speeches of nearly every phase of education in North Carolina was provided for. The endowment of the College was set as the topic of discussion for the meetings of the third and last day. It was a very heavy program and soon fears were expressed that the meetings would be dull, so dull that only a few would have the patience and courage to attend them.¹⁰ The same fear seems soon to have got hold of the members of the committee and they made urgent appeals to former students of the College, ministers and friends of education to be present.¹¹ Half fares were secured on the railroads. But when the convention assembled on the evening of February 11, the attendance was "thin," and so it seems to have continued for the remainder of the meetings, although on Wednesday evening the members of the Legislature were invited to hear the discussion on common schools, and a number of prominent men not Baptists who were friends of education were in most of the meetings. The papers, many of which were

⁹ See his numerous articles in the *Biblical Recorder* of December, 1872, and January, 1873.

¹⁰ *Biblical Recorder*, January 22, 1873.

¹¹ *Biblical Recorder*, January 8, 29, 1873.

published, were ably conceived and written and will be discussed at greater length in connection with the discussion of another important phase of this meeting. It is sufficient to say here that while no great amount of enthusiasm was manifested,¹² those who were present gained a new sense of the importance of the undertaking and left the meeting with a stronger resolution for its accomplishment. By this time the plan of the central committee was mature and it was formally announced: the two secretaries were to secure general canvassers for special districts who should work in cooperation with pastors and laymen "whose services in the churches would be absolutely essential to the success of the enterprise." Subscriptions of less than \$500 were to be paid in cash before the meeting of the State Convention in November, those of \$500 to \$1,000 should be payable in a year, and those of \$1,000 and upward in two years.¹³

Now that the Convention had met and adjourned, the work on gathering the endowment was begun. Full two months had elapsed since the Baptist State Convention with so much enthusiasm gave the campaign its approval. There were many who believed that these two months had been wasted, and many were the complaints that came to Wingate and other members of the committee that the enthusiasm was allowed to dissipate and no canvass was being made. Even the good John Mitchell could not conceal his impatience and somewhat later Dr. T. H. Pritchard spoke of the loss of time, when time was so much needed.¹⁴ Through the mails and on every street corner when he was in Raleigh or other large towns Wingate was accosted by impatient brethren: "When will you begin?" "When will you be in our section?" "Move at once." "This is your time." To such Wingate would reply "Be patient brethren; the canvassers cannot move at once. We shall get around among the churches at the earliest possible moment."¹⁵ He had his mind bent on "denominational organiza-

¹² One who was present said: "The lack of interest in the part of our people was manifest and deplorable."

¹³ *Biblical Recorder*, February 19, 1873.

¹⁴ *Biblical Recorder*, June 11, 1873.

¹⁵ *Biblical Recorder*, January 29, 1873.

tion for education," and spent so much time in this that, as the event proved, he had far too little time for completing the work.

One part of the plan was the apportionment of the hundred thousand dollars among the Associations of the State. In the *Biblical Recorder* of January 15, 1873, Dr. N. B. Cobb had suggested that if the Associations and their churches would give fifteen cents a member every month for twelve months the amount could be easily raised. Wingate taking up the issue and in several articles showed the inequality of Cobb's proposition and did it so well that Cobb seems to have lost his interest in the canvass altogether. But the committee did adopt the plan of apportioning the amount among the several Associations. In making this apportionment regard was had to numbers, situation, wealth, and known liberality of these bodies. The largest apportionment went to the Central Association with \$20,000, followed by Pamlico, Beulah, Chowan, Eastern and Flat River, each of which was expected to give \$5,000 each. The amount for each Association was to be apportioned among its churches by the canvassers with the assistance of the pastors of the churches. In raising the money the pastors and active laymen were expected to travel through the Association, visiting the churches, and giving all possible aid. It was also planned that the regional canvassers should hold numerous educational conventions, with regular programs, patterned after that of the educational convention of February 11-13 in Raleigh. All these fine plans, however, were attempted in only a small number of Associations, notably, Chowan, Eastern, Flat River, Tar River, Beulah, King's Mountain, and Green River, while numerous educational conventions were held in the Pamlico Association, in the region extending from Tarboro to Goldsboro, and in the Brushy Mountain and United Baptist Associations, and in the Liberty. The most active leaders in this work were Rev. J. D. Hufham in the King's Mountain and Green River; Rev. W. R. Gwaltney in the Brushy Mountain, Brier Creek and United Baptist; Rev. R. R. Overby and Rev. T. J. Knapp in the Chowan; Rev. J. A. Stradley in the Flat River; Elder John Monroe in the Pee Dee; Rev. J. C. Hiden, B. Oliver and Levi Thorne in the

Eastern. These men with the canvassers visited the churches; in such associations as the Chowan and Flat River and King's Mountain, they would often find the churches ready to subscribe the amounts apportioned to them and even more, but in the churches of some of the western Associations, though the canvassers were heard with interest, they found contributors rare. Many of the Associations were neglected since only a limited number of canvassers could be secured.

The Central Association and the Raleigh were not canvassed at all. The canvass there had been set for the last weeks of the campaign, and this, as it turned out, proved to be a great mistake. Soon complaints began to be heard both from the east and the west that the center was doing nothing, and when the canvassers were ready to move in these strong Associations came the unexpected panic of 1873, beginning with its "Black Friday" on September 19, which put an end to collections of money for endowments in North Carolina. What work Secretaries Wingate and Ivey and their helpers had been able to do was done in the few months from February to August. In their report to the Convention which met at Warrenton, November 5, 1873, they reported pledges of \$40,000 and cash collections of \$8,035.29. They attributed their failure chiefly to their inability to secure canvassers in many Associations and to the panic. But for these things, they thought that they should have had three-fourths of the amount in hand and have been within striking distance of their goal. They professed not to be discouraged and the Convention resolved that the work must be continued until the full amount should be raised.¹⁶

The Trustees also voted to continue the campaign for endowment and appointed a new committee, but all this brave talk went for nothing. They did indeed keep Ivey in the field for another year, who continued to visit churches and Associations, getting a few small subscriptions and making some collections, but his success was small. The failure after the intense campaign, which kept the denomination in turmoil for a year, brought a deep

¹⁶ Minutes of the Baptist State Convention for 1873.

sense of disappointment, and there was talk of the suspension of the College.¹⁷ The Trustees themselves were seriously apprehensive, and at the Commencement of 1874, while at one time passing resolutions that the campaign must be pressed with vigor, found the reports of the Treasurer and Bursar very discouraging, and, through many anxious sessions, the Board was occupied with the "important matter how to continue the exercises of the College and keep out of debt."¹⁸

From materials available it is not easy to determine just how much was added to the net resources of the College by the campaign for endowment of 1873-74. According to a report of a committee of the Trustees, found in the *Biblical Recorder* of March 1, 1876, and printed as an appendix to this chapter, the amounts paid as salary to the agents from June, 1873 to June, 1874, were \$4,411.55, and from June, 1874 to June, 1875, \$1,300. The collections from January, 1873 to June, 1873, were \$2,252.30, and for the next two years \$14,257.19 and \$7,298.88 respectively. But in these collections were included much on notes made in former campaigns and also about \$8,000 collected by Rev. J. S. Purefoy in the North. It would be a very liberal estimate to say \$8,000 was realized net from this campaign. Not all of this went to the endowment; \$438.72 went for repairs on the College Building; \$1,963.52 as part payment on the removal of the depot, and the members of the faculty were loaned on the arrears on their salaries \$2,409.14, in an ill-concealed pretense of keeping the money in the endowment for which it was designated. The Treasurer in making up the total assets of the College in June, 1875, disregarded these "loans" to the faculty and fixed the amount at \$23,204.18; the committee of the Trustees mentioned above, counted them and fixed the total assets at that time at \$26,113.59.

Taking into account the money spent on repairs and for the re-

¹⁷ Mills, *Wake Forest Student*, II, 316; Mills, however, is in error in supposing that the pledges were conditional, none to be paid unless the full amount was subscribed. Such a conditional subscription to obtain \$25,000 in pledges of \$1,000 each was started in June, 1874, but failed.

¹⁸ *Proceedings*, June 23-26, 1874; T. H. Pritchard, *Biblical Recorder*, July 1, 1874.

moval of the depot it appears that the College had secured in some way from June, 1872, when the total assets were 516,250, the sum of \$12,265.63, of which more than \$7,000 were added to the endowment.

In the general disappointment that so little had been realized from a campaign conducted with so much publicity and machinery severe criticism of its managers and of the Trustees of the College arose.¹⁹

The Eastern Association, meeting at Beaufort in October, 1875, passed a resolution presented by Rev. C. Durham calling on the Trustees for "a report of the exact financial condition of the College, such a report as should state plainly and definitely how much has been subscribed for the Endowment of said College since April, 1865, how much for endowment or improvement, how much has been collected for each of these objects, how much invested, in what, how and by whom invested, and what it is now worth."²⁰

By appointment J. H. Mills and A. R. Vann made reply in the *Biblical Recorder* of October 20, 1875, in which they insisted that if the College had trustees they should be "trusted," giving no detailed statement such as called for, but replying in kind to the rather bitter implied criticism of the resolutions. They pronounced the campaign of 1873, "which some writers and speakers have pronounced a success, a disastrous and disgraceful failure." In closing they said: "The Baptists of North Carolina ought to quit flattering each other and disband all their mutual admiration societies. They ought to beg less and promise less,

¹⁹ In several articles J. H. Mills, himself a Trustee, expresses his dissatisfaction with the methods of the campaign. In the *Biblical Recorder* of October 14, 1874, he gives five ways of "How to endow a College," each of them beginning with the word "not." The last reads as follows: "Not by desperate appeals either of tongue or pen. It is the moving, not the dying, lion, that commands respect and admiration.

Every college must be endowed by gifts. Yes, if the Baptists of North Carolina wish to endow Wake Forest College, they must pay over to the Treasurer according to their ability. Wait no longer for speeches or letters. Make no more promises or pledges to be forgotten or repudiated. Publish no more conditional plans to tantalize and starve the College. Let there be no more desperate appeals. The time to talk is past. The only way to endow a college is to give money or the equivalent thereof."

²⁰ Minutes of the Eastern Association, 1875.

and do more and give more." As certain of the data were in the hands of Rev. J. S. Purefoy who was in New England and not obtainable they greatly underestimated the collections of the campaign of 1873.

As this report was not satisfactory to either party to the controversy, the Baptist State Convention meeting at Shelby, November, 1875, on the request of the Board of Trustees, appointed a committee to make the detailed report called for by the Eastern Association. The committee consisted of John G. Williams, a prominent banker of Raleigh, W. W. Vass, a railroad official, and J. D. Hufham. Their report was prepared with much care and gave the desired information. As it is a valuable document in the history of the College it is printed as an appendix to this chapter.

Connected with the campaign were several interesting details. The first gift, of one dollar, was from a woman. Appeals were often made to the "sisters," and some effort was made to organize the women for the work, especially in the Chowan Association in which Mrs. T. J. Knapp was the leader. In the church at Abbott's Creek Miss Elsie Charles volunteered to be "the begging agent for Wake Forest College." From another lady came a Christmas tree gift of \$100 in gold.²¹ To be mentioned also is Dr. Pritchard's effort to raise ten thousand dollars among the boys and girls of North Carolina. Addressing them through the *Biblical Recorder* of March 5, 1873, he asked them to give their dollars, telling them that if at the end of the year ten thousand dollars were paid in he would get another ten thousand and establish a chair to be called "The Boys and Girls Professorship of the English Language and Literature." This brought letters from warm-hearted givers, but probably not more than one hundred dollars in cash. Pritchard's dream of a chair of English at Wake Forest College was not realized for a dozen years. Another interesting feature of the campaign was the surprising success of it in those churches in which it was well presented; this is the oft repeated testimony

²¹ *Biblical Recorder*, February 26, March 12, September 17, November 5, 1873.

of the canvassers and secretaries and of the speakers before the Convention of 1873.²² Interest in the endowment was not confined to America. From far away China Dr. M. T. Yates, missionary and true son of the College, sent twenty-five pounds sterling, one hundred and thirty-five dollars in the exchange of that day, which brought forth a warm note of thanks from Wingate.²³ In this campaign Professor C. E. Taylor became active in the canvass, as also to a lesser extent did W. B. Royall. Taylor had the direction of an educational convention at Louisburg, and with Rev. W. R. Gwaltney canvassed Wilkes County. Royall worked in Columbus and Robeson counties.²⁴

In the College campaign Wingate, then in the maturity of his extraordinary powers, displayed the many pleasing aspects of his many-sided personality. The endowment of the College was his great passion; now the opportunity for which he had long yearned and prayed had come, and he went about it with untiring energy and industry and with enthusiasm that knew no bounds. It was his meat and drink; he had letters, sometimes as many as six on it, in every issue of the *Biblical Recorder*; he thought of it and wrote of it from his bed where he lay "disabled at home."²⁵ And he spread his enthusiasm to all his associates, so that at the commencement of June, 1873, "endowment was heard everywhere and of course it was in the President's speech." The comprehensiveness of his plan for preparing and educating the people also

²² Sometimes, however, a church did not respond to the most eloquent appeals. Dr. Hufham told of one church, and a large church at that, in the King's Mountain Association at which the canvassers "stretched out their hands and only two men regarded them." *Biblical Recorder*, September 17, 1873. Another light on the failure of some churches to give is seen in the following from the minutes of the Convention of 1873: "Elder W. R. Gwaltney thinks he sees the goodness of the Lord in deferring the raising of this amount until the whole State has been canvassed, and objections met, and prejudices overcome. In the mountains these prejudices have rapidly given away. In the canvassing he finds the sin of *donothingism* and *in-difference* lies in the doors of the *preachers*. So far as our people have been enlightened they have done their duty. Many preachers have refrained from engaging in this endowment because they are afraid of asking contributions from their moneyed men."

²³ *Biblical Recorder*, August 10, 1873.

²⁴ *Biblical Recorder*, June 4, 18, September 3.

²⁵ *Biblical Recorder*, May 25, 1873.

challenges our admiration, although possibly more money would have been secured by a more direct and expeditious plan. It has taken two-thirds of a century for us to realize that Wingate's efforts to have the canvass, through educational conventions, and addresses in associations and churches, to awaken the people of the State to an interest in general education, have probably been worth more to the Baptists of North Carolina as well as to all the State than success in raising the whole hundred thousand dollars would have been. Again, one must admire his patience, his refusal to be discouraged, his hope for the completion of the work even after the panic of 1873, his trust in God.

One other characteristic of Wingate that even the responsibility and stress of this campaign could not repress was his keen sense of humor and his poetic love of nature, animate and inanimate, men and boys and girls, and landscapes and valleys and mountains. Most often indeed he cannot keep his pen from writing the word, "Endowment." And having written it he must continue: "Endowment, it is in the thoughts of so many of our people; it is in the sermons of so many of our preachers; it is the staple of conversation, the burden of prayers, the watchword of hope." But let him have an hour of rest and he would write of things of another nature, on which he fed his great soul, as the following extract from a letter from Piedmont Springs will show:

But now by the kind invitation of Major Morehead and his lady, I take a seat in their carriage and go bounding [from Leaksville] over rocks and hills to Piedmont Springs. It is thirty-six miles by several roads, as numerous guides inform us. The road we take is the best and nearest; but some one we pass in the little store suggests that another road is better. This is corrected by a third and a fourth. We find, however, that by the best and nearest road the chain was stretched from hill to hill and the valleys thrown in. Another curious feature of the way was noted. From the best information we could obtain, we would sometimes gain four miles in driving two, and then, as an offset, would lose three in driving one. As we approached the Springs darkness coming on, and now, as it turned out, within two miles of the place-we asked of the way and the distance, the party did not tell *how far*, and could not tell *where* the Springs were. The lights

are now seen at last. It must be the place. We cannot be put off much longer. Happily we meet a man. "How far friend, to the Springs?" "Not half a mile." "Do we keep this road?" "You can if you choose." It turned out that we were obliged to keep it or take to the woods. Here we are at last, at the foot of the Sauratown mountains. The Pilot is not far off. The Blue Ridge can be plainly seen. The accommodation is good; the Springs charming; the cascade is beautiful; the company delightful. I wish I could linger here a long time, but I must away tomorrow.

The following from the pen of Rev. F. H. Ivey, the assistant of Wingate in this campaign, indicates something of Wingate's unassuming native majesty: "But what have I to do? Why need I feel any burden of responsibility? There stands the great leader of our hosts-the Ajax-Telamon of this endowment movement rising strongly, grandly to the height of this great argument, so that all Baptist eyes, in the valley and on the mountains, are *turned up* to him, and catch the light which he reflects from heights which men of ordinary stature have not attained."

Financially, however, the campaigns up to this time, beginning with that of Jones in July, 1867, and ending with the abandonment of the campaign of 1873-74 by the Trustees in June, 1874, had been a failure, adding on the average hardly a thousand dollars a year to the endowment.²⁶

²⁶ The following from an article by J. H. Mills, "That Black Gum Rail," in the *Biblical Recorder*, August 22, 1874, shows how the various campaigns were regarded by that discriminating contemporary: "At the end of the war, the Trustees started, instead of a college, only a private preparatory school. The preparatory school still fetters the feet of the College and prevents it from stepping upward in its grade of scholarship. But the College was opened and organized, and then endowment was sadly needed.

"Elder R. B. Jones, a man of clear head, pious heart, and incisive tongue, was employed as agent. Everywhere people said: 'Brother Jones, negroes are free, Confederate money is spoiled, the South is ruined, and we can't endow a college.' The Lord, in love and mercy, took his faithful servant home. Elder R. R. Overby was his successor. He preached some able sermons on benevolence, and delivered many soul-stirring addresses on education. He sometimes made encouraging collections: but the toil and worry of such a work told on his health, and he returned to the pastorate. Then came Elder John Mitchell, a man without family, and without infirmity; a man who like charity 'beareth all things, believeth all things, hopeth all things.' 'Charity never faileth,' but Elder Mitchell failed to endow the College, though he did well in some places.

THE CAMPAIGN AND THE PUBLIC SCHOOLS

Although the amount realized in funds for the endowment was small the campaign had compensating features. It made for the unity of the denomination. The statewide canvass had brought to the Baptists of the State a sense of solidarity, from which both the College and the denomination as a whole were to profit in the years to come. It brought also to them a sense of the need and importance of education such as they had never had before. Beginning with the general convention in Raleigh in February and extending through the numerous regional conventions, education of all grades from public elementary schools to the university was discussed and the people taught its great importance, and emphasis was laid on the sad lack of it among the people of the State generally, and in particular among the members of the Baptist churches, at that time roughly estimated to number 100,000, of whom one-half were said to be unable to read and write.²⁷

"At Fayetteville, we resolved in Convention assembled to endow the College. Eloquent speeches were made. The wind-work was begun, no collection was made. The melon was not ripe. The next May the same thing was repeated at the Chowan Association. We had a Central Committee, two agents, an army of canvassers. Beautiful speeches-no collections. Some even proposed to defer collections until money became plentiful; still a small sum was contributed and many pledges were given. It has become fashionable to make pledges and hide them in such a labyrinth of ifs that Daedalus himself never could have found them. Now Wake Forest College has survived all these things."

²⁷ The sad state of education of all grades in the State and the deep concern of the Baptists about it, which can by no manner of reason be called hypocritical as this interest was designated twenty years later and called a cloak for fighting the University, may be seen from the following editorial article of J. H. Mills in the *Biblical Recorder* of October 2, 1872: "EDUCATION. We are distressed for the youth of our land. The noble University lies prostrate and desolate. One dozen large and costly school buildings are the homes of owls and bats, and three of them have been recently sold. Education stands in stagnation, and our statesmen seem to survey the domination of ignorance with solid (stolid) indifference. . . . The Peabody schools have broken up the other schools and then died themselves, leaving the people less inclined to pay tuition than ever before. Gov. Graham, our representative on the Peabody Board, has been pleading in vain for a change of policy in the management of a fund which ought to be a national blessing. Our public school system, whatever it *may* do hereafter, has so far been inefficient, and public schools have often stood in the way of private schools, without supplying their places. ... We have visited the different parts of our State and have been oppressed

When the program of the education convention of February 11-13, 1873, had been published, the friends of education in the State at once realized how valuable it would be in fixing attention on education of all kinds among our people. In making the call Wingate had emphasized the purpose to make the convention not for the furtherance of a single object-the endowment of Wake Forest College-"but, if possible, to move the whole denomination in the State to greater interest in every form of education." The best place on the program, the session on Wednesday night, February 12, 1873, was given to a discussion of the general educational conditions of North Carolina, with special reference to the public and private elementary schools. To this meeting the members of the Legislature then in session and the heads of the various departments of the State government, as was said above, were given a special invitation. Many other friends of education, notably, Dr. Barras Sears, who had charge of the Peabody Fund in North Carolina, were present. The paper of the evening was by Rev. N. B. Cobb, and the greater part of it devoted to a discussion of the alarming neglect of education in North Carolina. Basing his argument on the "Report of the Superintendent of Public Instruction," by Superintendent Alex. McIver, issued on November 1, 1872, and following in some parts the Superintendent's suggestions, and using also the national census for 1870, the speaker laid bare the desperate educational condition of the people of North Carolina.

Superintendent McIver's report, Doe. No. 5, Sess. 1872-73, is one of the ablest educational documents ever issued in the State. Until Cobb used it, it had received scant publicity. The paragraph from which he got some of his alarming figures is as follows:

"According to the census of 1870, there are in this State 38,647 white children and 40,955 colored children between the ages of 10 and 15 years unable to read and write; there are 31,911

with the conviction that ignorance is making conquests astonishing and deplorable. Many of our finest scholars are raising their children without education. Many wealthy and prosperous farmers are making farm hands of sons who might teach senators wisdom and make their age illustrious by discoveries in the arts and sciences."

white children and 44,805 colored children in the State between the ages of 15 and 21 years unable to read and write. There are in the State 191,961 whites and 205,032 colored over the age of ten years unable to read and write; adding 679 Indians who cannot read or write, we find the sum total of the illiterates in the State, over the age of ten years, to be 397,690. The entire population of the State is 1,071,361. If from this number we deduct the whole number of children in the State under the age of ten years and divide the remainder by two, we find that about half the population of the State over the age of ten years are unable to read and write." (Page 38.) Using the census figures Cobb made this comparison: "The children in the State number 268,000—182,690 white, 85,239 colored, and 396 Indian, and only 58,000 of all these, less than one to four and one-half, are going to public and private schools; our hearts sicken within us, and we begin to think, after all, that distinguished statesman was right: 'The condition of education in North Carolina is worse than it has been in forty years'." ²⁸ From the general figures Cobb deduced the conclusion that there were 50,000 white Baptists in the State, one-half the entire membership of the churches, who were illiterate and ignorant, and that the chief responsibility for this must be laid to the blindness and indifference of parents. The editor of the *Biblical Recorder*, Mills, in commenting on Cobb's address recognized the justice of the charge, saying: "The indifference of the people to the subject of education is alarming; a large proportion of the population cannot read or write, and as things now are there is no promise of immediate improvement. The Baptists have a full share in all this apathy and illiteracy; hence their influence is circumscribed, their progress retarded, their benevolent enterprises crippled, their denominational literature not read, their organ not circulated, their pastors not paid, and their schools and colleges languish for want of patronage, while hundreds and thousands of their children are growing up

²⁸ Statement of Ex-Governor Graham to Dr. T. H. Pritchard, *Biblical Recorder*, January 29, 1873. Graham as a member of the Peabody Board was in a position to get correct information.

in ignorance." Issue of February 26, 1873. "Yes, it is time for every man who loves his country to be alarmed. The children of the State are growing up in ignorance, and parents are either blind or indifferent to the education of their offspring. Raleigh sends to school only about one-fifth of the boys who ought to go, and about two-thirds of the girls of Raleigh of suitable age to attend school are either at home, put out for their food and clothing or serving as hirelings at \$1, \$2, or \$3 a month." As a remedy Mills would have a schoolhouse in reach of every child, an increased tax for schools, and constant discussion in the public press and from the platform. Issue of March 12, 1873. In closing Cobb urged the creation of public sentiment among the people in favor of general education, which he thought could be done only by such a general canvass as the one in prospect.

So great was the interest in this subject, in the discussion of which Dr. Sears and Dr. Tupper of Shaw University took large part, that it was continued next morning in the time allotted to discussion of plans for endowment. Cobb's address was immediately published and copied in the local papers. It is found in the *Biblical Recorder* of March 19, 1873. It brought home to the promoters of the endowment canvass a realization that the awakening of the Baptists of the State to the importance of general education was a part of their campaign. The effect was that discussion of elementary education was not neglected in the regional educational conventions, in the associations and in the churches. However the campaign might have failed of its objective in the matter of raising endowment for Wake Forest College, it cannot be denied that it did create and stimulate interest in general education among the Baptists of the State and others also. It availed nothing to talk of college education to parents whose children could not read and write and who themselves did "not know a letter in the book," and the speakers in the canvass often devoted their time to urging the importance of elementary education.

There is ample evidence that this discussion of our educational needs was powerfully effective in promoting interest in general

education, especially in the public schools. A comparison of the reports of the state superintendent of public instruction for the years preceding the campaign, 1871-72, and the years after, 1873-74 reveals a surprising change. In the former year the total number of white children in attendance on the public schools "since March, 1870," in the eighty counties reporting was 34,294, and of colored children 16,387, a total of 51,681; Cobb making additions for the counties not covered by the superintendent's report makes the whole number 58,000. The next report, that for 1873-74, shows the attendance had increased to 96,253 whites and 46,667 colored, a total of 142,920.²⁹ A comparison of the same reports shows that the expenditures for public schools rose from a total of \$115,278.90-\$88,022.76 for white schools and \$27,256.14 for colored schools-for the year ending September 30, 1872, to a total of \$216,884-\$152,205 for white schools and \$64,679 for colored schools-for the year June 30, 1874. The tax rate on the hundred dollars valuation for school purposes was raised by the General Assembly of 1873-74 from six and twothirds cents to eight and one-third cents. While it might be invidious to say that all this remarkable advance in public school interest was due to the education campaign which the Baptists of the State put on in 1873 for the endowment of Wake Forest College, it cannot be denied that no little part of it can be justly credited to it. The Baptists initiated the movement and were its chief promoters.

It is well here to call attention to the fact that the interest so powerfully manifested by the Baptists in the common schools at this meeting and in this campaign for the endowment of the College has continued to this day. That interest was not allowed to die with the close of the campaign for endowment, but especially until the close of the century was cultivated among the Baptists of the

²⁹ Only the public schools are covered in the above figures. With less than half the counties reporting, the number in private schools in 1872-73 was 7,095. All both in the public and private schools between the ages of six and twenty-one seem to be included in the table of the Federal census for 1870, shown on pp. 87ff. of the superintendent's report for 1872-73, where the total number is given as 65,301.

State by the friends of Wake Forest College in churches and associations and conventions, and in the pages of the *Biblical Recorder*. For eight long years, 1877 to 1885, an honored son of Wake Forest College, John C. Scarborough, occupying the uncoveted place of State Superintendent of Public Instruction, at \$1,500 a year, a man of big heart, fervent zeal for the education of children of North Carolina, and of stentorian voice, went through the length and breadth of the State, seeking to awake the people to an interest in the common schools. How strongly his efforts were supported by the Baptist leaders of the State may be seen by any one who will look into the columns of the *Biblical Recorder* for those years, then under the editorship of Dr. C. T. Bailey, and after 1893 of his son, J. W. Bailey. This was a work not of one meeting like the Raleigh Convention of February, 1873, not of one campaign, but one, which beginning then, required many years for its accomplishment. It should also be recalled that in 1873, when this work was beginning, the University of North Carolina was closed, and the Baptist leaders of the State, among them the president and members of the faculty of Wake Forest College, and the editor of the *Biblical Recorder* were joined with other friends of the State University in devising plans for its reopening. At that time it would have been obviously false, as it has been really and malevolently false since, to say with a sneer that the interest of friends of Wake Forest College in the common schools is only a cloak to hide their hostility to the University.

Another evidence of the influence of the endowment canvass in arousing interest in general education was the educational convention which was held in Raleigh July 9-11, 1873 under the auspices of the State Board of Education. There were about one hundred delegates from twenty counties, of every shade of religious and political alignment—doctors, lawyers, preachers, teachers, editors, printers, merchants and farmers. The program was of the same character as that of the educational convention of Baptists which met in Raleigh in the preceding February. In the meetings there was a deep earnestness and all differences of

religion and politics were lost sight of in the profound interest in the deliberations which concerned primarily the improvement of the common schools. As at the February convention papers were read, not quite so well prepared, thought the editor of the *Biblical Recorder* reporting the meeting in the paper of July 16, 1873, as those of the previous meeting, but still vitally interesting.³⁰ The educational association was then recognized and has held regular annual sessions, at least in name, since that time. Interest in an educational journal was expressed.³¹

³⁰ *Biblical Recorder*, July 16, 1873. The subjects discussed were the art of teaching; the University; denominational colleges; the system of common and graded schools; normal schools; education of women; compulsory education; the necessity of universal education.

³¹ Dr. T. H. Pritchard in reporting the meeting, for the *Biblical Recorder*, says: "The convention was a success far beyond the expectations of those who projected it; it was a move in the right direction, and we can but hope for great and blessed consequences to result from its deliberations. We were particularly pleased to see many of our leading men, both in church and state, taking so much interest in a subject which at the same time is of paramount importance to our people."

APPENDIX TO CHAPTER VII

BIBLICAL RECORDER, March 1, 1876

The undersigned were appointed by the Executive Committee of the Board of Trustees to prepare a statement given below. It has been prepared with considerable care and labor, and is believed to be accurate. The accounts are all properly itemized on the Treasurer's books but we have taken the liberty of throwing the small amounts together in some cases, to avoid making the report too long.

The only part of the original endowment fund left in 1865, consisted of Deep River bonds endorsed by the State, whose par value at the time of their issue was \$29,000. These bonds were exchanged in 1867 for 260 shares of the Raleigh and Gaston Railroad. The Deep River bonds yielded no interest up to the time of the exchange and we learn that they have yielded none since. The College was reorganized for regular work in 1867.

Below we give a statement of the receipts and disbursements year by year.

December, 1867, to June, 1868

RECEIPTS

From notes and subscriptions	\$ 2,298.38
From Dividends on Railroad Stock	1,300.00
From borrowed from J. S. Purefoy	936.22
From other sources	<u>541.94</u>
	\$ 5,076.54

DISBURSEMENTS

Repairs, including roof on College.....	\$ 2,778.16
Faculty on salary.....	2,224.38
Balance due Treasurer for 1866-67	<u>74.00</u>
	\$ 5,076.54

June, 1868, to June, 1869

RECEIPTS

From notes and subscriptions	\$ 2,413.57
From dividends on railroad stock	819.00
From other sources	<u>739.62</u>
	\$ 3,972.19

DISBURSEMENTS

Faculty on salary	\$ 2,975.58
J. S. Purefoy on amount borrowed	804.01
Insurance, repairs, &c	<u>192.60</u>
	\$ 3,972.19

June, 1869, to June, 1870

RECEIPTS

On notes and subscriptions	\$ 2,994.65
On dividends on railroad stock	<u>780.00</u>
	\$ 3,774.65

DISBURSEMENTS

Faculty on salary	\$ 1,888.65
Balance on salary of R. B. Jones, agent	813.16
J. S. Purefoy, balance borrowed of him	132.21
Insurance and other expenses	467.00
Balance in treasury	<u>473.19</u>
	\$ 3,774.21

June, 1870, to June, 1871

RECEIPTS

Amount brought forward	\$ 473.19
Notes and subscriptions	1,730.31
Dividends on railroad stock	1,375.00
Interest on notes	<u>128.50</u>
	\$ 3,707.00

DISBURSEMENTS

Faculty on salary	\$ 1,451.18
Salary of treasurer	200.00
Thirty shares of R. & G. R. R. stock	1,683.25
R. R. Overby on salary as agent	57.19
Insurance and other expenses	282.00
Balance in treasury	<u>33.38</u>
	\$ 3,707.00

June, 1871, to June, 1872

RECEIPTS

Amount brought forward	\$ 33.38
Dividends on railroad stock	1,752.00
Sale of 292 shares of railroad stock	13,140.00
Interest on Raleigh bonds	584.00
Notes and subscriptions	2,755.55
Sale of lots and interest on notes	<u>261.75</u>
	\$18,526.68

DISBURSEMENTS

For Raleigh bonds	\$13,140.00
Bursar for faculty	2,433.35
Money loaned	592.00
Sixteen acres of land	425.00
Faculty on salaries	611.50
Raleigh bonds	720.00
Salary of agent and other expenses	331.30
Balance in treasury... ..	<u>273.53</u>
	\$18,526.68

June, 1872 to June, 1873

RECEIPTS

Amount brought forward	\$ 273.53
Interest on Raleigh bonds	608.00
On notes and interest	1,466.75
Balance due treasurer	<u>50.69</u>
	\$ 2,398.97

DISBURSEMENTS

Faculty on salaries	\$ 2,181.97
On salary of John Mitchell, agent	170.00
Other expenses	<u>50.69</u>
	\$ 2,398.97

January, 1873, to June, 1873

RECEIPTS

Notes and subscriptions	\$ 2,252.30
Balance due Treasurer	37.22
Interest on investments	<u>349.65</u>
	\$ 2,639.08

DISBURSEMENTS

Faculty on salary	\$ 1,720.42
Repairs on College building	438.72
Other expenses	<u>479.94</u>
	\$ 2,639.08

June, 1873, to June, 1874

RECEIPTS

Notes and subscriptions	\$14,257.19
Interest on investments	<u>822.32</u>
	\$15,079.51

DISBURSEMENTS

Faculty on salary	\$ 3,468.55
Agents for collecting	4,411.55
Removal of depot	1,963.52
Invested in 1st mortgage bonds	2,200.90
Balance due Treasurer for 1873, January-June .	37.22
Insurance and other expenses	251.85
Treasurer's salary	250.00
Balance in Treasury	<u>2,495.92</u>
	\$15,079.51

June, 1874, to June, 1875

RECEIPTS

Notes and subscriptions	\$ 7,298.89
Balance in Treasury, 1873-74	2,495.92
Interest on investments	<u>467.14</u>
	\$10,261.95

DISBURSEMENTS

Paid and loaned Faculty	\$ 3,126.55
Agents	1,310.43
Treasurer's salary	250.00
Invested in 1st mortgage bonds	4,900.00
Balance in Treasury	132.09
Other expense	<u>542.88</u>
	\$10,261.95

SUMMARY

Total amount of collections	\$37,467.59
Total from dividends and other sources	<u>11,552.96</u>
	\$49,020.55

DISBURSEMENTS

Total amount paid Faculty	\$19,672.99
Total amount loaned Faculty	2,409.14
Total amount paid agents	6,903.52
Total amount loaned on 1st mortgage bonds	6,454.18
Amount cash on hand of Treasurer	1,668.24
Total amount other expenses	<u>11,912.48</u>
	\$49,020.55

ASSETS JUNE, 1875

Raleigh City bonds	\$16,250.00
Ten shares W. & W. R. R.	1,000.00
First mortgage bonds	6,418.54
Amount loaned to Faculty	<u>2,409.14</u>
	\$26,113.59

JOHN G. WILLIAMS

W. W. VASS

J. D. HUFHAM

(There are several inconsequential errors in the above which the committee soon discovered.)

VIII

PUREFOY IN THE NORTH

"In 1874 Elder J. S. Purefoy went North, and after a hard struggle, laboring off and on for two years without pay, he put into the endowment about \$9,200. This following the failure of 1873 encouraged the hearts of the friends of the Institution and probably saved it from suspension."

L. R. Mills, *Wake Forest Student*, III, 316.

In 1875, when disaster again seemed imminent, he spent several months in New York and New England, and secured \$10,000 as a nucleus for a new endowment. And he left friends behind him there wherever he went—friends who never ceased to make inquiries about the patient, untiring old man and who sincerely mourned when they heard of his death.

C. E. Taylor, *Wake Forest Student*, VIII, 400.

In the first volume of this work an account was given of the invaluable services in the years 1850-65 rendered the College by Rev. J. S. Purefoy as agent, treasurer, trustee, and contributor of money for its endowment and support. This interest he maintained unabated after the War and until the end of his life in 1889. He was treasurer of the Board of Trustees until November, 1872, and as a Trustee took much interest in all efforts to increase the endowment for which, as we have seen, he secured the first subscription.¹ In November, 1873, he was made a member of the Central Endowment Committee;² it was soon evident that the campaign then in progress in the State could have only limited

¹ Vol. I, 268f.

² The other members were W. T. Brooks, T. H. Pritchard, W. T. Walters, A. F. Redd, John G. Williams, T. H. Avers, J. M. Heck, W. W. Holden, J. H. Mills.

success, and early in 1874 the committee decided to send an agent to the North. Probably this was done at the suggestion of Purefoy, since as a merchant of Forestville and Wake Forest he regularly twice a year "went North" to buy goods, and he had some business acquaintances there. And, as was fitting, he was asked to go on the mission. He was now in his sixty-first year but in the full possession of his physical and mental powers.

It was a very modest amount that Purefoy proposed to raise—only ten thousand dollars, but doubtless the committee believed then, as many did afterwards, that the life of the College depended on the success of his mission. That Purefoy himself was of the same conviction is shown by his statement made soon after he began his work, "The great crisis of the College is now-right now."³

With the great import of his mission in mind, even before he left home for his field of labor he was much in prayer, while the Baptist churches at Raleigh, Brassfields and Wake Forest covenanted together to pray for God's help and direction for him in the work. It was a great work, he said, and he went about it and continued in it with a strong determination that brought it to completion.

Leaving home on April 16, 1874, he arrived the next morning in Baltimore and looked in with cheerful face on Dr. T. H. Pritchard who was there assisting Rev. G. W. Sanderlin, pastor of the Franklin Square Church, in a series of meetings. The next day, Saturday, April 18, he reached New York and wrote the first of the letters with which from week to week during his agency he kept the readers of the *Biblical Recorder* informed of the progress of his work and all that concerned it—the means of transportation, hotels, climate and weather, occupations and industries of the sections he visited with much statistical detail—education in schools and colleges, business houses, important buildings and bridges and railroad tunnels, the churches and in particular the Baptist churches with their pastors, with outlines of such sermons as he heard them preach, ministers' conferences

³ *Biblical Recorder*, April 29, 1874.

and the discussions at them, preaching services, prayer meetings, communion services, social meetings, dinners, statistics of towns and Baptist State Conventions and Associations, the attitude of the people to the federal government and to the South and North Carolina, and customs so far as they differed from those in his own State. These letters still have much freshness and charm.

At the earliest possible moment Purefoy got to his work. First on April 17 he had an interview with Rev. S. S. Cutting, Corresponding Secretary of the Baptist Educational Commission, which had been formed a year or two before for the express purpose of stimulating interest in and gaining support for Baptist colleges. To Purefoy's representations of the needs of Wake Forest College, Dr. Cutting gave most courteous and sympathetic attention and the next day with the approval of his executive committee sent him a letter, in which it was said that the College was "indispensable to North Carolina and important to the South" and strongly commended it to the denomination at large as worthy of financial aid for endowment.⁴

Purefoy's plan of campaign was to get acquainted with the pastors of the Baptist churches and through them with their members and congregations, hoping that he might be given the opportunity of presenting the matter from the pulpits. He also had printed circulars in which was given some account of the history, importance and needs of the College. These were printed by Sheldon and Company, and probably paid for by the strong commendation he gave the firm in the *Biblical Recorder*. Wherever he went Purefoy carried these circulars and freely distributed them, sometimes to congregations but more often to individuals whom he hoped to interest in his mission, for in New York and New England many had never heard of Wake Forest College. Again, Purefoy attended all meetings at which he hoped to find those who would possibly be interested in his mission-church services of all kinds, ministers' conferences, educational meetings, social meetings, street prayer meetings, such as that at Fulton Street; he also saw as many as possible in their places of business

⁴ *Biblical Recorder*, April 29, 1874.

or in their homes, always being ready and eager to say a word for the College.

In the early days of his mission the reception given to Mr. Purefoy would have caused a less resolute man to abandon it altogether. While a few were kind, the greater number were almost scornful. One who professed to be a friend told him that he would not stay in New York a week. Another, a leading minister, told him the best thing he could do was to take his hat and go home.⁵ The merchants with whom he had been dealing not only gave nothing but represented that trade was poor and money scarce.⁶ The New York business men were also much disturbed by "the inflationary currency bill" which had been passed by Congress on April 14, and their confidence had not been restored even by the veto of President Grant a few days later. Some of the business men of whom Purefoy expected much seemed to be maddened by the solicitation of aid by a person from North Carolina, a state which "had repudiated its bonds."⁷

In the prosecution of his mission Purefoy met with other discouragements, of which account will be given below. Though in spite of all these things he doggedly held to his work, he abandoned any hope of getting more than the ten thousand dollars which he had fixed for his goal and he repeatedly advised the friends of the College in North Carolina that if they would have it adequately endowed they must do it themselves, and should even then be pressing the campaign vigorously.⁸

⁵ *Biblical Recorder*, June 15, 1874.

⁶ Purefoy learned later that money was a "drug" on the New York market and could not be lent at four per cent. *Biblical Recorder*, June 24, 1874.

⁷ *Biblical Recorder*, June 10, 1874. From letter of Purefoy: "There are liberal persons here of whom I expected large donations, who told me that they had 'no money to give to North Carolina enterprises until she paid her bonds.' I tried to show them that Wake Forest College has no connection with the bonds, that we are simply a college, attending to our own business, instructing our young men in literary pursuits. But I was answered: 'You are all responsible, and as a State, you are dishonest; you do not pay your debts'." Purefoy thought that a committee of honest men should be appointed to study the bond question and try to make some proper adjustment.

⁸ *Biblical Recorder*, May 13, 1874: "I say to the brethren of North Carolina, you must not depend for help from abroad to endow the College. Some help may

Purefoy's reaction to the refusal of the wealthier to contribute to the endowment was as follows: "North Carolina Baptists have by their trade and commerce helped to make these Northern cities rich—they have helped to build their fine churches and their marble palaces, and endow their colleges, and it would seem that when we make an appeal to them for help we ought to receive a hearty response." ⁹

On Sunday, April 26, Purefoy was at the Tabernacle Baptist Church for the morning service, hearing a sermon by President Francis J. Perry of Hamilton Theological Seminary, and also present at the Sunday school in the afternoon. On the same day he made a short call on Rev. Mr. Freeman, and found his wife exhibiting a beautiful Christian faith though she was in the last stages of consumption (tuberculosis). He also called on Dr. T. D. Anderson, pastor of the First Baptist Church at 39th Street, who received him with much cordiality, and hearing of his mission opened up his heart with many manifestations of sympathy, and taking him to his church introduced him to many of his members, and promised to arrange for the distribution of his circulars among them. "Such kindness is like 'a great rock in a weary land' to the way worn traveler." On the next day Purefoy made his first direct appeal for a contribution and received a pledge of 100.¹⁰ The next Sunday, May 3, he was at Dr. Anderson's church, heard his sermon, saw him baptize ten new members, and assisted him in the communion service at which 300 were present, and he writes : "There are very many good, devout Christian people in this city." On the next day, May 4, he attended two ministers' conferences, one in Brooklyn in the forenoon, and a second in New York in the afternoon. At the latter he was introduced by Dr. R. S. McArthur and allowed to state his mission, after which the conference passed unanimously a

be obtained, but the main dependence is upon home. North Carolina Baptists have got this work to do, and they should *now* be up and doing.

"Brethren Ivey and Walters must press this work with vigor, yea, with all their might."

⁹ *Biblical Recorder*, May 22, 1874. ¹⁰ *Biblical Recorder*, May 6, 1874.

resolution commending his work. But such encouragement was rare. Writing on April-May he says: "One month past today I left home for this place. I have not up to this time secured much in either cash or pledges. I have not had an opportunity to explain my mission before a single church. I have had to hunt up the good brethren as best I could, from house to house, from office to office, and not finding them in, I have had to go again and again, and thus days have passed and little done."

On the next day, Sunday May 17, he was at Plainfield, New Jersey, was kindly received by Deacon Stokes, and at the close of the evening service was given five minutes to explain his mission, and secured eighty dollars. On the next day he visited New Brunswick, but did nothing more than make some acquaintances.

Returning to New York, he was invited to the Brooklyn Baptist Social Union on May 19, where he was called upon and told of education in North Carolina, and in particular of Wake Forest College and its needs. He remained in New York for two weeks longer, on one day asking for prayers for Wake Forest students at the Fulton Street prayer meeting, and on Sunday, May 25 looking with joy on 55,000 Sunday school children picnicking on the lawns of Brooklyn parks, but getting only small amounts for the College. Yet he was not altogether discouraged. He had brought the College to the attention of hundreds who had never heard of it, and he had hopes of getting something from them in the future.¹¹

Arriving in Philadelphia on June 10 he remained several days, making acquaintances with the pastors, editors of Baptist periodicals and managers of the American Baptist Publication Society, "with a view to future operations." Leaving for Wake Forest on June 16, he was at the college commencement, June 23²⁶, and reported to the Trustees that he had secured in cash \$473 and a little more than \$1,300 in conditional subscriptions, and had spent on traveling and other expenses a little more than \$100.¹²

¹¹ *Biblical Recorder*, May 20, 27, June 3, 10, 24, 1874.

¹² *Biblical Record*, June 24, July 1, 1874. In his last letter of this series Elder Purefoy says: "I wish thus publicly to give thanks to Almighty God and Jesus

Although the amount reported by Purefoy was small it was larger than that reported by Elder T. H. Ivey, who had continued his canvass from November, 1873, and after much travel had secured in cash and subscriptions only \$740; whether Walters, who was also acting as agent in the State, had secured any appreciable amount is not told, but the Board of Trustees in June, 1874, passed a resolution in Purefoy's language urging that the campaign within the State be pressed with vigor. Ivey was continued in the work until the meeting of the Baptist State Convention in November. He visited associations and sought to make collections and get new subscriptions, but with poor success.¹³

Purefoy remained in the State until the meeting of the Baptist State Convention in Wilmington, November 4-8, 1874, which he attended, and then made his way by Goldsboro and Norfolk and a foggy Chesapeake Bay to New York, which he reached on November 10. He had stopped three hours in Philadelphia to get a recommendation for the College and himself from Rev. B. Griffith, D.D. Prospects seemed more encouraging than six months before. Early in June, under the direction of Dr. S. S. Cutting of the American Education Commission, there had been a meeting at Washington City of the friends of Baptist educational institutions in the entire country. At this meeting the claims of Wake Forest College had been eloquently and powerfully presented by Dr. T. H. Pritchard. But although considerable interest in Wake Forest was stimulated at this meeting, so was interest in the Baptist colleges of the North, and Purefoy was to encounter their agents in the places he canvassed.

He remained in New York only two days, long enough to get out a new circular, and armed with that he left on November 11 for New England.

On Saturday, November 14, he arrived in Fall River, Mas-

my Saviour for His many mercies to me during my trip North, as well as through all my past life. My health has never been better, and for the most part my spirit has been cheerful. I feel that I have been wonderfully sustained by God's grace and mercy. Though I have not done as well as I wished, I have done better than some of my Northern friends thought could be done."

¹³ *Biblical Recorder*, September 9, 1874.

sachusetts, of which and its industries he gives a detailed description. Here he remained for a week, being most kindly received by Rev. A. P. Small, pastor of the First Baptist Church, and by Rev. H. C. Groves, pastor of the Second Baptist Church. In cash and pledges he secured here \$110, at which he expressed himself neither greatly encouraged nor discouraged. Doubtless he would have had better success but for the fact that Dr. Simmons of Brooklyn was already there canvassing to secure \$200,000 for Columbian College.

On Saturday, November 21, he arrived at Providence, Rhode Island, stopping at the Central Hotel, where he hired a room for three dollars a week and took his meals where he pleased. Here he remained ten days. He first secured a letter of recommendation from Dr. A. Caswell, former president of Brown University, and then proceeded to visit churches and get acquainted with the leading Baptists of the city and its suburb, Pawtucket. In the latter he visited Dr. David Benedict, author of *The History of the Baptists*, then ninety-five years old, and though in feeble health able to walk around the house and read without glasses, "with hope strong in Christ and ready to live or die as may be God's will." In his letters Purefoy takes time to describe Brown University, some of the buildings of which he found not so good as ours at Wake Forest. He was most kindly received by the professors.

He was in Providence on Thanksgiving day, for which, he writes, the people of New England kill an incredible number of turkeys and have a service in their churches, of neither of which had he ever heard before. True to his plan of going to Baptist churches, he attended Thanksgiving service at Central Baptist Church at which about one hundred were present, and he had a part, reading the 147th Psalm, leading in prayer and pronouncing the benediction, but for all that not finding the "occasion overdone with spirituality." Nor was he invited to dinner, but returned to his hotel and made his Thanksgiving dinner on a bowl of oysters and a piece of apple pie at a cost of thirty-one cents. At times

however, some of the kind and courteous people did invite him to have a meal with them, and he always accepted.

The next Sunday, November 29, he attended services in Pawtucket, and having his mission recommended by the visiting preacher, Mr. Knott, he secured twenty dollars. He remarks that the North Carolina preachers are more earnest but that those of New England have better prepared sermons.

On December 2 he arrived in New Bedford. Here he found Rev. Mylon Merriam, a brother of Mrs. Samuel Wait, the last surviving one of the brothers. Though he was sixty-three years old he was active and energetic. Going to the First Church, he found a small group assembled and was invited by the pastor, Rev. D. D. Wynn, to take part in the service and was given an opportunity to state his mission, and getting the endorsement of Mr. Merriam was strongly approved by the pastor. By this time, December 7, 1874, the best the indefatigable agent could say was that he was entering on his third thousand of the ten thousand he had set out to raise. He had visited only four towns, and was ready to go to Boston where he planned to spend a month or more, if the way should be open. "I am constantly excited," says he, "with the extremes of hope and fear, but let it be hope or fear, still work on, and with God's help and preservation I intend to work on."¹⁴

Purefoy found warmer hearts in New England than he had found in New York, and he often speaks of the kindness of the people. He was much impressed with the superior educational advantages and the results of them that he found everywhere, a theme to which he often reverts in his later letters. Speaking of the public schools of Worcester, and in particular of the high schools, he says "There boys and girls are taught in the same classes and fully prepared for any college, free of charge for tuition. Such school advantages as these almost stagger the belief of our North Carolina people. I think the day will come when we shall have good free schools all over the State, and Wake Forest and other

¹⁴ *Biblical Recorder*, November 18, December 2, 9, 16, 1874.

colleges will be endowed." It was this universal education that brought such great prosperity to a land like Connecticut where Purefoy found the fences of stone and the rocks standing up in the fields like stumps in a new ground.

Though the churches received him kindly he found religious conditions in them unsatisfactory. The sermons were "nice, pretty sermons, but lacking the spirit of Jesus and Him crucified." In Dr. Wynn's church in New Bedford there had not been a revival during the nine years of his pastorate, and the members did not seem to look for one or express much concern about it.

After a journey of fifty-five miles through a country that was disappointingly "rough, poor and rocky," Purefoy arrived in Boston on Monday, December 7, 1874. He did not at once devote much time to the city itself, but while the weather was good, gave his attention to the towns that lie around. For the next three days after his arrival, however, he attended the meetings of the Massachusetts Baptist Ministers' Institute, where he not only made the acquaintance of those who were present, but found the discussions so able and interesting that he wished the North Carolina Baptist ministers had something of the kind. Both in Boston itself and in the towns he visited he found that there had been many business failures and business dull, with much unemployment. Again, the agents of other institutions had been in his path and had already secured all that the richer men were willing or able to give.

In the face of such odds Purefoy prosecuted his work with his usual industry, not at all deterred by the winter which had set in early and was one of unusual cold and rigor. After a few days in Boston, in which he had attended several services and was allowed to state his mission at a pastors' conference, he came to Worcester, of which he gives a somewhat detailed description. He walked a mile into the country through the snow to see a brother whose name had been given him, and found him splitting for market some of the hemlocks which covered the high hills which surround the city. His walk gained him nothing but "fatigue, three apples and a drink of water." On his return the unexpected

pledge of one hundred dollars by a good sister cheered him, but did not keep a little of the querulous out of his remark : "At the rate of present progress it will take a long time to get \$10,000, if it is done at all. I have, however, no disposition to give up. My motto is, 'Hope on, hope ever.' I trust in God and will not complain."

On December 24 he was at Wales, the home of Elisha Shaw, principal founder of Shaw University, who also entertained Purefoy when he was at Wales a year later.¹⁵ On Christmas day he was in Springfield, the home of Springfield rifles, and with seeming surprise noted that the stores were closed. On the following Sunday he preached his first sermon in New England at a mission chapel. On January 1, 1875, he was at Northampton, having previously visited Holyoke, and having crossed Mill River on which a dam had broken the previous spring with great loss of life. In all places the pastors treated him kindly and helped him on his mission. He came to Brattleboro, Vermont, on January 11, where after being allowed to state his mission in the Baptist Church he secured \$165. Later the Estey organ firm gave him \$100; it had given \$8,000 to Estey Institute in Raleigh. He was shown through the plant and gives a description of it. Next he was at Shelburn Falls with its table-cutlery industries and was treated kindly and was given ninety dollars. Leaving this place on Friday, January 18, he made his way to North Adams, going by railroad seventeen miles up Deerfield River, and as the Hoosac tunnel, which he found complete a year later, was still under construction, he had to cross the mountain by sleigh, a six-horse sleigh, facing a cold north wind, through snow eight inches deep, and though kept from suffering by wraps and a buffalo robe, glad enough to escape the twenty-two degrees below zero into a warm room, observing that joyful children outside were playing in the snow. From this place Purefoy went to Albany, noting the character of the country

¹⁵ Of Mr. Shaw's interest in Negro education Purefoy says: "To found this school was a noble deed, dictated by a noble Christian heart. I thank, in the name of Jesus Christ, our Northern brethren for what they have done in building up schools for the colored people of the South. They have done for them what we of the South had not means to do for them."

and finding the State House nearing completion. The weather was extremely cold with much snow and no rain, and he walked across the Hudson on ice seventeen inches thick. At Troy the Gurley brothers, Baptists, manufacturers of surveyors' instruments, made him a substantial gift. But though the pastors treated him kindly in all places, business was dull and thousands were out of employment and he secured only small amounts.¹⁶

Leaving Troy, and stopping a few hours in Poughkeepsie, where he found work for endowment blocked by a revival in progress at the Baptist church, he came on to New York which he reached on January 24, and welcomed rain falling, the first he had seen in two months.

He had now increased his collections and pledges to more than \$3,500. He had secured something in every town he canvassed, but no large amount anywhere. He reflected that the smallness of the subscriptions would greatly prolong the time necessary to do the work. Many told him that he had succeeded well under the circumstances, but he found it hard to feel so. When he called on the pastors they sometimes told him: "You cannot get anything here; I can not tell you where to go and get one dollar. My people have more than they can do." He would kindly reply that it was his duty as agent to try, and that he would not discharge his duty without an effort. He was not to be put off, and usually succeeded.

Purefoy remained in New York until March 30, pursuing his usual method of campaign, falling in with Baptists wherever he could find them, at their homes, at pastor's conferences, in prayer meetings and preaching services and Sunday school. He was given more general recognition than on his visit in April-June, 1874, and the Baptist paper, the *Examiner*, made note of his mission. Among those with whom he had conferences were Rev. G. W. Sampson, Dr. R. S. McArthur, Dr. Thomas Armitage,

¹⁶ Purefoy in seeking to interest the people of this section to build factories in the South found that thousands of them were afraid of the Southern people, and thought that they would not be allowed to live in peace in the Southern States, and that those building factories there would run the risk of having them burned down.

Dr. S. S. Cutting, Dr. T. D. Anderson, Deacon L. B. Bayne who, he insisted, had not defrauded the Western North Carolina Railroad, Rev. J. D. Fulton, Dr. Reid of Williamsburg, Rev. W. T. Burns of Yonkers, and Rev. J. B. Hawthorne.

On February 8 he received intelligence that Calvary Baptist Church, Dr. R. S. McArthur, pastor, had pledged \$1,000 for a scholarship, and entering his room, fell on his knees and returned thanks to God. As he was leaving for Philadelphia with work incomplete in and around New York he received a pledge from an unnamed good brother of another thousand dollars, bringing the total up to \$7,000. Reflecting on what he had done he felt that the Lord had wonderfully blessed him on his Northern tour.¹⁷

In Philadelphia he was kindly received by the numerous Baptist pastors and officials of the various Baptist organizations located in the city. His work was highly commended in the *National Baptist* and in a resolution offered by Dr. H. L. Wayland at the Baptist pastors' conference, but all this kindness and commendation won him little in the way of cash and pledges. During five days of his stay of three weeks he was kept in by illness, and he found that the Philadelphia Baptists were "near-sighted," and interested rather in their great church-building program than anything else. The agent of Louisburg (Bucknell) University was also in the city, asking for a Centennial Fund of \$150,000. Accordingly, Purefoy after three weeks decided to leave for Boston "to spend a few weeks and see what can be done there." And as he was leaving he indicated his state of mind in these words "It is in vain to go, unless the Lord goes with me. Oh, for his presence there and everywhere! Will the brethren in North Carolina remember me in their prayers: My way seems to be darkened and I cannot see clearly before me. I ask for light and direction."

On his way to Boston Purefoy stopped in New York where he had a half-hour's conference with Dr. Cutting. Next he stopped at Mystic and spent the night with Rev. G. L. Hunt, pastor of one of the largest churches in Connecticut, and then he went on

¹⁷ *Biblical Recorder*, February 10, April 28, 1875.

to Providence, where he found Dr. W. T. Brainbridge too busy looking over letters to give him fifteen minutes.¹⁸

On reaching Boston he found that he was not forgotten, and was most kindly welcomed by Pastors Beckley, Lorimer, Swan, and Boyd, and received commendation in the *Watchman and Reflector* and the *Christian Era*. On Sunday, April 25, he heard Dr. Lorimer, and thereafter attended prayer meetings, ministers' conferences, and on invitation a dinner of the Baptist Social Union, at which the topic of discussion was the educational centennial movement; he had the opportunity of presenting the claims of Wake Forest College, but only after four-fifths of the guests had departed. Deacon Chase, from whom he had received one of his exceedingly rare invitations for dinner, made him an appointment to preach-the third sermon he preached since leaving home-to a congregation of colored people, mostly from Richmond, Virginia. Pressing his work he visited outlying towns and Newton Theological Seminary. To his appeals many gave a decided "No," but one good sister gave him \$100 in cash and a brother who had given to others gave him \$100 "to show his kind feelings for the South." By May 18, he had secured \$500 in cash and pledges since coming to Boston, about \$7,500 in all. "The problem is," he writes, "how shall I get the balance? I answer, by hard work, perseverance, and God's help, it will come." He planned to reach home by June 5, and if his work was not completed by that time he expected to return to complete it if it should be the Lord's will; he had gone too far to retreat. As he was leaving Boston he wrote: "I shall have many pleasant recollections of my visit there, of the kind treatment of brethren, editors and pastors, and the interest manifested in my mission for Wake Forest College."

Reaching New York on May 18, by the Hartford route, he had conferences with several of the ministers, attended a social gathering, on Sunday heard sermons by Dr. Sailes and Dr. Hawthorne, and on Monday, May 24, went to Philadelphia in time to attend the meetings of the Northern Baptist Anniversaries, where he

¹⁸ *Biblical Recorder*, May 5, 1875.

was placed by the reception committee at the St. Cloud Hotel in a room with Dr. Dickinson of Richmond, Virginia. Going on to Baltimore he was entertained in the home of Dr. G. W. Sanderlin, pastor of Franklin Square Baptist Church.

All in all, his mission had been successful and the end was in sight. At the meeting of the Board of Trustees of the College on June 16, he challenged the Board to raise \$10,000 from the citizens of Wake Forest, to meet the \$10,000 he expected to put in the College treasury before July 1, 1876, and at an endowment rally the same evening he made a like challenge to the Alumni Association, challenges which were accepted, the first by Dr. W. T. Brooks for the Trustees, the second by Dr. T. H. Pritchard for the alumni,¹⁹

On September 11 Purefoy was off again for the North, regretting that his absence would make it necessary for him to miss the meeting of the Baptist State Convention for the first time in about thirty-five years. But he was eager to complete his work for the endowment which he hoped to do before cold weather. He stopped a day in Warrenton to preach at a colored Sunday school rally; by train and boat reached Baltimore on the 13th, and then went to Philadelphia, and remained several days in which he viewed the Centennial buildings which were under construction. He reached New York on September 23 and remained until the thirtieth, and in that time heard Sermons on Sunday, September 26, by Dr. Fulton in Brooklyn, and Dr. George L. Hunt of Mystic, Connecticut, at Forty-second Street Church. In the afternoon of that day he attended a service at Trinity Church where he saw forty-eight candles burning on the altar, "like the Catholics." Business in New York was on the increase but he secured very little money for the College.

On October 11 he left on a steamer for New London, which made its way from pier number 10 on North River, up East River and out at Hell's Gate, where blasting of rocks was still going on, and through hundreds of all kinds of vessels. It was ten o'clock next day when he reached Boston by cars from New

¹⁹ *Biblical Recorder*, May-June, 1875.

London. He secured a room on Court Street and was ready for operation.

In Boston Purefoy pursued his usual methods of campaign. He attended all kinds of meetings of churches and conferences and visited institutions both in Boston itself and the nearby towns, Worcester, Lynn, Salem, Beverly, Brookline, Cambridge, Jamaica Plains, Chelsea, Arlington, Watertown, Newton, Waltham, Middleboro, Taunton, of all of which he gives some description, especially of the Baptist churches and their pastors and work. He was almost everywhere given a cordial welcome, and in his pleasure said that the more he became acquainted with the people of Boston the better he liked them. But raising money among them was still a slow process. The members of the faculty of Newton Theological Seminary pledged fifty dollars each, and Purefoy was moved to recommend "this old and renowned institution" to any minister going North to study theology. Business, however, had not recovered from the panic of September, 1873. The people everywhere were complaining of hard times and losses upon losses. In nine months there had been in this section 5,334 failures with liabilities of \$131,172,503, millions of capital were lying around idle, and many thousands of laborers were out of employment and without food for their families. But by getting small amounts here and there he had by January 1, 1876, practically secured in cash and pledges the \$10,000 he set out to raise.

The people everywhere in and around Boston treated him kindly; this year he ate Thanksgiving turkey in the home of a Baptist minister, Dr. Johnson, pastor of the church in Cambridge. He was also made welcome to the Baptist Social Union and enjoyed its elegant dinner to which a good brother gave him a ticket, costing \$2.50. He was asked to join a party at Fremont Temple Church to watch the old year out. He was constantly hearing kind words about the South and being encouraged in his work. As he was leaving Boston on Tuesday, January 4, 1876, he said: "I bid adieu to Boston having spent three months in this city or

its vicinity. I shall carry with me through life many pleasant recollections of the kindness and encouragement of these generous people to me personally and to the endowment of Wake Forest College. I can truly say, 'I was a stranger and they took me in.' May blessings rest upon them."

Purefoy made his way to New York by the same route he had followed on his first tour, stopping at Wales, Springfield, Holyoke, Brattleboro, Shelburn Falls and North Adams, reaching the last place this time by train through the Hoosac tunnel in twenty-one minutes. He tells in much detail of the people and industries of each place and of the amounts he secured. Stopping a day each in Troy and Albany and collecting subscriptions formerly made, he went by train down the Hudson to New York. Here he remained about two weeks and returned home. Writing from Wake Forest on February 14, 1876, he gives the following summary of his mission

"After three trips North and laboring hard, under great discouragements, by the blessings of God I have been permitted to return home in good health, feeling thankful that my work was a success, and the amount sought for was obtained.

"I labored in all about thirteen months, secured in cash and pledges \$10,500 and some unmatured promises from which I hope to realize about \$400 more. If it is realized it will secure to Wake Forest College \$10,000 clear of losses and traveling expenses.

"I traveled North and home again three times, I paid for printing circulars and postage, for board and railroad fare about \$620.

"I have collected about \$6,000 and have assurance that the larger part of the remainder will be paid in by July. A year ago I pledged to the Northern brethren that if they would make up the \$10,000 I would give my labor free of charge. They have nobly done their part, and I will as truly do mine. I trust in God for my reward.

"Last June I pledged the \$10,000 and challenged the Alumni

Association to put \$10,000 upon it by July 1, 1876. This challenge was accepted by Dr. Pritchard, President of the Association. I wish to know what has been done. Will the Alumni Association redeem the pledge? Surely they will." ²⁰

²⁰ *Biblical Recorder*, September 22, 1875, to February 22, 1876.

IX

THE LAST YEARS OF WINGATE'S ADMINISTRATION 1870-79

At the Commencement of 1870 Dr. William Royall offered his resignation as Professor of Languages, which the Trustees reluctantly accepted.¹

As successor to Professor Royall, the Executive Committee of the Trustees, on the advice of President Wingate, on August 12, 1870, chose Charles Elisha Taylor of Virginia. Mr. Taylor was a son of Dr. James B. Taylor, Corresponding Secretary of the Foreign Mission Board of the Southern Baptist Convention. He was born in Richmond, October 28, 1842; entered Richmond College as a freshman in 1858; left college in April, 1861, on the day that Virginia passed the ordinance of secession, and volunteered his services to his state. He was with Lee in the West Virginia Campaign, and then with Jackson until the battle of Kernstown, in which he received a severe wound. In 1863 he became a member of the Signal and Secret Service Corps under the command of General J. E. B. Stuart. In this branch of

¹ *Proceedings*, June 9, 1879. Probably Dr. Royall thought he would have a wider field of usefulness in the education of women. On his resignation he became president of the Raleigh Female Seminary, which opened its first session on August 22, 1870. On the 16th of the following January his son and son-in-law, R. E. Royall and W. C. Powell, opened a school for boys in Raleigh in the "Jones House" on Jones Street. *Biblical Recorder*, July 17 and December 21, 1870. Dr. Royall kept the presidency of the Raleigh Female Seminary for only one year, when he resigned it to another son-in-law, F. P. Hobgood, who had been conducting a school for boys in Reidsville. In January, 1872, Dr. Royall became president of the Louisburg Female College, which had been idle for some time, and also pastor of the Louisburg Baptist Church, preaching twice a month. *Biblical Recorder*, February 7, 1872. In 1874, on account of failing health, he went to Texas, where he became president of Baylor Female College, and was also pastor of churches. In the fall of 1878 he opened a female seminary in San Antonio, Texas. *Biblical Recorder*, September 18, 1878. From here in the fall of 1879 he went to Jonesboro, Tennessee, and taught in a school under the management of Dr. Mays. *Biblical Recorder*, October 29, 1879. In June, 1880, he accepted a place as professor of modern languages, including English, in Wake Forest College. *North Carolina Baptist Almanac*, 1894, page 38.

the service he attained the rank of adjutant and served until the end of the War.

Soon after the War he took up his interrupted education, entering the University of Virginia, and from this institution he graduated with the degree of Bachelor of Literature in 1870. After his graduation he complemented his education by several months' travel in Europe.

He was elected to be "Assistant Professor of Languages," "it being left to his option to enter upon his duties at the beginning of the first or second term of the session." He was at the College and took up his work on September 15, 1870.² In the catalogues of the College for 1870-71 to 1879-80 he is described as "Professor of Latin and German"; for 1880-81 to 1882-83, as "Professor of Latin"; for 1883-84 and 1884-85, as "Professor of Latin and Moral Philosophy"; for 1885-86 to 1915-16, as "Professor of Moral Philosophy." He was further described as "President," 1884-85 to 1904-05.³

Here it may be well to give a general review of Dr. Taylor as instructor. He first gained reputation as a teacher of extraordinary ability in his classes in Latin. Among his students the first year were many who in one way or another have become widely known, such men as A. C. Dixon, D. A. Covington, John E. Ray and R. T. Vann. They and other students of his classes in these years used to delight in telling anecdotes illustrative of his insistence upon grammatical accuracy in translation and his drilling in fundamentals.⁴ Owing to one feature of this insistence

² Judge E. W. Timberlake used to tell how he and some companions met Dr. Taylor with bag in hand coming from Forestville, the day of his arrival, and how they scanned him and remarked to one another, "This is the Professor of Latin."

³ Beginning with the catalogue of 1871-72, Dr. Taylor, with a touch of pride in the institution had inserted after his name and degree ("Univ. of Va."). It was many years before designation of institutions were made after the names and degrees of other professors.

⁴ "Mr. Vann, what case is oot(ut)?" "I do not see any such word as cot,' Professor." "The first word after 'contendit,' Mr. Vann." "Oh, I see, you mean 'ut'; I never heard it call 'oot' before. Why 'ut' hasn't got any case; it is a conjunction, introducing the purpose clause." "Yes sir, but it is an old form of the ablative."

the students dubbed him with the nickname "Old Aorist," which fell into disuse when he had given up teaching Latin. Along with the emphasis on grammar went the teacher's enlightening and stimulating interpretation of Latin literature. As a master of Latin idiom and as teacher of the language he had few equals. As long as he lived he retained his interest in Latin, and in person taught it to his children and grandchildren. When opportunity offered he would scan with keen interest the Latin exercise of a college student. Often he would write short letters to friends in Latin of Ciceronian purity and elegance.

After his assumption of the presidency of the College in 1884 Dr. Taylor's chief work in the classroom was in teaching the courses listed under the heading "School of Moral Philosophy." These courses he continued to teach, with short intermissions when engaged in raising funds for the College, as long as he lived, and did his greatest work as teacher. Some account of him as a teacher of Philosophy will be given in a later chapter.

The other members of the faculty during the remaining years of the Wingate administration were Professors W. B. Royall, L. R. Mills, and W. G. Simmons, of whom some account has already been given. In June, 1870, John C. Scarborough and C. M. Seawell were appointed tutors, of whose services recognition has been made above. Seawell died June 19, 1871, just after he had been elected a regular member of the faculty, but Scarborough served for the year 1870-71, being designated in the catalogue as "Instructor in the Preparatory Department." The next tutor was Mr. Charles H. Martin, appointed in January, 1872.⁵ Mr. Martin was orator of the Philomathesian Society at the Anniversary of 1872. After graduating he studied law at the University of Virginia and was admitted to the bar of North Carolina; in August, 1886, he was ordained to the gospel ministry and in 1892 attended the Seminary at Louisville. In 1896 he was elected a Representative in Congress and served for one term. He was a writer of verse of which he published "The Maid of

⁵ The General Catalogue is wrong in dating his appointment "Jan. 1882."

Meherrin" and "Rainbow." He died at Polkton, N. C., in 1923. He continued to serve as tutor until June, 1874. The next tutor was Leroy W. Bagley of the class of 1875, who in June, 1875, was appointed "Tutor of Languages and Mathematics" and served till June, 1877.⁶ The next tutors were W. L. Poteat, and N. Y. Gulley, named in the catalogue of 1878-79, the former as "Tutor of Languages," the latter as "Tutor of Mathematics." Poteat served for two years and Gulley for one.

The faculty were few, only five, and a tutor part of the time, but in the collegiate classes the work was of high quality. On entering the first classes in Latin, Greek, English and Mathematics, the student was expected to have done not less than two years of work of a preparatory nature in each. Beginning with 1874-75 the requirements in college work for the degree of Bachelor of Arts were three years each in Latin, Greek and Mathematics, and certificates of proficiency in English Language and Literature, Chemistry, Physics and Astronomy, Logic and Rhetoric, Mental and Moral Science, and Political Economy and History. In his three college years in Latin the student was expected to master Latin grammar and get the ability to write Latin, and to have read selections from Livy, Cicero's Orations, Horace, Sallust, Virgil, Juvenal, Tacitus, and Cicero's Letters. In the third year one recitation a week was devoted to the study of Roman history. In Greek the three years' work was of like character; the authors read were Xenophon, Herodotus, Homer, Isocrates, Thucydides, Demosthenes, Plato and Sophocles or Euripides. There were regular exercises in Greek prose composition, and in the Senior year Smith's *History of Greece* was studied. In Mathematics the course comprised Algebra and Plane and Solid Geometry, Trigonometry and Land Surveying, Plane and Spherical Trigonometry, Analytical Geometry and Calculus. In all these three branches the requirements were much severer and

⁶ Mr. Bagley afterwards did a great and useful work in secondary education. He was principal of academies at Scotland Neck, 1877-82; at Murfreesboro, Wake Forest and Littleton and other places. He died at Winston-Salem, North Carolina, February 26, 1938.

more extensive than the requirements of today. The general character of the work in these subjects may be seen from the copies of the final examinations in them which were printed in the catalogues of 1876-77 and 1878-79. Few students in the undergraduate departments of our colleges and universities of today would find any of them easy, while many would not be able to pass them all. In English the course was much less extensive, only one year being devoted to all courses in it, but this was supplemented in two ways: first, by the course in Logic and Rhetoric taught in the School of Moral Philosophy, and second, by the work of the Literary Societies. For a certificate of proficiency in either French or German only five hours of recitation work a week for one year was required. Since the modern languages were taught by teachers who had no special training for the work, and who regarded the subjects of secondary importance, students in these languages obtained only a very limited knowledge of them. In the sciences the courses were severe but the instruction was of the character of such instruction generally before the days when students began to do laboratory experiments for themselves.

We have seen above (Chapter II) that the total number of matriculates in the College from January, 1866 to June, 1870, was 206, of whom 55 continued as students after June, 1870. In addition to these 418 others matriculated during the years 1870-71 to 1878-79, making the total number of matriculates from the Civil War until June, 1879, 624, an average of about 45 a year. Of the 418 who matriculated in the years 1870-79, 126 remained only one year, and 77 remained only two years. The average enrollment for these years was about 100, of whom about half were first-year students. The total number of graduates during these nine years was fifty-six, an average of about six a year.

How shall we account for this scant enrollment and the small number of graduates? It was partly due to the fact that the Baptists of the State though more numerous than the members of other denominations were mostly farmers, many of whom lived

in sections where little attention was paid to education and where there were no academies or other schools above the common school grade. Few of their sons were prepared to enter even the preparatory classes of the College. Again few of the Baptists of the State at that time had incomes sufficient to pay the expenses of their sons in college and the sons had no place to borrow money on their own account. Again, with the developing South and the rise of new towns there was a constant demand for young men in industries and business. Nearly all of these who remained at the College only one or two years during this period became farmers or engaged in business of some kind, being content with education sufficient to fit them for this work. And it was not Wake Forest College but Davidson College whose student enrollment was affected in any appreciable degree by the "fertilizing decay" of the State University. In 1866-67 Davidson had only 27 students, and in 1867-68 only 54, but in 1868-69, the year of the reconstruction of the University of North Carolina, the number of students at Davidson rose to 121, of whom 76 were new men. The next year, at the commencement of 1871, Davidson graduated 31, and at the commencement of 1873 graduated 26, a total for the two years of 57, more than Wake Forest College graduated during all these nine years. With the reopening of the University, however, our college suffered much less severely in loss of students than did Davidson; the enrollment of Wake Forest for 1875-76, the first year of the new University, was 82, only nine less than that of the previous year, while that of Davidson was 88, a loss of 34. The number of students at Wake Forest was seriously diminished by the financial panic of 1873. The enrollment which had reached 106 in 1872-73 fell to 90 the next year and did not reach 100 until 1878-79 when it became 117.⁷

⁷ Wingate repeatedly complained of the tendency of the students to drop out after a year or two in college. "The trouble with the colleges in our State has been that they could not hold their students. The number of new students coming in would justify the hope that large classes would be graduated, but the great majority commence with no such object and will leave after a few months." *Biblical Recorder*, December 2, 1874.

This story had also been told to Dr. Pritchard two years before: "The Faculty tell us that the students come and study well for a few terms and fail

During this period the Baptist leaders of the State were distressed at the small enrollment. The Rev. Elias Dodson said: "I am bound to say with sorrow that the Catholics are more true to their schools and churches than many Baptists are to their schools and churches. The influence of some Baptists is to destroy their own cause."⁸ Dr. T. H. Pritchard, for once showing some impatience, said: "it is my solemn conviction that the parent who is able to send his child to school and give him the opportunity of a good education and fails to do it, is guilty not only of grievous wrong to the child, but of a sin against God, for which he will be called to answer in the day of judgment." A student further indicates the prevalent attitude of many Baptists of North Carolina towards education : "Why is there this lack of representation. I will give what an aged man of many years experience and close observation says about the matter. He says that the Baptists of North Carolina, with a few honorable exceptions, do not want, and are not going to have an education." ⁹ But when we consider that in all the colleges for men then open for students in the State there were not more than 350 students in 1874, and probably not more than 260 students from North Carolina in colleges of other states,¹⁰ we realize that the Baptists were not alone in their neglect of education. The neglect was general. As we have seen above, interest in elementary education was at its lowest ebb in 1872, and did not show any signs of revival until the next year. It was much the same with interest in secondary education. Our people are not educating, said Pritchard. The general situation with reference to academies is told by Elder J. S. Purefoy:

"One Association of 2,400 members in the State, composed of noble whole-souled members with good health and hearts, renowned for liberality and equal to others in intelligence, have within their bounds no Baptist preparatory school, and not more

to return.... Careful inquiry has proved that they have not gone to other colleges- they are at home." *Ibid.* July 31, 1872.

⁸ *Biblical Recorder*, July 24, 1872.

⁹ *Ibid.*, July 24 and 31, 1872.

¹⁰ *Ibid.* January 7, and July 14, 1874.

than one or two members outside of the ministers qualified to teach such a school. What is true of this Association is probably true of more than half the Associations of the State." ¹¹

It was announced in 1872 that Mars Hill was vacant and had been for more than a year, waiting for some one to come and occupy. Two years later it was reported that, "Mars Hill College, Madison County, a Baptist institution has been presented to the Grand Lodge of North Carolina to be used as an orphan asylum for the western part of the State. By request of Mr. Mills, General R. B. Vance will organize the working force of the new asylum and put it into running order." ¹² While the plan to make an orphan asylum of Mars Hill College miscarried, the school did not get back regularly to work until 1890.

Various other suggestions were offered for improving the attendance; W. H. Avera, a trustee, thought the faculty made a great mistake in having one term of 40 weeks instead of two terms of 20 weeks, and that the College was losing students by it. ¹³ Professor C. E. Taylor advised that a copy of the college catalogue be sent to every Baptist preacher in the State, that they be circularized, with the hope of getting the needed students. ¹⁴ Another suggestion was that every student should bring at least one student back to the College with him on his return from vacation. Others appealed to denominational pride : there were 85,000 white Baptists in the State, and in their families 14,000 boys, but in 1877 there were only seven to graduate from Wake Forest College; this is one to 2,000; the Presbyterians with Davidson College had one to 300.

As a practical means of increasing the number of students the faculty encouraged boarding in clubs. Beginning in an irregular way in 1871 with two clubs, in which were some of the best young men, the plan was soon in successful operation, and with interruptions continued for many years. At first the cost of table fare in these clubs was seven dollars a month, but in later years,

¹¹ *Ibid.*, February 7, 1877.

¹² *Ibid.*, September 4, 1872; November 25, 1874.

¹³ *Ibid.*, June 19, 1872.

¹⁴ *Ibid.*, July 22, 1874.

1890-1900, it was not more than five dollars. "When we consider the peculiar stringency of our financial condition," said President Wingate in his annual report to the Board of Trustees, June 20, 1871, "and the large number who have been compelled to cut short their course of study, we regard it as specially fortunate that such favorable results have attended these efforts to cheapen the cost of collegiate education. May we not hope that many who have hitherto been prevented will now find it in their power to secure this invaluable boon?" Table board in private families was \$2.50 to \$3.00 a week.¹⁵

The cold hard fact, however, was that in this period many North Carolina young men who yearned for an education had no money to pay for it and could not get it. Their fathers had no money; their relatives had none; they were unable to borrow. Money was scarce; there were very few wealthy men; in many counties there was no bank. Realizing all these things in his own experience, in the fall term of 1875, Mr. J. W. Denmark, who in some way had contrived to enter the College, led in the organization of the North Carolina Baptist Students Aid Fund, now called the Denmark Loan Fund, perhaps the first of its kind in the United States, which has aided hundreds of worthy young men in paying their way through college. A fuller account of it will be found in the chapter that immediately follows this.

Another means by which it was hoped to lower the cost of education and enable a greater number to come to the College was endowment. The great supporter of this view was Professor Charles E. Taylor. "We need to have a people's college for the masses of our Baptist youth . . . and to do this there must be ample endowment to lessen the price of tuition." And he expressed the determination to press on for endowment unremittingly until the goal was reached, when he hoped to see Wake Forest College have not 100 but 500 students.¹⁶ The Board of Trustees shared the view and pledged themselves to reduce the tuition fee as fast as the increase of endowment would permit, \$5 with the com-

¹⁵ College catalogue for 1871-72.

¹⁶ *Biblical Recorder*, April 15, 26, 1876.

pletion of endowment of each of the six professorships, which the Board was then pressing. And they actually did reduce the fees from \$35 a term to \$30 a term, or \$10 a year, at the commencement in June, 1877.¹⁷

The number of graduates for these years, 1870-71 to 1878-79, was fifty-six, of whom a complete list is given in footnote below.¹⁸ Of these, nineteen became ministers of the Gospel, some of whom attained world-wide prominence. A. C. Dixon served pastorates in Chapel Hill, Baltimore, Brooklyn, Boston, and Chicago where he was pastor of Moody's Church on the Northside. From there he was called to Spurgeon's Tabernacle in London. Columbus Durham, a brother of the lawyer and statesman Plato Durham, after serving pastorates in Goldsboro and Durham, in 1888 became Corresponding Secretary of the Mission Board in North Carolina and in this position acquired great fame for the ability and courage with which he stood for public education of the children of the State, and supported the voluntary principle in

¹⁷ *Proceedings*. The Wake Forest Board did not make the mistake that the Board of Furman University made, who, when \$200,000 had been subscribed on endowment but not paid in, made tuition free; in consequence Furman was in great distress. *Biblical Recorder*, December 4, 1878.

¹⁸ *Master of Arts*: 1871. John Bruce Brewer, Franklin P. Hobgood; 1875. John Edwin Ray, Hugh Reid Scott; 1877. Edgar Estes Folk; 1878. Walter Eugene Daniel; 1879. Edwin Ferebee Aydlett, John Thomas Johnson Battle, Needham Y. Gulley, Robert Perleyman Johnson, George Taylor Prichard, Charles Spurgeon Vann. *Bachelor of Arts*: 1873. Wm. Hayes Owen McDowell, Jesse John Vann; Richard Tilman Vann; 1874. Amzi Clarence Dixon, Franklin Royall Underwood; 1875. Leroy W. Bagley, William Carey Brewer, Thomas Carrick, John Yerval Phillips; 1876. John Thomas Bland, John Lewis Britt, John Benjamin Powers; 1877. James W. Denmark, William Louis Poteat, Charles Wesley Scarborough; 1878. J. G. Bunch, John Calhoun Caddell, W. J. Rufus Ford, Arthur Edwin Walters; 1879. George Pinckney Hamrick, Wesley N. Jones, John Fairley McMillan, Cornelius Augustus Rominger, William Jonathan Wingate, William Linberry Wright. *Bachelor of Philosophy*: 1871. Henry Alfred Brown, Columbus Durham, Michael Napoleon Sikes, William Dunlap Trantham; 1872. James Henry Garvey, Charles Hadden Martin, James S. Mitchell; 1873. Nathaniel Boardman Canady, Allen Rogers Jones, Edwin Walter Timberlake, Henry Truesdale Trantham; 1874. William David Gullede, George Washington Purefoy; 1875. Richard Caswell Sandling; 1876. Benjamin Franklin Montague. *Bachelor of Letters*: 1877. James Redden Jones; 1878. Fleet Rose Cooper, Neill Dockery Johnson, William Thomas Jordan. In the General Catalogue the name of Charles Haddon Martin is wrongly given as Charles Henry Martin.

higher education. He died untimely on November 14, 1895. For nearly all his active life after leaving college H. A. Brown was pastor of the Baptist Church in Winston-Salem, being called to that work in 1877. In his later years he wrote devotional articles week by week for the *Biblical Recorder*. He died on April 25, 1929. R. T. Vann served many important pastorates, among them those at Scotland Neck and Wake Forest. He also did much as an educator; for two years, 1881-83, he was professor of English in Chowan Baptist Female Institute, and for fifteen years, 1900-15, he was president of Meredith College. Afterwards he held the position of Secretary of Education and Benevolence. He was trustee of Wake Forest College, Meredith and the Southern Baptist Theological Seminary. He died, July 25, 1941. E. E. Folk served several pastorates, but his best known work was editing the *Baptist and Reflector*, which he did from 1889 until his death in 1917, a period of twenty-nine years. W. L. Wright, a preacher of much eloquence and power, after serving pastorates in Hillsboro, Reidsville and Richmond died while still young on September 27, 1900. Rufus Ford was known for his profundity of thought and clearness of expression rather than for pulpit eloquence. He spent the greater part of his life in South Carolina and died in Florence in the year 1936. During his later years he was a regular contributor of meditative religious articles to the *Biblical Recorder*. Thomas Carrick was a man of considerable ability and did a most important and useful service, one in connection with building the Memorial Baptist Church at Greenville, N. C., in 1880-81, of which he was then pastor, but for most part he served churches which could be reached from his home in High Point. He died on May 22, 1935, aged 85 years. W. T. Jordan served the church in Lumberton for the years 1878-86; in 1887 he moved to Oregon and since that time has served churches in that State, California and Washington. His home is in Seattle. C. W. Scarborough served pastorates in Wake, Franklin and Granville counties and in Murfreesboro; he died on December 1, 1922. F. R. Underwood served numerous

churches in South Carolina, North Carolina, Maryland and Virginia; G. P. Hamrick was long influential and useful in Cleveland County; J. L. Britt labored in the Eastern Association, being pastor of churches in Duplin and Sampson counties; J. F. McMillan after serving a pastorate at Fair Bluff went to South Carolina and spent his life there serving churches in Marion and Florence counties. C. H. Martin, turning from law to the ministry, made his home at Polkton and served churches in that vicinity. J. R. Jones served churches in Wake and Franklin counties, at Hickory, Smithfield and other places. He died, October 22, 1890. R. C. Sandling served many pastorates in the eastern half of the State.

About a dozen of the graduates of these years devoted their lives chiefly to education. John B. Brewer was for many years, 1881 to 1896, president of the Chowan Baptist Female Institute and later of a like institution in Danville, Virginia; R. P. Johnson did a most valuable work as principal of several academies, such as Mount Vernon Springs in Chatham County, 1881-88, and Thompson School, Siler City. For many years from the end of the century he was superintendent of the Chatham County Schools; he was moderator of the Sandy Creek Association, 1903-18. He died, September 17, 1924. L. W. Bagley also had a long career in the field of secondary education; of him some account has been given above. J. C. Caddell also did work in secondary education, soon after his graduation conducting a school for boys, first at Forestville, and then near the College. In 1888 he became connected with the *Biblical Recorder* as traveling agent, a position which he held till January 1, 1902. Later, for a short period he was editor of the *Raleigh Evening Times*. He was a trustee of the College and a member of the executive committee of the Board. For the years 1908 to 1914 he was mayor of the town of Wake Forest. He died on January 22, 1928. Other graduates of this period who labored in the field of secondary education were M. N. Sikes, who went to eastern Virginia, J. H. Garvey who for two years taught at Forestville, but later was a pioneer settler

of the Dakotas, and N. D. Johnson, who was connected with several schools in both the Carolinas. Two others became noted for their work with the deaf, dumb and blind. These were John E. Ray, who was first connected with the North Carolina Institute for the Blind in Raleigh, as a teacher, 1875-85, then, in 1887 he became Superintendent of the Colorado School for the Deaf and Blind, in 1898 he returned to North Carolina to be superintendent of the North Carolina School for the Blind at Raleigh, which position he held till his untimely death on January 9, 1918 the other was G. T. Pritchard, who from 1888 was for many years connected with the School for the Deaf and Dumb at Scranton, Pennsylvania. He died September 26, 1935. A further word should be said about Mr. J. E. Ray; for ten years, 1877-87, he was Corresponding Secretary of the North Carolina Baptist State Convention, in which he did a work so efficient as to constitute a new era. During the same years he took the lead in the development of Sunday schools in Baptist churches. Adding to his work as a preacher Dr. R. T. Vann did a notable work in the field of college education. For two years he was on the faculty of Chowan College, and for fifteen years, 1900 to 1915 he was president of Meredith College and did much to create the spirit and ideals which still characterize it. He has been a trustee of Wake Forest, of Meredith and of the Southern Baptist Theological Seminary, and has held other important denominational offices. The career of N. Y. Gulley will be discussed in the chapter on the Wake Forest College School of Law. W. L. Poteat was connected with Wake Forest College as teacher from 1878 until his death, March 12, 1938. His work will be discussed later. The lawyers among the graduates of this period numbered fifteen. Of these only H. R. Scott and N. Y. Gulley still survive. Mr. Scott has since 1884 resided at Reidsville, where he has attained prominence not only as a lawyer but also as a banker. In 1883-84 he was a member of the State Senate. Of the others, E. W. Timberlake was a judge of the Superior Court for the years 1892-98. Prominent in the profession were W. E. Daniel of

Weldon, E. F. Aydlette of Elizabeth City, W. N. Jones of Raleigh, F. R. Cooper of Clinton, J. T. Bland of Burgaw, C. S. Vann of Edenton, J. J. Vann of Winton and Monroe, N. B. Canady of Oxford, and W. D. Trantham of Camden, South Carolina. J. G. Bunch died young, and C. H. Martin and B. F. Montague left active practice after a few years.

The physicians of the graduates of these years, located at the places given after their names were W. H. O. McDowell, Scotland Neck; J. Y. Phillips, Dalton; G. W. Purefoy, Asheville; H. T. Trantham, Salisbury; J. B. Powers, Wake Forest; A. J. Battle, Earpsboro; J. T. J. Battle, Greensboro, for many years head of the medical staff of the Jefferson Standard Life Insurance Company. As trustee of the College he had an important part in the institution and development of the Wake Forest College School of Medicine. A. E. Walters died while a student of Medicine. C. A. Rominger was a dentist who worked first at Reidsville and later at Zion City, Illinois.

J. W. Denmark helped to establish the *Progressive Farmer* and for many years was its business manager. It is to him that we owe what was first called the Students' Aid Fund, but now the Denmark Loan Fund of which account is found below. W. D. Gullledge, who had lost his right arm in the battle of Bentonville, became a planter; he died June 10, 1885. A. R. Jones died August 14, 1873, shortly after his graduation. W. J. Wingate was a merchant, for many years at Wake Forest.

Among the students of those years who did not graduate many became prominent either in the professions or business.

The following were ministers of the gospel: E. B. Barrett, Anson County; G. S. Baskerville, later a graduate of Hampden-Sidney College and a graduate student of Yale, went to Minnesota, and from there to Dakota where he became a college president; J. H. Booth, Dallas, Catawba; A. W. Burfoot, Camden, Perquimans and Tyrrell counties, died December 21, 1931; D. J. Clark, Welsh Neck, South Carolina and Bladen County; F. B. Clark, Burke County; R. W. Crews, Forsyth County; H. M.

Croom, Onslow and Caldwell counties; E. B. Dillard, Virginia; W. C. Durham, Walla Walla, Washington; O. T. Edwards, Chatham County; D. A. Glenn, Virginia, Hendersonville; L. P. Gwaltney, Alexander County; C. C. Haymore, Mount Airy; I. M. Hildebrand, Gaston and Burke counties; J. M. Hilliard, Wake, Buncombe, Macon counties, Thomasville, business manager of Orphanage; J. C. Hocutt, Wake, Durham and Orange counties; L. Johnson, Greensboro, Rocky Mount, Corresponding Secretary of Baptist State Convention 1900-1914; editor of *Biblical Recorder*, 1917-1931, died February 9, 1931; J. W. Lucas, Tennessee; P. H. Pernell, Franklin County; A. M. Pittman, Marion County, South Carolina; N. R. Pittman, Missouri, Editor of *Central Baptist*; C. L. Powell, Africa; J. A. Shemwell, Rowan County; I. W. Thomas, Caldwell County; J. F. Tuttle, Virginia, Salisbury; J. H. Vernon, Roxboro, died at Wake Forest, May 14, 1917; S. W. Westcott, New Bern, Chapel Hill, died April 11, 1875; J. A. White, Alexander County, Shelby; C. L. Wilson, Raleigh, Staunton, Virginia.

Those whose student years fell within the years 1870-71 to 1878-79, but did not obtain a degree, and who became physicians were: W. H. Bagwell, Pactolus; A. J. Battle, Earpsboro; M. C. Chamblee, Wakefield, Zebulon; E. P. Covington, Florence, South Carolina; C. C. Duffy, New Bern, died 1887; E. B. Ferebee, Camden County; B. R. Fisher, Cedar Creek; G. M. Freeman, Salt Lake City, Utah; H. F. Freeman, Wilson County; J. H. Harris, Franklinton; H. H. Marshburn, Raleigh; B. C. Moore, Hornsboro, South Carolina; M. D. Phillips, Dalton; L. M. Powers, Los Angeles, California; D. S. Ramseur, Blacksburg, South Carolina; J. A. Small, Hertford, died August 6, 1875; J. L. Speas, Boonville; N. H. Street, Pollocksville; S. W. Thompson, Wake Forest. H. C. Herring became a dentist and located at Concord.

The students of this period who did not graduate but became lawyers, and the places of their labors were: Claude M. Bernard, Greenville, Raleigh; S. G. Daniel, Littleton; J. B. Durham,

Arkansas-member of Arkansas Legislature; W. C. Durham, Walla Walla, Washington; R. C. Gulley, Clayton; J. C. Jenkins, Atlanta, Georgia; S. H. Jordan, Black Mountain; T. B. Justice, Rutherfordton; B. B. Lewis, Statesville, died January, 1887; W. M. Newbold, Washington; C. H. Spencer, South Mills; J. F. Stout, Texas; J. L. Webb, Shelby; Bruce Williams, Burgaw; B. B. Winborne, Murfreesboro.

Among those who received no degree but gained some prominence in business were: J. W. Blackwell, Durham; C. E. Boone, San Antonio, Texas; J. A. Coppedge, Greensboro; R. F. DeVane, Red Springs; W. G. Ferebee, Camden County; T. M. Gorman, California, Durham; C. O. Hicks, Georgia; J. Y. Hamrick, Cleveland County; G. E. Hunter, railroad office work, Raleigh; James F. Jordan, Greensboro, tobacconist; N. B. Josey, Jr., Scotland Neck; C. W. Joyner, La Grange; W. R. Kivett, Waco, Texas; N. T. Knight, San Antonio, Texas; W. A. Memory, Whiteville; J. Miller, Columbia, South Carolina; N. W. Musgrave, Wayne County-had been captain of Co. A, 1st N. C. Infantry; J. R. Nelson, Meridian, Mississippi; J. W. Purefoy, Denver, Colorado; M. H. Riggsbee, photography, Raleigh; C. E. Spratt, Arkansas, died, Fort Smith, 1888.

Only a few undergraduates of this period attained distinction in the field of politics and public service. Among these were D. R. Bradsher, long clerk of superior court of Person County; J. R. Rodwell, Sheriff of Warren County; Jesse Jackson, Jr., Treasurer of Lenoir County; and William W. Jenkins, postmaster at Charlotte, under the administration of Benjamin Harrison.

DENMARK LOAN FUND

On Tuesday evening, November 30, 1875, at a meeting of students, members of the faculty and other citizens of Wake Forest was organized the North Carolina Baptist Students' Aid Association, under which name it was chartered by the next state Legislature, March 5, 1877.¹ On revision of the charter in 1887 the name was changed to The North Carolina Baptist Student Aid Fund, which in turn was in 1925 changed to The James W. Denmark Loan Fund, in honor of its chief promoter and founder.² Mr. Denmark had come to know the need of such a fund from the difficulty he had and saw other young men having in their efforts to get an education. A native of Wayne County he was called to the defense of his "State and country" in 1864, at the early age of seventeen, and he had come out of the war in 1865 with nothing except the dirty clothes he had on. His education had been meager, "parts of nine terms of three months each of the commonest of common schools," in which he had been taught and learned little more than nothing. But he felt the need of an education, and after heroic struggles he was able to enter Wake Forest College in August, 1871, as a preparatory student, and with enough money to carry him for four years of the six that lay between him and graduation. He had not been at college long before he began to wonder why the students were so few, when the need for educated men was so great. He soon learned that while many young men were intensely desirous of an education they had no means of getting it. In many instances their fathers, though able, were unwilling to help them, and the young men could not borrow for themselves. It was in discussing

¹ Laws of North Carolina. Session 1876-77. Chapter LV of Private Laws. A comprehensive sketch of "The Students' Aid Association," written by Mr. Denmark, is found in the *Wake Forest Student*, XXX, 371ff, January 1911.

² J. H. Gorrell, *The Student Loan Funds of Wake Forest College*, which contains Mr. Denmark's own account.

this matter with a young friend of Wayne County in this situation in the summer vacation of 1875 that Denmark first came to realize that "we ought to have and must have at Wake Forest College a fund for the use of just such young men." With reference to this he says further³

The idea struck me then and there with such irresistible force and conviction, that I at once determined to go to work, and never hold up, until we should have a fund at Wake Forest College to lend on easy terms to worthy young men needing such assistance in their struggle for an education.

Never, however, until now, did it occur to me as a distinct duty of the friends of the College to provide a fund for this very purpose. I could plainly see what a blessing it would be to the young men in preparing them for usefulness as citizens; I could see how it would help our then struggling college in not only adding to her treasury the amount of tuition fees it would bring, but the moral support of the class of young men it would assist not only in the student body, but also in their lives hereafter. And I could see the great need of our State for more and better educated men in all walks of life, and that as citizens their influence would be felt in all righteous enterprises.

On his return to the College in September, 1875, Mr. Denmark bought a five-dollar pack of postal cards and addressed them to heads of the colleges of the country, asking for the plan on which their loan funds were organized, but to his surprise he found that no other college had such a fund. Thrown on his own resources he wrote a constitution for the proposed aid association and set out on foot a canvass for membership, securing nearly every student of the college as annual members and all members of the faculty as life members with a fee of ten dollars each. On November 30, 1875, he called a meeting which was large and enthusiastic, and was attended by every member of the faculty and nearly every student and a larger number of the citizens of the village. The organization was duly effected, and a committee appointed to procure

³ Ibid., p. 8f.

the charter, which was prepared by Dr. W. G. Simmons, and ratified by the Legislature.⁴

The capital authorized in the charter of 1877 was \$25,000 which was increased in 1887 to \$100,000. It began with a paid in capital of \$150, which has gradually increased. Among the large contributors have been Matthew Tyson Yates, who in the '80's donated \$4,350; and General Julian S. Carr who added \$1,100, and Mr. George Watts who added \$500, at the close of the century; and Mr. Denmark himself who in the year of his death, 1922, donated \$1,000. In 1893 the fund was \$8,700; in 1903, \$15,100; in 1913, \$21,300; in 1923, \$33,600; in 1933, \$47,200; in 1938, \$56,115. The treasurers have been W. O. Allen, W. B. Royall, W. C. Powell, R. E. Royall, W. J. Ferrell, J. B. Carlyle, E. W. Sikes, J. H. Gorrell, G. S. Patterson.

The method of making and securing loans is indicated in the following statement:

Since the beginning the "revolving" principle initiated by Mr. Denmark has prevailed in the conduct of the Fund. In other words, a fixed amount, \$60 or \$80, is loaned per year to the beneficiary, at six per cent. This note is matured in the year subsequent to his graduation and any other notes granted will mature at the end of each succeeding year. As rapidly as this principal and interest is paid, the combined amount is again loaned. The beneficiary must present a good academic and moral record antecedent to securing the loan and maintain such records, to be entitled to subsequent financial favors. Each note is secured by signature under seal of the beneficiary together with two other parties, each of whom must show the possession of property listed of the minimum value of \$1,500.... Amounts that may be on hand not needed for actual demands, are invested as a

⁴ *Ibid.* pp. 13ff. The nature of the interest and enthusiasm at Wake Forest may be seen from the following: "As soon as adjournment was announced, John M. Davis, a student who had walked all the way from the mountains and was working hard with his axe to make his way through college, rushed to the Treasurer and handed him a dollar. Mr. Davis had, from the first mention of the idea to him, been about the most enthusiastic supporter the idea had among the students, though there was unusual enthusiasm among them, and had declared that he intended, if possible, to pay the first dollar, and at his success he overflowed with expressions of his delight."

permanent fund of which except at times of unusual demands the interest alone is used.⁵

It was said above that this was the first students' aid fund of its kind. But after the charter was granted and Mr. Denmark had sent to some of the heads of colleges from whom he had sought information a pamphlet prepared by Dr. W. G. Simmons explaining the work and theory of the Wake Forest Students' Aid Association several other similar funds were established in other institutions. One of these was the Deems' Fund of the University of North Carolina;⁶ others were established at New York University and at Boston University.⁷

⁵ *Ibid.*

⁶ Battle, *History of the University of North Carolina*, II, 191f. See also statement of Dr. T. H. Pritchard, *Biblical Recorder*, September 21, 1881, that Deems got the idea of the Deems Fund from the Denmark Fund. A like statement from Denmark is found in Dr. Gorrell's pamphlet.

⁷ Gorrell. *op. cit.*, pp. 15ff which Mr. Denmark tells in some detail of the establishment of the Deems' Fund.

XI

WINGATE

During the last years of his administration, 1875-79, President Wingate was in declining health, his trouble being organic disease of the heart. His physician, a Philadelphia specialist, had given him hope of living as much as five years only if he confined himself to a most rigid diet, and in June, 1877, ordered him to spend his vacation in the mountains. Accordingly, he went to Asheville, and except for short visits to Warm Springs and Hendersonville, spent the month of August there. Dr. Henry A. Brown was with him part of the time, and in a letter, in the Wake Forest College Library, gives us this charming picture:

In the early fall of 1877 I spent two weeks with him in the city of Asheville. At that time Dr. John Mitchell was pastor of the First Baptist Church in that city. We all boarded in the same building. I never saw Wingate so happy and free from all care and anxiety. The charming people we met in the hotel, the excellent food that was served, the bracing atmosphere of the region, the unsurpassed scenery that greeted our vision in every direction, seemed to make a new man of him physically. He played games, romped the fields like a child, teased Dr. Mitchell about getting married, rode out in the country with friends, and engaged in joyous conversation on all sorts of subjects. Every morning we would have a little season of devotion together in our room. He would read some appropriate selection of Scripture and give a sort of running commentary that was full of charm and beauty. He was wonderfully gifted in prayer and while he prayed his face seemed transfigured, for he was in conscious communion with his Lord.

Much recuperated by his rest and the diversion Wingate returned for the opening of the session on September 1, 1877.¹

¹In several letters in the *Biblical Recorder* Wingate tells of things in and around Asheville in his most delightful style. I am giving several quotations which will help to indicate the character of this president of the College: From letter of August 1, 1877: "It has been several years since I visited Asheville, and many changes have been made; partly in anticipation of the coming of the railroad; partly on account of the increase of visitors. The

But although he had profited *by* his sojourn in the mountains, and returned to the work with great pleasure he was already contemplating the end *of* his worldly labors, as the following paragraph from his letter in the *Biblical Recorder* of August 29, 1877, shows:

"It is not long now till the opening of our session—first of September—when we hope to greet the students, new and old; and braced up for a good year's work, we shall enter with more than ordinary pleasure upon our thrice blessed tasks-teaching the young and preaching Christ. Some think that we get our happiness, most of it, in our youth. Surely this is not so. Labors for Christ, and the companionship of saints, grow better and richer as we advance. Heaven too brightens as we come nearer heaven; and when we are drawn betwixt two, the service

town is already thronged." From letter of August 29: "I did not stay long at the Springs but returned to Asheville, the city of the hills, for they call it a city. There are innumerable lots for sale at fabulous prices. The railroad is coming, and of course Asheville is to be the mountain city. North and South, East and West, are to meet here for health. Those who wish to be cosmopolites, and see without traveling the people from all the world, must buy a lot and move to Asheville. I have been surprised to meet so many familiar faces. They are already here from New York, New England, Missouri, Colorado, California, Arkansas, Texas—consumptives, dyspeptics, neuralgic and rheumatic patients, nervous and feeble folk—and the railroad has not yet crossed the mountains. What will the citizens here, the old and the new, do when it shall? Will the good land hold them when the gates of the city of health shall be thrown wide open, and the iron horse comes snorting up to the very doors of the Sanitarium?" From the letter of August 1: "Brother Connelly lives near Asheville on that notable hill known as McDowell's. What a charming view opens from the porch! Some think the finest in America; others one of the finest in the world. It is near the junction of two rivers, so famed for their beauty, the Swannanoa and the French Broad; and these can be traced for miles in three directions. And then great mountain ranges rise up and recede back and back in the dim distances on all sides. There is nothing to do as *you* stand on the porch in the evening and view the river, over which the sun is setting, lit up with gold and sparkling with diamonds, but to look and be thrilled." From the letter of August 29: "It was nightfall when we reached the Springs. The full moon rose over the mountains as we crossed the river. And then on the other side, in the grove with the large hotel building blazing with lights, I was suddenly in the midst of fairy land. The charming place never appeared so beautiful as it did that first night when weary and jaded I beheld it in the soft moonlight. The dancers are passing to the ballroom; couples are sitting on the rustics or walking on the porches; music floats in the air; the journey is ended. I shall never forget it."

and home, happy in either, and longing for both, we are as near the state of bliss as the world permits. Rejoice in the Lord; and again I say, Rejoice. Yes, happier and happier the nearer our home."

During the school years that followed, 1877-78, and until his death in February, 1879, there was no improvement in Dr. Wingate's health, though he continued in his work as president of the College and teacher of the course in his department, and at the same time served the church as pastor.² He attended several associational meetings and was at the meeting of the Baptist State Convention in Charlotte in November, 1878. In the next month, in a letter to the *Biblical Recorder*, he reported a revival at the College, in which he was assisted by Dr. McDonald of Richmond.³ His last letter to the *Biblical Recorder* was dated January 1, 1879, and was on routine matters, and expressing hope that the new students coming at the opening of the second term on January 15 would be numerous. In a letter dated January 16, the second day of the term, Professor L. R. Mills reported 102 students and Dr. Wingate smiling. On January 21, Dr. Wingate was able to come to the College Chapel and marry Mr. J. C. Caddell to Miss Bettie S. Brooks, daughter of Dr. W. T. Brooks, which was perhaps his last appearance in public.⁴ From about the first of February he was confined to his home, but of his last days and end let Professor Mills tell, for he was with him:⁵

A few weeks afterwards he was taken quite sick with pleurisy. No one except his immediate family was allowed to see him. Thursday afternoon, February 27, 1879, the doctor sent us word that he was dying. All the members of the faculty went to his bedside. Professor W. B. Royall asked him how it was with him-if the Saviour was still precious to him. Dr. Wingate said, "Oh, I did not know that it could

² In this period the Record Book of the Wake Forest Church shows he was frequently absent from the prayer meetings and business meetings of the church.

³ *Biblical Recorder*, December 25, 1878. "We have just closed a rich feast. Some twenty-six citizens and students have professed faith in Christ."

⁴ *Biblical Recorder*, February 5, 1879.

⁵ "My Recollections of Dr. W. M. Wingate," *N. C. Baptist Historical Papers*, 111, 203.

be so sweet with me!" After a while all left the room except Mrs. Wingate, Mrs. Walters and me. He looked me in the face and said,

"Mills, old fellow, how are you?" In a few minutes I saw his face light up as I had so often seen it do when he was getting ready to preach, and then, struggling for breath, he took his text: "For I was alive without the law once; but the commandment came, sin revived and I died," and began to preach his last sermon. At first he would leave out one or two words in a sentence, and then three or four, and then more and more, and when he ceased to preach he was dead. Then I recalled to mind a couplet which he used to sing so often:

I'll speak the honors of Thy name
With my last laboring breath.

His funeral services on the following Saturday were largely attended. The sermon was by Dr. W. B. Royall, from the text: "Mark the perfect man and behold the upright, for the end of that man is peace." Psalm 37:37. Others who had part in the services were Dr. T. H. Pritchard, Dr. F. H. Ivey, Dr. W. R. Gwaltney, and Dr. W. T. Brooks. His body was buried in the Wake Forest graveyard, and the grave is now marked by a marble shaft. At the following Commencement an elaborate eulogy of the dead president was delivered by Dr. F. H. Ivey, and later published.

Wingate at his death was nearly fifty-one years old, having been born on March 22, 1828. He had been the chief executive of the College since August, 1854, a period of nearly twenty-five years, longer than any other has served in that capacity. Though for more than three and a half years, May 5, 1862, to January 15, 1866, regular instruction was suspended at the College, and though Wingate himself did not reassume his duties as teacher and administrator, until January, 1867, the responsibility was his during all this time. Since he so powerfully and for so long a period influenced the progress of the College a rather full appraisal of him and his work in the presidency follows.

In the first place, Wingate was a man of first class mental ability, a fact that has sometimes been forgotten in consideration of his exalted piety. But those who knew him best and themselves were competent to speak have not forgotten to say that in intellectual powers he was the equal of any man of his generation,

and would have risen to eminence in any profession. "He was a man of mighty intellect. His mind was bold in its reach of thought, vigorous and comprehensive in its grasp, original in its researches, clear in its power of discrimination, and sound and judicious in an unusual degree in its deductions." ⁶

Of like purport is the statement of Dr. H. A. Brown, in the paper mentioned above: "What impressed me greatly was his wonderful personality. None ever saw him and knew him long who was not impressed by it. . . . He had a colossal intellect, capable of grasping and dealing with the most intricate lines of thought."

Though the greater part of Wingate's presidency was in the evil days of the Civil War and Reconstruction, the College did not fail to make marked progress during that time. In the years before the Civil War, 1854-61, largely through his plans and labors, Wake Forest College had freed itself from debt and had become one of the best endowed colleges of the Baptists in the South. After the ravages of the war had swept away nearly all this endowment, progress in getting new endowment was necessarily slow, yet no other institution in the South did much better; in the twelve years from 1867 to 1879 what was salvaged from the ruins of war, \$13,000, was increased to \$40,000, and one new building was in process of erection and another was projected. ⁷

⁶ T. H. Pritchard, *Biblical Recorder*, March 5, 1879. See also Dr. Huffham's statement in the same paper a week later.

⁷ How much Wingate was interested in these buildings may be seen from the statements of Professor Mills in the article cited above. P. 201. "In the spring of 1878, Col. J. M. Heck and Bro. John G. Williams of Raleigh decided to put up the Library Building. The corner stone was laid the following June. Dr. Wingate seemed to feel that God had at last answered his prayer, and that the College was getting on a firm foundation, and would be some day what he had so long desired it to be. Time and again, as I sat on the walls with the contractor, Bro. J. S. Allen, Dr. Wingate would come and walk around the building slowly, gazing at it. And then he would get off in different positions and stand five or ten minutes, as if trying to get a conception of how the building would look when it was finished. Brother Allen would say to me, 'Just look at him; he is the happiest man in the world.'" P. 202. "In January, 1879, after a thorough discussion of the matter by the faculty, it was thought to be necessary to take steps at once looking to the putting up of a chapel building. They asked Dr. Wingate and me to go out to Raleigh and lay the matter before the Executive Committee of the Board of Trustees. On the way

Wingate's success as a college president, however, was greater in other ways. One of these ways was his wisdom in selecting men for the faculty. Consider those who were added during his presidency and who until his death constituted that faculty. First, in 1855, Williams Gaston Simmons was added as Professor of Chemistry; next, in 1859, William Royall, as Professor of Languages; next in 1866, William Bailey Royall, who became Professor of Greek; next, in 1867, Luther Rice Mills, who became Professor of Mathematics and later Bursar; next, in 1870, Charles Elisha Taylor, Professor of Latin and later President. To be added to these, as those on whom Wingate's choice fell, and who were tutors in the year of his death, are two others, William Louis Poteat and Needham Y. Gulley. All of these were remarkable men, and while their gifts varied, they were all distinguished for their native talent, scholarship, dignity of person, character, moral force, and teaching ability. In these respects any one of these men, like Wingate himself, will compare favorably with any other men ever on the faculty of Wake Forest College or any other institution. That Wingate should have succeeded in choosing an entire faculty of such men is no little achievement.

Wingate's success as a college president is shown further in the extraordinary influence he had on the students. Dr. T. H. Pritchard, in his obituary sketch,⁸ says

out to Raleigh, Dr. Wingate told me that he wanted me to do the talking to the brethren, as he expressed it. I saw at once from the look on his face that he was praying over the matter. I consented cheerfully. I never was afraid to talk to the brethren when Dr. Wingate was praying.... The Committee met in Col. J. M. Heck's parlor, and I laid the matter before them as best I could. After I had finished, Dr. Wingate stopped praying long enough to say that he concurred very fully in what I had said. Bro. J. S. Purefoy was appointed to raise the necessary money. Dr. Wingate and I spent the night, sleeping in the same bed, at Colonel Heck's. It was a bright moonlight night and we left the blinds of the window near our bed open, and it was quite light in the room. I could not sleep. I was too much interested in Dr. Wingate's praying and the new chapel building. Every now and then I would rise up on my elbow and look into his face, and every time I found he was praying. I continued this till perhaps three o'clock in the morning, when I fell asleep. The next morning there was a happy, contented look on his face. I felt sure God had given him an answer."

⁸ *Biblical Recorder*, March 5, 1879.

He greatly excelled as a disciplinarian. He seemed to regard the students under his charge as his children, and his manner towards them was so full of trust and kindness as to inspire them with a tender reverence for his character, and to disarm them of all disposition to rebel against his authority. One thing is indisputable, and certainly reflects high honor upon his administration, which is that during his long presidency the moral character of the students of Wake Forest College has been of a higher tone than that of any similar institution known to me in America.

Sustaining peculiar and sacred relations as teacher and pastor to hundreds and thousands of young men for a quarter of a century, the influence of his spotless character has proven an inspiration, prompting them to rise above the lower instincts of their nature and aspire after the good, the beautiful and the true.

Many of the abler students of those days have borne like testimony to Wingate's ability as a disciplinarian, and dwelt on his tact and sympathetic interest in the students, and of the response elicited from them.⁹

Of Wingate's influence on his hearers and especially on the students in his sermons something was said in the first volume of this history. The students of the post-bellum period felt this influence no less than those of early days. As pastor of the Wake Forest Baptist Church he preached to them every Sunday. Though he had been warned by his physician against excitement he could hardly preach without setting the fires of his soul

⁹ Professor L. R. Mills, quoted above, says: "The power of his godly life made a deep impression on all of the students. Everyone admired and loved him. He was a man of nice perceptions and full of tact. He could cause a college disturbance or a fuss between two students to disappear as quickly as Herman, the sleight-of-hand man of our day, could withdraw an object from sight."

Dr. N. Y. Gulley, in an address (unprinted), "Washington Manly Wingate," says: "As President of the College he managed the students with rare success. He had the faculty of controlling men while they thought they controlled themselves; and not only that but he enlisted others always to do what he wished to accomplish."

The testimony of Dr. H. A. Brown, in manuscript statement, is: "He did not know he was a great man—thought of himself as 'the least among the saints.' The most timid, awkward student was made to feel at home with him. He assumed no airs of superiority."

ablaze. One of the students of those days, Dr. H. A. Brown, says:

"As a preacher of the gospel he impressed me most. All the time I was at the College, I heard him preach almost every Sunday for many months. I thought then and I still think he was the greatest preacher I ever heard. He more powerfully stirred the depths of my soul than any other man has ever done. His thought was deep and fresh, his language plain and simple, and his illustrations graphic. He walked abroad in the avenues of Scripture. He could take the Scripture 'incidents and clothe them in his own language and make them live again in the minds and hearts of his hearers. The effect of his application of Scripture teaching to human needs was often thrilling and never to be forgotten. There were times when preaching under the influence and power of the Holy Spirit his countenance would become illumined as if touched by an angel's hand. He was not preaching what he had written or committed to memory; he was voicing out thoughts born of the Spirit's power and presence. He was a channel of blessing, a prophet from God, a messenger of peace and salvation. His hearers would forget the passing of time under the strange power and passion of his soul." ¹⁰

Professor Mills, in the article quoted above, says: "Frequently, however, in spite of his caution, a text would get such a hold on him that he would forget to restrain himself, and would put forth all the power that was in him. One Saturday night, about eleven o'clock, he found this text (I Kings xx 40). 'And as thy servant was busy here and there he was gone.' A soldier put in charge of an important prisoner begins to gather up the miserable plunder of the battlefield, and before he knows it the prisoner escapes. The Christian is gathering up the little pelf of the world, and before he knows it, the man in his charge is gone. At eleven o'clock on Sunday morning he threw off all

¹⁰ From ms. statement in the Wake Forest College Library. A like statement is made by Mr. Carey J. Hunter, who was a student of the College for a year before Wingate's death. Manuscript in College Library. Mr. Hunter tells of hearing one sermon in which Wingate threw aside the restraint placed on him by his physician.

restraint—let out his long pent-up powers and pressed home on his hearers the great truth of his text. I felt that he had seen a vision more impressive than the great sheet let down from heaven, seen by Simon Peter on the housetop; that he had heard a voice, and that the Lord had anointed him to preach that sermon. He talked on the same subject at night. Monday afternoon, after the college exercises were over, he walked down to Forestville, went into the store of Bro. David Allen, and looked him in the face as he stood behind the counter and repeated the text and began to preach the sermon to him. Soon Brother Allen was crying. This occurred about thirty years ago, and as I write my heart 'burns within me,' and I am blinded by tears, and I am forced to get up and walk my floor and wish that I had the power to describe the sermon. But I cannot. The prophet that has seen the vision—he alone can tell it....

"The secret of his success as a preacher seems to me to be this: He was endowed with great intellectual ability. He was a broad man and had a large horizon. His English was pure and idiomatic. His voice as sweet as the notes of a flute. He believed fully what he preached and he lived what he preached. The Spirit of the Lord was upon him, and He had anointed him to preach the gospel. It was as fire in his bones'."

¹¹

Great as was Wingate as a preacher, he was not a preacher and nothing more. He had other qualities not inferior which greatly contributed to his success as a college president. He loved all men, and in particular the students under his charge. His sympathy went out to them. Though his own heart was guileless he knew the wiles by which young men are led into evil ways, and when he saw any one in danger he put a guard about him, often in ways that the young man did not suspect. The students' interests were his interests, and when he met them, except for the fact that his very presence was transforming, he met them on

¹¹ That the estimates quoted above of Wingate's powers as a preacher are not too high is shown by the fact that like appraisals of them were given by Dr. T. H. Pritchard in his obituary note in the *Biblical Recorder* of March 5, 1879, and in succeeding numbers of the same paper by Dr. J. D. Hufham, Dr. A. McDowell, and other able and discriminating men.

their level. They found themselves speaking openly and frankly with him and never talked so well as when encouraged by the sallies of wit and humor which characterized his conversation and made him welcome in all social circles. "He was so bright and cheerful and lovable." ¹²

Wingate's success as a college president is shown again by the fact that during his long administration he succeeded in exciting and maintaining a constantly increasing interest in Wake Forest College among its natural supporters, the Baptists of North Carolina. They saw that the young men trained at the College almost without exception did good and distinguished service, such as was needed in both church and state in those days, and were proving a blessing to our people. And seeing and hearing Wingate as he went through the State, representing the College at Associations and Conventions and other meetings, they were convinced that their cause and the cause of culture and morality and religion in general were safe at Wake Forest College. So it came about that the greatest harmony existed between the College and the Baptists of the State, who loved it and all connected with it. Especially did they love Wingate, whom many agreed in calling the Sweetest Saint they ever knew.

This account of him will be closed with Dr. Pritchard's story of his end, written the same week

"He loved Christ so supremely, he communed with Christ so closely, and he lived for Christ so constantly that towards the close of his life, and especially during his last illness, the glory of Christ seemed to shine in his very countenance.

¹² Professor Gulley and Dr. Brown, in the papers quoted, tell how solicitous Wingate was about the welfare of the students and how in several cases he took pains that their footsteps did not turn into forbidden paths. Dr. Brown says that Wingate was the best conversationalist he ever knew. Professor Mills, in the article mentioned, says: "He was always bright and cheerful, full of wit and humor. He was fond of jokes, but only of those that had no sting in them, and were as pure and gentle as the snowflakes." And speaking of a vacation at Morehead City which he spent with Wingate, Mills says: "There were many guests at the hotel that summer and they were charmed by his sparkling wit and humor. Many strangers declared he was the most interesting and charming man they had ever met."

"It was meet that such a life should be crowned by a beautiful and glorious death, and we are grateful that our Father in heaven so ordered it in his case. His wife told me that the day he died was the happiest day of his happy life.

"All that day his face shone as did that of Moses when he came from the presence of God in the mount, and when the supreme hour came the glory of God overshadowed that sacred chamber where the good man met his fate. I felt it to be there two days after his death, as I talked with his stricken wife and bereaved children, and heard them praise God for giving and taking such a husband and father." ¹³

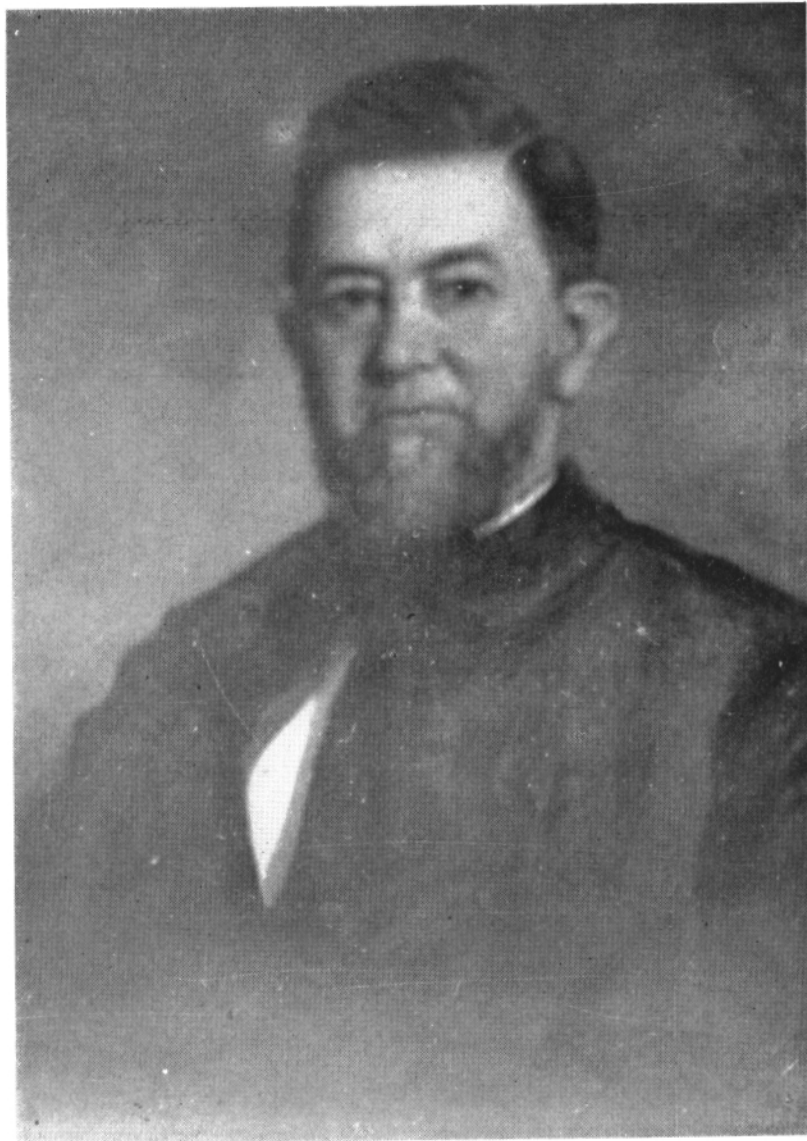
¹³ From obituary account in the *Biblical Recorder* of March 5, 1879. I have omitted from this account a statement of his last words which is essentially that of Professor Mills above. I have looked closely into the accounts of his last days and hours by those who were eye-witnesses, among them Professor W. B. Royall and Dr. Leroy Chappell, his physician, whose statements were repeated to me by his son, the late Arthur Chappell. They all are in essential agreement with what is told in the text, with the latter adding that for several days before his death Wingate would break out with declarations that his Lord was present in such a way as one could not tell whether he was speaking from physical or spiritual vision, and was surprised that those in the room were not as aware as he himself of His presence.

II PRITCHARD AND ROYALL

JOHN BETHUNE CARLYLE, M.A.

Born March 29, 1858 Died July 10, 1911 Assistant Professor of Languages, Wake Forest College, 1888-91 Professor of Latin, Wake Forest College, 1891-1911

Professor Carlyle loved Wake Forest with a love that surpassed the comprehension of the average person. He had a passion for the College. I do not remember ever to have engaged him in conversation any length of time without his discussing some way of helping Wake Forest. In Seminary Latin, when we were alone in the classroom, more than once he closed Seneca's *Moral Essays* before the hour was over and spent the rest of the period talking over things pertaining to the welfare of the College. I doubt if many men are capable of loving a college or an institution of any kind with a personal love like that with which Professor Carlyle loved Wake Forest. He was continually bringing rich gifts to his Alma Mater in the shape of money for buildings and for endowment and, as his best gift possibly, the good will of the people. For it is true that Professor Carlyle was the connecting link between the College and the people. of the State.-G. T. Stephenson in the "Carlyle Memorial" number of *The Wake Forest Student*.



PRESIDENT THOMAS HENDERSON PRITCHARD, B.A., D.D., LL.D.

Born February 8, 1832. Died May 23, 1896.

President of Wake Forest College, 1879-82

Professor of Moral Philosophy, Wake Forest College, 1879-82

XII

THE ADMINISTRATION OF THOMAS HENDERSON PRITCHARD

I

On the death of President Wingate, Dr. W. G. Simmons became chairman of the faculty. The progress of the College for the remainder of the scholastic year is indicated in his report to the Board of Trustees at the commencement meeting, June 10. The Heck-Williams Building was complete; the libraries of the Literary Societies had been consolidated and were to be moved to the second story of the central portion of the new building; patronage had increased during the past three years and the number of students during the spring term had been 109, and for the year 117, the greatest since the Civil War; the number of ministerial students was 20; during the spring term there had been a gracious religious revival with Dr. Henry McDonald of Richmond doing the preaching; the tutors for the year had been W. L. Poteat, at a salary of \$400, whose work had been "very efficient," and N. Y. Gulley, salary \$200; the graduating class numbered 12, the largest in the history of the College.

As the chief concern was securing a president the Trustees did very little other business. It was voted that a law class be established as early a date as possible, following up a proposition to establish a school of law which had been referred to a committee at a meeting on April 17, 1879. The sum of \$1,000 coming to the college by bequest of Jesse Barnes of Hertford County, who died May 30, 1863, was added to the endowment.¹ Following up the action of the Trustees on March 1, 1879, that halls in the new building should be given to the Literary Societies in consideration of the consolidation of their libraries, the upper story of the central portion of that building was set apart for the library and the first floor for a reading room, while the two

¹ *Proceedings*, p. 206.

second story rooms in the wings were given to the Societies, the south room to the Euzelians and the north to the Philomathesians.²

Major J. M. Heck and Mr. John G. Williams were formally thanked for the new building in long resolutions, and it was voted that the first floor of the south end should be named Heck Hall, and that of the north end Williams Hall; the recent death of one of the donors, Mr. John G. Williams, was noted, and Mrs. Williams was given the privilege of educating her sons at the College free of charges for tuition.³

The chief concern at this time, however, was the election of a president. At their second session on June 10, the Trustees elected Dr. Henry McDonald for the place, but on the next day Dr. Donald indicated by telegram that he would not accept, whereupon the Trustees chose Rev. E. T. Winkler, D.D., who had once been pastor at Wilmington, but was now at Marion, Alabama. The salary of the president was fixed at \$2,000.⁴

Dr. Winkler did not immediately make his decision, but after a few days he wrote declining the place. This made necessary a called meeting of the Board, which assembled in Raleigh on July 17, 1879, and chose Dr. Thomas Henderson Pritchard as president, at the salary already fixed, \$2,000 per annum.⁵ Dr. Pritchard accepted the place with some warm words, and resigned his place as a member of the Board. His inauguration was set for September 3, following.⁶

Of Dr. Pritchard's fitness for the place there could be no doubt. A modest summary of his life to this period as told by himself⁷ is as follows:

Thomas Henderson Pritchard was born in Charlotte, North Carolina, February 8, 1832; baptized by Dr. W. T. Brooks in 1849, at Wake Forest; was graduated from Wake Forest College in 1854; delivered the valedictory; served the College as tutor half his Senior year; served as agent of the College for one year

² *Ibid.*, 205, 212.

³ *Ibid.*, pp. 213-218.

⁴ *Ibid.*, 213, 217, 218.5

⁵ Dr. Pritchard's salary as pastor was \$3,000.

⁶ *Proceedings*, p. 220.

⁷ "The Class of 1854," *Wake Forest Student*, XI, 227.

after his graduation; was ordained as pastor of Hertford Church in November, 1855, Dr. William Hooper preaching the sermon; read theology for a time with Dr. J. A. Broadus, at Charlottesville, Virginia, in 1858; filled the pulpit of the Fredericksburg Baptist Church, Virginia, during the year 1859; was called to Franklin Square Church, Baltimore, Maryland, in January, 1860, where he remained till August, 1863, when he was imprisoned and banished to the South for being a rebel and refusing to swear allegiance to the United States Government; filled the pulpit of the First Church, Raleigh, from November, 1863, to May, 1865, during the absence in Europe of Dr. T. E. Skinner, the pastor; settled as pastor of the First Church, Petersburg, Virginia, July, 1865; resumed care of First Church, Raleigh, February, 1868. He was for seven years Chairman of the State Mission Board, and Corresponding Secretary too a good part of that time; for several years he was associate editor of the *Biblical Recorder*; was trustee of seven different institutions, Wake Forest, the University of North Carolina, and Southern Baptist Theological Seminary being among the number; received the degree of Doctor of Divinity from the University of North Carolina in 1868; married Miss Fannie G. Brinson of New Bern, North Carolina, in November, 1858; had five living children and was thankful that he was the son of a poor Baptist preacher.

In the first volume of this work was given some account of Pritchard's work as agent in 1854-55; of his zeal for the College, of the eloquence with which he urged its claims; and of the acceptance accorded him. Now as he was becoming the chief executive he was in the prime of his powers.

His geniality and kindly spirit had won him many friends not only among Baptists but among the people of the State generally. As shown by old letters, the members of the various Legislatures from 1868 to 1879 came to know, love and respect him, for he took an interest in them and in their work. On matters of denominational concern he had visited all parts of the State and had become perhaps more generally known in North Carolina than

any other man. The general satisfaction in his election to the presidency of the College is shown in the editorial notices of it in the press of the State, of which fourteen excerpts are found in the *Biblical Recorder* of July 30, 1879. They dwell on his pulpit eloquence, his great zeal and energy, his tact, his genial manners, his ability and godliness, his culture, his warmness of heart, his national reputation as an able and godly man, his popularity with all denominations and the people generally, his up-to-date interests, his unselfishness in leaving a pastorate for the onerous duties of the presidency of a college at a much smaller salary.⁸

In particular, however, Dr. Pritchard's fitness for the presidency of the College was indicated by his lifelong zeal for its welfare and the intelligent interest he had manifested in promoting it. A somewhat detailed account of these things has already been given in volume one of this work and in previous chapters in the present volume.⁹ As one reads of the progressive measures he urged, so far in advance of those which obtained in North Carolina at the time, it might be said of him that it had been given "that he alone should have understanding."¹⁰ His plans for the College included improving its endowment, its equipment and physical plant, its curriculum and its service to the state and the denomination. Owing partly at least to his influence with his own church two of its members had donated the funds for the erection of the new building just then completed, and it was from him too that had come the suggestion for the erection of Wingate Memorial Hall, for which most of the money had already been raised, and which was already in process of construction. He also had the advantage of being interested in all denominational affairs and having a general interest in all that was affecting the life of the time. The extent of this interest is well indicated in his "Notes and Com-

⁸ The papers quoted in the *Biblical Recorder* of July 30, 1879, are *The Winston Leader*, *Durham Recorder*, *Albemarle Enquirer*, *Elizabeth City Economist*, *Charlotte Democrat*, *Chatham Record*, *Goldsboro Mail*, *Milton Chronicle*, *Raleigh Christian Advocate*, *Wilson Advance*, *Durham Tobacco Plant*, *Southern Home*, *Franklin Times*, *Wilmington Star*.

⁹ See especially Vol. I, pages 280, 285ff, 286, 288f, and preceding chapters in this volume.

¹⁰ *Odyssey*, X, 495.

ment" which he contributed to the *Biblical Recorder*, week by week, beginning with March, 1878, and ending with January, 1880, which for breadth of information, clarity and conciseness of expression, charity and courtesy, sanity and reserve and moderation have hardly been excelled. His longer articles on a great variety of subjects, which he contributed to the *Biblical Recorder* for the half century of his active life, show that he was a master of the art of literary expression, industrious and careful in assembling his facts, orderly and climactic in their presentation. He never lacked for the proper word, and never used too many; his style was never pedantic or labored, but his thought ran into sentences of varied length, free from monotony, easy and pleasant to read. He avoided scholastic disputations and highly analytical themes but there was hardly anything that concerned the American life of the day of which he did not write. Now he was devoting himself, with moderation and sobriety, but with energy and zeal, to the service of the College whose interest he had carried on his heart since boyhood.

On assuming the presidency of the College, Dr. Pritchard did not delay in taking up its duties. In the *Biblical Recorder* of July 30, 1879, he urged the Baptists of the State to assist in increasing the number of students, saving that they could not afford to allow other denominations to educate their children, especially their ministers, that they were able to have their own colleges and to have five hundred students at Wake Forest, and that a large attendance would inspire confidence and exert a great influence in increasing endowment. He declared that he was doing all he could to secure students by visiting Associations.

This activity was not without results. He continued it during the three years of his term of office. The total enrollment for the year 1879-80 was 171, an increase of 54 over the 117 of the previous year; in 1880-81 the number was 181, and in 1881-82, 169, the decrease from the previous year being laid to the failure of the crops because of the great drought of 1881. During all this period Pritchard never relaxed his efforts. In the midst of it he declared that he had worked as he never worked before to in-

crease the patronage of the College.¹¹ He visited and addressed Associations, made speeches at the close of high schools and academies, and, as occasion offered, at meetings in cities and towns and at fairs.¹² During his three years of office he traveled 15,000 miles in the State and addressed as many as 60,000 people on education, primarily with the purpose of securing more interest in the College and more students for it.¹³

In accord with the action of the Board of Trustees¹⁴ President Pritchard was inducted into office by a public inauguration, being the first of the presidents of the College to have this induction. The day was Wednesday, September 3, 1879, two days after the opening of the College session. A special train from Raleigh brought one hundred and fifty persons, and these with the others gathered in the chapel filled it to capacity. Among those on the rostrum were Governor T. J. Jarvis, Justice A. M. Merrimon, Col. L. L. Polk, Rev. A. M. McPheeters, Capt. R. D. Graham, President K. P. Battle of the University of North Carolina, Hon. W. R. Cox. The exercises began at ten o'clock a.m. The address of welcome was by Professor C. E. Taylor of the college faculty; Hon. Charles M. Cooke in behalf of the Board of Trustees introduced the new president, who then delivered his inaugural address on the subject, "A Plea for Higher Learning." Although Dr. Pritchard made the apology that an indisposition of

¹¹ *Biblical Recorder*, January 5, 1881. "For more than a year I have worked as I never worked before to increase the patronage of the College, and I ask the cooperation of the brethren in this important matter. We have more students than we ever had before, but there is room for many more, and the College needs the aid it would thus receive.

¹² From report to the Board of Trustees at the commencement of June, 1880: "I have spent much time in the field during the last ten months, having traveled about 8,000 miles, at a cost of \$57.20. I visited the Beulah, Flat River, Central, Sandy Creek, Eastern, Tar River, Mount Zion, South Yadkin, South Fork, King's Mountain, Cape Fear and Chowan Associations and Western Baptist Convention. I addressed the State Fair and the Sampson County Fair, and have besides delivered addresses in Raleigh, New Bern, Wilmington, Greensboro, Statesville, Greenville, Enfield, Edenton and Hertford. I have also had the privilege of addressing Piney Grove Academy, Sampson Co., Warsaw High School, Moravian Falls Academy, Wilkes Co., Vine Hill Academy of Scotland Neck." *Proceedings*, p. 228.

¹³ *Proceedings*, p. 254, June 6, 1882.

¹⁴ *Proceedings*, p. 221, July 17, 1879.

a fortnight's duration had not allowed him to prepare an elaborated address his thought was logically and forcefully presented, and was the first statement of views on education which he was to proclaim in almost every county in North Carolina in the next three years. The reader will find a full discussion of the address below. Brief responses were made by President Battle and Governor Jarvis.¹⁵

In the afternoon the Heck-Williams Building, designated on this occasion "Library Hall," was formally dedicated with an address by Rev. A. C. Dixon, and a briefer one by Mr. Justice Merrimon. This was followed by laying the corner stone of Wingate Memorial Hall with the chief address by Dr. T. E. Skinner, and the benediction by Rev. F. H. Ivey, then pastor of the Baptist Church at Goldsboro. In the evening the beautiful and newly-furnished halls of the Literary Societies were used for the first time for a reception. Closing its editorial report the *Biblical Recorder* said: "The occasion was a grand success, and opening with 105 students, the prospects were never so bright for our college, nor were its friends ever so hopeful."¹⁶

THE FACULTY AND THE CURRICULUM

On assuming the presidency, Dr. Pritchard, in accord with a custom all but universal in colleges of the day, became professor of Moral Philosophy. During the first year there were no other changes in the faculty except that C. W. Scarborough succeeded N. Y. Gulley as tutor of Mathematics. But Pritchard had not forgotten improvements in the college curriculum which he had

¹⁵ *Biblical Recorder*, September 10, 1879. In this account Governor Jarvis was reported as saying, "that as soon as the four leading denominations of the State shall demand through their pulpits that appropriations be made by the legislative power of the State they will be made, for no party could resist the demand of such a powerful agency for education." This came near getting him into trouble, for it was construed to mean appropriations for denominational colleges and not for public schools. T. D. Boone, *Biblical Recorder*, October 22, 1879, made correction, saying that the Governor was speaking of general education and urging that the denominations through their churches demand of the Legislature liberal appropriations for it.

¹⁶ The committee on arrangements consisted of J. D. Hufham, F. M. Purefoy, J. C. Scarborough, J. M. Heck, F. P. Hobgood, and C. T. Bailey.

been urging for many years,¹⁷ and he strongly urged them on the attention of the Trustees at their meeting in June, 1880. One of the two departments in which he advised immediate improvements was physical science, under which term he included biology, physics and chemistry, especially agricultural chemistry. In response to this request the Trustees raised W. L. Poteat from the rank of Tutor of Languages to Assistant Professor of Science at a salary of \$600 a year. It was November, 1883, before Poteat was elevated to the full professorship, that of Natural History, but his work was such that it brought strong commendation and a recommendation for an increase of salary from President Pritchard as he was retiring from the presidency in June, 1882; in his report to the Board he said: "Professor W. L. Poteat is recommended to the Trustees as meriting a larger salary than he has heretofore received. He is a very accurate scholar, a careful, painstaking and enthusiastic teacher, and one of the most valuable members of the faculty." The trustees responded by raising Poteat's salary to \$800.¹⁸

Later in this history will be found an estimate of the work of Professor Poteat as teacher of biology; here it is only necessary to state that he is credited with being the first who introduced the biological method, that is, the laboratory method, in the South, and also the first by 15 years to present the theory of evolution to the classes.

The other department for which the Trustees made provision at this time was that of English Language and Literature, but it was with evident reluctance that they adopted the President's recommendation. They elected for the place Dr. William Royall, whom he recommended, but on condition that half of his salary of \$1,200 be paid by Mr. W. C. Powell, his son-in-law, and with the further provision that he should teach not only English but also

¹⁷ See above, Chapter VII.

¹⁸ These further words of President Pritchard on Poteat's work indicate something of the arduous duties of faculty members of those days: "He has taught four regular classes in college, and as keeper of the rolls and Alumni Editor of the College Magazine has performed duties equal to the teaching of two classes, and for such arduous and responsible labors, I submit he has been inadequately paid."

the modern foreign languages, French and German, the first of which had for several years been taught by Professor W. B. Royall along with Greek, and the other, German, by Professor C. E. Taylor along with Latin. It was only in September, 1888, on the election of Professor Sledd to the department of Modern Languages that Dr. William Royall became Professor of English and was relieved of responsibility for instruction in French and German.¹⁹

The work that Dr. William Royall was now beginning he continued until his death on January 3, 1893, twelve and one-half scholastic years. In 1880 he was returning to the College after an absence of ten years; the greater part of which had been spent in Texas, partly in the work of the Gospel ministry and partly in educational work.²⁰ In the fall of 1879 he had come to east Tennessee and taught in a school at Jonesboro under the management of Dr. Mays.²¹

He was now a skilled linguist, well trained in Latin and Greek

¹⁹ Until June, 1880, very meager provision was made for instruction in English in the College. The courses in Logic and Rhetoric continued to be offered after the Civil War as a part of the responsibility of the department first called Belles Lettres and after a few years Moral Philosophy. In addition, beginning with 1870, the professors of Latin and Greek offered an elementary course in grammar and composition and Shaw's *English Literature*, but it is not evident that they regularly met their classes. It was only when Dr. T. H. Pritchard assumed the presidency that any serious effort was made to provide for better instruction in English. Pritchard, himself a master of a good English style, had long been interested in providing for the teaching of English in College. Even when a very young man he had spoken of it. And after the Civil War, and in 1872 he had urged that on the College faculty should be "a master workman, whose powers should be entirely devoted to the English language and literature." How far he was in advance of his time may be inferred from the fact that in 1872 there was no such college teacher of English in North Carolina and probably not in the entire South, and very few in the United States or in England. See Quiller-Couch. *On the art of Writing*, p. 257. It was 1910 before a chair of English Literature was established at Cambridge University.

²⁰ From the *Biblical Recorder* of May 28, 1879, we learn that Dr. Pritchard had seen Dr. Royall at the meeting of the Southern Baptist Convention in Atlanta, and that his health had been restored. He had this further to say of him: "Dr. Royall is a fine scholar, a lovely Christian gentleman and an excellent preacher, and I know that I but express the sentiment of all who know him when I express the wish that he would come back to us. We need such men as he is in our State."

²¹ *Biblical Recorder*, October 29, 1879.

and with a fair knowledge of French and German.²² Within the past decade he had given much attention to the study of Gothic and Anglo-Saxon, which at that time were occupying the mind of English scholars, and on his return to Wake Forest he instituted a new order of the study of the English language with AngloSaxon as its base. During his first eight years, when all the modern language instruction in the College was under his charge he taught five hours a week in classes each in French and German, and turning over the work in English grammar to a tutor, he found time to teach five hours a week of advanced English, devoting two hours a week to English literature, one hour to rhetoric, and two hours to Anglo-Saxon.²³ Dr. Royall had written and used in manuscript in his classes his own AngloSaxon grammar, along with Corson's *Handbook*. As a textbook in rhetoric he used Genung's manual which was first published about this time. In English literature he used the Shaw-Backus history and required a moderate amount of reading of literary masterpieces. The members of his classes in English have often been heard to testify to the excellence and value of his instruction, since from it they learned the structure of the language they should never have received otherwise, and also were supplied with proper canons for judging literary productions. Personally and magisterially he commanded their respect, admiration and love. His great dignity and moral force served both as a model and an inspiration for his students.

In his first year, 1879-80, President Pritchard had no classes during the fall term, but in the spring term he heard three classes

²² He was the author of *A Treatise on Latin Cases and Analysis*, a copy of which is in the College Library.

²³ In an article published in the *Wake Forest Student* of October, 1885, Dr. Royall sets forth at some length and most cogently the reasons for such attention of the study of Anglo-Saxon as he was giving at Wake Forest. For a lack of knowledge of it some of the best literature of the language was as good as lost to whole generations of English-speaking people. From a knowledge of Anglo-Saxon alone could a satisfactory knowledge of English grammar and idiom be obtained; it was as necessary to the acquirement and correct use of a vocabulary as Latin; a proper use of Anglo-Saxon words gives to style a terseness and vigor and pathos that cannot be conveyed by a classical vocabulary, and it has a valuable literature of its own.

daily, five days in the week. In addition to his class work he also lectured to the ministerial students especially, as he was able, some four or five times during the year, on such topics as "Offensive Personal Habits," "Conversation," "Visiting," and "Pulpit Proprieties," and "Ministerial Courtesy." Some of these lectures were attended by other than ministerial students; all found them most profitable.²⁴ In the second year President Pritchard was so much in the field that he had little time for teaching, but in the third year, and last, he remained at Wake Forest the greater part of the time and was able to teach the classes in his School of Moral Philosophy and give more attention to the affairs of the College proper. Though he had great gifts for the work in the field he also found much joy in the work at Wake Forest; he liked the society of young people and he loved to teach, and he found his fellow workers on the faculty such amiable men that he declared he could not be otherwise than happy with them.²⁵ So it was during his first real residence at the College, in the spring term of 1879-80. At this time he took measures to improve the Campus, and secured from each of six guano manufacturers a half ton of their product for fertilizing the lawns.²⁶ At the same time he was watching the erection of Wingate Memorial Hall and had the satisfaction of seeing it completed and ready for the final exercises at the Commencement of 1880. Finding no vacant residence in the village he built one for himself and family on a lot on the corner of the west side of Main Street and the south side of Pine Street, which, somewhat enlarged, is still standing.²⁷

²⁴ *Biblical Recorder*, April 21, 1880. Mr. Carey J. Hunter used to tell that in Dr. Pritchard's lecture on "Visiting" he would tell how a pair should use a towel if the hostess failed to provide more than one, and go into other such details. His instruction on how to behave mannerly at table went even into such matters as how to use spoons and forks; in his lecture on "Conversation" he taught especially the language of courtesy. Though many of the students had come from cultured homes there was hardly a one of them that did not welcome the instruction given.

²⁵ Letter in *Biblical Recorder*, April 21, 1880.

²⁶ With reference to this the *Texas Baptist Herald* remarked: "Dr. Pritchard does not tell us whether it is the bodies or the minds of those North Carolina boys that need the stimulus of the guano." *Biblical Recorder*, May 5, 1880.

²⁷ Presidential report to the Board of Trustees, June, 1880.

Being at the College during the Spring term, 1879-80, he had learned at first hand some of its needs, and at the meeting of the Board in June asked that they be given consideration—more dormitories, a sanitary privy in the basement of Wingate Memorial Hall, with sewer emptying into Red Hill Branch, and an infirmary for the students. Though the Board made no adequate provision for any of these they took some notice of all except the recommendation for privy and sewer, which they probably regarded as visionary.²⁸ At this meeting, June, 1880, the Board, probably on the recommendation of President Pritchard, voted adversely on the establishment of a cotton factory at Wake Forest. At the same meeting the board also voted to accept the offer of the father of Mr. J. B. Silcox to establish a Greek medal as a memorial of his son, J. B. Silcox, who died in the summer of 1879, and had been "greatly attached to Wake Forest." In the school year 1877-78 Rev. Theodore Whitfield of Charlotte had established the Whitfield Latin medal. In 1880 Dr. H. W. Montague established a French medal. These medals soon became the most eagerly sought for prizes offered to the students of the College, and finally the rivalry became so intense that the members of the faculty having the responsibility for awarding them were much embarrassed, and on their advice the Board of Trustees, in June, 1888, abolished them.²⁹

The Winners of the medals were as follows: *Latin*, 1878, W. B. Waff; 1879, T. P. Womack; 1880, C. A. Smith; 1881, W. G. Kornegay; 1882, A. T. Robertson; 1883, J. L. White; 1884, R. H. Whitehead; 1885, G. C. Thompson; 1886, J. B. Carlyle; 1887, D. A. Davis; 1888, J. R. Hankins. *Greek*, 1880, H. G. Holding; 1881, seemingly a tie between H. P. Markham and D. L. Ward, both being named as getting a medal for "proficiency in Greek";

²⁸ The provision of an infirmary was probably suggested to Pritchard by the death during the year of J. B. Silcox and J. B. Cheaves. The Board advised that a two-room cottage be rented for the purpose of caring for sick students. Two or three of the smaller rooms in the "sink" of the Old College Building, which had been used for storage or offices, were used for dormitories from this time until 1900, but no change was made in them.

²⁹ Records of the Faculty, May 25, 1888; Records of the Board of Trustees, June 5, 1888.

1882, W. F. Marshall; 1883, W. H. S. Kornegay; 1884, W. C. Riddick; 1885, R. H. Whitehead; 1886, W. J. Matthews; 1887, J. B. Carlyle; 1888, H. A. Foushee. *French*, 1881, H. G. Holding; 1882, Thomas Dixon, Jr.; 1883, H. P. Markham; 1884, W. H. S. Kornegay; 1885, A. T. Robertson; 1886, J. L. White; 1887, J. J. Lane; 1888, T. S. Sprinkle.

There are twenty-one men in this list, and not a one of them who did not attain distinction in his chosen calling. Robertson became professor of New Testament in the Southern Baptist Theological Seminary and author of the authoritative *Grammar of New Testament Greek*, and many other books; Carlyle was professor of Latin in Wake Forest College and served it in many other valuable ways; W. C. Riddick became professor of Engineering in North Carolina State College, and was for several years its president; Whitehead was professor of Anatomy in the medical school of the University of Virginia, and in the University of North Carolina, and was the author of a book on the anatomy of the brain; Thompson was professor of Latin for many years in a Louisiana college; Hankins took the degree of Doctor of Philosophy in mathematics in Johns Hopkins University, and for several years taught college mathematics, but later turned to business in which he had great success; Matthews taught in the academies of the State for several years, but later took up the work of civil engineering and farming; Marshall has devoted his life to writing, perhaps his most important work being done as a member of the editorial staff of the *Progressive Farmer*; Thomas Dixon, Jr., became famous as an author with a long series of novels, mostly on historical topics, and ranked among the best lecturers of the country and has other distinctions; Sprinkle organized the gymnasium work of Wake Forest College, and later became successful in business; Waft' did a most valuable work as minister of Baptist churches in eastern and central North Carolina; and J. L. White has long been regarded among our ablest preachers; Kornegay in Oklahoma, Ward, and Foushee in North Carolina, were among the ablest lawyers of their respective States, the latter two becoming judges of the Superior Court,

and the former gaining political distinction in Oklahoma; Smith turned to business and became Lieutenant Governor of his adopted State of South Carolina; Womack was sheriff of Caswell County, and Holding, first a successful farmer, was auditor of Wake County since the creation of the office in 1913, until his death. Markham has been connected with the county offices of Durham County; Davis came to an untimely end in Texas shortly after his graduation. It would be hard to find any other group of men in any other decade of the college history who have done a greater work. Some have contended that their work for the medal called forth the best that was in them, and developed powers that would probably have continued dormant, and gave them a sense of mastery and confidence in self that greatly ministered to their success.³⁰

The College never made greater progress than during the first year of Pritchard's administration. The *Biblical Recorder*, in closing its report of the Commencement of June, 1880, declared: "Wake Forest has just closed the most prosperous session in its history. The next session should open with 200 young men on the grounds." Of like tenor was the statement of the *Raleigh News* of June 19, 1880: "Perhaps none of our institutions of learning have made as much progress during the year as Wake Forest College."

³⁰ Rev. Thomas Dixon, Jr., in a letter addressed to the Board of Trustees and printed in the *Wake Forest Student*, XI, 374, June, 1892, urged that the medals be restored, but without success. In his letter Mr. Dixon said: "I wish to say that the work I did in college for the medals was the best work, not only of my college course, but of my life; and in the formation of my character, as I look back over these days, there was nothing that played so important a part. The work I did gave me a power of study, of concentration, of command of all the faculties of my being, such as I never should have got in any other way. I was talking with Professor A. T. Robertson of the Louisville Seminary, the other day, and expressed to him my regret that the medals were abolished. He replied that he thought that they had become an evil in the College, that perhaps they did harm. I looked at the medal that adorned his watch-chain, and I asked him if it was not a fact that his own success in life, which was no small success, was not dated as a matter of fact from the inspiration of the study of the year he worked for the medal. He blushed for a moment, and replied that he must confess that it was true, and that that year's work had made him a specialist, had, in fact, been the foundation of his life's work. . . . I should like to say that this is true of every man who has fairly fought for and fairly won these prizes in the history of the College."

THE SCHOOL YEAR OF 1880-81

During this year also, Pritchard was in the field much of the time, having attended fifteen associational meetings and the Baptist State Convention, and having made numerous addresses on many other occasions. His report of this to the Board of Trustees in June, 1881, reads:

"As to my own labors, I have to report that in carrying out the expressed wishes of the Trustees at their last session I have spent much time in the field, visiting associations, lecturing on education and canvassing for students, and money, during the year. I have visited the following associations: the Beulah, Liberty, Flat River, Mt. Zion, Eastern, Cape Fear, Brown Creek, Pee Dee, Cedar Creek, Roan Mountain, Brushy Mountain, Sandy Creek, Central, Raleigh, and Chowan, and also the Baptist State Convention. I have addressed the following schools: Horner's Academy, Clayton Academy, Apex High School, Botanical Hill Academy in Nash County, Yadkin Mineral Springs Academy, Laurinburg High School, and Normal School at Chapel Hill. I have lectured on education in Bakersville, Marion, Statesville, Salisbury, Lexington, Concord, Fayetteville, Lumberton, Reidsville, Lockville, Wilmington and Sanford.

He had also taken much time in trying to combat the recommendation of Governor Jarvis for increased appropriations for the State University, of which more will be said below. By the close of the year he had begun to feel that he should devote more time to the internal affairs of the College, and reported to the Trustees that, while it would be wise to continue the work in the field, for many reasons he regarded it as important that the President should remain at the College long enough to know what was going on, and to have a hand, at least, in the management of the affairs controlling its interest.

Again, however, it could be said that the College had had the most prosperous year in its history, and was in better financial condition than at any time since the Civil War; the total invested funds amounted to \$48,113.88. The number of students had reached 181, not the coveted 200, but more than ever before. This

compared well with the enrollment of 191 at the State University and 117 each at Trinity and Davidson. These facts are set forth in a strong statement made at this time by Pritchard on the advice of the Trustees and amended and used as an introduction of the college catalogue of 1880-81.

During the year Pritchard had made great exertions to get students for the College. "For more than a year," he said in the *Biblical Recorder* of January 5, 1881, "I have worked as I never worked before to increase the patronage of the College, and I ask the cooperation of the brethren in this important matter." He wanted to see 500 boys at Wake Forest, and he thought the reason they were not there was not lack of means but lack of interest. In the state as a whole he estimated that there were 10,000 boys who would make good, able men if they could be educated, and he urged parents and every good man and woman to do all they could to create an interest in education.

Pritchard had not been at Wake Forest long, however, before he realized anew that college students were few in North Carolina because of the lack of preparatory schools and academies. In the *Biblical Recorder* of January 26, 1881, he tells of the need of associational academies, both for those who go to college and those who do not: "We have had several associational high schools started in North Carolina. Some of them have done well; many of them are now extinct. I know of but three or four-Warsaw, Ashpole, Reynoldson, and one or two more. Reynoldson, I believe, has passed into private hands; Ashpole is under lien to Brother Ivey, and I rather think the same is true of Warsaw, which has done well under the management of Brother Stallings. We need in addition, as Baptists, good academies which shall be established in each association for the education of our sons and daughters. And these will act as feeders of our higher schools of learning. We are now taking boys at Wake Forest and fitting them for college, simply because we have so few schools that are capable of preparing them well for college. We abolished the preparatory department of the College before the War, and

we should like to be able to do so again, and we will do so just as soon as we have schools that will be able to do the work for us. But there are thousands of boys who never can go to college, who might be and would be prepared for usefulness at these academies, if we had them.... The great need of North Carolina is education, and education conducted under religious principles."

The religious life of the institution during Pritchard's administration was in keeping with that of the administration of Wingate. Though his frequent absences must have interfered somewhat with his work as pastor of the church, the students were attracted by his sweet and winning sermons, delivered with much grace and eloquence and in the best of English. The young men of the day, in accord with the spirit of the times, had a new and more hopeful outlook on life than those of the past two decades. A new day was dawning in which even Southern young men were aspiring to take part in the great events in the new life of the nation and this spirit had got hold of the students of Wake Forest College, and it doubtless modified somewhat their attitude towards religion. But under the leadership of Pritchard and his colleagues they gave religion its proper place in their thinking and lives. There were revival meetings in each of the three years of Pritchard's administration. The first was in December, 1879, in which Dr. Pritchard did the preaching, resulting in eight baptisms. The next was in March, 1881, as a result of which he baptized 30. Dr. W. A. Nelson assisted in the meeting. The third was in December, 1881, with Rev. A. G. McManaway, then pastor at Louisburg, doing the preaching, in which there were three conversions one night, and eighteen were baptized, but the main result was a quickening and deepening of the religious consciousness of his hearers. During this period a great interest in missions was developing at the College. On April 3, 1881, soon after the revival of that year, W. L. Poteat told of that "Sunday at the College," opening with the statement: "This has been with us a good day for Foreign- Missions." The exercises at the Sunday school at the preaching service in the morning, at the meeting

of the Sunday school Missionary Society which met in the afternoon service, which was the regular meeting of the Yates Missionary Society, were all of a missionary character. At the last service the speaker was Brother Taylor, who urged the young men to contribute their lives to that great work, and put before them their Christian duty in this matter most solemnly, earnestly and plainly, and excited much interest, so that "two of the students were much exercised about the matter." Four who were students at this time soon after their graduation went to work in the field of China, opened up in 1847 by Yates at Shanghai. These were T. C. Britton, D. W. Herring, E. F. Tatum, and L. N. Chappell. Many years later another, who said, after hearing Taylor's address, "Well, I don't care a bit if it's me," also went to the same field. This was E. M. Poteat.³¹ During these years the number of ministerial students at the College increased to about thirty; President Pritchard showed great interest in them and their training. The Board of Education was represented in the field first by Professor Mills, and after January, 1880, by Professor C. E. Taylor.

The list of graduates during the years 1880, 1881 and 1882 are given in a footnote.³²

³¹ *Biblical Recorder*, April 13, 1881. Letter of W. L. Poteat. The letter does not make it plain that it was E. M. Poteat who made the remark, but I had it from the mouth of E. M. Poteat himself.

³² Graduates, 1880-82. *Master of Arts*: 1880, J. N. Holding, lawyer; H. Montague, lawyer; 1881, R. A. P. Cooley, lawyer; D. B. Reinhardt, Physician; 1882, H. G. Holding, farmer, county auditor. *Bachelor of Arts*: 1880, J. T. Alderman, teacher, member of State Legislature; J. M. Davis, preacher; C. S. Farris, preacher, editor, college professor; W. G. Ferebee, merchant; M. A. Jones, teacher, died in 1885; W. H. Ragsdale, teacher, County Superintendent of Public Instruction, Pitt County; W. B. Waft, preacher. 1881, L. N. Chappell, preacher, missionary to China; E. M. Poteat, preacher, college president, missionary to China; D. L. Ward, lawyer, judge of Superior Court. 1882, E. G. Beckwith, preacher, assistant professor of Mathematics in Wake Forest College; W. J. Ferrell, teacher, assistant professor of Mathematics in Wake Forest College, registrar of Meredith College; J. W. Fleetwood, teacher, register of deeds; D. W. Herring, preacher, missionary in China; E. E. Hilliard, lawyer, editor; W. T. Lewellyn, preacher; C. A. Smith, merchant, Lieutenant Governor of South Carolina. *Bachelor of Letters*: 1881, L. T. Carroll, preacher; W. T. Jones, preacher; M. V. McDuffie, preacher; N. R. Pittman, preacher editor. 1882, T. B. Wilder, lawyer.

There were twenty-seven graduates in these three years, of whom five got the Master of Arts degree, seventeen the Bachelor of Arts, and five the Bachelor of Letters. Nine were graduated in each of the three years. One became a physician, six lawyers, six teachers, one farmer, two merchants, and eleven ministers of the gospel. Several ministers, however, did their more important work in other callings. Farris spent the greater part of his life as professor of Greek at the John B. Stetson University, and had previously done work as editor both on the *Biblical Recorder* and the *Florida Baptist Witness*; Hilliard likewise was best known as editor of the *Scotland Neck Democrat*, and Pittman as editor of the *Central Baptist* of Missouri. Beckwith was a preacher as well as a teacher, and Poteat will perhaps be best known not for his preaching but for his service as president of Furman University. Herring and Chappell will be remembered for their long service as missionaries, and Holding and Fleetwood for their services, the one as auditor of Wake County and the other as register of deeds of Northampton, and Ragsdale for his work as superintendent of public instruction of Pitt County. All did good work but only a few attained special distinction. Among these were Alderman, whose work as an educator was known throughout the State, and who in published articles made many contributions to Baptist history; Poteat, who did notable work as preacher, educator, and missionary; Ward, who served both as legislator and judge of the Superior Court; and Herring who became one of our ablest missionaries. To these should be added Reinhardt who was a skillful alienist and was connected with the New York City Insane Asylum, and later became superintendent of the Milwaukee, Wisconsin, Insane Asylum.

XIII

PRITCHARD'S CONTRIBUTION TO GENERAL EDUCATION

A most important and permanent accomplishment of Pritchard during the three years of his administration of the College was that of furthering interest in education generally among the people of North Carolina, not only in college education but also in elementary and secondary education, and that which is now specialized in colleges of agriculture and mechanical arts.

His views on education had been maturing over many years. We have seen that soon after his graduation in 1854 he was urging the immediate provision in the College of a chair of Chemistry that its students might have a knowledge of that "most practical and important of sciences" and that thus the College might provide the scientific farmer which the age was demanding.¹ In the last chapter we have mentioned several other instances of his interest in improving education in the years before he became president of the College. How comprehensive his views on this subject were and how clearly he conceived the educational problem of North Carolina as a whole may be seen in his inaugural address, of which something has been said above. Though he had not elaborated his argument in writing, the report of it found in the *Biblical Recorder* of September 10, 1879, is full enough to reveal its general character and content. It contained the views which with varying emphasis as occasion demanded and which with more elaboration and detail he, for the period of his administration, preached from one end of North Carolina to the other to large assemblies at associations and conventions and in churches, at educational institutions and school commencements and numerous civic meetings in towns and cities.

He gave his address the title of "A Plea for Higher Learning,"

¹ Volume 1, 368.

on the principle that higher learning comprehends all subordinate degrees of learning, for education comes from above, not from below.

His first thesis was that general education adds greatly to the wealth of a people and that the best educated nations were the richest. First, he showed the need of education for farmers, pointing to the wasteful methods of farming of the time, and declaring that men of the highest culture are demanded in tilling the soil. Next, he spoke of the manufacturing industries, showing how they were enriching states like Massachusetts which gave attention to education, and showing by the case of England how much depended upon having workers in them trained in industrial and trade schools, for which England appropriated a half million dollars annually; North Carolina needs, he declared, mechanical as well as agricultural industries; needs technical schools for skill and success in manufactures; many of these industries need highly educated men.

Next, the new president discussed the public schools of the state and quoted from the reports of the Superintendent of Public Instruction to show their condition- only half the children of school age were in the public schools, and only one-third in average daily attendance; the school term was not nine months but nine weeks; the annual appropriation for tuition only one dollar a pupil; there were 400,000 people in the state who could not read or write, one-third of the whole. Discussing the matter further he said that three things were necessary for an effective school system: first, the people must be taught the value of these schools so as to be willing to pay taxes for their support; secondly, legislators must be intelligent enough to appreciate the need of schools and provide for them; and thirdly, the schools must have competent teachers, for the training of whom colleges and seminaries and universities were needed.

In this address Pritchard said little about any kind of college education except that in technical colleges, of the need of which he spoke in emphatic terms, and he dwelt at much more length

on the need of common school education than that of colleges. This was something new. President K. P. Battle of the State University, who on this occasion spoke immediately afterwards had no other theme than the need of colleges and universities, but Governor T. J. Jarvis, who followed Battle, spoke in appreciation of the work of the churches in creating interest in education in their Sunday schools, and suggested that the general apathetic attitude of legislators toward public education might be overcome by demands for larger provision for common schools by the pulpits of the four leading denominations of the state. It is interesting to observe further that Pritchard's words on the need of technical colleges were like seed falling on good ground, for on the platform were Governor Jarvis and Col. L. L. Polk, both of whom were soon to be the leaders in creating interest in the establishment of the North Carolina College of Agriculture and Mechanical Arts, now State College, which opened its doors to students eight years later. Such in brief outline was Pritchard's inaugural address, September, 1879; it is of such importance in the history of education in North Carolina, that no apology is needed for giving the fuller outline of it as published in the *Biblical Recorder*.²

² "Higher learning comprehends all subordinate degrees of learning, for education comes from above, not from below.

"It adds greatly to the material wealth of a people for them to be generally educated, and a large number of facts were adduced showing that the best educated nations and states were the richest. He stated that nothing was worse done in this country than farming, the cutting down and wearing out policy of the last hundred years, the hill sides washed into gullies, and the valleys filled up with sand.... Men of the highest culture are needed in tilling the soil, and the farmers should respect their own calling by educating their sons who are to follow it.

"He showed that manufactures paid in some states better than farming. In Massachusetts, for instance, there are \$285,000,000 invested in manufactures, and \$210,000,000 in agriculture, and yet the first yielded an annual profit of \$593,000, and the last only \$41,000. He then showed how England, which was behind in ornamentation in iron, earthenware, glass, porcelain, and certain textile fabrics, became alarmed. When it was discovered that she was being driven out of the markets of the world because of the superior education of the artisans of Continental Europe, England at once went to work and spent six million dollars in founding industrial and trade schools, and now spends half a million annually to sustain these schools. It was discovered in 1867 that she had greatly improved, and in 1878 her exhibition at Paris was equal to any in the world.

Many reports of Pritchard's speeches on the educational needs of North Carolina are to be found in the *Biblical Recorder*. In nearly all of them he used the arguments he had advanced in his

"North Carolina should be a state devoted to mechanical as well as agricultural industry, and the wonderful growth of Durham has given us an instance of what might be done. North Carolina has the coal, iron, copper, the water power, etc., and should develop in this direction. Technical schools were needed for skill and success in manufactures. The designers of this country and many of the foremen in the more difficult and elegant styles of mechanical productions are imported. The people are becoming wealthy and their taste cultivated, and they now desire elegant figures and articles of beauty, as well as those which are serviceable. The thing in a carpet or window curtain, or even a piece of calico, which makes it sell is the beauty of the figure, and the designers who get up these figures must be highly educated men.

"Dr. Pritchard then showed how education increased the sources of a people's enjoyment, made labor honorable, decreased crime and increased virtue, and how necessary it was to the maintenance of republican institutions that the people should be intelligent.

"The next point presented was the present condition of education in North Carolina. It was shown from reports of the Superintendent of Public Instruction that only one-half of the children of the state were enrolled in the public schools, and that the average attendance was only one in three, that the average length of term was only *nine weeks*, instead of nine months, and one dollar the amount of each child's tuition for a year. We have 400,000 people who cannot read and write-about one in three, how long before we can hope to realize the boast of the Swiss statesman that there was not be found in all his country a man or woman, not an idiot, who could not read and write.

"Three things are necessary to the establishment of an effective school system. First, the people must be shown the value of an education, so that they will be willing to be taxed to sustain schools; secondly, the politicians must be sufficiently intelligent to see this great interest in its true light, so as to be willing to pass the necessary laws; and thirdly, competent teachers must be found. For these reasons we must have schools of higher learning-colleges, seminaries and universities-to lead the people. An educated man can mould the opinions of a thousand others, and thus the blessings of education may be widely diffused.

"We must have colleges, and our colleges must be more largely patronized, and in order to do the work expected of them they must be better equipped. They should have chairs of English Literature, of Chemistry in its application to agriculture, of Natural History, and they should have gymnasiums too. They should have money and a good deal of it to do these things. Then each college should have eight or ten good Academies as feeders, and the basis of all education taught by them should be the Christian religion. Moral education was to be placed before mental.

... "There was room for all the schools we had, an urgent need for all, and while he intended to work with all his might for the building indeed, down to the elementary up of Wake Forest, it would not be by attempting to disparage or decry other institutions. He hoped to see a perfect state system of education extending from the University, which he hoped should soon be made a university school.

inaugural address, but better ordered and more definite: education, general education, universal education, from elementary subjects to college and technical and vocational courses, and their indispensability for the development of the State into a prosperous the cultured commonwealth was his theme. It was these themes that he discussed at associational meetings, conventions, commencements of academies, and in cities.³

The Baptist State Convention meeting at Oxford in November, 1879, had him on the program for a sermon, but voted that he should give his address on education instead. He was as eager to speak as his hearers to hear. "Dr. Pritchard stole away from the South Yadkin Association one night," says Dr. B. H. Phillips, in his report of the Pilot Mountain Association, "came and made a speech for us on General Education. We were very glad to have him speak to this people so eloquently and with so much 'hard horse sense,' on a subject of so vital importance to the people of North Carolina at large." This same topic of general education was the burden of his speeches before academies. The writer remembers a speech he heard him make at the closing exercises of Mount Vernon Springs Academy, Chatham County, in May, 1882, and how eloquently he pleaded for education of all kinds, but emphasized the fact of how deficient North Carolina was in skilled artisans and agriculturists; the people, some 2,000 of them from a radius of thirty miles, hung on his words. Nothing better adapted for creating an interest in and a demand for an institution such as a few years later was established in Raleigh, the Agricultural and Mechanical College, could have been devised. His power in this way was called genius.⁴ Likewise, his speeches

"Governor Jarvis said the greatest educator of the people was the church; it was the forerunner of education, for through the Sunday schools it instils into the children and parents alike the desire for intelligence . . . that as soon as the four leading denominations of the state shall demand, through their pulpits that appropriations be made by the legislative power of the state, they will be made, for no party could resist the demand of such a powerful agency for education."

³ *Biblical Recorder*, October 6, 1880; October 22, 1879.

⁴ *Biblical Recorder*, June 11, 1881; report of speech in Oxford: "On Wednesday evening of this week Dr. Pritchard delivered the annual address before the Franklin Society of the far-famed Horner School. Before the audience com

before associations were not on Missions, but on education, general education. The editorial report of his speech at the Flat River Association, August 18, 1880, says: "Dr. Pritchard made the brethren a long and able speech on Wednesday and greatly interested some of the very best farmers in the State. We should like to know what some of the brethren close to Enon think of Dr. Pritchard's knowledge of corn, wheat, and tobacco."

How on every occasion Dr. Pritchard discussed his favorite topic may be seen from the following quoted in the *Biblical Recorder* of May 28, 1880, from the North Carolina *Presbyterian*:

The lecture of Dr. T. H. Pritchard before the Wilmington Library Association and the citizens of Wilmington on the night of Wednesday of last week was clear, convincing and practical and in the highest degree entertaining. The subject, "What is the One Thing Necessary for the Development of North Carolina," was answered—not by statement only, but by proof as well—Education, thorough, complete and universal, as applied not only to the professions styled learned, but for the energetic and profitable prosecution of agricultural and mechanic pursuits. We wish every citizen of North Carolina could have heard it.

Numerous other reports of like character of Pritchard's speeches on education are to be found in the *Biblical Recorder* and other state periodicals of these three years. The whole story justifies the statements: (1) Dr. Pritchard while president of Wake Forest College did more than any other man of the period to create and foster interest in common school education; (2) he likewise did more than any other to create a demand for the establishment of an agricultural and mechanical college in North Carolina, in which his friend and deacon of the church he served in Raleigh, Col. L. L. Polk, had such a large part.⁵

posed of school boys, school girls, teachers, preachers, lawyers, merchants, doctors, and one solitary farmer, he discussed agriculture, hill-side ditches, hogs, mortgages, and manufactures; and, strange to say, he delighted every one, even the school boy and the school girl. Now if this is not genius, tell us what genius is."

⁵ Pritchard's services in creating interest in education of all kinds seem not to have been known to Knight and Noble, authors of histories of public education in North Carolina. They do not even mention it.

XIV

THE FIRST FIGHT AGAINST APPROPRIATIONS TO THE UNIVERSITY OF NORTH CAROLINA

It was during the second year of Pritchard's administration that the first of the serious controversies arose over appropriations by the State to the University of North Carolina. At the Baptist State Convention which met at Goldsboro in November, 1880, Rev. Columbus Durham introduced a resolution calling for the appointment of a committee to "report on the interests of the State University." He declared that there were too many Episcopalians on the board of trustees of that body. The resolution aroused a considerable debate but it was finally indefinitely postponed.¹ Editor Bailey of the *Biblical Recorder* in his paper of December 1 said that the constitution of the board of trustees of the State University was no concern of the Baptists of the State, but, as will be told below, this became one of the chief points of the contention. A second was that the University should be a university in fact, not a college in competition with the denominational colleges of the State. Still another was that the first educational concern of the State should be common school education and not that to be obtained at the University. Something will be said of each of these three contentions so far as they developed at this time.

The first grievance of the Baptists and probably also of some of the other communions was that at this time the State University was in reality a denominational college, being conducted so as to favor the Episcopal Church rather than any other. A strong statement of this view was made in the *Biblical Recorder* of January 12, 1881, by Rev. Columbus Durham, then pastor of the Baptist Church at Durham. Since it so well represents what for

¹ Minutes of the Baptist State Convention for 1880. Those taking part in the discussion were A. D. Cohen, C. Durham, C. T. Bailey, J. C. Scarborough, H. A. Reams, F. H. Ivey, A. C. Dixon, T. E. Skinner, and T. Whitfield.

many years afterwards continued to be the chief ground of opposition on the part of friends of denominational colleges to appropriations by the State to the University, the essential parts of Durham's article are given here:

The great development of other schools in the State, male and female, shows that this Institution-The State University-doesn't take hold of the people. The fact that the Legislature has not, in the prosperous condition of the State and their large expenditures in other ways, been induced, and perhaps cannot be, to give it a yearly appropriation of ten thousand dollars, is proof that the Institution does not grapple the people.

There is necessarily some cause for this. Let us, if we can, find and remove it.

The religious idea as connected with education is taking stronger hold on the entire people than ever before. Hence the development and increased influence of the denomination schools. Just in proportion as this idea is enlarged and pressed on the attention of the people, as it most certainly will be, and as the University has, or, from the number of Trustees, Executive Committee or Faculty taken from one religious denomination, seems to have a sectarian bias in its control or in its influence, will it not only fail to gain, but necessarily lose in its hold on the people and in its patronage also.

I have no unkind word for the Episcopal brethren, and do not hold them responsible for the present condition of the institution, but simply state a few facts plainly.

With perhaps nine-tenths of the people of this State the Episcopal Church and the Episcopalians, as such, are most unpopular.

The most of the people believe, too, that whatever of denominational influence the University has ever exerted has been towards that church. In this way it seems to them like a denominational college. The trouble is that the more they investigate the more they are impressed with that idea.

They look at the Board of sixty-five Trustees, and find a majority, certainly a large majority of the active members, are Episcopalians; to the eight "additional Trustees" that the law requires to be "from points conveniently accessible to the seat of government and the University," and find *five* Episcopalians; to the Executive Committee of seven, and find *four* (a majority every time) are Episcopalians; to the President, and he is an Episcopalian; and to the Faculty, and here "the Church" is in full force.

They look into Col. Polk's book and find that there are *thirty-seven counties* in which there is not even an Episcopal church, and to statistical tables which show that there are only about 6,000 of these people in the State. They add up the statistics of all the other denominations in the State and find them about 400,000 strong. Now, how is it, they ask, when the Legislature selects the Board of Trustees for this "State University" more of them are from this special 6,000 church people than from the other 400,000 religious people in the State? When the *eight* "additional Trustees" are selected, how is it that *five* are from the 6,000 Episcopalians and only *three* from all the other people of the State? When the Executive Committee of *seven* is chosen, how happens it that *four* (always a majority) are from the already favored 6,000, while there are but *three* from all the other people of the State? Is this all purely accidental? What explanation can be given?

How is it that the Methodists, an intelligent, active, popular, influential, progressive, wide-awake, educating people, numbering in all about 150,000 in the State, have only *one* member of the Faculty, while this religiously unpopular and unprogressive 6,000 Episcopalians have *three*?

How is it that the Baptists, numbering at least 204,000 in the State, are hardly known at all among the Trustees and Executive Committee, and have only *one* member of the Faculty?

Is there no room for the belief that there is a sectarian bias in its control? Is it the part of wisdom that it remain thus? If we desire the institution to run successfully the race set before it, would it not be well to free it from this weight. There can be no special reason, I think, why a man should control what ought to be the great heart of our educational interest, simply because he belongs to one of the smallest, most unpopular and most non-progressive religious denominations in the State. Indeed, may we not rather forecast from their religious progress what would likely be the history of this educational interest in their hands? Especially so, since to be successful it must grapple the people, just the thing the Episcopalian does not do. But what can be done? We will see.

This was no new argument; it had been made five years before as the University was resuming operations under new control.² But it had not been made so effectively as by Durham. He only stated what was generally believed. Many well argued disclaim-

² This and other contentions of friends of the denominational colleges and the answers made in behalf of the University are outlined at some length in Battle's *History of the University of North Carolina*, Vol. II, Chapter III.

ers were made by friends of the University, the most notable being those made five years before by Walter L. Steele, in reply to what Battle calls "a labored newspaper attack" by Rev. L. S. Burkhead, president of the Board of Trustees of Trinity College. Steele's argument was that the seeming favor given Episcopalians was only accidental and that the Trustees only voted for the best interest of the University in all their actions. After five years, however, Durham and people generally were unconvinced, and there was no answering the figures he produced. And it is only just to state that it was not until the conditions revealed by Durham's figures were gradually removed that increasing good will for the University has been manifest.

A second contention urged by some friends of the denominational colleges was that if the University was to receive appropriations from the State it should be a university in fact; that is, do only work above college grade, and thus not to operate as a rival of the denominational colleges. This also was not new. As was told in the chapter on "The Eclipse of the University," such a statement was made and supported by representatives of the various denominational colleges of the State at the educational meeting in Raleigh in July, 1873. It had also been urged in the article of Burkhead mentioned above.³ This view was now revived by the editor of the *Biblical Recorder*, who said: "We favor the University as a university, and desire its success. We want to see it a university in *fact*, as well as in name, and not an ordinary college in competition with other colleges of the State. This it cannot remain and draw on the other colleges of the State for support." This expression brought a sharp reply by Professor A. W. Mangum of the University faculty, which was published in the *News and Observer*. But both Mangum's article and a further article by the editor were little more than quibbling over the definition of "university" found in the dictionaries of Worcester and Webster.⁴ Nothing is heard in the

³ Battle. *History of the University of North Carolina*. II, 99.

⁴ One rather amusing turn was that when Mangum insisted that according to Webster a university was an "assembly of colleges," and therefore the Uni-

Biblical Recorder of the wholly convincing answer to one of the editor's views made some years before in the discussion mentioned above, a digest of which is given by Battle, as follows:

Many claim to be friends of the University provided only that "it be a university indeed"; in other words, shall not compete with the colleges, shall have its courses so high that only the graduates of the colleges shall pursue them. These are really its enemies, or they are thoughtless. To have no under-graduate studies would demand that it have higher requisites than Harvard, Yale, Princeton, and other great institutions. Such a university would not have a dozen students and the General Assembly in disgust would withdraw the appropriation.

Many Baptists, however, if they knew of such argument, disregarded it. They were, in fact, unwilling to support an institution that came into competition with their own institution on the same ground. In the various articles on the question that appeared in the *Biblical Recorder* at this time, the point was emphasized that the work done at the University was no higher than that done at the other colleges of the State.

The third point, that the first educational interest of the State should be the common schools and that better provision for them should be made rather than for the University, was now beginning to be heard for the first time. Gradually this championship of the public schools by the friends of Wake Forest College brought the claims of these schools to the attention of the people of the State, but it was full ten years before the friends of the University fell in line with them.

It has sometimes been urged that this was only a seeming interest of the Baptists in common schools, that it was only a subterfuge to conceal their hostility to the University. As has been already said above the Baptists and especially the friends of Wake Forest College had long before manifested their interest

versity met the requirement since it was "an assembly of colleges," Editor Bailey replied the only sense in which the University was an assembly of colleges was that each of its six departments of instruction had for a year or two been designated as a "college" in the University catalogue.

in public school education. Before the Civil War they had urged the establishment of associational academies, and the College had introduced special courses for the training of teachers for the common schools, and the *Biblical Recorder* had lent its powerful support to the schools all along; and in 1842 the Baptist State Convention had urged their support. After the War the friends of the College pursued a like course. At the meeting in Raleigh in February, 1873, to launch the campaign for endowment for the College, as we have seen, the chief topic of discussion was the improvement of the public schools. And at this time, beginning with his inaugural address, Pritchard had been educating the people of the State in his many speeches to an interest in public school education.

It was at this juncture that Governor Thomas J. Jarvis in his message to the Legislature in January, 1881, recommended that an annual appropriation of \$7,500 a year be made from the State Treasury for the support of the University. Up to this time the University had received occasional grants from the State, but no regular appropriations. It had indeed come into the enjoyment of the income of \$7,500 a year, representing the interest at six per cent of a Land Grant Fund apportioned by the Federal Government to the State of North Carolina in accord with an Act of Congress of July 2, 1862, as the State's share in the sale of public land for the establishment of agricultural and mechanical colleges. As North Carolina had no such college, the University was granted the income on the understanding that it would establish and maintain an agricultural department. Though the parent sum was lost by investing it in worthless state bonds, the State in order to fulfill its obligations to the Federal Government continued to pay the interest on it to the University until the establishment of the State Agricultural and Mechanical College in 1887. One of the conditions of the contract was that the University should provide for the free tuition of one beneficiary from each of the ninety-four counties in the State.

Seeking to model the proposed appropriation after the con-

tract with the Federal Land Grant funds, Governor Jarvis with the help of President Battle of the University and Col. W. L. Saunders, Secretary of State, recommended that along with the appropriation of 57,500 a year the University should accept the obligation to give free tuition to ninety-four other beneficiaries, one additional from each county. They had supposed that this would make the proposition more acceptable. The result, however, was quite the contrary. The friends of the denominational colleges believed that this provision would rob them of their students. The lead in the opposition to it was taken by President Pritchard. First getting the approval of the Wake Forest faculty he secured a meeting in Raleigh which was attended by President Pritchard, and Professor Simmons, Taylor, Mills and W. B. Royall and several other friends of the College. With the approval of those at the meeting and of others, members of the faculty and Board of Trustees, Pritchard visited in person Trinity and Davidson colleges and arranged for a meeting of the representatives of all the colleges in Raleigh on February 9, 1881, at which meeting a protest was agreed upon in the shape of a memorial to the General Assembly which was as follows

A Memorial In Behalf of the Denominational Colleges
of the State

To the General Assembly of North Carolina:

The Legislature of 1874-75 revived the State school at Chapel Hill by giving it \$7,500 *per annum*, the interest on the Land Scrip, issued by the General Government in 1862, for the establishment of colleges for the promotion of Agriculture and the Mechanic Arts. A condition of this grant gave each county in the State one free scholarship in the State school.

In his late message the Governor recommends that the Legislature, now in session, shall make an additional appropriation of \$7,500 a year to Chapel Hill, on the condition that another free scholarship be allowed to each county; so if this recommendation

shall become a law the State will give Chapel Hill \$15,000 *per annum*, and will be entitled to the tuition of 188 students, free of charge.

This appropriation, with the condition attached, the friends of the denominational colleges of the State feel constrained to oppose, not because they cherish any ill will towards the State school at Chapel Hill, but from considerations of right, and in order to protect their own interests.

We oppose this measure, first, because we deem it unwise that so large a part of the public money should be appropriated to collegiate instruction, when the special and peculiar want of the State at this juncture of its history is common school education.

When only one-third of the children of the State are at school; when the State is so poor that it provides only money enough to keep the public schools in operation $10\frac{1}{4}$ weeks in the year, and the appropriation for the education of each child for the whole year is 81 cents, it seems unreasonable that the State should pay \$80 a year for the education of each student it may send to Chapel Hill.

We object to the measure, in the second place, because it proposes to educate the youth of the State at a very expensive rate of tuition. Each of the 89 students at Chapel Hill last term cost the State at the rate of \$84.27 *per annum*, and if the Governor's recommendation shall be adopted and each of the free scholarships shall be represented, the cost of each student would be within a fraction of \$80 a year—a higher price than any college in the State charges.

There are three objections which lie against the proposed plan for aiding Chapel Hill and promoting education.

The first is, as we have seen, that the State is called to give beneficiary education at Chapel Hill at too great a cost—a cost much larger than it can have the same number of students taught as well elsewhere.

Second: By this plan many enjoy this charity of the State who are not worthy objects of charity. A large number of the free

students at Chapel Hill last term were able to pay tuition. The same will be true, and perhaps in a larger proportion, among those who will avail themselves of the increased number of free scholarships, and if the tendency of this principle shall result in North Carolina as it has in Virginia, and all State students be free, then we shall have a benefaction enforced by involuntary taxation, which will enure to the benefit of the well-to-do and even the richest families of the State.

In the third place, the fact will be that the number of poor young men of the State who will be aided in securing a liberal education will not be materially increased. No worthy youth ever asked help from either of the denominational colleges in North Carolina in vain, and the three most prominent of these colleges are now aiding, either wholly or in part, 165 young men who are pursuing their studies.

To detract from the patronage of these institutions, as we believe this measure would certainly do, would be to deprive them, in a like proportion, of the power to help these poor, but promising, young men, and hence would not advance the cause of education.

We object to the measure in the third place, because we believe it would be detrimental to the interests of education throughout the State.

Chapel Hill is one of several colleges of the State imparting the same grade of instruction. If it were educating as many youths as all the other colleges combined, even then it would be neither just nor wise for it to enjoy the benefit of special legislation to the injury of other colleges of the State.

The fact is, however, that it has no larger patronage than one of these colleges, and constitutes but a small part of the educating force of the State in comparison with what all the other colleges are doing. But the injury of such special legislation reaches far beyond the colleges and extends to every academy and high school in the State, since they are brought into indirect and unfair competition with the state school that receives students of almost any degree of preparation.

We humbly submit, in the fourth place, that the denominational colleges are entitled to the respect and protection of the State.

Indeed, if we are not greatly mistaken, the developments of the past few years have shown that these colleges possess a value and vitality, as factors in the great work of education, which do not belong to the State school at Chapel Hill. When for years the State school was in a state of suspended animation and did nothing for the cause of education, these institutions, revived and sustained by the noble sacrifices of their friends, were dispensing far and near the blessings of sanctified learning. And the truth of this petition appears again in the fact Chapel Hill, with its magnificent outfit of buildings, apparatus, etc.; its long line of *Alumni*; the overshadowing influence of State *prestige*, and an endowment amounting to \$125,000, is unable to sustain itself, while these denominational colleges are in an effective and even prosperous condition.

Finally, since we believe this measure will be injurious to the welfare of our colleges, and will, if it become law, inflict upon us the insupportable injustice of being taxed to sustain an act fraught with serious evil to our highest interests and in violation of our most sacred rights, we do as citizens and representatives of several Christian denominations enter our most solemn protest against the measure as inexpedient, unfair and unjust, and on principle we will resist its passage by every legitimate means within our power.

T. H. Pritchard, B. Craven, L. M. McKinnon, J. D. Hufham, John L. Brown, F. L. Reid, L. L. Polk, Committee on the part of a joint meeting, representing the Methodist, Baptist and Presbyterian Colleges of the State, held in Raleigh, Feb. 9th, 1881.⁵

Of those who signed the Memorial, three, Polk, Pritchard and Hufham, were Baptists. According to Pritchard, Wake Forest was left alone to fight the matter before the Legislature, and he said that it required the most strenuous efforts of Dr. J. D.

⁵ *Biblical Recorder*, February 16, 1881. Copies with request for publication were sent to the chief religious and secular papers of the State. A summary is found in Battle, *History of University of North Carolina*, II, 220ff.

Hufham and himself and the best part of a month of hard work on his part to gain a measure of what was desired.⁶ This statement is supported by that of Battle, who says that Dr. J. D. Hufham, a friend of both the University and of Wake Forest College, was the mediator with whom an agreement was reached that the University would ask for only \$5,000 a year, and that there should be no additional county beneficiaries, and that when the bill was thus modified it passed without serious trouble. There can be no doubt, however, that Pritchard himself did the major work.⁷

Battle's account of the matter shows that the friends of the University were very much exercised by the Memorial. "Colonel Saunders, in a very strong paper, published in the *Sentinel* newspaper as an editorial, pointed out that the memorial of the opponents to the General Assembly opposing the appropriation was an attempt by the churches to control the State, contrary to the genius of our institutions." Dr. Battle also makes many criticisms of the points urged by the Memorial, and shows some resentment, probably justified, that not once did the Memorial use the proper name of the University, but gave it such names as the "State school at Chapel Hill," and "Chapel Hill." It should be said, however, that until about 1885, Chapel Hill was a name used to designate the University, even by its friends.⁸

Historical justice and accuracy demand that there be appended here Pritchard's own statement of his aims and purposes in this matter, which is found in the *Biblical Recorder* of February 23, 1881, and somewhat abridged is as follow:

"It was agreed that a joint meeting should be held in Raleigh on the 9th inst. That meeting was held and a report adopted, which took the form of a memorial to the Legislature, giving a respectful and manly expression of our reasons for opposing the measure recommended by the Governor of the State.

⁶ See report of President Pritchard to the Board of Trustees, June 7, 1881, *Proceedings*, p. 240f. In this report Pritchard gives a summary of his part and that of the college in opposing the Governor's recommendation.

⁷ Battle. *History of the University of North Carolina*, II, 217.

⁸ So in Wheeler's *History of North Carolina*, 1852, *passim*.

"We had a right to do this as citizens and taxpayers; we had a right to do it as the friends of the denominational colleges, whose interests were imperiled; we had a right to do it as representatives of Christian churches, if we saw fit to do so; and yet for the exercise of this right, given by the Constitution of the United States and the Bill of Rights of North Carolina; nay more granted us by the very charter of our creation, we are charged by the *Raleigh News and Observer* with the high crime of an *effort to unite church and state and a deliberate attempt to control legislation by a combination of sectarian denominations*.⁹

"The sun shines too high in the heavens for any one to be scared by that ghost!

"It is not a little amusing, however, to hear the Episcopal editor of the *News and Observer* charging the Methodists, Presbyterians and Baptists, especially the Baptists, with an attempt to unite church and state, and with violating the principles of civil and religious liberty.

"We wish our position to be distinctly understood. We do not oppose the appropriation already made to Chapel Hill, with one free, *indigent* student from each county, because the colleges we represent have received serious loss in money and patronage by the free tuition offered at the State college.

"But we did oppose the increased appropriation, with the 188 free scholarships, because we were satisfied that our colleges would be most seriously injured thereby. A like policy in Virginia has damaged the cause of higher education, reducing the attendance on all the colleges of the State, except the University and the State Agricultural College, from *one-third* to *one-half*. It has rendered the University very unpopular and made the friends of the colleges feel that a great wrong has been inflicted upon them by the State.

"It is most painful to us to be obliged to take a position of apparent hostility to the State college. Our motives have been misunderstood and bad feeling, even indignation, excited against us

⁹ The Editor of the *News and Observer* had made retraction before Pritchard's article appeared. *Biblical Recorder*, March 23, 1881.

on this account. We have a high appreciation of the value of the State college to the cause of education, and would rejoice at its prosperity, but we cannot be silent when a measure is proposed by which we should be taxed to give it a privilege that will cripple the influence and usefulness of our college.

"We protest that we do not wish to injure Chapel Hill-merely aim to protect ourselves." ¹⁰

The controversy over appropriations for the University was to be revived in 1885, but not with any great intensity. It was several years later that increasing appropriations by the General Assembly had encouraged President Winston of the University to make what Wake Forest and some of the other denominational colleges believed an unfair competition for students. It was this rather than the appropriations themselves that brought on the fight of a decade later.

¹⁰ Pritchard has a fuller statement in reply to editorial article of the *Oxonian* of Oxford, N. C., in the *Biblical Recorder* of March 23, 1881.

PRITCHARD'S LAST YEAR AT WAKE FOREST
1881-1882

President Pritchard's great activity in the fight for Wake Forest and the other colleges of the State before the Legislature did not engross all his time. He was a constant student of the educational needs of the State, and in January, 1881, he advanced in the *Biblical Recorder* the view that there were 10,000 young men in North Carolina who ought to be in high schools or academies, some to prepare for college and others to prepare for their life work. And he thought that even with the few preparatory schools then in the State Wake Forest should have 500 students, instead of the 178 it had enrolled at the beginning of the spring term which was increased to 181 later. Another task which Pritchard set himself at this time was that of writing a history of Wake Forest College, and he actually prepared and published several articles, the first appearing in the *Biblical Recorder* of March 16, 1881, the last, number 8, in the same paper of May 25, 1881, which brings the story down to 1839, with many intercalary notes relating to more recent matters. At this time he prepared also "A Brief Sketch of Baptist History in North Carolina," which was published in the *Minutes of the Baptist State Convention* for 1880. But the most important historical work on which he was engaged at this time was the preparation of biographical sketches for the twenty pages allowed North Carolina Baptists in Cathcart's *Baptist Encyclopaedia*, articles which in point of style and content are certainly equal to the best in that great work. In addition to all this President Pritchard wrote much for the *Biblical Recorder* and possibly other periodicals, articles on all kinds of subjects. Among these was a series of seven "Letters from the North," beginning with the issue of the paper of July 27, 1881. They were written while he was serving the Memorial Baptist Church of Philadelphia and

for six weeks was supplying the pulpit during the vacation of the regular minister. In these letters hundreds of topics are discussed, religious, economic, educational, industrial, the food served in the dining rooms of Chesapeake Bay steamers, Saratoga Springs, the churches of Philadelphia, John Wanamaker, the Ocean Beach, the increasing good will of the Northern people for the South, etc. They are good reading after sixty years. But the letters were only incidental; during the period he had been preaching most acceptably for the Memorial Church.¹

It was with some enthusiasm that President Pritchard and the faculty began the work of the session of 1881-82. He himself carried out as far as possible the plan he had announced to the Board of Trustees at the Commencement in June, that of remaining at the College and giving closer attention to teaching and the administration, but in the last two months of the year, as he reported to the Board at the following Commencement, he had been unable to disregard the calls to make addresses. During the year two notable events had occurred, both of which will be treated at some length in other chapters of this work. The first was the establishment of the *Wake Forest Student*, which first appeared in January, 1882, and continued until May, 1930, later to be succeeded by *The Student*, a periodical of different character. The second was the discovery among the students of a secret (*sub rosa*) fraternity, which led the president and faculty to seek the authority of the Trustees to guard against and to deal firmly with them. This authority was given.

The students of the year 1881-82 numbered about 150. Between their work in the classroom and in the Society halls they were kept busy. Their only vacation was two days at Christmas and one day, Easter Monday, in the spring term. The students knew that it was an honored custom in all Christian lands to have holiday from December 25 to January 1, and in December, 1881,

¹ "On yesterday, August 28, I finished my engagement with the Memorial Church. The congregations have steadily increased and I have not only enjoyed myself greatly socially, but have had much pleasure in preaching the word." *Biblical Recorder*, September 14, 1881.

they formally made petition to the faculty for so much. The faculty already with warm and sympathetic hearts had allowed them two days. Encouraged by such generosity the students put in their petition. To their surprise it was returned marked "Granted." "But oh! that next clause 'From the 23rd to the 26th.'-Just think of it! Four days for Christmas this year Friday, *Saturday*, *Sunday*, Monday! To our faculty thanks should be voted in style and a monument voted." But the students who remained at Wake Forest had the pleasure of seeing the Wake Forest Amateur Troupe at their first appearance in public, when various members acquitted themselves creditably before an appreciative and delighted audience, as they appeared in such roles as "Widow Bedott," "Biddy," "Bones," and "Pat." In the spring of the year there was a series of three baseball games between the college team and that of the town, which went to the town two to one after most furious contests. One of two things the College needed indispensably, a new clock or a new negro; John did not keep the clock in order; after a while Professor Mills got a new clock and put it in the south front window of his office, now the south wing of the Library, and cared for it himself. In those days the students came from classes with such reflections: "If a young man of susceptible nature is led by the witchery of love to transport himself into the ideal realm, there to be borne up on wings into the empyrean of a lover's life, just ask him to find the value of subtangent of logarithmic curve, or to determine whether a plane curve has rectilinear asymptotes," etc. The students note with great pleasure the fact that Wake Forest is becoming a favorite visiting place for the young ladies of the State. Rev. Elias Dodson comes and advises a young lady about her dress and time for marrying, and the importance of saving her money and using it for travel. The College is visited by teachers of penmanship, and elocution, and singing, who offer prizes for the one who makes most progress. The Seniors are thinking of adopting as their class hat a white plug. One of the chief industries of the students is the careful cultivation of the

incipient mustache. One sorrowful swain wants it known that he thinks girls ought at least to acknowledge receipt of tickets. The members of the faculty are reminded that the Seniors would enjoy being entertained at dinner, as is done in some colleges. Tom Dixon speaks in a debate at Anniversary and gets a majority of seventy votes. A traveling photographer has been in town for several weeks. The autographs album mania is at its height. Natural Science is becoming a favorite study. The weekly Musicales are becoming popular-all invited to attend. Large straw hats for the young ladies have become all the go, so large that even a large student sitting behind a wearer cannot see the preacher-a choice position, perhaps. Dr. Jones and family of Tarboro have at last come and occupied their beautiful new house (in 1943 the home of Mrs. Carlyle). The Gruber family have given an entertainment at Wake Forest, Mr. Gruber standing on one foot and playing nine different instruments. On the Easter Monday holiday a company of young ladies and young men went to Ezekiel Rock, eight miles away on Neuse River; they as well as the little children who had a picnic got back before night. A matrimonial insurance agent has been working among the students and doing a good business. Governor Jarvis said at Commencement that there was not a member of the Board of Trustees who felt a greater interest in Wake Forest College than he did.²

In March, 1881, President Pritchard had declined a call to become the pastor of the First Baptist Church of Savannah, Georgia. In fact, his services as a preacher were in constant demand, and doubtless he found his highest joy in the pulpit. We have seen that he preached in Philadelphia for six weeks in the summer of 1881. On October 16 of that year he preached the dedicatory sermon of the new church for the colored Baptists of Wake Forest.³ In March, 1882, he preached the sermon before the American Baptist Publication Society in the New York An-

² The above items are taken from the *Wake Forest Student*, January to July, 1882.

³ *Biblical Recorder*, November 9, 1881.

niversaries, and in the same month accepted the unanimous call to the pastorate of the Broad Baptist Church of Louisville, Kentucky.⁴ His reason as given in his report to the Board of Trustees of the College in June, 1882, was that he was acting from a sense of duty. In a statement published in the *Biblical Recorder* of May 31, 1882, he had said

The die is cast. I have accepted the call to Louisville after a struggle that has made me sick. I grieve to leave my native State, and the great interest with it, with which I have been so long identified. But the pastorate is my proper place and I return to it from a sense of duty. The Lord will see that His cause suffers no detriment.

In words of like tenor with those of the Board of Trustees, the *Biblical Recorder* said editorially that to lose such a man was a calamity; for many years he had occupied a unique place among his brethren and been the central figure and representative Baptist of North Carolina; but as a minister of the gospel qualified of God for the work, in which were his heart and soul, he did right in returning to it.⁵

Dr. Pritchard's name will often appear again in this history. Owing to the ill health of his wife in the climate of Louisville he did not long remain there but returned to North Carolina, serving pastorates first in Wilmington and later in Charlotte. He again became a trustee of the College and took a leading part in all denominational enterprises until his death on May 23, 1896.

⁴ *Wake Forest Student*, I, 283.

⁵ *Biblical Recorder*, June 14, 1882.

XVI

WILLIAM BAILEY ROYALL, CHAIRMAN OF FACULTY

To secure a worthy successor to President Pritchard was no easy task for the Trustees. He had taught them that there was a vast and important work to be done by the President of Wake Forest College. The College did, indeed, need endowment, at least \$50,000 additional, but it needed still more a representative who by his presence among the people and by his inspiration could move them to a greater interest in education. Pritchard while in the presidency had addressed not fewer than 60,000 people, increased the enrollment of the College from one-third to one-half, and had aided not only Wake Forest but nearly all the colleges and academies of the State. There was not a school of any grade which had not benefited from his labors. The Baptists especially needed such a man to encourage them to educate their children. Accordingly, the next president must be a man who, like Pritchard, would speak to all these people. It was a man to do this work rather than that of the classroom that the College needed.¹

During the meeting at the Commencement of 1882 the Trustees elected to the presidency Rev. A. C. Dixon, then pastor of the Baptist Church at Chapel Hill.² Since he did not accept the place the Trustees had another meeting in Raleigh on July 6, 1882, and left the recommendation of a man for the place to a committee of five.³ At the same meeting William Bailey Royall was elected chairman of the faculty, in which position he was for two years to direct the administration of the College, since the Board elected no president in that time. Having been born on September 4, 1844, he was on the opening of the college session

¹ Editorial article in *Biblical Recorder*, July 5, 1882.

² Dr. Hufham immediately declared that it was the best selection that could possibly have been made. *Ibid.* June 21, 1882.

³ This committee consisted of T. E. Skinner, W. H. Pace, L. L. Polk, C. T. Bailey, J. D. Hufham. *Ibid.* July 12, 1882.

thirty-eight years old, and in the prime of his powers. He had not sought the place and thought that he would soon be relieved of its duties, certainly after a year, when he expected the Trustees to elect a president. At that time no president had yet been found and he remained as chairman another year. He had had charge of the Greek department of the College since it resumed operations in January, 1866, and had been full professor since 1870. The College had conferred on him the degree of Master of Arts in 1866; later, in 1887, he received the degree of Doctor of Divinity from Judson College, Hendersonville, North Carolina.

It was not expected that Professor Royall would take the field; he remained at the College and devoted himself to the work of the classroom and the administration. During the two years of his chairmanship the College was doing some of its best work. Even though no active agent was in the field, the enrollment fell off very little. It had been 169 in 1881-82; it was 165 in 1882-83, and 161 in 1883-84. The regular staff of the faculty continued as it had been, except that for 1882-83 E. E. Hilliard served as Tutor of Languages, a place which was filled the next year by W. F. Marshall; and for the Spring term of 1882-83, and for the year 1883-84 E. G. Beckwith served as Tutor of Mathematics.

The graduates of 1883 were: Master of Arts-Thomas Dixon, Jr., H. B. Folk, Jr., H. P. Markham, W. H. Osborne, T. J. Simmons; Bachelor of Arts-E. S. Alderman, G. P. Bostick, G. C. Briggs, W. R. Walters; Bachelor of Letters-C. G. Jones, Jr., W. F. Marshall; Bachelor of Science-L. L. Jenkins. The graduates for 1884 were: Master of Arts-E. G. Beckwith, J. C. C. Dunford, W. H. S. Kornegay; Bachelor of Arts-H. A. Chappell, W. W. Kitchin, I. G. Riddick, W. S. Royall, W. V. Savage; Bachelor of Letters-D. M. Austin, W. B. Morton, W. B. Pope, W. S. Splawn; Bachelor of Science-R. S. Green, A. M. Redfearn, C. L. Smith, W. E. Wooten.

Of these, two, Riddick and Redfearn, became physicians, the former locating at Youngsville, and the latter at Dudley, South Carolina. Three were planters, Walters in his native county of

Granville, Chappell in Forestville, where after teaching for two years he also became proficient as a land-surveyor, and Green, who after four years of teaching in Missouri returned to Davidson County. Two were business men, Markham in Durham, and Jenkins in Gastonia and Asheville where he was a banker. Two, Marshall and Folk, became editors. The former was long connected with the *Progressive Farmer*; the latter at his premature death, September 6, 1885, was serving the *St. Louis Republican* as assistant editor, a position he had previously held on the *Times Democrat* of New Orleans. In addition to Kornegay and Green who for a few years were teachers, six others became teachers of some note. These were Simmons, who attained distinction in the collegiate world both as teacher and administrator, his last and most distinguished work being as president of Brenau College, Gainesville, Georgia; Beckwith, who from January, 1883, served Wake Forest College first as tutor and from September, 1887, till his death in the summer of 1892 as assistant professor of Mathematics; Dunford, who held professorships in several collegiate institutions in Virginia, South Carolina and Arkansas; Briggs, who after serving five years in Judson College, went to Missouri and taught in institutions there; Smith, who was perhaps the first North Carolinian to get the degree of Doctor of Philosophy from a university of high standing, which degree he won at Johns Hopkins University in 1889. In 1891 he went to William Jewell College, Missouri, in which State he attained great distinction as a teacher and as a lecturer. In 1905 he became president of Mercer University, which place he resigned after two years to become head of a printing firm, The Edwards & Broughton Printing Company of Raleigh, which under his direction has become one of the first printing establishments of the South. Wooten soon turned from teaching to the work of planter. Two won distinction as lawyers and in the political world. These were Kornegay, who in 1888 went to Indian Territory and had a prominent part in organizing the new state of Oklahoma, and

afterwards both as practicing lawyer and in various public offices was one of the leaders of the State, until his death early in 1940; the other, Kitchin, served his district in Congress, and North Carolina as Governor, 1909-13. Twelve of the twenty-nine graduates of these two years became ministers of the gospel. Of these Dixon won great renown as an able, fearless and eloquent preacher in pastorates in Boston and New York, but his bestknown work was in the line of authorship. His greatest success was with the historical novels, *The Leopard's Spots* and *The Clansman*, stories of Reconstruction days in the South, and in his play, *The Birth of a Nation*, which was filmed for production as a motion picture. Beckwith's chief work was as teacher, but he served some rural churches near Wake Forest. Several worked as ministers in other States—Osborne in Tennessee and Florida, Royall in Virginia, Jones in Virginia and Tennessee, Pope in the Far West, and Splawn in Texas. Bostic from February, 1889, until his death was a missionary to China. Alderman served pastorates in Kentucky and other states. Savage, held pastorates in northeastern North Carolina and in Virginia. Austin labored at Charlotte; Morton at Louisburg.

In the middle of Professor Royall's first year as Chairman of the faculty, in January, 1883, Professor Taylor began his campaign to bring the endowment of the College to \$100,000. This made it necessary for him to be absent from Wake Forest and for his classes to be provided for otherwise. This the other members of the faculty did by distributing the work among themselves.⁴ As no successor to President Pritchard as teacher of the classes in Moral Philosophy had been provided, this work was already being done by Professors Simmons and William Royall. On Dr. Taylor's taking the field all the teaching of the College fell to the five regular professors—Dr. Royall, and Professors W. B. Royall, L. R. Mills, W. G. Simmons, and W. L. Poteat, with the assistance of Tutor E. G. Beckwith who at this

⁴ Minutes of the Faculty for Feb. 2, 1883. *Wake Forest Student*, II, 232.

time succeeded Mr. Hilliard. It seems that for the Spring term of 1882-83 one or more classes were taught by Mr. W. F. Marshall, a member of the senior class.⁵

In the beginning of the scholastic year, 1882-83, the faculty began to make regulations to prevent the formation of secret fraternities other than the Literary Societies among the students. The trouble had been going on for a year, and in his report in June, 1882, President Pritchard had brought the matter to the attention of the Board of Trustees. As the story of fraternities in the College is told with some detail in a later chapter, the reader is referred to that.

It was at this period that the Trustees and faculty showed their first interest in the physical training of the students. At their meeting at Warrenton, November 15, 1882, the Board of Trustees had voted to withdraw the Old Athletic Field from sale, and ordered it to be fenced and planted in shade trees and kept as a play ground for the students of the College. It was, however, neither fenced nor planted in trees. The students had already begun to use it for baseball and probably for football. The latter was introduced at Wake Forest not later than September, 1882, not the American college game as now played, but a rude approximation of the Rugby game with much rushing and with the ball advanced only by kicking.⁶ Clubs were organized and match games played in the fall of 1882 and 1883, but before the next year football had lost its popularity and the students

⁵ Minutes of the Faculty, December 8 and 22, 1882.

In giving an appreciation of the work of the year, the editor of the *Wake Forest Student*, June, 1883, says: "We were left with only six members of the faculty. The work seemed to be too much for the number who were to perform it, but they soon showed us otherwise. The classes were soon divided out, the exercise work distributed, and we have gone on. We are led to the conclusion that no period in the history of the College has been more noted for the cooperation of the faculty and students, and this has been a useful factor in the efficiency of the year's work."

⁶ The following from the *Wake Forest Student*, II, 89, October, 1882, gives the first reference to football in the College: "The exciting game of foot-ball is popular with the students now. A club has been organized and handsomely uniformed. They challenged the rest of the students to a match game, and the game was played. The result was a victory for the club, by a score of 5 to 2."

were giving their time and attention to baseball, croquet and musicales and leaping, and in the colder months to roller skating on the new rink provided by Professor L. W. Bagley on the second floor of his high school building on North College Street, who was duly thanked for his interest "in breaking the monotony of our school life."⁷ Though skating continued to be popular in the fall of 1885 "a brand-new game known as 'Bull-pen,' was introduced by the boys."⁸ In the fall of 1886 lawn tennis was brought to Wake Forest by Dr. J. R. Duggan, professor of Chemistry. Baseball was "all the go" at the College as late as September, 1887, but on Thursday of the State Fair in October, 1888, Wake Forest and The University of North Carolina played on the Fair grounds the first intercollegiate game of football ever played in North Carolina⁹ of which more is told in another chapter.

In the fall of 1883, the faculty perhaps under pressure from the students, began to think of the establishment of a gymnasium for the College. The Old Chapel was vacant and could be used for the purpose. On September 28, 1883, a committee was appointed consisting of Professors Mills, Simmons and Taylor to report upon the advisability of converting it into a gymnasium, which committee advised that the matter be referred to the Trustees at their meeting in Edenton in the following November.¹⁰ The Trustees agreed to the proposal of the faculty and voted five hundred dollars to provide apparatus. At their meeting in June, 1884, they entrusted the matter to a committee—C. E. Taylor, F. M. Purefoy, and W. G. Simmons.¹¹ The students getting wind of the matter early in the session expressed their joy and the gratification of their parents.¹² They did not wait for the furnishing of the gymnasium, but some of them purchased ropes

⁷ *Wake Forest Student*, October, 1863, and October and November, 1884.

⁸ *Ibid.* November, 1885.

⁹ *Wake Forest Student* for October, 1886, and October and November, 1888.

¹⁰ Minutes of the Faculty for September 28 and October 12, 1883.

¹¹ *Proceedings*, pages 280, 291.

¹² The students are anxious for it to be fitted up very soon and in as good style as practicable. Then, boys, you can cut your antics and 'didoes' to your hearts' content." *Wake Forest Student*, October, 1883.

and rings and put them in the Campus, and "finding the exercise very beneficial," they were eager to try some gymnastics on a larger scale.¹³ Professor Poteat thought it worth while to give warning in an editorial expression in the *Wake Forest Student* for November, 1883, that it was not certain that Herbert Spencer approved this system of physical culture, which was a poor substitute for "what is natural and far better, namely, the game and race with shout and laughter on the play-ground." After further argument he continued: "The moral is not far off. If a gymnasium is to be of any real and permanent advantage, it must have a director whose business it is to point out the exercises suited to each physical condition, and see that they are prosecuted with due diligence." However, though an article on the Gymnasium began to appear in the catalogues of the College with that of 1884-85, it was not until the academic year of 1889-90 that a director of Physical Culture was provided, a subject to which reference will be made later. In the meantime, according to the catalogues the gymnasium was provided with "the most approved apparatus" and students had access to it in the afternoons. In three or four years the apparatus was worn out and the enthusiasm of the students was no longer strong.

The semi-centennial of the establishment of Wake Forest Institute fell on February 3, 1884. As this was a Sunday the faculty, who had taken up the matter at their meeting on January 11, 1884, fixed the celebration for Monday, February 4, and referred the arrangement of the program to a committee consisting of Professors Mills, Royall and Poteat. The celebration was at the College. The Chairman of the Faculty, Professor W. B. Royall, presided. The long meter doxology was sung. The prayer was by Dr. T. E. Skinner. Dr. R. T. Vann, pastor of the Wake Forest Baptist Church, read the 34th Psalm. First on the program was Rev. J. S. Purefoy, who spoke on the subject. "The College-its Birth," and he handled it in an able, comprehensive and interesting manner. Next on the program was George W.

¹³ *Ibid.* January, 1884.

Thompson, one of the charter members of the Board of Trustees, whose subject was "Her Early Struggles." He was present but was too feeble to read the address he had prepared. In his turn Hon. Paul Cameron of Hillsboro, president of the Board of Trustees of the State University, spoke in a most kindly spirit of the work of the College and its relation to the University. His speech was received with the highest enthusiasm and was greatly appreciated. The next speaker was Dr. T. E. Skinner of Raleigh, whose subject was "Manual Labor Days at Wake Forest," and he greatly delighted the audience by telling of some of his boyish pranks, such as cutting up the young corn instead of the grass, and the trouble he got into on account of them. "The speech of the doctor could not be reported," said the editor of the *Biblical Recorder*; that is, the part that related to the pranks could not. But with all his irrepressible good humor he had much in the way of high and just tribute to say of Wait, White and Wingate, for in addition to his own topic he was asked to discuss that assigned to Dr. T. H. Pritchard, "The Days of Wait, White and Owen," since Pritchard who was now pastor in Wilmington could not reach Wake Forest in time for the exercises after his attention to the Sunday services of his church. Dr. J. D. Hufham of Scotland Neck was absent for the same reason. The subject assigned him, "Wingate and his Administration," was discussed by Rev. W. R. Gwaltney, who was a student of the College under Wingate both immediately before and immediately after the Civil War, and who always spoke most feelingly of the heroic work of Wingate and his benign and stimulating religious and moral influence on the young men of the College. Hon. C. M. Cooke of Louisburg was on the program to speak on "Her Alumni," but was not present, and his time and seemingly a good deal more was taken by Hon. J. C. Scarborough, State Superintendent of Public Instruction, who emphasized the value to the State of the work of Wake Forest men who have been ministers of the gospel and teachers. As Mr. W. H. Pace of Raleigh, one of the speakers assigned to discuss the next topic, "What

the College Has Done for North Carolina," was absent, Editor C. T. Bailey of Raleigh made a short but pointed speech for both. Last on the program was Rev. Columbus Durham of Durham, who spoke on the subject, "The Wake Forest of 1934." Owing to the lateness of the hour his speech was short. Fifty years hence, he was expecting the College to have ten dollars to every dollar it had then-it actually had thirty dollars to one in 1884. He thought it would have ten students in 1934 to one on 1884; it actually had five to one, or including the summer school eight to one. Next "All Hail the Power of Jesus' Name" was sung and the benediction was pronounced by Rev. R. R. Savage. It was 2:30 o'clock, p.m., the exercises having lasted three and one-half hours.

The religious life of the College during the administration of Chairman Royall was good. On December 13, 1882, he was formally called to the pastorate of the Wake Forest Baptist Church, the work of which he was already doing.¹⁴ Although it was the custom of the church that the presiding officer of the College should serve as pastor of the church, the church on its own account paid the pastor a small salary, \$200 a year. Professor Royall continued in the pastor's office only until the following June, but in that brief period the church made considerable progress. In speaking of his assumption of the pastorate the *Wake Forest Student* said,¹⁵ "A church in which so many lives are modeled is fortunate in securing such a model man for pastor." Two months later the same writer spoke most appreciatively of the pastor's sermons.¹⁶ During this scholastic year, from March 5 to 21, 1883, the church had special meetings, in which the preaching was done by Rev. E. F. Baldwin of Greensboro and Dr. W. A. Nelson of Shelby. The fruits of the meeting, as shown by the church records, were twenty-four ad-

¹⁴ "Records of Wake Forest Church," for December, 1882. "He accepts, expressing in a few words his conviction of the responsibilities of the position, and his reliance upon divine help with the sympathy and support of the brethren."

¹⁵ Vol. II, 179.

¹⁶ *Ibid.*, 268.

ditions to the church by baptism, most of them students, and a great number by letter.

The influence of this meeting continued on the Campus, and as the college year and Chairman Royall's pastorate were closing the editor of the *Wake Forest Student* said: "Religiously great advances have been made on the part of quite a number of students. Education graced by true consecration has been the motto of him by whom we have been guided."

On Chairman Royall's resignation of the pastorate on June 7, 1883, Rev. R. T. Vann, was called to the place. Mr. Vann was not a member of the college faculty and his election to the pastorate of the church marked a departure from the previous arrangement under which the church had for its pastor the presiding officer of the College. From this time, however, the pastor of the church has been also the chaplain of the College, and the College has shared in his support. In the beginning the total salary of Vann was \$900, of which the church paid \$600 and the College \$300.¹⁷ It was in the second Sunday in October, 1883, that Dr. Vann entered on the duties of his pastorate, in which he continued until October, 1889. He was a graduate of the College in the class of 1873, after which he had attended the Southern Baptist Theological Seminary, the first of the pastors of the Wake Forest church who had that advantage, and had already served several churches, the last being that of Murfreesboro, and from his college days had a reputation for wit and humor and repartee, and powers as a speaker.

Being still unmarried he found what comfort he could in quarters in the former storehouse of Elder J. S. Purefoy on the College Hotel lot, on South Main Street, now converted into dormitories, and later dubbed "Paradise" by Professor Benjamin Sledd. These quarters he shared with his cousin, R. R. Savage, a student. It may be mentioned here that he remained single only about two years. On October 21, 1885, he married Miss Ella R. McVeigh of Loudon County, Virginia. After that time, by his own provision, not that of the church, he found a home in a two-room

¹⁷ *Proceedings*, p. 337. Records of Wake Forest Church.

cottage, that now is part of the residence at the corner of North Main and Pine Street, to the southeast, and serves as kitchen. In January, 1888, he purchased and occupied the house nearest the railroad beyond the Old Athletic field, which since 1891 has been the Carlyle home.¹⁸

On taking up his pastorate Dr. Vann was thirty-one years of age and in the prime of his powers as a preacher. There is much evidence that the students heard him gladly.¹⁹

From November 25 to December 12, 1883, the church had special meetings, with the pastor preaching at night and several times at eleven o'clock a.m. The professions numbered between thirty and forty, the baptisms seven, of which three were of students.²⁰ Owing to the fact that Pastor Vann had lost his hands and much of his arms when a boy of twelve years it was necessary for the baptisms to be by another, who in this instance, and usually during Dr. Vann's pastorate, was Professor W. B. Royall.

The small number of baptisms following this meeting, only three of them of students of the College, may be explained by the following statement of the pastor, found in the *Biblical Recorder* of December 19, 1883.

Our meeting here closed Wednesday night, having begun 4th Sunday in November. This church has suffered in several respects from its practical association with the College; but in nothing has it suffered more than in its lack of discipline. It will readily appear that any pastor connected with the faculty would be handicapped in administering rigid discipline in a church composed largely of students, accustomed to consider the church a constituent part of the College. Hence the evil. Our main thought in the meeting has been to draw the line sharply by reclaiming or excluding backsliding members. There were thirty or forty professions during the meeting, mostly from the class above named. Some of these were from our brightest young men, who,

¹⁸ Records of the Wake Forest Church; the *Wake Forest Student*, III, 121; VII, 168.

¹⁹ *Wake Forest Student*, III, 124, "the students are quite enthusiastic over the sermons of Rev. R. T. Vann, our new pastor; *Ibid.* XX p. 174; and page 251, April, 1884: "Rev. R. T. Vann, pastor of the church here, is still the delight of his congregation, and the good fruit of his ministry is apparent."

²⁰ *Records of the Wake Forest Church*, p. 111f.

we feared were clean gone away from religion. There were ten or fifteen professions from the unconverted, some of whom we hope to baptize next Sunday.

That things were going bad with the church is indicated by the fact that there were further exclusions from it in the spring of 1884, five of them students, two of whom were afterwards restored and became well-known Baptist preachers. But probably Pastor Vann was mistaken in supposing that it was owing to the fact that up till this time the pastor of the church had been also the presiding officer of the College. Both the church and the institution had profited by having such men as Presidents Wingate and Pritchard as pastor. It is much more probable that the low state of discipline in the church was indicative of the general demoralization that had grown up in the College at this time. So far as the records show this demoralization began when the faculty temporized with the fraternities and allowed them to continue at the College under one concession or another for several years after the Trustees had forbidden them. As was natural, the continuance of these fraternities by permission of the faculty bred a spirit of insurrection among the other students and caused them to commit excesses never before heard of at Wake Forest. At this time the College had its first recorded trouble with hazing. The records show maltreatment of new students. The perpetrators sometimes were detected, and on one occasion five students were given ten demerits each for "calling to persons passing through the Campus." On September 14, 1883, the faculty passed a regulation with severe penalties, against "hazing, maltreating or otherwise offering indignities to any class of students."

It was in all probability owing to this temporary breaking away from control on the part of the students and the disturbed moral conditions of the College at this time that Pastor Vann found the church lacking discipline, and not owing to the cause he assigns. Actually, the students kept the close relations to the church inherited from the past. On March 12, 1884, four of them, J. N. Boothe, J. D. Boushall, J. F. Spainhour, and E. F. Tatum, were elected deacons. During the year, seven of them

were ordained to the gospel ministry-J. B. Harrell, W. S. Splawn, D. W. Herring, E. 11. Poteat, J. H. Lamberth, W. B. Morton and W. S. Ballard, all of whom proved ministers of great worth and several of marked distinction.

Despite the drawbacks mentioned above, there are several indications that the College was making progress during the last year of Dr. Royall's chairmanship. By resolution of the faculty "sun time" was abandoned, and "the time of the College henceforth was made that of the 75th meridian standard."²¹ At least a beginning was made towards keeping cows, sheep, and hogs out of the Campus. On October 20, 1882, on receiving a communication from the Euzelian Society, "respecting the admission of cows, hogs and sheep into the Campus," the faculty expressed the view that "hogs and sheep be excluded, but that cows be admitted." It had been the custom to protect by barbed wire the shrubbery from the cows, but this seemed unsatisfactory, for the cows would still get at the shrubs, and they failed to keep down by their grazing the broom sedge and present a smooth lawn. Taking account of this the faculty at a special meeting, February 25, 1884, voted that for the remainder of the year cows be kept off the Campus and that \$200 be appropriated to its improvement, which was entrusted to Professors Mills and Taylor. One of their first duties was to keep up the fences around the Campus, for all stock-hogs, sheep, cows and goats-was then running on the range, and was not until the 9th day of March, 1885, that a special act of the General Assembly, applying only to the township of Wake Forest, enabled that township to build a fence to keep out the stock of adjacent townships that did not have a no-fence law.²² From this time may be dated that improvement of the Campus, planned by Dr. Taylor, which has made the Wake Forest Campus one of the most beautiful parks in the State.

As was said above, Professor Royall had recognized that his appointment as chairman was only for a brief period. Accordingly, he tendered his resignation in his report to the Board of Trustees,

²¹ Minute of the Faculty, January 25, 1881.

²² Laws of North Carolina, Session 1885. Chapter 270.

June 12, 1883. Something of the spirit with which he had under taken and continued the work and was now thinking to give it up may be seen in the opening and closing paragraphs of that report, which are as follows:

The good hand of God has been upon our beloved College during the session now closing. Faithful instruction, diligent application to study, excellent order, and exemption from dangerous epidemics, have marked the year's record. More than all this, we believe gracious influences from the Divine Spirit have given tone and direction to a large proportion of the work done.

In conclusion it is with unfeigned gratitude to God for His gracious guidance, and with sincere appreciation of your confidence, that I now surrender to you the trust committed temporarily to my hands, nearly a year ago. I have sought to do the work which was thus unexpectedly put upon inexperienced shoulders as in the sight constantly of Him with whom is the final reckoning, and who "of God is made unto us wisdom." May He by His Holy Spirit direct your minds to whatever conclusions may be reached during your present session.

Chairman Royall, however, was continued in his responsible office for a year longer. His report at the commencement of 1884 was very short, being devoted almost entirely to a statement of the faculty's desire for the expansion of the work in the sciences into three separate departments, and to a just appreciation of the work of Professor C. E. Taylor in bringing the endowment to \$100,000. Soon afterwards, at a meeting of the Executive Committee, Professor Royall notified the Board that he declined to serve longer as Chairman of the Faculty.

APPENDIX TO CHAPTER XVI

"DOCTOR" TOM JEFFRIES

He was the most famous of all the College's servants, and served a longer time than any other. On that account, I am giving here with slight changes a sketch of him which I wrote soon after his death and which appeared in the *Wake Forest Student* for October, 1927.

"Doctor" Tom Jeffries, the well-known College servant, died at his home in Wake Forest on July 4, 1927, after an illness of four weeks. His funeral was in the College chapel on July 6, with the members of the College faculty acting as honorary pall-bearers. Talks were made by Dr. W. R. Cullom, who directed the service, by Dr. N. Y. Gulley, Dr. J. H. Gorrell, and by Pastor Ransom of the Negro Baptist Church of Wake Forest.

The following sketch of him is based on information furnished by Tom himself and copied by the writer in September, 1926, and confirmed by Dr. W. B. Royall and by Willis Johnson, Tom's colored friend who had known him from boyhood.

Tom was born about 1850, and hence at the time of his death was about seventy-seven years old. His mother was the slave of Mr. Billy Lofman of Mecklenburg County, Virginia, who had six sons in the Civil War, in which three of them lost their lives. After the surrender Tom took the family name of his father who had belonged to a man named Jeffries. Tom remained in Virginia until 1879 or 1880, where he married his first wife, Jennie Hayes, by whom he had eight children. While in Virginia he was a tenant farmer. When he reached Wake Forest he found Dr. Pritchard president of the College. Tom worked as a day laborer for several years. In 1883 he worked for Dr. W. B. Royall.

From 1884 to 1927, for 43 years, he worked continuously for Wake Forest College, the periods of his service coinciding almost exactly with that of the administration of Dr. Charles E. Taylor and Dr. William Louis Poteat. According to Tom, he was "lected to take charge of the grounds, the setting of trees and cutting of walks" by Dr. Taylor. He also had the main part in building the wall around the eastern half of the campus.

When Tom began to work for the College, John Lewis was already here, "cleaning buildings and ringing the bell," a work which he kept up "until he failed," when this work was taken up by Len Crenshaw, who entered the service of the College about a year later than Tom;

Len "helped clean up the buildings and recitation rooms to resist Lewis." Tom Land came in soon after Crenshaw first came and remained sixteen years. After Crenshaw's death, about 1892, the duty of ringing the bell fell on "Doctor" Tom, who performed this service regularly for fifteen years, and rang the bell also for church services and occasional services as long as he lived. Tom had "been boss since the death of Len Crenshaw."

Tom was only of medium size, but was strong and wiry. Until his last years no amount of work seemed to tire him. For one of his race he was of unusual intelligence. He could keep in mind instructions for a day, a week, a month, or a season, and would be found doing everything at the appointed hour, or minute if it was a question of ringing the bell. He knew how to do many kinds of work well and expeditiously. He could lay stones in a wall so that they would stand; trim a walk to give it the proper curve and make it look well; he was no mean gardener, being skillful in setting, fertilizing, trimming and training roses and all kinds of shrubbery; he knew how to set heating stoves and arrange pipes and flues so that they would remain in place and not smoke; he knew how to arrange tables and chairs in recitation rooms, and how to have seats and lights and heat all ready in the College chapel at the appointed time for public meetings; he could be trusted with small matters of business around town; he was faithful and obliging and found time in some way to do any little service that was asked of him by this or that member of the faculty. And he would do everything well and promptly, but he was not obsequious or servile. Tom after all was a man. No one ever thought of him as a clown. He had a modest self-respect and was respected of others. In his private affairs he was frugal. He educated his children. For the last twenty-five years of his life he had a neat little home of his own, and owed not any man.

With such a character Tom was a great favorite, especially with members of the faculty and the students. He had a very keen wit and a sense of humor which was made the more pungent in expression by the mutilated English he constantly used. This mutilation usually took the form of putting the wrong suffix or prefix to words and using a word of like sound to the one indicated, so that his meaning was seldom obscure. For instance, he would say "resist" in place of "assist"; the "evangeliation" of a room instead of "ventilation"; "I want to insult with Mr. Holliday"; "Me and Dr. Taylor set out most of the scrubbery in the Campus"; "Everybody gives you a big honorment on those flowers"; when asked to make a speech, "I will be glad to go and make some outlines in appriety to Wake Forest"; thinking

of President Poteat's intended resignation, "Doctor, I hears that you are going to make an assignment this year" "Nothing don't succeed Wake Forest"; "I have had a permanent reversion with the cook, and she made her assignment that she could not come"—that is, he had had a final interview with the cook and she told him flatly she would not come. Such expressions gave to his talk a piquancy which greatly amused and pleased his hearers.

Sometimes when he saw, with his watery eye, that it would be in order, he would shyly turn his wit on a student. One day a freshman of more than ordinary verdure and pompousness was rallying Tom for raking leaves when it would have been so much easier to burn them. Tom listened until he saw that a reply by him would be well received by some upperclassmen ranged around, when he said, "Well, Mister, I don't know you, but I judge by your remarks that you must be a newish," with rising emphasis on the last syllable of "newish." The upperclassmen burst into laughter while Tom kept repeating the word "newish" much to the discomfiture of the freshman. On another occasion while Tom was burning some grass, a freshman remarked, "It is almost as black as you are, Tom." Tom immediately replied, "Yassir, yassir, and next spring it'll be mos ez green as you is."

Tom was not pert or too wise for comfort, being just a sensible servant. Once many years ago President Taylor, one might say, trapped Tom into a confession. "Tom, did you make that wine yourself that you let the young men have, or did you buy it?" "Yassir, Dr. Taylor, yassir, I made it myself, Sir, I made it myself, Sir." "That is all Tom." And Dr. Taylor could tell the surprised students just where they got their wine when he had them before him.

Finally Tom kept himself provided with a wife to the end, having married three. When the students would serenade him and his new bride he would pass the hat for a collection and get back to the door with it heavy. Like a great many richer men he gave his last wives a weekly allowance, and insisted that they should keep the house and the step-children going on it—and he died with money, not in his pocket, but in a secret place at the College.

His death was noticed by our State newspapers and the *Dearborn Independent*.

A few years after his death, at a commencement season, a bronze bust of him, provided with funds raised by Mr. J. H. Rich, was unveiled on the Campus with fitting ceremonies. It was first placed near the Church, but has been moved to the north wall of the Campus near the Lea Laboratory.

XVII

THE ENDOWMENT, 1876-83

At the commencement of 1876 the Alumni had nothing to report in way of money contributed on endowment to meet the challenge of Rev. J. S. Purefoy to match his collections in the North, but the Trustees voted thanks to Mr. Purefoy and the brethren at the North who had manifested liberality and kindness to him and the College.¹ Of the amount which the Northern brethren subscribed, \$10,500, a total of \$9,200 was realized,² and of this about \$8,000 was already paid in, bringing the total reported endowment to 527,954.18, more than twice the amount salvaged from the wreck of the Civil War. Part of the increase came from the appreciation in the value of stocks and bonds, and the greater part of the remainder from the collections of Mr. Purefoy just mentioned. Only a small part came from the other campaigns for endowment. Probably in addition to the amount paid agents for soliciting and collecting twenty thousand dollars had been paid into the college treasury, but this had been used to pay the salary of the faculty and other necessary expenses. In a summary of the financial affairs of the College since the Civil War Mr. Purefoy says that those who made the larger subscriptions in the canvass of Rev. R. B. Jones, including the members of the faculty, consented to have what they paid used for repairs and to sustain the faculty, and that in the canvass made by Rev. R. R. Overby and Rev. John Mitchell, the Trustees, in their care to avoid debt, directed the agents to take subscriptions with the express understanding that if needed they would be used for current expenses; in this way the College was saved through nine years of great embarrassment.³ In June, 1874, the Board had ordered the endowment to be kept sacred and used for no other purpose, and yet the next year, the treasurer was ordered to

¹ *Proceedings*, p. 191.

² See statement of Professor Mills at head of Chapter IV.

³ Purefoy's first page article in *Biblical Recorder*, August 30, 1876.

pay arrears on the salaries of the faculty from funds contributed for endowment or improvement.⁴ Against this, a year later came a strong protest from Rev. C. Durham,⁵ and afterwards until this day there seems to have been no invasion of the endowment.

At the commencement in June, 1876, the Board of Trustees instituted a new plan, the endowment of professorship. This plan was probably due to Professor Charles E. Taylor; at the meeting of the Board in Shelby in November, 1875, Taylor had been asked to serve as agent to solicit students, not funds, but later the executive committee meeting in Raleigh had requested him as well as Purefoy to act as agents of the College and solicit funds for the endowment.⁶ At first the number of chairs contemplated was six, each to be endowed with a fund of \$20,000.⁷

One of these was to be called the "Raleigh Chair," and the endowment for it was to be raised from the churches in Raleigh and those of the Central Association, and to Professor Charles E. Taylor was assigned the work of raising it. Another called the "Chowan Chair" and was to be endowed by collections in the Chowan Association, by Rev. R. R. Overby as chief agent; and another to be called the "Wait Chair" was to be raised in the churches of the Flat River, Mt. Zion, Tar River, and Beulah Associations by Rev. J. S. Purefoy. In the campaign of 1873 Wingate had reserved Raleigh and the Central Association for the final roundup, but, as we have seen, this plan was interfered with by the great financial panic of September, 1873, and this territory had not been canvassed at all, causing the dissatisfaction already mentioned among the other Baptists of the State, which it was hoped would be removed by the present canvass. As Wait had labored so long at Oxford Female College and in the churches of the Associations named it was hoped that the desire to honor him would make it easy to raise from them the endowment

⁴ *Proceedings*, 178, 186.

⁵ *Biblical Recorder*, July 6, 1876. Suggestion No. 10: "Let the Board of Trustees be positively prohibited from the use of the endowment fund (except the interest) for any object forever."

⁶ *Proceedings*, p. 189.

⁷ *Biblical Recorder*, November 22, 1876.

in his name. Chowan Association was appealed to because of the known liberality of its churches.

All three of the agents were soon busy at work, but none of them succeeded in completing the endowments of the chairs entrusted to them, though all had some initial success. After being in the field six months Taylor returned to his work in the College at the opening of the spring term in January, 1877; at the meeting of the Central Association of 1877 it was reported that two thirds of the amount had been raised in cash and pledges. On the "Wait Chair" Purefoy secured the pledge of the Flat River Association of \$7,000 as its part, but the other Associations did little. In the Chowan Association only a few of the churches showed any great interest. After the first enthusiasm had died away little more was done, though the Board of Trustees continued to talk of completing the endowment of the chairs, as late as 1880. Many details of the work on these hopeless undertakings may be found in the *Biblical Recorder* of the period and in the minutes of the Associations concerned, which it would be tedious to enumerate here. Several of the agents seem to have worked on the endowments, as opportunity offered, for several years.

Though the agents failed to realize their objectives their work was not altogether fruitless. They secured some cash as well as subscriptions and the cash received went to increase the general endowment of the College. Only Purefoy, however, made regular reports to the Board of collections and expenses, at the annual meetings: in 1877, cash and subscriptions, 87,430.15, and collected in the North \$8,948.72; in 1878, \$1,074.85-to Treasurer, \$715.75, retained on salary \$359.10; in 1879, \$678.53-to Treasurer \$420.00, salary \$200, on hand \$58.53; in 1880, \$2,400.53-to Treasurer \$2,000, salary, six per cent of collections, \$144, on hand \$214.06; in 1881, \$1,256.20-to endowment \$1,096.37; in 1882, \$885. The total, beginning with 1878, collections was \$6,298.11; paid to treasurer, \$5,117.12. In this time other funds were constantly coming in small amount into the hands of the treasurer for endowment; in 1878, \$6,586.68; in 1879, no report found, but endowment fund increased about

\$3,000; in 1880, \$3,691.89; in 1881, \$2,442.33; in 1882, \$3,564.39. On November 15, 1883, the endowment had reached the amount of 553,600.⁸ For the goal the remainder to be collected or raised was 846,400. It was at this time that Dr. Taylor began the great canvass that first brought the endowment to 5100,000, of which an account will be found in another chapter.

In the meantime the Trustees had been constantly making efforts of one kind or another to increase their funds. In June, 1877, Dr. J. D. Hufham, then associate editor of the *Biblical Recorder*, "at the earnest solicitation of the Board of Trustees," gave up his editorial work and entered the field as agent for the College at a salary of \$1,500 a year, payable monthly, but he seems to have given up the work after about a year. In June, 1878, R. R. Overby was appointed agent to work for the Chowan Chair, at a salary of \$1,200 and traveling expenses; at the same time J. L. Carroll was appointed agent for other sections on the same terms. After he became President, in August, 1879, Dr. T. H. Pritchard was much in the field and, as occasion offered, solicited funds for the endowment, but secured no great amount. In his report to the Board in June, 1880, he urged that arrangements be made for the speedy completion of the endowment. Nothing had been done, however, when the Board met at Goldsboro in November, at which time both Pritchard and Taylor urged the election of an agent for the work. Failing to secure R. H. Griffith of Charlotte, who was offered a salary of \$1,500, the Board entrusted the raising of the endowment to Pritchard and Taylor. At the meeting of the Board June, 1881, Pritchard reported that he had been in the field since January but that Taylor had been kept at home by his own feeble health and that of his wife. Pritchard himself had secured the appointment of Rev. J. A. Speight as agent for the "Chowan Chair," and the promise of Rev. J. A. Stradley to act as agent for the "Wait Chair." Pritchard's own labors had been largely confined to cultivating the field. At this meeting the Trustees voted to undertake the raising of \$25,000 apportioned among Associations

⁸ Letter of C. E. Taylor, *Biblical Recorder*, September 19, 1883.

and churches, naming the agents for each. Nothing more was heard of it. At their meeting in Winston in the following November the Board offered the agency to Dr. J. D. Hufham, but he declined. At the Commencement in June, 1882, Pritchard could only report that the endowment was slowly increasing. The Treasurer's report showed that \$3,564.39 had been added during the year.⁹ Invested Funds were reported by the Treasurer in June, 1882, as follows: Raleigh City Bonds, \$17,000; Wilmington and Weldon Railroad Stock, \$1,000; McDowell County Bonds, \$1,000; Insurance on Wingate Memorial Building \$60; Bonds and Mortgages, \$30,547.98; Bonds, \$1,000; Money on hand, \$70.29. Total \$50,678.27. In that year the treasurer paid the bursar \$3,023.73, and the bursar received from student fees \$5,247.80, and from old accounts and notes \$1,146.26, and from miscellaneous sources enough to bring a total of \$10,157.86. He had paid the faculty \$8,214.07, and was due them on arrears of several years \$5,126.59.

⁹ *Proceedings*, pp. 189-267, years 1876-1882.

III CHARLES E. TAYLOR

LUTHER RICE MILLS, M.A.

Born August 17, 1840

Died August 18, 1920

Professor of Mathematics, Wake Forest College, 1867-1907

Bursar of Wake Forest College, 1877-1907

His great work is done. He gave his life and all his talents to the College. He had tempting offers to go elsewhere. Once he was invited to the University of North Carolina as Professor of Mathematics at nearly twice the salary he was then receiving. He considered the matter but his devotion kept him at Wake Forest.--G. W. Paschal in "Mills Memorial" number of *The Wake Forest Student*.

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He loved God and was at home with Him even while he walked the pathways of the earthly life. That secret fellowship explains his equanimity and single-heartedness and that aura of other-worldliness which his friends saw enveloping him always and the most distant could see when he meditated aloud before the open word of God. W. L. Poteat in "Mills Memorial" number of *The Wake Forest Student*.

XVIII

THE ENDOWMENT, CHARLES E. TAYLOR

We have seen above that the great interest of Professor Charles E. Taylor in the College and his zeal for increasing the endowment caused the Trustees in November, 1875, to name him as one of the agents of the College for that purpose, and that he served as general agent for all parts of the State and also as special agent to secure funds for the "Raleigh Chair." In January, 1881, he succeeded Professor L. R. Mills as Secretary of the Board of Education and for the next two years he had been diligent in visiting churches and associations and urging the claims of ministerial education. In these varied activities he had become known to North Carolina Baptists, and had won their respect for his extraordinary personality and ability, and their admiration and confidence. "This was a man." He was already recognized as such when the Trustees met at Warrenton in November, 1882.

It was at this meeting that Professor Taylor presented to the Board his plans for increasing the endowment of the College to \$100,000 by January 1, 1884. The invested funds, including a piece of real estate, amounted at this time to \$53,400; to make up the desired \$100,000, an additional 846,600 was needed. In brief, the plan was this: all subscriptions to be in cash or to be paid as soon as the entire 846,600 should be subscribed, with the limit of time December 31, 1883. If the total for new endowment paid in by January 1, 1884, should be less than that amount all money received on subscriptions made after November 1, 1882, should, on request, be returned to the donors, and the subscriptions canceled.

On coming before the Board Professor Taylor already had one subscription on the terms named. This was for \$3,500, later increased to 85,000, from Mr. Sidney S. Lea of Caswell County, on whose authorization Professor Taylor presented it to the Board and gained its acceptance. Whether the plan was due to Mr. Lea or Professor Taylor is uncertain; possibly they worked

it out together; at any rate the Board immediately adopted it.¹

The Baptist State Convention then in session in Warrenton heard with much enthusiasm of the purpose to raise the endowment of the College to \$100,000. Dr. J. L. H. Curry, recently appointed agent of the Peabody Fund, was present and in an address on the general subject of illiteracy in North Carolina turned aside to urge on Baptist laymen the necessity of endowment of the College, declaring, "A college that has attained its growth is dead."

Professor Taylor also came before the Convention as Secretary of the Board of Education (ministerial), but getting to the interest then most on his heart, he said: "We must immediately endow Wake Forest College. It must be done by a few men."² There had been so many ineffectual campaigns for funds for the College that many doubtless thought that this was to be another of the same kind, but those who knew Professor Taylor knew better. They were confident that he would succeed in his purposes. "Nothing that I have heard in a long time," said Dr. T. H. Pritchard, writing from Louisville, Kentucky, "has given me so much pleasure as the intelligence that the Baptists of North Carolina, under the leadership of Professor C. E. Taylor, have begun in earnest to endow their college."³ And this satisfaction was general.

From this time until the end of the year 1883 Professor Taylor gave himself almost wholly to the work, being released from his duties at the College.⁴ His salary as professor, however, continued, and the interest on the funds he collected paid his traveling expenses, so that every cent of his collections went into the endowment.⁵

¹ *Proceedings*, p. 268, November 15, 1882.

² *Biblical Recorder*, November 29, 1883.

³ *Biblical Recorder*, November 29, 1882.

⁴ His classes were taught by Professor W. L. Poteat and Tutor W. F. Marshall. *Biblical Recorder*, November 28, 1883. *Wake Forest Student*, September, 1883. Now and then the editors of the *Student* express regret at his absence, as in December, 1882; and again in December, 1883. This having only six professors did not please them.

⁵ *Biblical Recorder*, November 28, 1883.

It was not the nature of Professor Taylor to make fervid appeals privately or in public speech or in the press, in this differing much from most of those who had previously solicited funds for the College. His first care was to give assurance that Wake Forest College was sound financially and its funds well invested; in the *Biblical Recorder* of January 3, 1883, he quoted from the records of the Board of Trustees the regulations protecting its investments, and made the statement oft repeated during the year by himself and others that not one cent of the invested funds of the College had been lost since the Civil War. The following extracts from his letters in the *Biblical Recorder* indicate his methods of work:

If the Lord gives me health and strength, I expect within the next ninety days to visit many brethren. I can only lay the matter, as a part of the Lord's work before them, and pray that their hearts may be opened to give liberally-I know not how to beg (February 14, 1883). I don't want one stingy dollar to contaminate the endowment fund. It must come willingly and spontaneously through love for our Lord Jesus Christ (May 23, 1883). I can only lay the matter before the brethren. I cannot make them give and would not if I could (August 26, 1883). I am doing all I can to secure it, yet, after all, I can only lay the matter before my brethren and ask their aid. It is my wish to have a clear conscience of having done my duty faithfully. In putting the matter before our people I transfer the responsibility to them (October 31, 1883). I shall return to the duties of my chair in January. Whether I succeed or fail, I shall at least have a clear conscience that I have done my best (November 28, 1883).

In the prosecution of the work in the way indicated Professor Taylor worked most strenuously throughout the entire period of his agency, "assiduously laboring day and night," "bending all the tireless energies of his being to the completion of the \$100,000 endowment" before the end of the time limit.⁶ His first field was the State, which then had a population of 1,399,750, but not the entire State, since at that time the Western North Carolina Baptist State Convention was still in existence and the

⁶ *Biblical Recorder*, January 17, 1883; October 10, 1883.

Baptists of the churches of that Convention had a college of their own, Judson College at Hendersonville, which they were asked to support. The agent of Wake Forest College was under the necessity of confining his labors to the territory east of the Blue Ridge and the Baptists of the churches there, who then numbered about 166,000, not many of them wealthy. In this field he was "unremitting in his endowment work."⁷ One week he was in Wake County, another in Mecklenburg, another in Cleveland, another in Anson, another in New Hanover, another in Franklin. Acting on his conviction that the greater part of the endowment must be secured from a few wealthier men he saw such, and he had the personality to command their attention and consideration of his mission; when he had left them he had transferred the responsibility to them and often had imparted to them his own interest in the College. Professor Taylor had that transforming power. And it was from men who were able to give large gifts for those days-\$500, \$1,000, \$5,000, \$10,000-that he secured two-thirds of the needed amount.⁸

Before January 1, 1883, "within ninety days," the agent had secured in the State more than \$27,000. Soon after this he left for New York, hoping to secure the \$20,000 there and thus complete the endowment. As he went he was provided with letters of recommendation from Rev. J. S. Purefoy, Dr. W. G. Simmons, Treasurer of the College, Hon. John C. Scarborough, State Superintendent of Public Instruction, Hon. Thos. J. Jarvis, Governor of North Carolina, Dr. J. L. M. Curry, General Agent of the Peabody Fund, H. M. Tupper, then President of Shaw University.

⁷ *Wake Forest Student*, December, 1882.

⁸ The largest gift was \$10,000 by Mr. Jabez A. Bostwick of New York. The next largest was \$5,000, by Mr. Sidney S. Lea of Caswell County, North Carolina. Subscriptions of \$1,000 were made and paid by C. M. Cooke, John Watson, J. T. Webb, Jos. C. Etheridge, Mrs. R. H. Markham, James Blackwell, Calvin H. Beckwith, Langley Tayloe and John Mitchell, Dr. T. E. Skinner and the First Baptist Church of Raleigh, W. C. Powell and R. E. Royall, Col. C. Austen, Dr. E. A. Covington and D. N. Bennett. Subscriptions for \$500 were made by W. W. Vass, L. Crocker Dunn, W. H. Pace, Mark Gregory, W. G. Upchurch, Dr. Fleming, G. R. French and Sons, Dr. O. F. Baxter, and one for \$400 by W. H. Blount. The total of these larger subscriptions was \$31,400.

These letters were printed on a letter sheet underneath a short description of the college and a statement of the present needs, leaving half the sheet blank to be used for communications to those in New York whose interest it was hoped to secure.

One of Professor Taylor's first concerns on reaching New York was to get a statement of his mission in the *Examiner*, the Baptist weekly paper of New York. Using much the same argument that he had been using in North Carolina he told of the great illiteracy and educational destitution in the State, and represented that because of limited resources Wake Forest College was not able to meet the demand for teachers in the schools; that the College was doing first class work, and that its present outlook was bright and hopeful-but it needed a larger endowment; he was agent for this increased endowment to the sum of \$100,000; within the previous ninety days he had raised nearly \$30,000 in North Carolina of the \$50,000 needed, and he hoped that the Northern brethren would supply the remaining \$20,000, and place the College on a permanent foundation. A few years before the Northern brethren had contributed \$10,000, and this money had not been encroached upon, but like all other endowment funds was invested in great care in first mortgages on land. "Having the promise of nearly \$30,000," he said in closing, "I have come North to ask the Northern brethren to help in raising the remainder. If I did not think that in this I were trying to serve the Lord Jesus, I would not undertake what in many respects is a trying and difficult work. May I not hope for sympathy and aid from those who are seeking to use for God's glory the means that He has bestowed?"⁹

Within a week after his arrival in New York he wrote to several of the wealthier Baptists of the city, probably using the informational letter heads mentioned above, and giving additional information about the College and asking for conferences. In each letter he enclosed for reply a postal card addressed in his own characteristic handwriting to himself at Tremont House, New York. From only one of these did he receive a favorable reply.

⁹ *Examiner*, January 11, 1883.

That one postmarked "New York, Jan. 17-3:30 P.M.," reads as follows: "I would much prefer to have a written statement of such matters than to undertake to consider them through personal interview. Yours truly, J. A. Bostwick." Thus the first contact was made by an agent of the College with the man to whose benefactions the College owes the major part of its endowment.

Having received this promising message Professor Taylor retired to his hotel room and fell on his knees and thanked God, and asked His guidance in the preparation of the statement for Mr. Bostwick. The first he made was too long; the second was shorter but still too long; the third was on one side of a sheet of letter paper, and contained just the information he thought a practical business man who was desirous of serving God with his money would like to know. This he sent, and waited. Afterwards Mr. Bostwick seemingly called him into conference, but of that no details are preserved. What is known is that Professor Taylor left New York assured in his own mind that Mr. Bostwick would give ten thousand dollars to the endowment.¹⁰

Early in February Professor Taylor was back in Wake Forest, talking interestingly of his trip, and of the snow which fell in New York every day but one during this stay.¹¹ Although confident, and as it proved with good reason, that Mr. Bostwick would pay in the ten thousand dollars, for the treasurer of the College had in hand on July 7, 1883, not the cash, but "a certificate of One Hundred Shares Stock of Standard Oil Trust No. A 305,"¹² Professor Taylor set about making his plans anew. He had got 810,000 in New York; he had hoped to get \$20,000; he had received only Mr. Bostwick's gift; his plan called for \$10,000 more from the metropolis. This, however, he never received, although he made during the year several other visits

¹⁰ The postal card returned by Mr. Bostwick and those returned by the others, a copy of the *Examiner* article, some notes probably containing the information given Mr. Bostwick, numerous copies of the letter heads, notebooks and other documents and manuscripts relating to this canvass for endowment are in College Library.

¹¹ *Wake Forest Student*, February, 1883.

¹² The Board of Trustees at their meeting at Edenton, November 15, 1883, passed a resolution thanking Mr. Bostwick for his gift.

to that city. In North Carolina he had received in collections and subscriptions \$27,000; he still lacked subscriptions for \$3,000 to make up the balance planned if he should get the additional \$10,000 from New York, and failing to get that he must get \$13,000 additional from North Carolina.

Early in the year, despairing of securing anything additional in New York, he said that he could already see that it was going to be very difficult to complete the required sum, but that he expected to do it if the Lord gave him health and strength. Additional subscriptions must be secured and what was more important and more difficult the money subscribed must be collected. The people of North Carolina had not yet recovered from the disasters of civil war and reconstruction; among the Baptists especially there were few wealthy people and these had already been solicited; the prospects of collecting what was needed from the others was far from encouraging.

Professor Taylor's task was further complicated by the fact that many notes secured by former agents of the college from those most willing to give were in the college treasury unpaid. Some of these notes had been taken by Elder R. B. Jones in 1868; others, soon after by Elder R. R. Overby; many more were given to Elder John Mitchell in 1872; others, the largest number of all, were secured by Elder J. S. Purefoy in 1876-78 in the Central, the Flat River, and the Mt. Zion Associations; a goodly package of others were given in 1879 to Elder J. D. Hufham as agent for the College in the Chowan Association, while several hundred others were secured by Elder J. A. Speight from brethren of the Chowan Association in 1881-82, payable in three or five instalments and not yet all due.

Clearly, it was not quite proper to ask the makers of these notes to make a new subscription while they were unpaid. On the other hand, it would greatly handicap the new campaign if nothing was to be secured from this great body of note-makers who were reckoned among the most liberal men of the denomination. As a way out the Trustees, in November, 1882, authorized Professor Taylor to make what collections he could on notes and pledges

made before November 1, 1882, offering certain concessions and discounts, and to count what he should get towards making up the \$100,000 total. Accordingly, Professor Taylor set about this part of the work at once, and continued it throughout his campaign. In December, 1882, with the authorization of the Board of Trustees he addressed a letter to each person whose note had not been paid, proposing, if paid in ninety days, to accept payment for four-fifths of the face value. Some responded paying on the basis proposed, and some in full; others promised to pay later, a few repudiated their notes, but the great majority entirely ignored the request for prompt payment. At the expiration of the ninety days the Board extended the offer for sixty days longer. At this time Professor Taylor, writing in the *Biblical Recorder* of April 4, 1883, urged payment as a moral obligation, declaring that the Board had no intention of collecting the notes by legal process, but dwelling on the great help towards completing the endowment fund prompt payment would be. In the meantime Elder J. A. Speight had been urging those of the Chowan Association who had given their notes at his solicitation to pay, accepting the twenty per cent reduction.¹³

Again, about October 1, 1883, Professor Taylor wrote letters to those who had given notes urging prompt payment, but as in his personal solicitations with no undue pressure. "I leave the matter with the brethren," he wrote in the *Biblical Recorder* of October 10, 1883. "It has been made my duty to try to collect these notes, and my conscience is clear when I have done what I could to secure payment."

Just how much Professor Taylor secured from collections on old notes and pledges is uncertain. Indications, however, are that the amount was as much as six thousand dollars, probably as much as eight thousand. In June, 1883, the endowment showed an increase for the year of \$9,132.58, and since November, 1882, an increase of \$5,500, most of which had come from collections on these old notes.

Returning now to our account of new subscriptions and cash

¹³ *Biblical Recorder*, February 28, 1883.

payments, we find that after the initial success in securing subscriptions for \$27,000 in three months, Professor Taylor found getting the remaining \$13,000 a very slow process. Before the commencement in June, 1883, however, enough progress had been made to enable him to make a somewhat encouraging report. Addressing the audience assembled on Commencement day, at the request of Dr. R. H. Marsh, President of the Board of Trustees, he said that within the past two months he had received enough in subscriptions and cash to make him believe that before the year was ended the \$100,000 would be in the treasury of the College. And yet those who knew him best could detect that behind all his brave words was a spirit of uneasiness, and that he was keying himself for the arduous task of getting an unheard of amount from people not noted for their liberality. Showing some of the emotion that welled in his heart on this occasion he said: "Friends, we must have this endowment before the end of the year. Society is being transformed. We are passing from the Old South to the New South. Now is the time for us to do that which is to decide the future destiny of Wake Forest College."¹⁴

Collections came in very slowly; for several months nothing; in March, 1883, \$261; in April \$348.40; in May \$2,256;¹⁵ on July 7, \$10,000, Mr. Bostwick's contribution. Naturally after this Professor Taylor was more hopeful and he began to talk encouragingly of "putting the capstone on our fund of \$100,000 before the end of the year"-success was in reach;¹⁶ in September cash receipts were \$641.05; in October \$325; in November \$890.05; total to December 1, 1883, \$14,721.50, and one month to go.

There was nothing very encouraging in these figures, and through the last few months the eager and earnest agent pondered much on them, sometimes seemingly not certain of what they meant. In the middle of September, with \$70,000 in the treasury and \$15,000 additional in good pledges, the fund was still \$15,000 short, and he was fearing that the friends of the College would re-

¹⁴ *Biblical Recorder*, June 20, 1883.

¹⁵ Treasurer's receipts in Taylor's notebook.

¹⁶ *Biblical Recorder*, September 5, 1883.

lax in their efforts. If success was to be attained, he said, three things were necessary: (1) every one who had given a note must pay; (2) well-to-do brethren must give from \$100 up to \$5,000; (3) churches must get small cash contributions from their members. There must be no delay, what was done must be done as soon as possible. Urging prompt payment he said further: "This movement is for a *cash* endowment-not notes or vague promises, or theoretical plans, or red-tape, but a straight-forward, honest sacrifice, and a transfer of money or other property by the shortest, simplest method to the care of the Trustees of the College. You, brother reader-it is to *you* that I am writing." ¹⁷ Already he was counting the days: 110 days in the middle of September; 102 days on September 20; 80 days on October 12, and later 60 days, then 24 days, and then the days too few to count with January 1, 1884, surely coming on apace. Now was the time for action, prompt action. In these later weeks and days Professor Taylor's eager, anxious, sensitive, nervous nature is revealed in every word; failure would have been his permanent undoing; he must win.

He heard encouraging words now and then, all showing good will but some visionary and some practical. In Cleveland County G. P. Bostick appealed to pastors to urge their members to contribute twenty-five cents a member in the next two months-from August 1. Others were telling in the *Biblical Recorder* why the College should be endowed, and there were news notes in almost every issue of that paper which kept the campaign in the thoughts of readers; early in May, John E. Ray had called on the alumni to make an "Alumni Fund," and "in order to set the ball to rolling," he had turned over to Professor Taylor \$100. He had ardent helpers in several of the associations, such as C. Durham, R. H. Marsh, and J. A. Speight. Some were giving sacrificially, a widow had given one dollar, out of her deep poverty, which caused Professor Taylor to say, "It seems to me that God has put His hand to the helm of this work." ¹⁸ A preacher whose sole

¹⁷ *Biblical Recorder*, September 19, 1883.

¹⁸ *Biblical Recorder*, May 23, 1883.

support for self and family was his salary of \$600 had already given \$259, and now added another \$100, and many other sacrificial gifts came in, indicating that the endowment was on the hearts of the brethren.¹⁹ Towards the end not a few in the State, and among them some wealthy men, had caught the inspiration and zeal of Professor Taylor and were rallying to his support determined that the movement should not fail.

Whatever the weather, Professor Taylor continued to press on. By October 12, the amount still to raise had been reduced to \$9,273.38. At the meeting of the Convention in Edenton, on November 15, he said in an address to that body, that while the work was not done, the end was in sight, and if \$3,000 could be raised there, he felt sure of the rest. The amount was promptly raised. After Dr. R. T. Vann had made an appeal, "eloquently, tenderly, grandly," and Dr. C. Durham had added a word, Dr. T. E. Skinner came forward with a subscription of \$1,000 for himself and the First Baptist Church of Raleigh, and others with substantial amounts, making the total \$3,005.²⁰

But the task was not yet done; in fact, the most difficult work of all the year was just ahead, and this Professor Taylor knew well. The danger now, as he said, was that many would think others would surely accomplish the work and do nothing themselves; all must work until the whole amount was in.²¹ Writing from Charlotte on November 30, he said that the whole amount was still short \$4,400; there were \$77,000 in the treasury and he had more than \$18,000 in good subscriptions which could be collected as soon as all was subscribed. Such a situation would have dismayed a less resolute man than Professor Taylor, but it only added to his earnestness. He was still no beggar, still himself, but a most earnest self. Such is the tone of this from the *Biblical Recorder* of December 5:

¹⁹ *Biblical Recorder*, August 29, October 31, 1883.

²⁰ Of this subscription Dr. Skinner paid \$700 out of his own pocket. The names of all the contributors are given in the *Biblical Recorder*, November 21, 1883. Others who made large subscriptions at this time were J. S. Purefoy and C. W. Mitchell, \$250 each; A. W. Early, Winton Church, and *Biblical Recorder*, \$100 each.

²¹ *Biblical Recorder*, November 28, 1883.

You know your own business better than any one else. I would not dictate duty to any one. I have only to lay the matter squarely before the Baptists of the State. I do not urge you to give; I only ask you to make this question of helping to complete the endowment of Wake Forest College a matter of thought and prayer, and do what you honestly believe to be your duty. And may God help each of you to do what is right in this crisis and do it speedily.

On December 7, the amount was short \$3,154.63; it had been all subscribed, on December 14, 1883, only seventeen days before the close of the year.²² On December 7, the amount in the treasury was \$78,320.37; two weeks later, \$86,000 with only eleven days to collect from the pledges made or to be made the remaining \$14,000.²³

As soon as the full amount had been pledged, Professor Taylor was free to draw on those who had made pledges contingent on this for payment, and he lost no time in doing this. He had twenty days only to raise in cash the fourteen thousand or more necessary to complete the \$100,000, but the drafts were generally promptly honored and soon the money was "pouring in," some days as much as \$1,200. In the meantime Rev. J. S. Purefoy, at the request of the Board of Trustees, had gone again to Boston, where he probably secured the greater part or all of the \$309.85 he reported as collections, and in addition \$215 from J. W. Merrill, \$50 from Samuel Colgate, and \$100 from J. D. Converse.²⁴ On the day before Christmas, however, the cash in the Treasurer's lockers was still \$13,000 short of the \$100,000, "and for the last time," the faithful agent, "submitted the matter to the Baptist brotherhood of North Carolina."

On the announcement that the full amount of subscriptions had been obtained, many from all over the State sent their congratulations to Professor Taylor. But facing the difficult task of making the collections he said, "This is too soon for that. Let us work for success now and make it sure. Then, two weeks from now, if we succeed, do not congratulate me, but give the

²² *Biblical Recorder*, December 12, 19, 1883.

²³ *Biblical Recorder*, December 26, 1883.

²⁴ *Biblical Recorder*, December 26, 1883.

glory to God." ²⁵ Some also thought that the work was finished with the pledges for the full amount all in. The editor of the *News and Observer* was of this number and his editorial of congratulation might have done much damage but for the prompt correction of Professor Taylor in a letter to the editor, in which after quoting the proverb, "There's many a slip 'twixt the cup and the lip," he said that he was trembling between hope and fear ... but unappalled by the magnitude of his task. Professor Taylor disdained to ask for more time. ²⁶

The days went by and the last day of the year came. The total of pledges had reached \$47,551.62, a thousand dollars more than the required amount to raise the endowment from \$53,400 to \$100,000, but at the dawn of day on December 31, 1883, counting all collections from old notes and pledges made since November 15, 1882, the endowment fund was still short a full ten thousand dollars. This amount must be raised before midnight or those who had given and paid in had the right to claim the return of what they had paid. It was a busy day at the College for Professor Taylor working with might and main to get in the full amount. In the short time his only available way of getting in touch with subscribers was the telegraph, since the telephone was not yet in general use, and he sent scores of telegrams. The contributions came in almost an avalanche, 198 that day; one of these was for twenty-five cents, another for seventy cents, many more for one dollar, others for five, ten, fifty, one hundred, two hundred fifty dollars, two for five hundred dollars each and two for one thousand dollars each. When at the close of the day Professor Taylor met with friends in his recitation room and counted up the day's receipts they found that they amounted to \$9,430.77, making the total since the beginning of the canvass

²⁵ *Biblical Recorder*, December 19, 1883.

²⁶ Writing in the *Biblical Recorder* of December 12, 1883, he said: "We do not need more time. If the Baptists of North Carolina really wish their college to have \$100,000 they can give it as readily within three weeks as within six months. The matter has been before us for a year. This effort ends when the old year goes out. Let us look the issue squarely in the face. I do not ask for extension of time a single day."

\$45,761.04, and still short of the \$100,000 by \$838.98.²⁷

Just how the situation was met is told in the following contemporary account:

December 31, 1883, was a notable day in the history of Wake Forest College and of the Baptists of North Carolina. Professor Taylor spent a large part of the day in sending telegrams to the generous Baptists of the State and in receiving from them responses which showed how near the College was to their hearts. In his recitation room at night were gathered an intensely interested company consisting of several members of the faculty, with Mr. W. H. Pace of Raleigh, and Rev. Messrs. J. S. Purefoy and R. T. Vann. They were counting up receipts and cash and drafts, writing certificates of the success of the special movement for the endowment, and winding up all with mortgages by Rev. M. Purefoy, Mr. Pace, and Professors Taylor and Simmons to secure everything not absolute cash. They separated at eleven o'clock. So that before the old year passed Wake Forest College had in the hands of her treasurer one hundred thousand dollars.²⁸

The completion of the endowment to \$100,000 was regarded as "an epoch in the history of the College and the denomination,"²⁹ and the friends of the College did not withhold words of appreciation. Said the *Biblical Recorder*:³⁰ "Our people will never cease to honor those who have been the means of doing this work. To Professor Taylor belongs the greatest praise. We know that he gives the glory to God. So do we, and we thank Him that He raised up such a man as Charles E. Taylor, one who had the heart, brain, nerve, and physical ability to accomplish the work." The *Wake Forest Student* of February, 1884, has this word: "Beyond doubt the completion of the Endowment Fund will be

²⁷ This is only approximately correct and is from \$100 to \$200 greater than by some other reckonings, the discrepancy being in the slightly varying values put on some real estate. The names of all who contributed to the endowment fund, with the amount paid by each set against his name, are given in the reports of the College Treasurer for 1882-83, 1883-1884, 1884-85.

²⁸ *Wake Forest Student*, February, 1884, editorial article. The mortgages given on this last hour to complete the endowment were doubtless conditional and were canceled as other funds to make up the full amount came in.

²⁹ Report of W. B. Royall, Chairman of Faculty, to Board of Trustees, June 16, 1884.

³⁰ January 9, 1884.

for Wake Forest College a turning point towards grander achievements, and with that great event Professor Taylor's name will be most honorably and indissolubly associated." Professor Taylor himself said: "May God make the Endowment a blessing to the College, and deliver us from all unholy pride and boasting." At the opening of the Spring term in January, 1884, he returned to his classes.

XIX

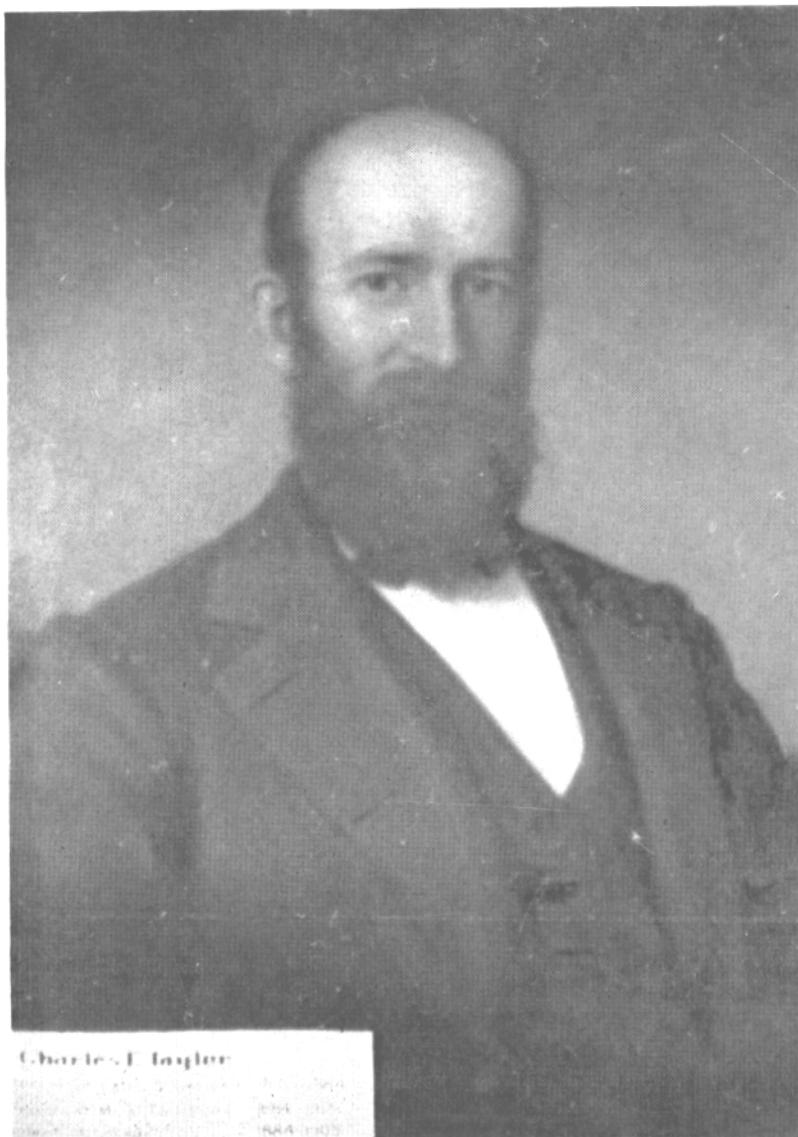
THE ADMINISTRATION OF CHARLES ELISHA TAYLOR, 1884-1905 I-PROGRESS AND ENFORCED RETRENCHMENT GENERAL SURVEY

At the Commencement of 1884 the Trustees elected Dr. C. C. Bitting president at a salary of \$2,000 per annum. He did not accept, and a committee consisting of C. T. Bailey, J. M. Heck, and C. Durham, was authorized to secure a president as soon as possible. They had not acted at the time of the next meeting of the Executive Committee, probably some time in July, although at this meeting the Executive Committee accepted the resignation of W. B. Royall as chairman of the faculty. Soon after, the special committee named Dr. M. T. Yates, missionary to China, to the place. He, too, declined it.¹ Thereafter the committee appointed Professor Charles E. Taylor to be Chairman of the College, "he had been Chairman of the Faculty since June." His salary was fixed at \$1,800.² However, at a meeting on October 2, 1884, the special committee agreed on a report recommending Charles E. Taylor for the presidency, which report was adopted by unanimous vote of the Trustees called in special session in Raleigh on November 11, 1884. The salary was not mentioned; probably it was forgotten; it was made \$2,000 on June 7, 1885.³ The elevation of Professor Taylor to the presidency gave general satisfaction. Speaking for the students of the College, A. T. Robertson said: "The College is to be felicitated on this judicious

¹ Taylor, *Yates the Missionary*, p. 256, letter of September 15, 1884, in which he made the famous statement: "I could not come down from the position of Ambassador of Christ to an Empire, to become President of the College or to accept any other position in the gift of the people of the United States."

² Professor W. B. Royall's salary as chairman had been \$1,500. Until June, 1884, the salary of a full professor had been \$1,200 a year. At this meeting this was raised to \$1,500 a year for Professors William Royall, Taylor, Mills and Simmons. *Proceedings*, p. 288

³ *Proceedings*, p. 334.



PRESIDENT CHARLES ELISHA TAYLOR, B.LITT., D.D., LL.D.
Born October 28, 1842. Died November 5, 1915.
President of Wake Forest College, 1885-1905
Professor of Latin, Wake Forest College, 1870-87
Professor of Moral Philosophy, Wake Forest College, 1884-1915

selection by the gentlemen of the Board of Trustees. The boys are glad, the faculty rejoices, and the friends of the institution take fresh courage and resolve to work harder than ever for its success. In truth an era of good feeling has dawned upon us with his rising beam. . . . Untiring zeal and energy will doubtless characterize his administration of affairs, and steady and sure progress maybe confidently looked for along the lines. His course so far and the quiet dignity with which he conducts the College have already confirmed us in our belief. His rule is strong and firm, and yet not felt by the vast majority of boys.... The future looks bright and it makes our hearts feel glad to know that President Taylor is going to be at the helm and will steer the College safely." Speaking with reserve Editor Bailey of the *Biblical Recorder* said: "He is known and loved by his brethren in the State as a man of splendid attainments and special gifts in the management of young men. His leading characteristics are his piety, gentleness and conservatism."

A fortnight before his election to the presidency of Wake Forest College on November 11, 1884, Professor Taylor was forty-two years old. His personality was strong. Though his body seemed somewhat frail he showed no signs of physical weakness except a slight deafness which was to increase with the years. His eye was much keener in vision than that of ordinary men and until the end, when he was more than seventy years of age, he was able to read with the naked eye print most people could read only with a magnifying glass. His brow was large and somewhat overshadowing; his well-kept reddish beard was abundant; his expression was always masterful. The student looked on him and said: Here is a great man, and a wise one; they saw that he had a dignity which could not be invaded by undue familiarity or presumption; that he was a born gentleman. Even the most obtuse soon learned that in President Taylor's presence he too must be a gentleman; very many prized the transforming influence of his presence. Falling in with a freshman on the walks of the Campus lie would converse with him with the same grave courtesy he would have shown a governor, and the dross was cleared from the student's

heart and he knew that he was not mean but a prince, or could become a prince in Dr. Taylor's presence. He had that strength of character that enabled him to inspire respect in every one. His piety was real; so was his interest in the students; he was always ready to talk with them sympathetically of their work and plans, to appreciate their honest efforts even though blundering, and to foster all healthful sports and recreations among them, and he knew how to stimulate them to make the very most of their lives. His genuine kindness of heart was revealed to them in many ways and especially by his visit to them when they were sick. All loved and respected a man who had such dominant qualities as thoroughness, honesty, faithfulness, firmness, patience, sanity and an unfailing mastery of situations. Sometimes the severer qualities of his manhood were revealed. The following case is typical of his intolerance of irreverence. Some student at the chapel hour had made some slight but willful disturbance in the rear of the hall. "I remember," said one who was present, "to this day Dr. Taylor's whole figure, and I incline to think I see it more clearly in this figure than anywhere else. His whole figure became as rigid as steel, his complexion went white, his lips almost purple, his beard quivered, and his deep blue eyes flashed fire. He did not speak a word. But the combination of indignation at the irreverence and the heart-hurt, coupled with inflexible integrity, remains with me today to constitute a portrait of a great character."⁴

Such were the personal traits of President Taylor as seen by the students of the years of his presidency. Already before he entered upon the administration he had won a commanding position in the faculty and had formulated some of those wise policies which started the College on its career of progress. Now, as president, he had a freer hand in developing and expanding

⁴ The various points in this estimate of Dr. Taylor's personality and many of the phrases are taken from a great number of testimonials from students who knew him—R. T. Vann, E. M. Poteat, R. L. Paschal, Gerald Johnson, Chas. A. Smith, W. D. Burns—which appeared in the "Taylor Memorial *Wake Forest Student*," March, 1916.

those policies, and to this work for the twenty-one years of his administration he devoted all his energies and that wisdom for which he was famous. It soon became evident to all that Dr. Taylor was no ordinary college president. Students, faculty, the Board of Trustees, and the people recognized him as the great Baptist leader of the State. "The Baptists of the State from Dr. Taylor, down," was a statement of Dr. T. H. Pritchard. But the College was his chief concern. His conception of its future was great. His design was to make it a well endowed college, a college well equipped with buildings and grounds and laboratories and libraries, a college with an improved and expanding curriculum, a college with an able and well trained faculty, a college ready to serve all the Baptist young men of the State not only in its academic departments but also in the professional schools of Law and -Medicine. These ideas and plans which were so strongly urged upon the Board of Trustees in the president's annual reports at first astonished them, but soon captivated them and won their enthusiastic support.

BOSTWICK LOAN FUND AND MORE ENDOWMENT

It was in a new spirit that the Board of Trustees had met at the commencement in June, 1884. The endowment was reported at \$100,833.70, not including pledges marked as good and collected within the year, amounting to \$2,160. Professor Taylor was thanked for "the grand work he did in increasing the endowment to \$100,000." The faithful members of the faculty were made to share in the general joy by having their salary increased from \$1,200 to \$1,500.⁵

In the general satisfaction nothing was said about increasing the endowment, but a year later, at the commencement in June, 1885, President Taylor was authorized to make an effort to raise an additional \$25,000, if he deemed it expedient. Thus armed the President was not long idle, but early in January, 1886,

⁵ *Proceedings*, 288ff.

he visited New York, where he laid the needs of the College before several gentlemen, one of whom, Mr. Jabez A. Bostwick, responded with a donation of Standard Oil stock of a par value of \$10,000 and a market value of \$14,000, with certain conditions as to the use of the fund which the Board of Trustees accepted at their next meeting in June, 1886. This became what was known as the Bostwick Loan Fund until its merger with the general endowment fund in April, 1924, when it amounted to \$218,042.38.⁶

The conditions under which the gift was made were that the fund should be kept intact and its revenues used from year to year to make loans to needy students to enable them to pay their tuition fees. The loans were to be at four per cent, the borrower agreeing on his honor to pay the interest semi-annually and the principal at the earliest date possible. All payments were to be used to add to the principal of the fund. Mr. Bostwick also stipulated an order of preference in which loans should be made: first, to Protestant young men who were intending to become ministers of the gospel; second to other approved young men, members of Protestant churches; third, to young men not members of churches but of approved character.

The regulations as to the order in which loans should be made seem to have been due to Mr. Bostwick himself, and were soon modified. As students who were expected to become ministers of the gospel received free tuition at the College, no loans from this fund were made to them. Later, as the revenues from the fund increased so much that they exceeded the tuition fees of applicants for loans, students were allowed to borrow additional amounts to pay their other college fees, laboratory fees and room rent.

The general character of the fund, that is, to enable needy students to borrow money to pay their tuition fees, was doubtless due to President Taylor himself. Already, in 1885, Wake Forest, like other denominational colleges in the State, was beginning to feel the competition of the State University in getting students. In 1884-85 Wake Forest College had an enrollment of 145, sixteen fewer than in 1883-84. In accounting for this de-

⁶ Report of the College Treasurer.

crease in his report to the board of Trustees in June, 1885, President Taylor said it was partly due to the provision made for free tuition at the State University, and he urged that the Board provide some means of increasing patronage. At the same time he pointed out that there was necessarily keen competition among the six higher, educational institutions of the State for the small number of freshmen, 250, who entered them annually.⁷ Speaking further of the need of increased patronage President Taylor said: "It is my honest conviction, that the Baptist young men of the State ought, as a rule, to be educated at Wake Forest. How shall we secure the patronage of our own people who propose to educate? And, inasmuch as, at this stage of our educational progress in the State, it is needful for us not only to furnish education but to create desire for it, how can we awaken the interest of the masses of our people?"

The provisions of the Bostwick Loan Fund were admirably designed to meet just this situation and did meet it very effectually, but the Fund did more in encouraging many young men who otherwise would never have gone to college to seek a college education. At their meeting in June, 1886, the Board of Trustees most thankfully received the new gift, and accepted the terms which Mr. Bostwick had set out in his letter dated January 30, 1886, which was sent along with the certificates of stock.

In his report to the Trustees at the commencement of 1886, along with his report of Mr. Bostwick's gift, President Taylor urged the need of more endowment to meet the growing needs of the College; there had been 180 students during the past year, and a larger faculty was needed; he represented that in "the present financial condition of North Carolina" (a chronic complaint), it was hopeless to expect that any general effort to add to the endowment here would be successful, but that a suitable man might be sent to the North to solicit funds there with fair hopes. The Trustees, through a committee of which C. Durham was chairman, reported at the same meeting adopting the suggestion of the President and advising the appointment of a com-

⁷ *Proceedings* for June, 1885, and June, 1886. Pp. 297, 314-15.

mittee on the agency with President Taylor as chairman, which was adopted. The next day, June 9, 1886, the Board by resolution thanked Taylor for his past services in increasing the endowment and expressed their earnest desire that he again should go North and attempt to secure additional contributions.⁸ Again he was not disobedient to their admonition, and on November 2 left Wake Forest for New York and returned after eight days.⁹ While in New York he again saw Mr. Jabez A. Bostwick and secured from him a gift of \$50,000. It consisted of fifty first mortgage bonds of the New York, Rutland and Montreal Railroad. These were sent from New York on December 16, 1886, to President Taylor, in a letter sent with the package Mr. Bostwick made the following conditions: "I give them to your College on condition that it shall not sell, pledge, hypothecate, or in any way encumber them, or any portion of them during my natural life, without my advice or consent in writing, and that the income shall only be used in the payment of salaries or current expenses, and not for property, buildings or fixtures." ¹⁰

Such a donation, except in one instance before the Civil War, by bequest, was unprecedented in North Carolina and it aroused much excitement and most appreciative comment not only from Baptists but from other public spirited citizens, such as Major William M. Saunders¹¹ and Captain S. A. Ashe, editor of the *News and Observer*. It was now said that the College was firmly

⁸ *Proceedings*, pp. 309, 321, 323.

⁹ *Wake Forest Student*.

¹⁰ *Proceedings*, p. 331, June 7, 1887. The letter was published in the *Wake Forest Student* for January, 1887, and in the *Biblical Recorder*, December 23, 1886. The wrapping of the express package in which the bonds were sent was sent to the College museum. *Wake Forest Student*, February, 1887. The coming of such a great amount of bonds produced no little excitement at Wake Forest. On receipt of them by the late afternoon train the station and express agent, Mr. C. F. Reid, felt uneasy in having in his keeping such a valuable package and at his request President Taylor came and got it. He took them to the residence of Professor Simmons, the treasurer of the College, that he might deposit them in his safe. Fifty thousand dollars-Dr. H. H. McDonald a visiting minister for revival services, had to have the satisfaction of handling them, and so with trembling hands did every member of the family. Statement by Mrs. E. W. Timberlake, daughter of Dr. Simmons.

¹¹ Letter in *Biblical Recorder*, December 23, 1886.

established for all time. President Taylor, however, warned that with the growing needs of the College a much larger endowment would be needed.

Already, in another chapter, some account has been given of President Taylor's work for endowment, and what is said there need not be repeated here. It is proper, however, to note his wisdom in impressing on the Trustees and the Baptists of the State the need of constantly increasing productive investments for the College if it was to do a proper service to its constituency. After having in previous years raised the endowment fund to \$100,000, and later obtaining from Mr. Bostwick Standard Oil Stock of a par value of \$10,000 for establishing the Bostwick Loan Fund, and a year later securing Mr. Bostwick's princely gift of fifty thousand dollars for the endowment, he disturbed the satisfaction of the Trustees by telling them in his report in June, 1887, that the College was still poor and poorly equipped for its great work, and he was proposing to make an earnest endeavor in the next few years to raise \$100,000 in the state and another \$100,000 outside. The following quotations from his various reports will indicate something of his wisdom and zeal in this great work of making Wake Forest a good institution:

The law of survival of the fittest rigidly applies to all institutions of learning. In order to retain patronage, we must increase prestige. Unless we can continue to furnish equal facilities for education with those offered by competing institutions our Baptist young men will go, and shall I say ought to go, elsewhere.¹²

The College is still poor in proportion to the great work which it has to do. In the near future a distinct Chair of English should be established. A Biological Laboratory and Museum should be created at an early day, if we mean to keep our Baptist young men at our own Institution and under our own influences we must prepare ourselves. In view of the increase of competition we should give more indulgence to those who come from our poorer families. And besides we must be getting ready financially, as we are already doing in other respects, for the abolition of sub-collegiate classes. In view of these and other considerations I believe that we will be wise and discerning both of our own times and of the future if we make an earnest endeavor within the

¹² Report of President, June 8, 1886. *Proceedings*, 309.

next few years to raise \$100,000 within North Carolina, and another \$100,000 outside the State for the prosecution of the work which confronts us. We must not shirk the work which God is pushing upon us, for it is possible for the Baptists of North Carolina through their College to make their influence felt in every part of our own land and to the ends of the earth. Earnestly the Board is asked to consider the practicability of such an effort as has been suggested.¹³

Should not the Board and Faculty and friends of the College be looking forward to the enlargement of our work in all directions? Ten years ago we had 99 students. This session we have enrolled 214. This number should be doubled within the next few years. Unless it shall be the College will fail of doing all that it might do and should do for the Baptist young men of North Carolina. In order to do this our teaching force must be increased and arrangements made for the accommodation of a larger number of students. At no distant day the work of existing chairs must be divided and new chairs created. An additional \$100,000 for endowment and equipment will be as imperatively needed as was the amount raised in 1883. Is it too soon for the Board practically to consider this question of ways and means for future enlargement? God has wonderfully blessed us in the past. He has thrown open to us the doors of usefulness. Should we not rely in His aid and seek to enter it?"¹⁴

The Board of Trustees did not immediately heed the President's suggestion that an effort be made to raise \$100,000 in North Carolina. They never failed, however, for many years to encourage him to seek contributions in the North. With his report to the Board at the commencement of 1890 President Taylor himself had come to the view that with the campaign for funds to build and equip a female college before the Baptists of the State, Wake Forest must adopt a new method, and he recommended strongly the employment of a financial secretary. He now warned that Wake Forest must get ready to abandon the field "until the female college shall have had ample opportunity to raise endowment and equipment."

This was the first notice that Wake Forest College was to have a competitor for the educational benefactions and interest

¹³ From President's report, June, 1887. *Proceedings*, p. 239.

¹⁴ President's report, June 12, 1888, minutes of Board, in which reports of the presidents were regularly copied.

of the Baptists of North Carolina. As it turned out this new interest soon proved a bar to the canvass for funds either in the State or out of it for the endowment and equipment of the College. President Taylor saw that it was a serious situation and possibly dangerous to the welfare not only of the College but of Baptist education generally in North Carolina. At this time a plan was maturing in his mind by which the danger would have been obviated and the educational institutions of the Baptists of the State unified into a cooperative system. During the following summer, the design of leaving the field free for the "female college" was disrupted by a proposition of Mr. J. B. Bostwick, which President Taylor presented to the Board at a meeting in Raleigh on July 31, 1890. His proposition showed that Mr. Bostwick thought the Baptists of North Carolina ought to do something themselves for their College and he proposed to add one dollar for its endowment to every two they would raise from other sources, with the provision that his gift would not exceed \$50,000. The Trustees were not able to resist the temptation of this offer, and asked President Taylor to take the field and raise all possible. This he did, beginning his work with the people of Wake Forest on September 7, 1890, and continued it, not stopping "for ill health or bad weather." He saw individuals, visited churches and associations and the Baptist State Convention, and had the cooperation of Professor Carlyle and other members of the faculty, and of many of the pastors of the State and of the *Biblical Recorder*. They all told the same story: the annual revenues of the College were a thousand dollars less than the current expenditures; without additional endowment the College must go backward and perhaps drop one or more of the members of its faculty; but with an additional one hundred and fifty thousand dollars of endowment not only could the present efficiency of the College be maintained but additional departments of study could be added, thus enabling it to keep in the front rank of the colleges of the country; never had such a liberal offer been made to the Baptists of any other State as Mr. Bostwick was making to the Baptists of North Carolina; let us raise this money and then leave the field

to the Baptist Female University.¹⁵ The canvass aroused much interest and some enthusiasm, but only slightly less than onequarter of the one hundred thousand dollars was raised. This was promptly paid in and was promptly more than matched by a check from Mr. Bostwick for fourteen thousand dollars, thus increasing the endowment \$33,746.06.¹⁶ President Taylor, however, tried not to be discouraged. The amount was sufficient, he thought, to enable the Board of Trustees to make ends meet. He was not resentful that the Baptists of the State had not done more. In general they had done nobly by their College. Probably never in the same length of time, he said, had so many people of the State given to one object. He viewed the work and the outcome with gratitude, since the College was not only better endowed but was closer to the churches than ever before; though Wake Forest was now leaving the field for the Female University, and no other general canvass would be made for endowment for some years, he was hopeful that new movements would when needed be inaugurated for enlarging and increasing the usefulness of the College.¹⁷

In May, 1892, the Treasurer's report showed that the total endowment was \$189,302.50, which was more than three times the amount in November, 1882, when Professor Taylor was entrusted with the work of increasing it.

Mr. Bostwick, however, was willing that the College should have more time to make up their total, and through President Taylor he proposed to the Executive Committee of the Board on June 18, 1891, that he would add fifty per cent to whatever amount up to \$24,000 might be secured before July 1, 1892. But the claims of promoters of the Female University to the field caused even President Taylor to doubt the expediency and propriety of making a further canvass. The generous offer was virtually rejected with the board's authorization of the President to raise what

¹⁵ *Biblical Recorder*, October 8, December 17, 1890, and in many other numbers from September, 1890, to April, 1891,

¹⁶ Treasurer's report for May, 1881 and May, 1892.

¹⁷ *Biblical Recorder*, March 18, 1891.

he could by epistolary correspondence-¹⁸ Nothing, however, was done. At the meeting of the Board of Trustees in Goldsboro on November 12, 1891, it was definitely found that the field must be abandoned to the Female University. After this Mr. Bostwick made no more direct gifts to the College, but, as will be told later in more detail, through a contingent bequest in his will the College was greatly helped in an hour of need.

The only other canvass for funds made by President Taylor was in consequence of a spontaneous offer of the American Baptist Education Society, which he reported to the Board at their meeting in May, 1893. It was a conditional offer to contribute five thousand dollars to help endow a chair provided twenty thousand dollars be raised from all other sources for that purpose, the whole to be raised before March 1, 1894, when the offer was to expire. The faculty had endorsed the plan and suggested that if the amount should be raised it should be for the endowment of the "Royall Chair of English."¹⁹ After many tentative arrangements the Board on December 7, 1894, asked President Taylor to take the field and raise the \$20,000 needed to meet the offer of the Education Society. In the meantime it had been necessary to ask the Society for an extension of time, which was granted. At the next Commencement the President was able to report that with the help of Rev. C. W. Blanchard, who had been put in the field as agent, he had secured notes and subscriptions to the amount of \$18,000. The total collections for the chair, extending from December, 1893, to May, 1903, were \$21,500.68 to which the American Baptist Education Society added \$3,677.63, making a total of \$25,178.31; the net after expenses of the canvass were deducted was or should have been as much as \$20,000. This was put in the general endowment, but no provision was made for the establishment of the "Royall Chair of English" for which it was contributed.

¹⁸ Minutes of the Board of Trustees, p. 357f., July 18, 1891.

¹⁹ W. R. Cullom proposed in the *Biblical Recorder* of January 25, 1894, that the endowment of "The William Royall Chair of the Bible and Moral Philosophy."

In the most of the years from 1891 to 1905, when President Taylor left the presidency, the endowment was increased by increments to the invested stock and profits and also by several gifts, some of them for substantial amounts, so that in 1905 the endowment had increased to \$210,176.93. The "Grand Summary" in the Treasurer's report for May, 1905, shows in addition the Bostwick Loan Fund, \$68,176.31; Ministerial Education, \$8,516.67; Chair of Bible \$62.96, making a grand total of \$286,932.87. In reality the cash value of the endowment was far greater; the Standard Oil stock was paying 35 per cent in 1905.

Although President Taylor felt compelled to discontinue his cherished plans for the endowment, the evidence is abundant that he did it with much reluctance and with full realization of the evil consequences on the welfare of the College. On reporting, June 18, 1891, the second offer of Mr. Bostwick to contribute one dollar for two raised elsewhere it was only the claim of the field for the Female University that made him desist. For a decade he had been bringing the Baptists of the State to an interest in the College and to cease then was to dissipate that interest if not to destroy it and thus lose the opportunity to make the College what it ought to be.

Something of the general interest among the Baptists of the State in the College at this time may be seen in the fact that at the meeting of the Baptist State Convention at Goldsboro, in 1891, the report of the Trustees to the Convention, prepared by T. H. Pritchard and C. Durham, declared : "The cooperation and gifts of all Baptist people in the State must be secured. We must be getting ready for five hundred students, and must aim to secure them. And in order to do this, we must press steadily forward in the erection of buildings, the establishment of new chairs, the improvement of equipment and the increase of endowment." I add here the outline of the discussion of this report by President Taylor as found in the Convention minutes for 1891:

Heretofore men who have filled the highest positions in this State have been educated elsewhere, and many of them lost to the Baptist

denomination because our own College could not furnish the facilities for education which they demanded.

We now have 227 students representing eight different States, and better equipment and endowment than ever before. There are wider possibilities for our Baptist young men now than ever before-wider possibilities for political preferment. We have plowed our way through difficulties until we have made the world respect us. Give us \$500,000 endowment and we shall have 500 students there. He had recently visited the great Northern institutions of learning, and he came away lifting up his head with pride at the sort of instruction our young men were getting at Wake Forest College.

It was a work brought thus far that President Taylor found himself almost forced to leave uncompleted. He had hoped for a unified educational program embracing academies and colleges, but all efforts to agree upon this were unavailing, though it was probably the one thing that could have conserved the interest already excited and furthered rather than retarded the interest in the Baptist Female University. He then thought of the alumni as a reserve force, and of the endowment of special chairs. We have already seen what was accomplished in this way-less than \$25,000 raised for the "Royall Chair of English" over a period of ten years. Under the fierce competition of the State University for students of which something will soon be said, the College had to retreat and has never regained and possibly never will regain the place of relative importance in North Carolina college education it had in 1891-92.

One evidence of the check in the progress of the College was the fact that its income continued to be less than the necessary expenses. Year after year the treasurer reported a small debt; the Bursar reported a debt, and part of the salaries of the members of the faculty were remaining unpaid, while other current expenses were paid only by borrowing money. The liabilities reported by the Bursar in May, 1893, were \$15,854.97; a year later they were \$16,978.82, the annual deficit being \$1,123.85. In this situation with Trustees planning retrenchment President Taylor found it necessary to make a most earnest plea to the Board of Trustees at their meeting in June, 1894, to make no

radical change in the faculty. A year before the place of Professor of English, left vacant by the death of Professor William Royall, had been left unfilled although the students by petition had asked that Professor B. F. Sledd be appointed to the place. In June, 1894, Sledd was elected and formally took chair of the English department, and the faculty were asked to provide for the teaching of the classes in Modern Languages, which Professor Sledd had been teaching. At the same time the faculty were charged with the responsibility of making provision for the department of Physical Culture, and the salaries of the President, professors and assistant professors were reduced ten per cent. The reductions thus made continued until the end of the year 1897-98, when the salary of the President was restored to \$2,000, and that of most of the full professors to \$1,500, but Professor Mills was required to do the work of Bursar in addition to that in the Department of Mathematics for the stipulated \$1,500.

The increased endowment would suggest that the revenues of the College had been increasing, and in fact they had. The following figures from the Bursar's Reports show the progress in this respect. In 1883-84 the bursar received a total of \$11,132, of which \$4,758.05 was from endowment and \$4,693.27 from student fees; in 1890-91 he received a total of \$19,642.17, of which \$11,101.84 was from endowment and \$5,904.95 was from student fees; in 1897-98 he received a total of \$27,633.25, of which \$17,803.03 was from endowment and \$5,818.05 was from student fees; in 1904-05, the last year of President Taylor's administration, the bursar received a total of \$35,528.72, of which \$22,046.14 was from endowment and \$9,738.59 was from student fees. In these years then the total receipts had tripled; the receipts from endowment had increased fourfold, and those from student fees doubled. In regard to the last item it should be said that the number of students had also doubled in this period, having increased from 161 in 1883-84 to 313 in 1904-05.



2. WINGATE MEMORIAL BUILDING.

3. HECK-WILLIAMS (LIBRARY) BUILDING.

1. GENERAL VIEW OF BUILDINGS AND GROUNDS, 1888-1889.

4. OLD BUILDING.

5. LEA LABORATORY.

II-THE GROWING COLLEGE

It is easy to see that the reason that with all the increase in revenues the College continued to show annual deficits in its operation was that it was rendering a larger service and increasing amounts were needed from year to year for new buildings and their upkeep, for improvement of grounds and equipment, and for salaries of faculty members called to take charge of new departments of instruction in the expanding curriculum.

Of the buildings added during this period some account is given in a separate chapter. In 1884 there were three buildings-the Old College Building, the Heck-Williams Building, and Wingate Memorial Hall. They were heated by stoves, had benches for seats, were badly lighted and had no so-called modern conveniences. In June, 1905, there were three other buildings-the Lea Chemistry Laboratory, the Gymnasium (now the Social Science Building), and the Alumni Building, and measures had already been taken for the erection of the Infirmary, or College Hospital. Several of these buildings were provided with running water and other conveniences, and there was fair provision for baths; the furnishing of the recitation rooms had been much improved.

After his assumption of the presidency Dr. Taylor continued to manifest his zeal for the improvement of the grounds. For this purpose he secured several appropriations from the Board of Trustees, one for \$500 in June, 1887. One of the first matters to which he gave his attention was the walks. With the erection of additional buildings and the removal of the railroad depot from Forestville to Wake Forest it was necessary to modify the system of walks constructed some years before by Englehard and to add others. This was a task to which President Taylor with the help of Professor Simmons set himself in October, 1885.¹ It was always the plan of Dr. Taylor to place a walk where the trail

¹ *Wake Forest Student*, V. 78.

of students' feet indicated that it was needed; but he did this with an artistic sense that produced a system of walks as beautiful as were ever found on any campus, many think the most beautiful ever found on the Wake Forest campus. Free from artificiality and running with gentle curves and set here and there with flowering shrubs and roses the paths offered constant delight to those who walked them. Early in his presidency Dr. Taylor included in the Campus the land to the east towards the railroad which was growing up in briars and weeds, and in the summer of 1889, with the help of "Doctor" Tom and under the direction of Dr. Poteat, enclosed the eastern half of the Campus with a stone wall with rectangular corners and secured the relocation of the highway so as to run between the eastern wall and the railroad.²

President Taylor found the front of the Campus in broomsedge, poorly kept down by pasturing. One of his first concerns was a better lawn; in the spring of 1886 he had this front sown with ten bushels of grass seed, which with subsidiary sowings produced the present lawn. At this time the western portion of the Campus, neglected hitherto, began to receive attention.

On the accession of President Taylor to his office there were few trees on the Campus except the original grove of oaks then majestic in their prime, and ashes set in checked rows in the western Campus. President Taylor saw that with the planting of other trees it was "susceptible of great improvement in appearance," and he devoted much attention and labor to the planting.³ On December 13 and 16, 1885, under the direction of Mr. A. B. Forrest, a nurseryman of Raleigh, 300 trees were set out-100 magnolias, 100 maples and 100 evergreens; the next spring 1,000 shrubs, vines and roses were set; and in the following November an additional 100 magnolias, averaging five feet high. In the spring of 1894, Mr. B. F. Montague, an alumnus of Raleigh, gave the plantings of Boston ivy which now adorns many of the buildings.⁴

² Minutes of Faculty, October 4, 1888; June 17, 1889.

³ Catalogue for 1886-87, pp. 5f.

⁴ *Wake Forest Student*, V, 177, 313; VI, 129; XIV, 40. See also "Introduc-

Thus Dr. Taylor took up the work, not altogether neglected before his presidency, which, as he loved to tell, made the Wake Forest Campus one of the most beautiful parks in the State. It may be well here to add the testimony of Dr. W. L. Poteat, who succeeded Dr. Taylor in the direction of the improvement of the Campus on becoming president in September, 1905. Writing in January, 1916, he said: "The present beauty of the Campus is due almost entirely to the interest and taste of Dr. Taylor. He changed the artificial scheme of paths, recovered the waste portions of the grounds, built the rock wall around the front part, hoping to extend it all round the Campus, set out trees and flowering shrubs, and determined the general plan according to which the buildings are grouped."⁵

Other things looking to the material equipment of the College which President Taylor was early bringing anew to the attention of the Trustees were the infirmary, modern water-closets, and new dormitories. The movement for an infirmary was accelerated when it was found that Rev. J. S. Purefoy, at his death in April, 1889, had left a thousand dollars for the purpose. Many impracticable schemes for the care of the sick students were considered by the Board, but nothing was done for more than a decade, when, as told in another chapter, the movement got under way that led to the erection of the present College Hospital. Progress on a satisfactory system of water-closets also was slow. In 1894 the first water-flushed closets were placed on the ground floor of the old College Building, but adequate provision of this kind was not made until the renovation of the central wing of the Old Building and the building of the Gymnasium in 1900-01. No new dormitories were built during Taylor's administration, but those in the College Building were repaired first in 1885-86. It had been repainted in 1889-90, a brick-colored paint being laid

tion" to the catalogues of the College, 1886-1905. For the sake of continuity there is some repetition here from Chapter IV.

⁵ See also Gorrell, "History of the Grounds," *Bulletin of Wake Forest College*, July, 1907. At that time Dr. Poteat found that there were 796 trees and shrubs of 55 kinds on the campus.

over the former coat of white.⁶ Again in 1900-01 it was repaired with new capitals and sash for windows.

FACULTY AND CURRICULUM

It was in enlarging the faculty and in adding new subjects of instruction and improving the curriculum, and in getting means for these things, that President Taylor did his most important work as college president. As he entered on his administration in 1884 the faculty consisted of six professors and two tutors. The professors with schools (departments) as indicated were: W. G. Simmons, Physical Science and Chemistry; L. R. Mills, Mathematics; C. E. Taylor, Latin; W. Royall, Modern Languages (English, French, German); W. L. Poteat, Natural History; the tutors were: E. G. Beckwith, Mathematics; W. F. Marshall, Languages.⁷

⁶ President Taylor's reports to Board, June 8, 1886, 1890.

⁷ It was not till the catalogue of 1922-23 that the name "School" was displaced by that of "Department." It is interesting to note that after the reopening of the University of North Carolina in 1875, there was the same use of the word "School" for "Department" until the catalogue of 1885-86, and there a department of marked characteristics was designated as a "College," for instance, "College of Mathematics," and in some instances embraced several "schools," for instance, the "College of Literature" consisted of the "Schools" of Greek, Latin, English, French, German. See University of N. C. Catalogue, 1879-80.

Grouped by departments the officers of instruction in the College during President Taylor's Administration, 1884-1904, were as follows:

Latin. *Professors:* C. E. Taylor, to June, 1886; G. W. Manly, Ph.D., 1886-1890; G. W. Green, M.A., 1890-91; J. B. Carlyle, M.A., 1890-1911. *Assistant and Associate Professors:* E. M. Poteat, A.B., 1886, January to June; J. B. Carlyle, M.A., 1888-90; J. C. Maske, B.A., 1891-September 14, 1894; Robert W. Haywood, M.A., 1894-96; G. W. Paschal, B.A., 1892, Ph.D., 1900, 1896-99 and 1900-11; W. B. Daniel, M.A., 1899-1900; David A. Covington, B.A., 1903-04; C. T. Goode, 1904-05.

Greek. *Professor* W. B. Royall, M.A., until January, 1928; *Assistant and Associate Professors:* same as in Latin.

English. *Professors:* William Royall, M.A., until death, January 3, 1893; B. F. Sledd, M.A., 1894-1938. *Student assistants:* John Charles McNeill, 1895-1898; Harry Trantham, 1899-1900; Currin G. Keeble, 1900-1901; Earl B. Fowler, 1901-1903; C. T. Goode, 1903-04.

Modern Languages (French and German). *Professors:* W. Royall, M.A., 1884-1888; B. F. Sledd, M.A., 1888-1894; J. H. Gorrell, M.A., Ph.D., 1894-1938. *Moral Philosophy. Professor* C. E. Taylor, B.Litt., 1885-1915.

This was the teaching force in 1884-85, which was giving instruction in eight schools, or departments of instruction. Chiefly through the efforts of President Taylor their number was increased to eighteen and the number of academic departments to twelve during the twenty-one years of his administration. In this time President Taylor added departments of Law and Medicine, each with its own faculty, and also a department of

Mathematics. *Professor* L. R. Mills, M.A., 1884-1907. *Assistant Professors*: E. G. Beckwith, M.A., 1888-1892; W. H. Michael, M.A., 1886-87; W. J. Ferrell, B.A., 1892-98; *Assistant*: John Charles McNeill, B.A., 1898-99.

Physics and Applied Mathematics. *Professors*: W. G. Simmons, A.M., 1886-88; W. H. Michael, M.A., 1888-1890; J. F. Lanneau, 1890-1899, and 1899-1904, *Professor of Applied Mathematics and Astronomy*.

Physics. *Professor* J. L. Lake, M.A., 1899-1935. *Student Assistant in Laboratory*: A. H. Olive, 1904-05.

Physical Science and Chemistry. *Professor* W. G. Simmons, M.A., to June, 1886. Chemistry. J. R. Duggan, M.A., M.D., Ph.D., 1886-January, 1888; C. L. Reese, Ph.D., January to June, 1888; A. L. Purinton, M.A., 1888-89; C. E. Brewer, 1889-1915; *Laboratory Assistants*: John A. Williams, B.S., 1892-93; Claude W. Wilson, 1892-93; John A. Rogers, 1893-95; Raleigh T. Daniel, 1894-95; J. Conrad Watkins, 1895-97; John M. Brewer, Jr., 1897-98; Joseph L. Tatum, 1898-99; Archer R. Dunning, 1899-1900; Forrest G. Hamrick, 1900-02; Joseph A. Williams, 1900-01; Talcott W. Brewer, 1902-04; Samuel H. Yokeley, 1902-05; Burton J. Ray, 1904-05.

Natural History to 1891-92; Biology and Geology to 1893-94; Biology. *Professor* W. L. Poteat, M.A., to March, 1938. *Student Laboratory Assistants*: John H. Kerr, Jr., 1894-95; Robert N. Simms, 1895-97; Albert J. Terrell, 1897-98; James O. Wilson, 1898-99; Clarence J. Peeler, 1899-1901; Thomas E. Browne, 1901-02; Summer A. Ives, 1902-03; Samuel C. Howard, 1903-04; Judson D. Ives, 1904-05.

Bible. *Professor* W. R. Cullom, M.A., Th.M., 1896-1938.

Law. *Professor* N. Y. Gulley, M.A., B.L., 1894-1938; *Assistant Professor* S. F. Mordecai, 1900-04.

Medicine. *Professors*: F. K. Cooke, M.D., Anatomy, etc., 1902-05; Watson S. Rankin, M.D., Bacteriology and Pathology, 1903-09.

Education (Pedagogy). *Professors*: C. C. Crittenden, M.A., 1900-April 23, 1903; Darius Eatman, M.A., 1903-07.

History and Political Science. *Professor* E. W. Sikes, M.A., Ph.D., 1897-1916. Professors in other departments who taught at times classes in this department: C. E. Taylor, B.Litt., 1885-94; N. Y. Gulley, M.A., B.L., 1894-97; B. F. Sledd, M.A., 1894-95; J. H. Gorrell, M.A., Ph.D., 1896-97; E. W. Sikes, M.A., 1893-94.

Physical Culture. *Directors*: T. S. Sprinkle, B.S., 1889-91; E. W. Sikes, M.A., Ph.D., 1891-94, and 1897-1904; Walters Durham, B.A., 1894-95; T. H. Briggs, 1895-96; J. R. Crozier, 1904-17. *Assistants*: W. W. Woodhouse, 1898-99; W. A. Weaver, 1899-1900; W. H. Price, 1904-05; C. C. Crittenden, M.A., 1901-03.

Physical Culture. It was the purpose of the President, often expressed, to make Wake Forest a good college, to have the courses of instruction as many as the resources of the College would justify and to have them manned by well trained and able teachers, so that it might do what it should do for the Baptist young men of North Carolina, who as a rule he thought should be educated at Wake Forest College.⁸ The spirit and zeal with which he went about his work is indicated in this extract from his report to the Board in 1892:

Very much has been done within the last few years for improving and enlarging the work of the College, and it is gratifying to be able to report a higher condition of efficiency than has been known before. But this is no place to stop and rest. The competition for patronage is likely to be fiercer in the future. The equipment of the College must be equivalent at all points to that possessed by other institutions, or we cannot conscientiously advise young men to enroll themselves among its students. Not to move forward will be to go backward. The price of future success will be, as it has ever been, wise and far-reaching plans, hard work, and large sacrifices.... We must provide for a school of Bible and a Professor of Economics and History.

All through his administration, as often as he thought the College financially able, President Taylor was urging the creation of new departments of instruction and the election of new professors to man them : in 1886 the expanding of the School of Modern Languages into two schools, one of English and one of Foreign Modern Languages; in the same year, 1886, the creation of independent schools of chemistry and physics; in 1886 and again in 1888, an assistant professor of Latin and Greek, and an assistant professor of Mathematics; in 1889, a department of Physical Culture; in 1890, 1893, 1897, a department of History and Political Economy; in 1893, 1895, 1896, a school of Bible; in 1893 and 1894, a school of Law; in 1895, 1900 and 1901, a department of Education; in 1899, a department of Physics; in 1896, 1900, 1901, 1902, a school of Medicine; in 1904, a

⁸ Reports of President Taylor to Board of Trustees, 1885-1905, found in Minutes of the Board of Trustees.

full-time Librarian; in 1897 a summer school and a vacation school for pastors. Along with all these recommendations for expanding and improving the instruction of the College, President Taylor was recommending the provision of improvements in laboratory, library and classroom facilities and other conveniences that make for the physical and mental, the esthetic and spiritual development of students.⁹ In considering President Taylor's work in developing the curriculum, it would perhaps be too much to say that he modernized it,¹⁰ since the present curriculum is only a natural development of that adopted in January, 1866; it is true also that in all his plans for improvement of the course of study he had the cordial cooperation of the faculty; but it is also true that it was President Taylor who directed the growth of the curriculum, suggesting the lines which that growth was to follow in order to keep pace with the trends and needs in college education in his day. According to the catalogue of 1891-92: "All new departures in educational methods and systems in vogue elsewhere will be closely scrutinized. All that has proved valuable in them and is adapted to our use will be appropriated, but none of them will be slavishly followed."

The first task to which President Taylor set himself in improving the course of study was the provision for three separate and distinct departments, each with its own head, for the teaching of the fundamental sciences, Physics, Chemistry and Biology.

Already the School of Biology (Natural History) had been

⁹ If one would get any adequate knowledge of the wisdom and zeal of President Taylor in his plans to make Wake Forest a good college he must read his various annual reports to the Board of Trustees, 1885-1905.

¹⁰ W. L. Poteat, *Bulletin of Wake Forest College*, X, 194, in article, "Educational Work of Charles E. Taylor," who after making this statement continues: "I do not forget the unanimity and cordial cooperation which have characterized the Wake Forest faculty through the years. Of course, much of the credit of the development of the College in all directions belongs to the faculty. But Dr. Taylor originated many of the lines of development by wise suggestion and on all lines was the leader of the faculty, as well as of the Board of Trustees. A new department was now and again the culmination of a tendency. The organization of courses was usually the result of committee work. It is, nevertheless, true that the balanced judgment and foresight of the president stimulated and guided all these processes."

separately operated under the charge of Professor W. L. Poteat, who was offering courses extending through two years. In Botany and Zoology microscopes and slides were already in use, and "painless dissections of the lower animals" formed a part of every student's work. In Botany the student was required not merely to "analyze the flowering plants, but also to learn, with the aid of the microscope, the morphology and physiology of typical members of the lower groups."

This department did not have the use of an entire building of its own during the administration of President Taylor, and in fact, not until the removal of the School of Medicine in 1941 left the William Amos Johnson Building free for its occupation. It was, however, provided with ampler quarters than it had enjoyed up till that time in 1888, in the Lea Laboratory, which had just been completed. Finding the department greatly cramped here, President Taylor with the earnest cooperation of Professor Poteat, was asking for a separate building at the Commencement of 1892, but being blocked in their purpose in the manner indicated in the footnote, they had to wait until 1906, when the completion of the new Alumni Building provided quarters only fairly adequate for nearly forty years longer.¹¹ Except for the help of student

¹¹ The provision of a separate building for Biology had often and earnestly been urged by President Taylor and others who knew the needs of the department. As early as June 1887, he brought the matter to the attention of the Trustees. In his report to the Board in June, 1892, he said: "We must provide ampler quarters for the popular and very important School of Natural History." When the Board adjourned without taking action, and Rev. W. R. Gwaltney, pastor of the Wake Forest Baptist Church, brought the proposition to erect the building before the Alumni Association, it was defeated by the persistent opposition of Dr. J. D. Hufham, who urged that any effort in that direction would end in failure, and that with such a teacher as Professor Poteat no special building was needed. Poteat urged that "Not failure but low aim is crime," but unavailingly. The graduating class, of which the writer was a member, were present and heard that discussion. Many of them expressed disgust at the obstructionist tactics used. It was full ten years before the matter came before the Alumni Association again and received favorable action, which resulted in the erection of the present Alumni Building. In his report to the Board in May, 1903, President Taylor had said: "There is immediate and imperative need for a new building. There is no longer room in the Lea Laboratory for both Chemistry and Biology. The School of Chemistry could use with advantage every inch of available space in that building. A special building for Biology,

assistants in the laboratories Professor Poteat for all these years and much later carried all the burden of instruction in this department on his own shoulders. The subjects taught were the same in 1904-05 as in 1884-85, but the instruction had kept pace with the development of those sciences and was such as to give the student a good cultural knowledge of them and fit him for further study in them.

Chemistry was made a separate department beginning with the year 1886-87. On July 30 of that year the Board of Trustees had chosen J. R. Duggan, M.D., Ph.D., professor of Chemistry. Of him some account is given in the chapter on Buildings and Grounds. At this time, although only twenty-seven years of age, he was a graduate of Mercer University with the degree of Master of Arts, and had won the degree of Doctor of Medicine at Jefferson Medical College, and the degree of Doctor of Philosophy' at Johns Hopkins University, having done his major work in Chemistry. For the past four years he had been a resident fellow' of Johns Hopkins University and consulting chemist of a large manufacturing company. He had published papers embodying his original investigations in the *American Chemical Journal*; and' had been elected a member of a German Chemical Society.¹² He entered on his work with much enthusiasm and it was under his' wise supervision that the Lea Laboratory was planned, erected and equipped with apparatus, but before it was ready for occupation he came to an untimely end on January 8, 1888. As his successor the Board chose Dr. Charles L. Reese, at that time connected with Johns Hopkins University, who had earned his' degree of Doctor of Philosophy at the University of Heidelberg.' He remained only until June, 1888, but he was an able instructor well equipped for his work, and was popular with his students.

with ample space therein for a Museum, should be erected at the earliest possible day. And I am not without hope that it will be easy to secure the active cooperation of the Alumni of the College in supplying that need. I submit therewith the rough outline of a plan for a building which has commended itself to the Judgment of Prof. Poteat. At the same time the Visiting Com. reported to the Board: "The Lea Lab. is no longer sufficient for the School of Chem. and Biol. Indeed, it is barely sufficient for either of these schools."

¹² *Biblical Recorder*, August 4, 1886.

Friends often declared that had the department of Chemistry so well equipped continued under the direction of such trained specialists as Duggan and Reese it might easily have become one of the leading schools of Chemistry in the colleges of the country.

But the development of the study of Chemistry at the College was seriously checked by the election of a successor to Reese of a man whose chief qualification for the place was that he came of a family of famous teachers. This was A. M. Purinton of West Virginia. He was a graduate of the University of West Virginia with the degree of Master of Arts; for the past thirteen years he had been teaching in the high schools of West Virginia and Maryland, and in that time "had given special attention to the study of Chemistry."¹³ Though a man of fine social qualities, an eloquent speaker, and of fine moral influence, it soon became evident that he did not have the training that was required, and he remained only one year.

For his successor the Board chose Charles E. Brewer of Wake Forest, a grandson of the first president, Dr. Samuel Wait. He had received the degree of Master of Arts from the College in 1886. For the years 1887-89 he had been a student of Johns Hopkins University. On coming to Wake Forest he continued to offer the two-year course begun by Dr. Duggan, but in 1892-93 added a course in Applied Chemistry, two hours lecture and three hours laboratory work for the fall term; for the spring term he offered a course in Mineralogy. After the organization of the School of Medicine, Professor Brewer added a class in Physiological Chemistry and Toxicology, two hours of lecture and four of laboratory for the spring term. This constituted the work of the Chemistry department during the remaining years of President Taylor's administration.

The School of Physics was developed much more slowly than that of Chemistry. Until 1899 Physics, Applied Mathematics, and Astronomy were grouped together as one school and all these subjects were taught by one professor. Two courses were offered,

¹³ *Wake Forest Student*, VIII, 20, October, 1888.

elementary Physics and Mechanics. The first was prescribed for all degrees, and instruction in it consisted of recitations, lectures and demonstrations with meager apparatus by the instructor; no laboratory work was required of the students. On President Taylor's accession Physics had been taught for many years by Professor W. G. Simmons who continued the work until his retirement in 1888; his successor, Professor W. H. Michael, was a graduate of the University of West Virginia with the degree of Master of Arts. He came to the College in 1886 as Assistant Professor of Languages and Mathematics; he was an able scholar and while his training in the many subjects he taught must have been limited, he proved a good instructor in them all. He was succeeded in 1890 by Professor John F. Lanneau, who was a graduate of the South Carolina Military Academy and had been an engineer in the Confederate States Army, and had taught for many years in Furman University and William Jewell College. He was an able mathematician and civil engineer and was fully competent to teach the limited amount of Physics of the curriculum of that period. Like Simmons, both Michael and Lanneau had as part of their work instruction in Applied Mathematics (Surveying and Mensuration) and Astronomy, for which they had a fair equipment. Professor Lanneau was a trained astronomer and showed his interest in the subject by frequent articles contributed to *Popular Astronomy* and other periodicals. Through his influence in the spring of 1900, a five inch telescope was made to order and mounted in an observatory on the top of the Lea Laboratory.¹⁴ It was for the session of 1899-1900 that a full-time instructor was secured for the department of Physics. This was James L. Lake, of Virginia. He had received the degree of Master of Arts from Richmond College in 1882, and had been a student in Johns Hopkins University in 1890-93, and a fellow in Physics in the University of Chicago, 1896-98. He had served on the faculties of Ursinus College and Bethel College. He first introduced laboratory work as a part of the courses in Physics at the College. For a laboratory the

¹⁴ *Wake Forest Student*, XIX, 451, March, 1900.

rooms on the first floor on the South end of Wingate Memorial Hall were used: equipment and apparatus were meagerly provided, and instruction in Physics according to modern standards was initiated. Three years of work were offered.

Thus at the close of President Taylor's administration adequate provision had been made for standard instruction in the three fundamental sciences, though until this day no separate building has been provided for Physics.

At the meeting of the Board in June, 1886, President Taylor earnestly advised that a separate School of English Language and Literature be created and that a chair be provided each for English and Modern Languages; he made the same plea at the meeting in June, 1887. But it was not till the summer of 1888 that the Trustees took action on this suggestion. At a meeting in Raleigh, August 7, 1888, the Board elected B. F. Sledd to the chair of Modern Languages (foreign), and kept Dr. William Royall in charge of the School of English, which now became a separate department. This left Dr. Royall free to devote himself to his classes in English. He continued the scheme of work which he had already adopted and of which some account has already been given in the previous chapter. Entrusting the courses of the first year, Junior English, to an assistant, he taught the classes of Senior English with much enthusiasm and efficiency until his death in January, 1893. After his death, in the poverty of the College, the classes in English were taught by Professors Lanneau and Sledd during the spring term, the former having the class in the history of English Literature and the latter the classes in Anglo-Saxon and Rhetoric. With such acceptance to his students did Professor Sledd do this work that at the next commencement a petition signed by nearly every student in college was presented to the Board asking that he be elected Professor of English, but such was the financial embarrassment of the College at the time that the petitioning students had to be content with an explanation by a committee of the Board of their inability to grant their request. However, the faculty to whom provision for the classes in English was referred, put the

entire department under Professor Sledd's charge for the year 1893-94.¹⁵ Professor Sledd had come to the College in September, 1888, as Professor of Modern Languages; he was specially proficient in both French and German, and of his work in these languages something will be said below. However, since his chief work at Wake Forest was as head of the English department some account of his preparation for that work may be given here. Born on August 24, 1864, on a large ante-bellum estate in Bedford County, Virginia, he was subject to the best of formative influences of the culture of the Old South. In 1881, he entered the Washington and Lee University, from which five years later he was graduated with the degree of Master of Arts, especially distinguished for his scholarship and attainments in foreign languages, ancient and modern, and in English. During the year, 1886-87, he was a student in English at the Johns Hopkins University, in which he worked with such zeal as to overtax his eyes, which became so badly impaired that he was compelled to leave off formal studies in the University. During the year 1887-88 he was head master of Charlotte Hall, a school in southern Maryland, from which he was called to Wake Forest, in August, 1888, as professor of Modern Languages. In the first years he showed a comprehensive knowledge of literature and an interest in literary studies that attracted much attention among the members of the faculty and the students. After he had taught some of the classes in English in the spring of 1893 the students called for him as professor of that department. The faculty put all the English classes under his charge at this time, and in June, 1894, he was formally elected to the chair. On taking charge Professor Sledd enlarged the school to provide for three years' consecutive work. The statement in the catalogue reads:

The work of this department is directed toward a threefold end: a direct first-hand acquaintance with the English literature, a general knowledge of the history of the English language and the English people, and some degree of excellence in composition. . . . In each

¹⁵ Minutes of the Faculty, September 8, 1893.

class as much reading as practicable is done in the classroom, and a larger amount as private parallel work.

Every first-year student was required to take the first year of English, for which was outlined a prodigious amount of work under five heads: (1) Rhetoric and Composition, (2) History of Literature, (3) Selected Masterpieces, (4) Eighteenth Century in Literature, (5) English Poets.

The courses outlined for the other years were similar in extent. With such a program the students were tempted to devote an undue amount of their time to their English studies, and in fact, many of them did so; but the quickening of pace in Sledd's department was not altogether a loss to the other departments, since the work in them was also stepped up. Many able students found their English studies a challenge and made such progress in them and acquired such enthusiasm for them that after graduation from the College they pursued them in the universities of the country. In a few years the first of a long line of able students were leaving Sledd's classes for such advanced work in other institutions, some of whom like J. Q. Adams, were to attain national and international prominence. A larger number were to become teachers, poets, and journalists. During these early years Professor Sledd had only students to assist him, the most notable of these being John Charles McNeill.

Until the separation of the Schools of English and Modern Language the offerings of French and German at the College were very meager, a year of five recitations a week being offered in each. On assuming the professorship of Modern Languages in September, 1888, Professor B. F. Sledd, offered two years of work in each of these languages, five recitations a week for the first year, and three a week for the second year. His requirements in both classes were large, and those who had completed them had a good reading knowledge of them. The work in them was somewhat neglected when the death of Dr. Royall had reduced the teaching force, and this continued until September, 1895, when J. Hendren Gorrell entered on his work as Professor of

Modern Languages. Like Professor Sledd, Dr. Gorrell was a Master of Arts graduate of Washington and Lee University. After getting his degree there in 1890, he had been an assistant professor for the year 1890-91. He had pursued studies in English and Modern Languages at the Johns Hopkins University for the years 1891-94, and had received the degree of Doctor of Philosophy from that institution in 1894. He was a native of Lexington, Virginia, and came most highly recommended. His salary the first year was \$600.¹⁶ On assuming control of the department Dr. Gorrell added to the courses offered one in Scientific German and also advanced courses in both languages, which were dropped after a year or two when Spanish was added to the curriculum. Beginning with the year 1899-1900 all courses in Modern Languages were made three-hour classes. So far as he was able Dr. Gorrell gave instruction in oral French and German and Spanish. He spent the summer of 1896 in France and Germany and returned with increased enthusiasm for his work. During the administration of President Taylor and for many years after he had no assistant, but he did the entire work of his department himself and did it well, but under necessity offered few advanced courses.

Something has been said of the inauguration and development of the work in Physical Culture, and more will be found in the Chapter on "Buildings and Grounds." It was President Taylor who secured a regularly appointed director of the work. This was Mr. T. S. Sprinkle, a graduate of the class of 1889, who after special training at Harvard University in the summer of that year took charge of the newly equipped gymnasium for which room was made in the former chapel in the old College Building.

¹⁶ "I want to express my extreme gratification at the appointment of this worthy young man to the Chair of Modern Languages in Wake Forest College. . . But of his personal and moral qualifications for the place I can speak advisedly. His father is one of the most conscientious Christian men I know, and his son has been faithfully trained to follow in his footsteps. I baptized him about twelve years ago when I was pastor in Lexington, Va., and I have all confidence in the strength and sobriety of his Christian character." Rev. J. L. Carroll in *Biblical Recorder*, October 3, 1894.

With the excellent apparatus Mr. Sprinkle proved very proficient, and once again gymnasium exercises became popular. In 1891, he was succeeded by Mr. E. W. Sikes, a graduate of the College in that year, who continued as director until June, 1894. For the year 1894-95 the gymnasium was in charge of Walters Durham, a graduate of the class of 1895; for 1895-96 the director was T. H. Briggs, a member of the senior class. For the next two years the work was very inefficiently done by students appointed by the faculty. On the return of Dr. E. W. Sikes as Professor of History and Political Science in September, 1897, he was again put in general charge of athletics, but had to entrust the gymnasium to students, who could do very little, since with the occupation of the old chapel for classrooms, the old Society Halls on the fourth floor of the Old College Building to which the gymnastic apparatus was moved were inadequate. In 1900 Professor C. C. Crittenden, the newly appointed Professor of Education took charge of the work and conducted it with much proficiency until his death, April 23, 1903. Much interest was shown in the work after the opening of the new gymnasium in September, 1901, with its new equipment and apparatus. After Professor Crittenden's death Dr. Sikes again assumed general charge, but as before had to leave most of the work to student assistants. It was in September, 1904, that the gymnasium again had a regular full-time instructor. This was Mr. J. R. Crozier, who had come to the College the previous spring as coach of the baseball team. He proved a competent manager and director; for the first year or two he left the middle of April to play as outfielder on the Atlanta league baseball team; after this he remained all the school year and served as director until August, 1917, when he resigned to pursue studies in Osteopathy at Kirksville, Missouri.

It was in June, 1896, that the Trustees first provided for a chair of Bible, as had been urged by President Taylor for several years.¹⁷ For this work the Board, doubtless on the recommenda-

¹⁷ See the President's reports to the Board of Trustees for the years 1892, 1893, 1895, 1896.

tion of President Taylor, chose W. R. Cullom, who had graduated from the College with the degree of Master of Arts in the year 1892, and since that time had been a student and an assistant professor in the Southern Baptist Theological Seminary of Louisville, Kentucky. He was expected to do only part time work and accordingly his salary was fixed at \$600 a year. For the first year he offered two courses, each of two hours a week, the first of which was required for the Bachelor of Arts degree. This requirement, however, was forbidden by the action of Trustees at their meeting in June, 1899, which ban continued in effect until the session of 1922-23, when with the permission of the Board the faculty made six semester hours in Bible a requirement in most of the courses leading to the degree of Bachelor of Arts. After the study was made elective three year-hours of work was devoted to the work of the first year. In 1901-02 an elective course in Hebrew, three hours a week, and another elective course in New Testament Greek, taught by Professor W. B. Royall, were added. No additions were made to the teaching force of the Bible proper for many years.

In his report to the Board in June, 1890, President Taylor urged the appointment of a full-time man to the chair of History and Political Science. In the catalogues before that of 1885-86 Political Economy and History had been listed as a course of instruction of the School of Moral Philosophy; beginning with the catalogue of that year the School of Political Science is listed separately, though the teacher continued to be the professor of Moral Philosophy until June, 1892. In this period the courses were rather elementary—a two-hour course in Wayland's *Political Economy*, a two-hour course for part of one term in Swinton's *Outlines of General History*, and a two-hour course for the other part term in Constitutional Government. In 1892-93 and 1893-94 E. W. Sikes, then Director of Physical Culture, assisted Professor Taylor in the department and together they offered three courses of two hours each for the year, one each in Political History, Political Economy, and Constitutional Government. In 1894-95 the three courses were taught by Professors Gulley and

Sledd; in 1895-96 and in 1896-97 by Professors Gorrell and Gulley. Such is the reading of the catalogues, though in point of fact often others than those named for any year were called to take one or more of the classes. In the catalogue of 1897-98 the name of E. W. Sikes first appears as Professor of History and Political Science. He was elected December 10, 1897, after President Taylor and a dozen members of the Board had agreed to contribute twenty dollars each towards his salary, with the expectation of receiving a like amount from each of the absent members of the Board.¹⁸ The election was only till the May meeting of the Board, but at that meeting after having heard the strong endorsement of him by President Taylor¹⁹ the Trustees elected E. W. Sikes professor of History and Director of Physical Culture at a salary of nine hundred dollars a year with the understanding that he would devote as much time as possible to representing the College at Associations and other meetings. Sikes had received the degree of Master of Arts from the College in 1891; had served the College as Director of Physical Culture for three years, had entered Johns Hopkins University in 1894 as a student of History, and had won the degree of Doctor of Philosophy in 1897. He was a good speaker and debater and was very popular with students and members of the faculty. His courses as stated in the catalogue of 1898-99 included two years of History, with "teaching done by lectures, written reports, parallel reading, and text-books," the first year of three hours a week being devoted to work in history of the ancient world, Greece and Rome, Middle Ages, English History, and American History. This was required for all degrees. The second

¹⁸ Those who by contributing twenty dollars each made possible the election of Sikes were: C. E. Taylor, John Mitchell, R. T. Vann, T. E. Skinner, J. B. Boone, L. Johnson, D. L. Gore, A. R. Foushee, T. H. Briggs, Carey J. Hunter, J. E. White, W. N. Jones, J. D. Hufham.

¹⁹ "I am convinced that the Trustees made no mistake when, at their meeting in Oxford, they elected Dr. Sikes as Professor of History and Director of Physical Culture. As a result of this action the next catalogue will show an expansion on the course of History which though long desired, had not been possible owing to the hitherto inadequate force of the faculty."

year of three hours a week was devoted to the study of Mediaeval Europe, Modern Europe and Biography. In addition a course of one hour a week was offered in North Carolina History. A year, three hours a week, was devoted to the study of the Constitutional Government of England, the United States and North Carolina. Two years, the first of three hours a week and the second of two hours a week, were given to the study of Political Economy. The catalogue of 1902-03 shows an additional course of two hours a week in advanced history, making the total number of lecture periods of Professor Sikes seventeen, and his teaching load almost unbelievable, since nearly all his classes were crowded with students, many of them having registrations ranging from fifty to seventy-five. Yet for all this work he had no assistant of professorial rank until 1914, and no assistant at all during President Taylor's administration. This will furnish the explanation of why there was little time left the professor to undertake or direct historical investigations, though he and some of his abler students entered upon such work most enthusiastically in the early years and made some valuable contributions to the history of North Carolina and the Baptists of the State.

A department of Education was first brought to the attention of the Board on a motion of Dr. J. D. Hufham at a meeting in Asheville, December 7, 1899. At the meeting of the Board in June, 1900, President Taylor, saying, "Whether the real value of pedagogical instruction be great or small, there is a popular demand for it which ought not to be ignored," asked the Trustees to make provisions for the establishment at that meeting. The Trustees responded by electing as head of the department Professor C. C. Crittenden for one year at a salary of eight hundred dollars with the understanding that such time as he could spare from his department should be given to assistant work in other departments. He was a Master of Arts of Richmond College. Beginning with the scholastic year 1900-01, he served till his untimely death, April 23, 1903. He conducted two courses in Pedagogy each three hours a week for the year, the first year

being devoted to the more elementary pedagogical principles and the history of pedagogy, the second year to school management and methods. He also assisted in other departments and in his last year trained the classes in the Gymnasium. His successor was Professor Darius Eatman, a Master of Arts of the University of North Carolina and a graduate student in Columbia University. He changed the name to the "School of Education," but made little change in the course as given by his predecessor. In addition to his work in Pedagogy Professor Eatman assisted in the department of English, and directed the music in chapel and church, and organized and trained the first Glee Club. The further development of the department of Education will be told of in a later chapter.

Of the other departments already established on President Taylor's assumption of his office some account must be given.

In accord with the custom of the day Dr. Taylor, as president of the College, became professor of Moral Philosophy, and so continued till his death in October, 1915. This was a position for which by native endowment and by interest and study both in the University of Virginia and reading he was eminently well fitted. When in the University he had read all Plato in the original and had become well acquainted with the problems of ancient and modern philosophy. While a pronounced conservative of the Sir William Hamilton type he kept apace with the modern developments in the field of psychology and modified his teaching to take account of them with some dissection of the nervous system of lower animals. In discussing philosophic questions of the most serious import to human life he always faced the truth and advised his students to do likewise, but for him the highest good was in the conformity of one's life to the will of God and he used the close reasoning of Butler's *Analogy* to give his students a basis for their Christian faith. They felt that Dr. Taylor was a great teacher of great truths. As he stood before them in native and unassumed majesty and yet with sympathetic interest he quickened them; their teacher was in quest of truth and they

were following him for the catch. Not Socrates, not Plato, had more acceptance and power with young men eager to learn. Though handicapped somewhat by defective hearing he had a wonderful power of apprehending every student's difficulty as it arose and giving it sympathetic and respectful consideration. It was not unusual for students coming from his classes to carry their discussions to the dining tables. In the early years only Seniors were regularly admitted to his classes for each of which he had five hours a week.

Mathematics continued under the direction of Professor L. R. Mills, who was assisted only by tutors until 1886, when W. H. Michael was appointed Assistant Professor of Languages and Mathematics. Michael was succeeded by E. G. Beckwith, who had previously been tutor of Mathematics—he served from September, 1888 until his death on June 25, 1892. He was succeeded by William J. Ferrell, a graduate of the College with the degree of Bachelor of Arts in 1882, who since that time had been teaching in academies at Wilton and Wakefield. Ferrell served until 1898. For the next year, 1898-99, John Charles McNeill was student assistant in Mathematics. After this year some of the classes in Mathematics were taught by Professor John F. Lanneau and Professor J. L. Lake. In Mathematics three years of work were offered. Instruction in the first year was given in Algebra beginning with Quadratic Equations, and in Plane and Spherical Geometry; in the second year in Trigonometry and Analytical Geometry; in the third year in the Calculus. The first two classes met five times a week; the third year class met three times a week.

The School of Greek continued under the direction of Professor W. B. Royall through all this period. His excellent instruction had already made a name for his department which it continued to hold. In January, 1886, E. M. Poteat, a graduate of the College with the degree of Bachelor of Arts and a full graduate of the Southern Baptist Theological Seminary, being appointed Assistant Professor of Latin and Greek, helped with classes in

those languages in the spring term of that year. Others of the same rank who did like work in the Greek department were J. B. Carlyle, a Master of Arts graduate of the College in 1887, who served in the years 1888-91; J. C. Maske, a graduate of the College with the degree of Bachelor of Arts in 1890, and for the year 1890-91 a graduate student in Johns Hopkins University, entered his work in September, 1891, and continued it until his death, September, 1891. He was succeeded by Robert W. Haywood, a graduate of the College in 1893 with the Bachelor of Arts degree, and the Master of Arts degree in 1894; he was Instructor for the year 1894-95 and Assistant Professor for the year 1895-96. In 1896 Haywood was succeeded by G. W. Paschal, a member of the class of 1892, and for the years 1893-96 a graduate student of Latin and Greek in the University of Chicago, and from which in June, 1900, he obtained the degree of Doctor of Philosophy during a year's leave of absence, 1899-1900. His place for that year had been filled by W. B. Daniel, also a member of the class of 1892, who had been doing graduate work in Latin and Greek in the Johns Hopkins University. Returning to the College in September 1900 Paschal assumed his former position and continued in it until the end of Taylor's administration, and longer. Under Professor Royall the School of Greek gained a reputation for excellence which it still retains. Among those who received their instruction here were A. T. Robertson, whose *Grammar of New Testament Greek* is the present standard, and numerous others who have gone to the Universities for advanced studies in Greek and Latin-J. C. Maske, G. W. Paschal, W. B. Daniel, Frank E. Parham, D. A. Covington and Harry Trantham, the latter being a Rhodes scholar. In addition there has been a constant stream of men trained in Greek at Wake Forest going to the theological seminaries, where many of them have won distinction for their superior equipment for the study of New Testament Greek.

In the School of Latin President Taylor was the nominal head until the year 1886-87, when G. W. Manly was elected to the

chair. Manly had his Bachelor's degree from Georgetown College, Kentucky, and the degree of Doctor of Philosophy from the University of Leipsic. He was sprung from a strong and well known North Carolina family, one branch of which has been prominent in Baptist affairs. He was an ordained minister of the gospel; he had won his university degree in Philosophy, not in Latin which he was to teach at Wake Forest, for it was hard for the Trustees of the College to learn that for efficient teaching one must have special training in the subject he teaches. Accordingly Manly entered on his work with the handicap of insufficient preparation for it, which he did not entirely remove during his four years at Wake Forest. His resignation, however, was unrelated to his conduct of his department. He did not materially change the course of study in Latin which he found on coming to Wake Forest. It was a three-year course, built on one year of preparatory work, and beginning with Caesar *De Bello Gallico*. His assistants were those mentioned for the School of Greek. His successor was George W. Greene who remained at the College only one year, 1890-91, when he resigned to become a missionary to Canton, China. Greene was a graduate of the College with the degree of Bachelor of Arts in 1870, an ordained minister of the gospel and a full graduate of the Southern Baptist Theological Seminary. He had had much success as principal of Moravian Falls Academy, 1877-90. He was an able linguist and a master of a good English style, but he remained at the College too short a time to establish the character, good or bad, of his instruction. He was succeeded in 1891 by J. B. Carlyle, who was an able student in Latin and Greek, and had won the Latin medal in 1886, and the Silcox Greek Medal in 1887 against strong contestants. Coming to the College in 1888 as Assistant Professor of Latin and Greek he had proved an excellent teacher, very popular both on the Campus and off of it because of his zeal for the welfare of the College and his personal interest in the students. He improved his department by advancing the entrance requirements at first not less than two

years' work and later to four years of high school work and by adding a Seminar in Latin for the more advanced students who might desire it. Though a master of his subject he gave his time and talents so freely to other interests of the College that his department, so his friends felt, suffered for lack of his care.

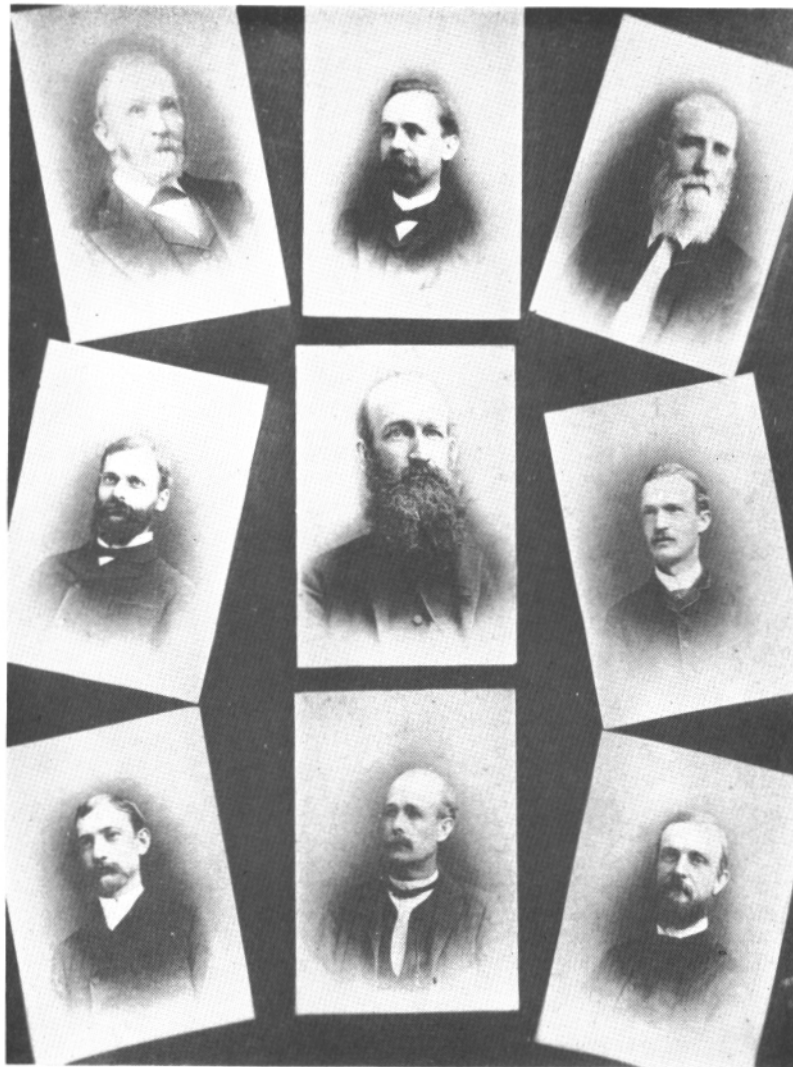
The stories of the School of Law and the School of Medicine are told in separate chapters, to which the reader is referred.

DEGREES

Until June, 1887, as told above, the College was offering three undergraduate degrees, each with a definite prescription of courses. These were Bachelor of Letters, for which no mathematics was prescribed; Bachelor of Science, for which the only foreign languages prescribed were French and German; and Bachelor of Arts, for which the prescription was full courses in Latin, Greek, Mathematics, English and Moral Philosophy, two years in Physics, one year each in Chemistry and Biology, and some work in Applied Mathematics and Political Science and History.

With the catalogue of 1887-88, however, a change was made; the degrees of Bachelor of Letters and Bachelor of Science were no longer offered; there was only one degree, that of Bachelor of Arts. This condition continued until after the establishment of the School of Medicine in 1902, when a Bachelor of Science degree, different from that previously offered, was introduced, a four year course in which at first two years of Medicine were prescribed as electives.

For the Bachelor of Arts degree, however, six different courses, each with definite prescriptions, were offered. In the catalogue of 1890-91 the number of courses is reduced to five, with a limited number of electives for each. In 1893-94 the number of courses is reduced to four, but restored again to five the next year to make room for a course in Law. The evident plan was to make all these courses as equal as possible in amount of time



GROUP OF FACULTY, 1887-1888.

Top row, left to right: W. G. SIMMONS, W. L. POTEAT, WILLIAM ROYALL;
 Second row: GEORGE W. MANLY, CHARLES E. TAYLOR, J. R. DUGGIN;
 Bottom row: W. H. MITCHELL, L. R. MILLS, W. B. ROYALL.

and work required for their completion; none of them was easy; none catered to lack of ability and industry; all had the "elective principle so guarded as to make it impossible to secure a diploma by eliminations fatal to solid learning."²⁰ It was thought however that the variation was sufficient to meet the desires of students of various aptitudes. For all the groups the prescribed studies included in varying amounts Latin, a second foreign language, mathematics, English, first-year courses in each of the three sciences regarded as fundamental-chemistry, biology, physics---moral philosophy, and history. These courses constituted about two-thirds of the work required for the degree, and beginning with the catalogue of 1896-97 they are grouped together as prescribed while the remaining third of the work was to be made up from a group of studies marked as electives, the only limitation being that among the electives chosen must be a certain number of advanced courses. It was the evident purpose of the president and faculty to keep the curriculum and the prescription for the degrees on a par with those of the best institutions of the country, so far as was possible for a college with the rather meager equipment and small faculty of Wake Forest College. President Taylor gained much from a study of the Harvard curriculum and the suggestions of President Eliot, and he even visited Harvard to learn of the working of the elective system there.²¹

In his efforts to improve the course of studies President Taylor was actuated by his high ideal of having the College serve the students. He often gave expression to this, as for instance in his report to the Board of Trustees in June, 1888, in which he says "We have sought to adapt the College in all respects to the actual needs of our young men." He did not believe that the standards of the College would be impaired by conservatism in adopting new educational departures, which however good in other sections

²⁰ Catalogue of 1892-93.

²¹ For a comprehensive statement of changes made in the requirements for degrees and courses of study during President Taylor's administration, see his article, "Development of the Curriculum," *Bulletin of Wake Forest College*, III, 113ff., July, 1908.

might not be adapted to the young men of North Carolina. But what he wanted he went and took.²²

One handicap to high standards of college education in the North Carolina of that day was the faulty preparation of students. This had to be taken account of by all the higher educational institutions of the State, and in some way or another provision had to be made for removing the deficiencies of students with this faulty preparation. Although Wake Forest at this time had no preparatory department its catalogues did not conceal the fact that such provision for removing deficiencies in the preparation of students was made in the College, and, that too, not by private tutors but by members of the faculty. For many years it was necessary to do work of sub-collegiate grade in Latin, Greek and Mathematics. President Pritchard had complained of this evil, for which there long seemed to be no remedy. President Taylor took account of it in nearly all his reports, always hopefully looking forward to the time when sub-collegiate classes would no longer be needed.

Ironically enough the heads of high schools began to complain of the general practice of the colleges and universities in admitting such unprepared students, the burden of their complaint being that "The preparatory schools which ought to be the very source of life to the colleges and universities, are impoverished by the system, and our whole educational interest suffers."²³

This was at the beginning of a quarrel between high schools and academies and colleges that continued for a quarter of a century, the academies complaining that the colleges took their students to college and gave them high school work, and in this way robbed them of their revenue and support. In 1890 the quarrel was brought to the Board of Trustees of the College, and at the commencement of that year two of their members, G. W. Greene

²² See quotation, above p. 267, from the Catalogue of the College for 1891-92.

²³ Article by E. E. Hilliard, *Wake Forest Student*, IV, 283. See also article by G. W. Greene, *Wake Forest Student*, II, 379ff, "Schools for Secondary Education" and W. T. Whitsett, Ph.D., article *The Place of the Academy in Our Educational System*, in *Report of the Superintendent of Public Instruction of North Carolina*, 1896-97, pp. 400ff.

representing the academies and J. C. Scarborough, representing the College, made a report suggesting a correlation of the work of academies and colleges, of which nothing more was heard. At least, it did not affect the policy and practice of Wake Forest or any other college. The trouble was that at this time there was no recognized standard of secondary schools in North Carolina. Some had very able teachers and were able to prepare students for admission to college in three or four years and do it well, especially in Latin and Mathematics, and in a few the instructors were competent to teach all the college courses in these two subjects, and also Greek. Other schools gave very poor preparation in these and all other subjects whether they kept their students two years or four. But academies of all grades felt injured when a student who had not taken all the courses they offered went to college and thus robbed them, as they said, of their rightful revenue.

During the administration of President Taylor, especially in his first ten years, in the absence of standardization of secondary school instruction, Wake Forest College, just as the other colleges and universities of the State and the South generally, admitted all students who had attained a certain age and who promised to be able to do the work leading to a degree, regardless of what kind of school they had attended and how long. In this it was thought that the colleges were conforming to what was the general practice of the University of Virginia until near the close of the last century.²⁴ The Southern colleges, Wake Forest among them, took the students that came to them, and did the best they could with them; like the University of Virginia at a somewhat later date, they knew that "it would be wrong to have the academic work in a State university begin at a point which was utterly unattainable by the best public high schools of the State." The safeguard was for the college to protect its degrees with high standards of work.²⁵

²⁴ Bruce, *History of the University of Virginia, 1819-1918*, IV, 282ff., V, 105ff.

²⁵ Bruce, *op. cit.*, V, 108.

As has been said, however, it was not from choice but from necessity that the College admitted students with deficient preparation. Step by step the faculty under the lead of President Taylor sought to escape from it. Some advance is indicated in the catalogue of 1890-91 with a definite statement by subjects of requirements for admission. These at first were meager, and not intended to cover all the preparation required. Later catalogues show fuller statements with the College keeping pace with advances in standards set by accrediting agencies. Not less than thirteen units were required in 1904-05, though it was many years later, and when the colleges of the country were already giving in their classes and accrediting on the requirements for their degrees elementary instruction in foreign languages and mathematics, that a student was not permitted to enter with deficiencies in preparation to be removed after matriculation.

Record should also be made of the fact that in the years when the College was seeking to surrender all its sub-collegiate work to the secondary schools, the average training of the students coming to the College was little if at all improved. In the period of 1890-1900 high schools and academies greatly increased in number in the state, but not in average efficiency; many of the new schools had instructors much less capable of giving proper instruction in Latin and Mathematics and Greek, and, in fact, in most other studies, than heads of the academies of earlier years, and their students were much less well trained for the classes of the first college year than those who had done this work in the older academies or in the sub-collegiate classes of the College. Especially was this true of students of Latin. In response to the demands of the high schools the colleges had increased their entrance requirements from two to three and then to four years of high school work in that language, work many of the high schools were utterly incapable of doing. Their students, however, came to college with credit for the full course and entered the first year of college Latin, along with the smaller number who had been properly trained. With this jumble of students the instructor in first year college Latin had an all but im-

possible task; he did not accomplish in his classes what he planned, but by dint of hard work was often able to give a respectable number a passing grade, after a year of hard drill, and the neglect of the abler students in his class.²⁶

It is well to record the fact that until long after the close of the last century the colleges of the State and the South had not yet learned the present rules on grading and passing students, under which a certain per cent of the members of a class must be given the highest grade, a certain per cent the next highest, and so on, and a certain per cent must be reported failed. The college teachers of that day felt a responsibility for the development of every student in his classes, the unprivileged as well as the well trained and most able, and tried to stimulate every one to an interest in the subjects taught and help him get a knowledge of it. If the teacher succeeded he gave the student a passing grade, never having heard of the monstrous system of percentages which requires that a certain proportion of every class shall be marked failures. President Taylor, a master teacher, used to say that he considered it a reflection on his ability as a teacher as often as a student in his class did not learn enough to enable him to pass. Most members of the faculty rated their work as teacher in much the same way. And results showed the wisdom of that policy.²⁷

Of course, many students from lack of native ability or application failed in some of their courses, but not because the instructor had previously determined on a formula which rendered it impossible for them to pass. Not a few under the poor in-

²⁶ Often, however, there were a number like the wag who answered all questions in his first Latin test after entering college "*E nilo nihil fit*"; didn't know Latin, and haven't learned a bit."

²⁷ A year or two ago the president of one of the greatest educational institutions in the South told the writer that he owed his success in life to his teacher of Latin during his first year at Wake Forest. This student had come to Wake Forest with poor preparation, and he was almost ready to give up and go home, but his Latin teacher helped him get rid of his diffidence and enabled him to discover himself. Under the present method of percentages he would have failed, and would have gone back home, but he won a passing grade the first term and after that he proved one of the ablest students in all departments the College ever graduated.

struction in some of the preparatory schools had 'acquired a disgust for some of their studies that could not be overcome.²⁸

Nor is it intended to infer that Wake Forest was superior in those days or in any day to other colleges. It suffered from the evils common to all. One of these evils was dishonesty of students on tests and examinations. Awareness of the evil is apparent in the catalogue of 1884-85, in which for the first time it was prescribed that the student sign a pledge on his test paper that he had received no aid from any source. In later catalogues certain precautions in the conduct of examinations to secure honesty are added. It was in the spring of 1887 that the first record of cheating on examinations occurs; it shows that a half dozen students were involved, one of them a member of the graduating class. The matter was considered through several faculty meetings, and in the case of the member of the graduating class appeal was taken from the judgment of the faculty to the Trustees, who sustained the faculty in their action. Cheating on examination is one of the greatest banes of our schools of all grades, elementary to university. Constant effort and many means have been tried at Wake Forest to suppress it; the most effective, in the experience of the writer, has been rigid faculty supervision, which, however, has always been regarded by a minority of the students with pronounced disfavor; the least effective, in the long run, has been the so-called honor system.

In most instances, however, at Wake Forest, during the administration of President Taylor, the students did honest work, and made high average scholastic attainment, a matter to which he often has referred with some degree of pride. "The College," says he in his report to the Board in June, 1888, "has achieved a reputation far beyond the borders of our own State for thorough solid work. The scholarship of our graduates ranks with that of any similar institution in our country."

²⁸ One student in the first-year of College Latin came to the instructor and asked to be allowed to discontinue class, since, said he, as soon as he took up his Latin book he began to get sick at the stomach, and if he persisted in trying to prepare his lesson he fell to vomiting.

III-"HOW FAR SHOULD A STATE UNDERTAKE TO
EDUCATE"

It was told above that in 1881 the purpose of Governor Jarvis and other friends of the State University to have the General Assembly erect an additional one hundred scholarships for free tuition was abandoned on the strong representation of President T. H. Pritchard and others that this constituted unfair competition for patronage with the denominational colleges. In 1885, President K. P. Battle of the State University made bold to ask the General Assembly for an additional appropriation of \$15,000 to enable the University "to add important professorships and supply much needed apparatus." Though this was resisted by the friends of the denominational colleges it was easily passed after an understanding was had that the number of scholarships would not be increased.¹

After this all was quiet for several years, and perhaps little or no opposition would have been made to normal increases in the appropriations by the General Assembly to the State University, had it not been, for the vigorous campaign for students begun by President George T. Winston on his assumption of the presidency of that institution in 1891. His instrument was free scholarships, possibly provided by private donations but made possible by the fact that other expenses of the University were paid from the appropriations from the State treasury. These scholarships were bestowed with a liberal hand, and with all the seductive arts of a skilled campaigner. The result was that the number of students at the University increased from 198 in 1891 to 316 in 1893, and 389 in 1894, and President Winston

¹ Battle, *History of the University of North Carolina*, 304ff. Dr. Battle's account is somewhat confused as to dates. He seems to indicate, p. 310, that Dr. Taylor's Pamphlet, "How Far Should a State Undertake to Educate?" was published in 1885, though in reality the papers in that pamphlet first appeared in the *Biblical Recorder* of April and May, 1894, and were published in a pamphlet the same year.

was telling the Legislature of 1893 that his institution was giving free tuition to 126 students "who could not otherwise be educated," and that "fully one-third of the students in the University were aided by loans, scholarships, or labor." At the same time the progressive increase in the enrollment of Wake Forest College, culminating in 233 students in 1892-93, had been checked and the enrollment was reduced to 191 in 1892-93 and 197 in 1893-94.² These facts were mentioned with some alarm in President Taylor's reports to the Board of Trustees at the commencements in 1893 and 1894, and attributed by him to "the new educational policy of the State," to which, said he in 1893, he offered "firm but courteous resistance." One immediate result was that collections from students were less by \$2,000 in 1892-93 than in the previous year, in consequence of which the Board of Trustees found it necessary to reduce the salaries of all members of the faculty ten per cent-of full professors from \$1,500 to \$1,350 a year, which reduction remained for five years, until June, 1898. Among the men working on this reduced salary were W. L. Poteat, W. B. Royall, B. F. Sledd, L. R. Mills, and J. B. Carlyle, and later, N. Y. Gulley.

The president, faculty, trustees and informed friends of the College were convinced that the decreased number of students with the consequent falling off in revenues was due to unfair competition for students on the part of President Winston. It was hardly true at this period to say that student material was practically unlimited, as the supporters of the policy of the University often did say.³ President Taylor had studied the situation and had another view. In his report to the Board of Trustees in June, 1885, he said that not more than 250 men annually entered all the higher educational institutions of the State, of whom, we know, many were badly prepared for college

² There was no marked change in the enrollment of Davidson College for these years; it was 150 in 1891-92, and 162 in both 1892-93 and 1893-94. At Trinity College the enrollment was 176 in 1891-92 and 178 and 179 in 1892-93 and 1893-94, but in 1894-95 it had fallen to 158, and to 126 in 1895-96. It was in 1898 that the Gattys-Kilgo Controversy got into the courts.

³ Battle, *History of the University of North Carolina*, II, 478.

work. In the next six or eight years there had been some improvement in high school instruction, but the number of students these schools prepared for college was still limited and not sufficient to give the colleges all they could easily care for. Proof of this is the fact that after all the fierce competition for students the total enrollment of the University, Trinity College, Davidson and Wake Forest was much less than 1,000.

Before the end of the century some six or eight cities had established high schools, but from these the University profited much more than the denominational colleges, one reason being that indicated in the following from President Taylor's report to the Board, May 29, 1900. "The Board need not be informed that our struggle for patronage is against heavy odds. . . . The chief danger points in the matter of patronage are the cities and towns, especially those in which there are graded schools. For some reason comparatively few Wake Forest men have been able to secure positions as teachers in these schools. The outcome is a notable contrast. Of the students (omitting Law and Medical students) attending Chapel Hill, 63 per cent are from towns and cities; of those attending Wake Forest, 20 percent are from towns and cities. It is certainly a remarkable fact that, while the aggregate attendance at Chapel Hill is larger than at Wake Forest, those coming from the country and villages number 200 at Wake Forest and only 136 at Chapel Hill. I by no means regret that so large a proportion of our students have been country boys, but I can see no reason why the Christian people in our towns and cities ought not to patronize the Christian colleges."

The loss by the College in one year of 42 students enrolled, while the University was gaining more than 100, caused President Taylor and other friends of the College to do some hard thinking. They did not doubt that the decline in number of students was due to the unfair competition of the State University mentioned above, made possible by appropriations from the State treasury. If this continued, they believed, the College would have few students except those studying for the ministry; it was a

time of crisis; if the College was to be saved a fight must be made for it and made at once.⁴

The alarm felt by the Trustees and faculty of Wake Forest College soon spread among the friends and supporters of the Christian colleges throughout the State. The Baptist State Convention and the Western North Carolina Methodist Conference both meeting in December, 1893, appointed committees to memorialize the Legislature, being convinced that their colleges were being crippled by the friction and competition of the State University.

It was in this situation that President Taylor produced and published, first, in the *Biblical Recorder* of April and May, 1894, and later in a pamphlet of forty-eight pages, his treatise, "How Far Should a State Undertake to Educate?" of which 25,000 copies were distributed. As the arguments advanced in this series of papers were the subject of widespread and passionate discussion throughout the State for more than a year and not without important influence on the future progress of the College, some indication of their general scope and character follows.

This is First, however, it should be said that the production was Dr. Taylor's own; the thoughts were not borrowed or imposed upon him.⁵ made clear by Dr. Taylor himself in the last section

⁴ From President Taylor's report to Board of Trustees, June 1894. "We are probably at a turning point in the history of the College. Before many years have passed, it will probably be decided whether it is to have the opportunity to expand naturally into a great institution, or whether it is destined to become a small institution, whose work will be largely confined to the education of the ministry."

⁵ Hon. Josephus Daniels, *Editor in Politics*, 103, says: "Dr. Charles E. Taylor, President of Wake Forest College, one of the best scholars and one of the gentlest men that ever lived, had, under the influence of Dr. Durham, written a pamphlet against 'State Aid,' as it was called, for higher institutions of learning. It was temperate and able and by all odds the best argument issued during the period when the contest was bitterly fought in the State.... After writing this pamphlet, Dr. Taylor had very little to say. He was so sweet a spirit that he could not join in the kind of campaign which Dr. Durham and Dr. Kilgo waged.... He made his argument, an argument which his church leaders felt he ought to make, and then he stood aside while the more vigorous men who loved a fight went to the front." While Mr. Daniels is right in his

of the treatise. "For the views advanced in this paper," he says, "the writer assumes all responsibility. He has not asked, and does not desire formal endorsement from any individual, institution, political party, or Christian denomination. . . . His only object is to help and not to hurt, the cause of education of all education in North Carolina. As a matter of accident, this discussion was originally published in a religious newspaper." Any intelligent reader will see that not any man you please could have conceived and executed this exquisite piece of logical reasoning in such chaste and simple language.

There are forty-eight sections in the paper, of which the first six are introductory. The writer, President Taylor, hopes that he may be able to discuss in a calm and good-natured way

supposition that Dr. Taylor shrank from a tussle on the hustings, it can easily be demonstrated that he is wrong in his representation that he was set on to the fight for the "voluntary principle" in education by others, and in particular by Dr. Columbus Durham. It was Dr. Durham who was fired by the articles by Dr. Taylor, and not the other way about. At the beginning of this fight Dr. Durham was rather mild. Reporting as chairman of a committee of the Board of Trustees of Wake Forest College to the Baptist State Convention of 1892, in speaking of the decreased number of students at the College, Dr. Durham mentioned as chief cause "the sharp competition by the State University," and in explanation spoke of "the large number of free scholarships provided, not by taxation, but by donation, extensively offered, and to which we cannot and do not object, but on the contrary, rejoice in when properly used." A few months later, at the commencement in June, 1893, President Taylor was, so far as appears unprompted, telling the Trustees of the serious threat to the patronage of the College and of the "firm but courteous resistance" he had offered to the aggression. And it was Dr. J. D. Hufham, not Dr. C. Durham, who at the convention of 1893, had brought forward the resolution to appoint a committee "to memorialize the Legislature at its next meeting [more than a year in the future] on the friction and competition between the State schools and the denominational schools; and also to secure, if possible, such arrangements as will enable the schools founded by citizens to do their work without the unnecessary competition with the State schools." This committee was to seek the cooperation of committees representing other denominational colleges. Among those who supported the resolutions by speeches were Dr. Hufham and Dr. Taylor, but not Dr. Durham. On the committee provided by the resolutions Dr. Durham was appointed, and so was Dr. Taylor, Dr. J. W. Carter, W. N. Jones, and Judge W. A. Montgomery. Later John B. Brewer was put in place of Judge Montgomery. The memorial was prepared and presented to the Legislature on January 24, 1895; its argument and language were for the most part taken from Dr. Taylor's articles published in April and May, 1894.

the grave and important question of public policy; he has tried to see both sides; he cannot deal flippantly with such grave matters or allow selfish motives to dominate his judgment or dictate his language; he has the right to expect candid and respectful consideration of his views.

There are two opinions as to what is the wisest educational policy of the State. The first of these is that the State should educate all, not only in the lower but also in the higher branches of instruction, and make provision for this by taxation. For argument in support of this view Dr. Taylor quotes from Professor Mangum of the State University, who declared that if the State should provide for secular education adequately there would no longer be any reason for the existence of Christian colleges. Next the writer quotes from public expressions of heads of universities in those States where practically all higher education was in tax-supported institutions, none of whom admitted that there was any place for the Christian college. This from Michigan is typical: "The people of Michigan adopted at the first, as a fundamental principle of State policy, the idea of universal education at public expense-education not only in the common school, but also in its higher grades and in all its branches.... It (the State) can leave no part of it in other hands; as justly might it delegate to some private agency any other part of its functions as any part of its educational system." Next Dr. Taylor quoted from a monograph by Dr. W. B. Williams a statement of a President in a western state university to the president of a Christian college, "We mean to get you between the upper and nether millstones and grind you out," and also this : "Those who share these views ... seek to crowd the graduates of Christian colleges out of all prominent positions-such as superintendents of schools and principals of high schools-and to work in graduates of State institutions, that they may be the recruiting officers of those institutions. They belittle the work of the colleges and use what influence they have to turn students away from them and to turn them toward the State institutions."

There are indications, said the author, that some highly influential persons had the purpose to inaugurate the Michigan plan-in whole or in part-either immediately or gradually and ultimately, in North Carolina. The tendencies of these things are too manifest to require much discussion. As in Michigan, potent attractions are offered to students to attend the State University-better positions in the schools, especially the grade schools, and better hope of realizing political aspirations. With these inducements the state institutions will have an increased number of students and will use them in their plea for increased appropriations from the Legislatures, and so on in endless round, while the number of students in the colleges must decrease with an accompanying decrease in income and endowment and interest of friends.

Having considered both the actual situation in certain Western States and manifest tendencies in the same direction in North Carolina, Dr. Taylor reached these conclusions:

If this first opinion can be sustained, and if the people of any State decide to accept the whole work of education, the higher as well as the lower, as one of the functions of their State, then those who control the majority of the colleges for both sexes within that State may expect not only to surrender the hope of larger and better equipment, but in the course of time to close their institutions entirely.

If the revenues of any State are to be used, not in order to, but in such *away* as to compete with colleges and academies in doing the work which the latter can do without cost to the State, their ultimate doom is sealed. They may struggle on for a few years, but the end will be only a question of time.⁶

This was one view of the function of the State in education, one which Dr. Taylor believed was gaining favor and threatened to prove destructive to the Christian colleges in North Carolina

⁶ That President Taylor was not calling in question the honesty and sincerity and patriotism of those who argued for the view under consideration is repeatedly affirmed by him, as in this: "The writer is especially desirous of being understood to say, not that there is a purpose or intent to injure or destroy these interests, but that such results as have been suggested will be the natural outcome of causes which have already begun to operate."

as it had done in Michigan, Wisconsin and some other Western States. Over against this view he set this second view:

On the other hand, there are those who believe that it is not wise for a State to undertake functions which can be equally well performed by private or corporate parties; that a State should maintain a system of public school instruction for the children of all classes; that this amount of educational work by the State cannot be done by private enterprise, and is justified on the ground of its necessity for the protection and preservation of the State, and on this ground alone; that the needs of this common school system are so great and pressing, at least in the South, that the State should spend all of its revenues which are available for educational purposes for the supply of these needs; that larger and better results can be secured for education under the voluntary system than under any other, and that the use of revenues derived from taxation of all the people for the education of only a few is not in accord with the genius and equity of free institutions.

In the remaining sections of the paper Dr. Taylor contends that this second view rather than the first view correctly states how far a State should undertake to educate, that support of public schools is the proper function of a State, but higher education should be left to private and corporate enterprise. This made it necessary for the author all through his arguments to set the obligation of the State to support public schools over against the obligation to support higher educational institutions. He arranged his argument under three heads, answering three questions

1. Is it *right* for a State to undertake to supply all the demand for higher education within her borders?
2. Is it *expedient* for a State in the present condition of North Carolina to undertake to do so?
3. Is it *possible* for a State to supply the kind of training for her youth without committing itself to some special form of religious belief?

Dr. Taylor's argument brings a negative answer to each of these three questions. It is possible here to follow his argument only in brief. To the answer of the first question he devotes

sections VII to XI, pages 6-15, arguing that while as a matter of self-defense the State has the right and obligation to support public schools, it is paternalism in government to provide higher education of which only a few can avail themselves. He supports his argument at each step by liberal quotation from such authorities as Governor Winthrop, Woodrow Wilson, and President Charles W. Eliot. Fencing against criticism, he insists that he would deplore the "destruction of any existing institution of learning," but he does not think this would be the result if these institutions were thrown on their own resources; after their disestablishment in Virginia and other States the churches prospered as never before.⁷

To the answer of the second question, as to what was the expedient and wise educational policy of North Carolina in its condition at that time, Dr. Taylor used one-third of his pamphlet, sections XII to XXII, pages 15-29, to establish the truth of this proposition

It is believed and will be urged that in the present condition of our State every cent of money raised by taxation that is available for educational purposes ought to be expended in increasing the efficiency of the Common School System, and that all higher education ought to be cared for by private enterprise, and supported, so far as necessary, by private munificence.

In his argument he set the public school system and higher educational institutions of New England over against those of the mid-Western States. Massachusetts was a wealthy State but had never supported Harvard University by taxation; on the other hand it used funds raised by taxation to make its public schools the best in the country; the western States with all their State support had universities inferior to Harvard, though their

⁷ "Of course the bare suggestion of the disestablishment of State institutions of higher learning will appear startling to many. It would have appeared so to the writer before he had been led to think over and study the whole question very carefully. . . . No one can fairly raise the cry that the object of those who favor any such views as are advocated here is to destroy any college or university. One may seek for reformation and yet be no iconoclast."Section XI.

large school funds provided from the sale of public lands enabled them to lavish money on both public schools and universities; North Carolina had little wealth and a negligible public school fund, and needed all possible educational revenues raised by taxation for the public schools, the poor condition and neglect of which the writer set forth with much fullness, vividness and force. It is only the State that can make better provision for them. Provision for higher education, however, can safely be left to private and corporate parties, as is proved by the excellent higher educational institutions in States where this is done, whereas in States which support large universities private citizens do not make gifts for colleges and universities.

In answering the third question the author shows that it is impossible for the State to furnish the kind of education which is most desirable for its youth, since the most desirable education contains religious elements and the State is debarred by its constitution based on American principles of government from furnishing these religious elements. The discussion of these propositions occupies sections XXV to XXXIX, pages 29-41. All phases of the question are argued at length and every conclusion reinforced by quotation from eminent scholars and thinkers—Huxley, Whewell of the University of Cambridge, W. T. Harris, U. S. Commissioner of Education, William Gaston, Thomas Jefferson, Dr. A. H. Strong, and others. Dr. Taylor takes note of the fact that the North Carolina State University, according to a report of its Trustees, had "a bias for religion, the religion of our Bible, the Christian Religion," but argues that it had no constitutional right to be biased for any form of religion. He was willing to admit also that in the past it had been to the advantage of the University to be under Presbyterian influence, but insisted that it was violating the principle of separation of church and state to be under the influence of any group of Christians, and that religion could be legally taught only in private or denominational institutions. Accordingly, the best education, that with religious instruction, could not be given in a tax-supported institution. It follows then that the best education is

possible only in the Christian colleges. "Yet," said Dr. Taylor in closing this section, "their usefulness is imperiled. It is not wise to wait until too late before sounding the note of warning. The tendencies are evident."

The remaining two sections, XLII and XLIII, pages 43-45, note some objections and criticisms both of a general and personal nature, and state the general conclusion, which is *quod erat demonstrandum*, that

We should rely on voluntary beneficence for the endowment and equipment of all institutions for higher education, and that we should aim for the establishment, at the earliest possible day, by wise taxation, of a six month's public school within reach of every child in North Carolina."

Attention is called also to the far-reaching effect Dr. Taylor's papers had in creating interest in the common schools of the State. The discussion was read from week to week by the thirty-five thousand readers of the *Biblical Recorder*; its truths were preached from two thousand Baptist pulpits; its facts and figures were repeated before a hundred Baptist union meetings and fifty Baptist Associations by Dr. Columbus Durham and many other powerful speakers. The Chowan Association and the Baptist State Convention made it the basis of memorials to the State Legislature. Nor did interest stop with the Baptists. The articles were of such importance that the discussion became general from one end of the State to the other, and resulted in what the editor of the *Biblical Recorder* called "The Educational Awakening." People in all sections of the State now had brought home to their minds and consciences as never before that by its neglect of the public schools the State was robbing its children of their birthright, committing them to lives of degrading ignorance, keeping its citizens in poverty and industrial unproductiveness, and barring all desirable immigrants; their hearts were burning with the conviction that the State's first educational duty was to these schools and not to higher education.

There is no ground for the often repeated statement that it was only a fictitious interest that the Baptists and their leaders had

in the welfare of the public schools, a pretense to shield their hostility to the University. Already in this work many instances of support of the public schools have been given.⁸ And yet the misrepresentations, cruelly unjust, of Dr. Taylor and other Baptist leaders in this fight, were made in the days when it was in progress and have continued until this day.⁹

Since the great contribution that the College and its friends have made to the advancement of interest in public school education in North Carolina has been so grossly misrepresented and disregarded either designedly or ignorantly while all the credit for developing that interest is given to those who were connected in some way with our State educational institutions, it is thought well to place here on permanent record these further facts.

From the days of Reconstruction until long after the close of

⁸ Volume I, 372; Vol. II, Chap. VII.

⁹ An early instance of such criticism is this: The Baptist State Convention, meeting in Greensboro in 1895, adopted a report of a committee previously appointed memorializing the Legislature to use its revenues for the support of the common schools rather than of higher education. In a short editorial note the *Philadelphia Record* strongly commended the action of the Convention, saying: "Expenditures of State funds for the finishing schools while the primary schools are unprovided for is a piece of folly." Whereupon the editor of the *Charlotte Observer*, who in 1894, when the Baptist State Convention was meeting in Charlotte, had made such offensive references to Baptists that the Convention sent a committee to make protest, out of patience that so respectable a journal should have commended the Baptists of North Carolina in this matter, said: "Well, it does look rather patriotic on the face of the returns, but our esteemed contemporary is probably not aware that the North Carolina Baptist 'Association' (Convention) was more zealous for the success of its Baptist college than for the betterment of the public school system of the State." A second instance is much more recent and is found in Hon. Josephus Daniels' last book, *Editor in Politics*, page 233, and reads: "In order to sugar-coat their hostility to the University, Dr. Kilgo, Bailey and others began, belatedly to champion publicly more money for public schools, though they never did anything effective for public education." How much Mr. Daniels' partisanship has blinded him to the facts in the case in regard to Bailey will be apparent to any one who will take the pains to read the editorial columns of the *Biblical Recorder* for the years when J. W. Bailey was editor, or my article, "The Truth as to the Public School Advancement in North Carolina," *Wake Forest Student*, XLVII, 31-61, November, 1929. It is not true to say that Mr. Bailey "never did anything effective for public education." Mr. Daniels in his discussion of Dr. Columbus Durham disregards the fact that in his wonderful campaign Dr. Durham most powerfully presented the claims of the public schools

the last century it was the policy of the tax-supported educational institutions that the public schools should not receive for their support any of the revenues that were paid into the State treasury. But, as a natural development from the publication of Dr. Taylor's paper a change came. It was the friends of Wake Forest College, and in particular J. W. Bailey and John E. White, who winning the support of State Superintendent of Public Instruction, Charles H. Mebane, initiated the movement for direct appropriations from the State treasury for bringing the public schools to the standard prescribed by the Constitution. This was begun in 1897 when a bill appropriating \$100,000 for this purpose was offered in the Legislature. Before the committee to which the bill was referred it was supported by Bailey, White and Mebane. It was opposed by the presidents of the State University and of the State Woman's College in Greensboro, E. A. Alderman and C. D. McIver, who were seeking larger appropriations for their own schools. The result of their opposition was that in 1897 only \$50,000 was authorized and that amount set about with such restrictions that the weaker schools could not share in it. In 1899, however, the full \$100,000 was appropriated, and it was a Wake Forest alumnus, Mr. Stephen McIntyre, who introduced the bill for it in the Senate.¹⁰ Later a second \$100,000 was appropriated. Today we have a State system of schools provided for by appropriations by the Legislature, about thirty million dollars a year, and a nine-months school is in the reach of every child. At the inception of the plan it was fought vigorously by those who would have appropriations only for the higher institutions of learning. It was originated and for the most part carried through by alumni of Wake Forest College whose interest in public schools had been stimulated by forces set in motion by Dr. Taylor's *How Far Should a State Undertake to Educate?*¹¹

¹⁰ This bill was prepared by Supt. Mebane; see his Report for 1899-1900, p. 69. See also address of John E. White, "When the Tide Began to Turn for Popular Education in North Carolina," in *Proceedings of 32nd Annual Session of the State Literary and Historical Association of North Carolina*, pp. 33ff.

¹¹ The reader may find a fuller statement in Paschal's article, "The Truth as

It is also worthy of record that the interest manifested by the College in public education did avail and was effective. The education of the people, in pulpit and in press, in Associations and Conventions, was necessarily a slow process, but it was continuous and under it the tide of interest flowed ever stronger and stronger. It produced a Scarborough in 1876 and a Pritchard in 1879, a Taylor in 1894, and a Bailey in 1895. It is not claimed that they had done this work alone; there were others than Baptists and the friends of the College who in the days of Reconstruction and after had the interest of the free schools at heart; there was a great swell in the tide in 1889-92, when two young alumni of the University, C. D. McIver and E. A. Alderman, being chosen by the State Board of Education, held teachers institutes in most of the counties of the State and by public addresses sought to create greater interest in the public schools; their activity was proof that there had been a break in the barriers of indifference of certain educated classes to the welfare of the common schools. The condition of the public schools was still deplorable in 1893, in 1895, in 1897, in 1899, but in all those years the champions in their struggle for improvement were a president and certain alumni of Wake Forest College, among them J. W. Bailey, Editor of the *Biblical Recorder*.¹² The battle for the free schools had been won. As a condition of their support of the "White Supremacy Amendment" in 1900, the people had been promised that their sons should be educated for citizenship. On assuming the office of Governor in January, 1901, Charles B. Aycock was faithful to remember this pledge and to urge the Legislatures to make better provision for the free schools; in numerous public speeches he sought to disarm such hostility to them as remained and to create an enthusiastic interest in them. Because of his faithfulness he is known as the "Educational Governor." Along with Governor

to Public School Advancement in North Carolina." *Wake Forest Student*, XLVII, 31ff., November, 1929. For a further statement as to the opposition of McIver and Alderman to this appropriation see Daniels, *Editor in Politics*, 323f. *Biblical Recorder*, March 17, 1897.

¹² See his editorial articles and notes, from his taking charge of the paper in 1893 until he resigned the editorship, in 1907.

Aycock, Gen. F. F. Toon, an alumnus of Wake Forest College, was elected State Superintendent of Public Instruction, and until his death, February 19, 1902, served with much zeal and wisdom.¹³

It is wrong to call the campaign excited by President Taylor's treatise a fight against the University. It was not a fight against the University to urge that its friends should support it in the same way as the friends of the denominational colleges supported them—by private contributions. Properly it was a fight against appropriations to the University and other tax-supported higher educational institutions. The fight did not result in discontinuance of all appropriations, and it is certain very few ever contemplated or desired anything of the kind. Most people knew that the political influence of the friends of the University was too strong, and the most they hoped for was that the appropriations to the State schools should not be used to toll away the patronage and imperil the existence of the denominational colleges. In this the fight was a success; it was generally recognized that the denominational colleges had deserved well of the State and that the State's educational policy should not be destructive to them, but should help promote their welfare. Accordingly, for some years appropriations for the State schools were kept low; they have gradually grown larger until now they amount to a great sum, and with the good will of the denominational colleges, since with the high schools pouring out their thousands of graduates every year our colleges always have as many students as they can adequately provide for.

The immediate effect of the discussion aroused by Dr. Taylor's articles was to rally the friends of the College to renewed loyalty and enthusiasm.¹⁴ In general it worked for the welfare of the institution, since it revealed unmistakably to politicians and

¹³ "He assumed the duties of his office in January, 1901. As leader of the forces of light and knowledge in the battle against the forces of darkness and ignorance, he manifested the same patriotic zeal, the same dauntless courage, and the same noble devotion to duty that had won for him the love and everlasting gratitude of his people long before on the field of blood and carnage." J. Y. Joyner, *Report of the Superintendent of Public Instruction of North Carolina, 1900-1901*, iii-iv.

¹⁴ President Taylor's report to Board, May 30, 1893.

Legislatures that the great mass of the white people of North Carolina were insisting that the denominational colleges should have a place in the sun.

It was unfortunate, however, that in 1894 and the years following the way was not open to direct this enthusiasm to the increase of the endowment and the efficiency of the College, largely because of the fact that the field had been surrendered to the Baptist Female University which was jealously guarding its place. The enthusiasm mostly went up in smoke; or what was worse, many loyal friends of the College convinced themselves that all that was necessary to promote its prosperity was to keep down appropriations to the University. They disregarded the fact that the College needed increased endowment, better buildings and laboratories and libraries, and a larger teaching force paid something beyond a starvation salary, and that it was the obligation of the Baptists of North Carolina to furnish the money for these things.

Strange as it may seem, however, the College made considerable progress in the remaining years of President Taylor's administration, 1893 to 1905. Schools of Law, Bible, Education and Medicine were added. This was made financially possible by the unexpected productiveness of its investments and by increased revenues from a larger number of students, which grew from 191 in 1892-93 to 313 in 1904-05.



FIRST FOOTBALL TEAM, WAKE FOREST COLLEGE, 1888-1889.
Left to right: WHITE, DOWD, WILLIAMSON, SIKES, MERRITT (Quarterback), DEVIN, BURNS,
RICHARDSON, MCDANIEL, RIDDICK, OLIVER.

XXII

IV-INTERCOLLEGIATE ATHLETICS-FOOTBALL, BASEBALL

Though athletics had its start in the previous period it was under the administration of President Taylor that it became more than local and assumed an intercollegiate aspect. And it was football with which these intercollegiate contests began. The first game was played in Raleigh, October 18, 1888, on the grounds of the State Fair, which was then in progress. As this was the first intercollegiate game in which the College had a part and the first intercollegiate football game in the State, the account as printed in the *Wake Forest Student* of November, 1888, is given in full:

The event of the session, so far, was the game of football between Chapel Hill and Wake Forest, Thursday of Fair Week, at the Raleigh Fair grounds. Our team had had their ball only three days and were sadly out of practice. Nevertheless, when they appeared on the grounds in their neat new uniforms, they created a most favorable impression and loud and continued cheering rent the air. The first game [quarter] resulted in favor of the Chapel Hill team, owing to the fact that our boys played under two new rules and had the disadvantage in position of their goal. The next game our boys went at it with a vim, caught on to their opponents' dodges and won the game in short time. The third game [quarter] was simply a repetition of the second. Our boys were favorably impressed with the gentlemanly conduct of their opponents and expressed their complete satisfaction with the decisions of Mr. William Wynne, of Raleigh, who kindly umpired the game.

After this, enthusiasm for football knew no bounds among the students of the College. The faculty had a regulation against playing ball of any kind on the Campus, but it was ineffective during the remainder of the school year 1888-89. Beginning with the faculty meeting on the next day after the game, students were regularly reported for "playing ball on the campus," often

many of them, and were given five, ten, and twenty-five demerits each in the vain effort to stop it, until finally the faculty seem to have given up their fierce determination to have their rule obeyed. Football reigned at Wake Forest. The athletic association of the College was reorganized and boasted a large membership. W. C. Dowd was captain of the football team, and after all these years is regarded as the one great football captain the College has had. C. T. Bailey, Jr., of Raleigh was the manager.

In November, 1888, the Wake Forest team played the Raleigh team. The first game was in Raleigh, and, probably owing to a late train, there was time for only one game (quarter), and Raleigh won. Then on Saturday, November 24, the Raleigh team came to Wake Forest and four games (quarters) were played, all of which Wake Forest won, making four points. The team kept practicing regularly now and was in good trim. It received a challenge from the team of Johns Hopkins University, but did not play owing to inability to make satisfactory arrangements for expenses. The Wake Forest students were betting on their team.¹

Football was the one object of great interest on the campuses of at least three North Carolina colleges during the remainder of this scholastic year. On November 29 delegates from the University of North Carolina, Trinity and Wake Forest met at the Yarborough House in Raleigh and formed an Intercollegiate Football Association, with a constitution like that of the American Intercollegiate Association and with its rules for football. Davidson had been invited but sent no representative. When after eighteen ballots there was no election, the following officers were chosen by lot: Jones of Trinity, president; Dowd of Wake Forest,

¹ The members of the Wake Forest team at this time were: Centre Rush, Devin. Rushers: Richardson, McDaniel, D. B. Oliver, B. T. Williamson, Upchurch, J. N. Beckwith. Quarter Back: W. C. Dowd. Half Backs: F. L. Merritt and Frank Mitchell. Full Back: H. A. Royster. Other players added or taken as substitutes during the year were: J. E. White, Walter Sikes, W. O. Riddick, R. L. Burns. Of these Burns at Center, Sikes at Guard, Dowd at Half Back, and Riddick at Half Back became famous in North Carolina football annals. *Wake Forest Student*, VIII, 84, 264, 308.

secretary; Bragaw of the University, Treasurer. The meeting agreed upon a series of championship games with a pennant for the winning team. Then they went back home to practice. Almost every afternoon at Wake Forest some forty young men might be seen on the athletic ground, dressed in every kind of old trousers, some with shirts and some without, and with no head covering except their matted hair; but every man was ready to do his part to give the team practice. It was most often the team against the field; the plan of the team was to plow through their massed opponents, and when the ball was snapped there was a mad rush from both sides, then a circular whirl of rushers until all fell in a globular mass several players deep and the ball was declared down. Its carrier being on the bottom was usually almost smothered when released. However, this first team developed a first-class trainer in the person of Mr. W. C. Dowd, who chose the ablest men for the different places on the team and developed some plays which brought his team victory in the final game of the year.

Football was at that time often played in the spring months by the Northern institutions, and the North Carolina Association was in form in arranging games of football for the spring of 1889, each team playing the other two. All games were in Raleigh. The first, on March 1, 1889, was between Wake Forest and the University which the latter won by a score of 33 to 0. The next, on March 8, between the University and Trinity, went to the latter by a score of 25 to 17. The third game, March 29, was won by Wake Forest College from Trinity by a score of 35 to 0.²

It was in this way that intercollegiate football began at Wake Forest and in North Carolina. It had almost sprung up overnight and had enlisted from the first the unbounded enthusiasm of the students. The Trustees and faculty of Wake Forest, like those of other institutions in the State, had a new problem before them, and they were at a loss how to deal with it. President Taylor thought best to refer the matter to the Board of Trustees

² *Wake Forest Student*, VIII, 263, 306, 307f.

at their meeting in June, 1889. "There is so much diversity of opinion as to the utility and safety of such games," said he, "that I should be glad to have an expression on the part of the Board as to whether the students should be allowed to participate." The trustees countered by referring the matter back to the faculty, but as a possible means of turning student interest in another direction established a department of Physical Culture, employed a Director and fitted up the Gymnasium with new and approved apparatus.

On the opening of the fall term, however, it was soon seen that while the new department of Physical Culture was appreciated the main interest of the students was football. Half the college gathered every afternoon to watch the practice while fifty others in their own equipment of old trousers were eager to work for places on the team, undeterred by bruises and broken limbs and the spread of erysipelas among the players. It is safe to say that never was there a healthier college spirit among the students of the College than during this early period of football. The air on the Campus was electric with it and its quickening influence reached every student.

The schedule for the fall of 1889 included games with the University and Trinity College, and two in Richmond, one with the University of Virginia and the other with Richmond College. The team did well, winning two of the four.³

³ The scores for the years 1888 to 1895 are as follows:

1888, October 17, Raleigh, Wake Forest 3; University of N. C., 2.

1889, March 1, Raleigh, Wake Forest, 0; University of N. C., 33.

March 29, Raleigh, Wake Forest, 35; Trinity, 0.

November 22, Chapel Hill, Wake Forest, 18; University, 8.

November 29, Raleigh, Wake Forest, 4; Trinity, 8.

December 9, Richmond, Wake Forest, 4; University of Va., 32.

December 10, Richmond, Wake Forest, 32; Richmond College, 14.

1891, November 10, Raleigh, Wake Forest, 4; University of N. C., 6
unfinished; given to Wake Forest by default.

1892, May 20, Charlotte, Wake Forest, 40; Asheville Athletes, 0.

October 21, Lexington, Va., Wake Forest, 12; V.M.I., 12.

October 22, Lexington, Va., Wake Forest, 16; W & L, 0.

October 24, Richmond, Wake Forest, 22; Richmond, 0.

November 24, Nashville, Tenn., Wake Forest, 10; University of Tenn., 6.

1893, October 17, Raleigh, Wake Forest, 6; Trinity, 12.

All this time the faculty were looking on the development of football not without some uneasiness. The game was reported as dangerous to life and limb, which assertion, though angrily denied, was believed by the faculty. If students were to have their necks broken on the football field teachers were unwilling to take the responsibility for it; those who were more than twentyone years of age could look out for themselves, but if minors were to play they must have the permission of their parents.⁴ After the Trustees, in June, 1889, had refused to relieve the faculty of their responsibility in the matter, the faculty could only wait and pray that nothing untoward would happen until the end of the season; the end came with only a few broken legs and clavicles and flattened noses to account for; then, on November 22, 1889, on the recommendation of a committee consisting of the President, and Professors Mills and Poteat, the faculty passed a resolution that the students should not be allowed to leave the State to play athletic games, though the action was not to apply to games already scheduled. In June, 1890, President Taylor was ready to recommend to the Board of Trustees that intercollegiate games of football should be forbidden altogether, which the Trustees with all speed authorized the faculty to do. This was more readily done, since President Taylor reported that the Trustees of the University of North Carolina had already taken similar action and its faculty had forbidden teams to leave the State.⁵

Wake Forest, Wake Forest, 64; University of Tenn., 0.

November 18, Raleigh, Wake Forest, 0; University of N. C., 40. 1895, October 19, Raleigh, Wake Forest, 4; State A.&M., 4.

⁴ Minutes of Faculty, March 12, 1889.

⁵ Battle, *History of the University of North Carolina*, II, 513. President Taylor said in his report, June 1890: "As was suggested in the last annual report, there is reason to fear that intercollegiate games of football are inimical to the best interest of the College and its students. This danger is proved by the many accidents which have occurred during the past year. They cause interruption to study and could easily produce irritation between the colleges. Directly and indirectly evil has come from them during the past session. This is coming to be seen even by the students themselves. As a result of correspondence between the President of Wake Forest and some of the authorities of Chapel Hill, a resolution has been passed by the Trustees of the latter institution which prohibits the students from participating in intercollegiate football games. It is earnestly to be hoped that you will take similar action. The more violent and dangerous forms of exercise are now rendered unneces-

According to Professor Venable (Battle, *History of Univ. of N. C.*, II, 513), on account of the irritation of which President Taylor speaks, "bad blood" had already been engendered. The University students, however, with much manipulation had the matter referred to a committee and continued their playing; but Wake Forest played no intercollegiate football games in the scholastic year 1890-91. Yet football was far from dead, though its demise was facetiously declared in the *Wake Forest Student* for October, 1890.⁶ The faculty found it necessary to legislate about it at their meeting on December 5, 1890, when they voted not to allow the students to play match games except among themselves. A week later they were reminded that football was still alive by a petition from the students, not granted, to plow the football grounds. On the 16th of the following January the faculty voted to suspend the football regulations and allow the team to play the University of North Carolina at Wake Forest on February 14, salving their consciences with the statement that "this is not a regular intercollegiate match game." The game, however, was not played.

Whether by accident or design the crop of new students entering in the year 1891-92 contained more good football material than ever before, chief among them being a big Moore County poet, .R. O. Fry, who tipped the scales at 230 pounds with no superfluous flesh; him no six of the strongest of the Senior Class could hold to the ground.⁷ At the same time another able player, E. W. Sikes, had been chosen Director of Athletics and was eligible

sary by the very efficient Department of Physical Culture which was organized and equipped last September."

⁶ "In Memoriam. Football, Obiit Thanksgiving Day, 1889." R. B. White, Editor of "In and About College."

⁷ This was "Baby" Fry, afterwards famous for his work both on the team of Wake Forest College and that of the University of North Carolina. Such departure from one gridiron to another was not then crime. He was afterwards an able member of the Troy, N. C., bar, and one of the election registrars in the "White Supremacy Campaign" of 1900, when the party in power thought physical strength a qualification for holders of that office. For his faithfulness in duty he was one of many registrars threatened with indictment in the Federal Court, but nothing came of it, since the party in power had impeachment proceedings against certain judges of the State Supreme Court and got a compromise for indicted registrars.

to play on the team in that day when no statute of limitation ran against a player. Accordingly, the interest in football was irrepressible, and on October 30, 1891, the faculty felt constrained to suspend the rules and allow a football game in Raleigh. A game was arranged with the University of North Carolina team for November 10. This was a hotly contested game, but when the second half was not many minutes old the University refused to take a penalty and forfeited the game to Wake Forest, though the score at that time was 6 to 4 in favor of the University.⁸ The next spring, owing to the enterprise of W. C. Dowd, a former captain, the Wake Forest team played the Asheville Athletes in Charlotte on March 20, easily winning by a score of 40 to 0. In the fall of 1892 there were no games with North Carolina teams, but four outside the State---on successive days---Washington and Lee, Virginia Military Institute, Richmond, and University of Tennessee, all of which were won by Wake Forest except that with V.M.I., which was tied at 12-12. In the fall of 1893 the team did not leave the State but defeated the University of Tennessee on the home grounds, 64-0; and lost to Trinity College at the State Fair by a score of 12-6, and on November 18 lost to the University by a decisive score-not given in Wake Forest reports. These games, rather than any action of Trustees or faculty, were fatal to football at Wake Forest. There were no games in 1894, and in 1895 only one, a game with State College, played on the Fair Grounds, October 19, resulting in a tie, 4-4. In authorizing this game on October 18, the faculty were careful to give permission to play in it only to students who were of age and minors who had the permission of parents or guardians. At the same time the faculty voted that no further match games of football would be allowed on the grounds of Wake Forest College. It was in the fall of 1908 before football was again an authorized sport at the College.

There were several reasons for the discontinuance of football at Wake Forest and at some other colleges about this time. The principal one was that football had got a bad name and was

⁸ See full account in *Wake Forest Student*, XI, 88f.

much spoken against. The public generally had been taught to regard it as extremely dangerous, and there were some grounds for that fear when pounds avoirdupois and brute strength counted so largely in the qualifications of players in the line, and destructive formations, like the somewhat later DeLand's "Flying Wedge," often left the ground strewn with injured players, often permanently injured. It is well authenticated that an enormous blacksmith was brought from Salisbury to an institution of our State to be the "Center Rush," but not being able to sign his name was refused admission by the President, sorely to the disappointment of the students. At Wake Forest a certain player, weighing 185, who could take much punishment on the nose and strike hard from the elbow was regarded as indispensable. In another institution the "Center Rush," weighing about 225 pounds, had been run out of his position as railroad station agent a few days before an important game. In a journalistic report of the game between Wake Forest and the University on November 18, 1894, Mr. Eugene Harrell called the players "pugilists," and declared that the institutions had "Chairs of Pugilism" for their training. A Wake Forest writer moved by resentment insisted that "a gentlemanly, courteous game was played." On the Wake Forest team that played that last disastrous game was one player who had played on the Wake Forest team in that initial game with the University in 1888, in which Wake Forest was victorious. This was E. W. Sikes, who came to be known as the "Old War Horse." As a result of his playing he wore a somewhat flattened nose through life. He soon after left to enter Johns Hopkins University, and chances for continuing the team were ruined. With stories such as are told above going the rounds and discussed in Associations and conferences it became increasingly difficult to get players for the teams. Again, as the game improved it was necessary to have much equipment and a salaried trainer, and the Wake Forest students did not have the means to supply these. It was with the good will of students, faculty, Trustees and friends that the playing of football was discontinued at Wake Forest. For certain members of the faculty the change

was welcome, since when they represented the College at public meetings, such as Associations, they no longer had to give an account of their stewardship.

It was not till football was well established that interest in intercollegiate baseball was shown at Wake Forest. The students had for some years organized rival clubs and played among themselves, and occasionally a game had been played with Rogers Cross Roads or with a Raleigh team. But it was not until the spring of 1891 that a team of the College played the first intercollegiate game of baseball. This game was with the team of the University of North Carolina and was played in Raleigh in May of that year, and was won by Wake Forest in the eleventh inning by a score of 10 to 7. From this time interest in baseball was general at Wake Forest and increased from year to year. In the spring of 1892 two games were played on the home grounds with the team from Oak Ridge, one of which was won by each team. In the same year also was scheduled the second intercollegiate game, again with the team of the University of North Carolina, in Raleigh. The game was to have been played on Friday afternoon, May 21, but owing to rain it was postponed till the next day. When, at 3:30 p.m., the umpire was ready to call "play ball," the University team regarding Pitcher Quarles of the Boston Braves who had matriculated at Wake Forest as more formidable than Pitcher Wynne of local fame, who had matriculated at the University, refused to play and forfeited the game, much to the disgust of the crowd and the manager of the University team who had collected a nice sum in gate receipts and regretted to have to return it.

After this interest in baseball grew by leaps and bounds at Wake Forest. Desiring to have a winning team and in keeping with the customs in college baseball at the time the Wake Forest team was provided from year to year with as many professional players or semi-professional players as could be paid for, usually only two, a pitcher and a catcher, while the other players were *bona fide* students. In the Spring of 1893 and 1894 these helpers were Bob Stafford, catcher, and Pop Smith, pitcher, of Guil-

ford College. Stafford was also a great batter, having after leaving Wake Forest hit eighty-nine home runs in one season for a Wisconsin league team. In 1894 the team won nine out of ten games. "All honor to the team of '94!" said the writer in the *Wake Forest Student* for May, 1894, "-to its battery, the best in the South; to its manager and captain; to its infield and outfield. Long will your memory remain fresh in our hearts." Nearly all the players, however, in these early years were regularly registered students, who were working for a degree and won one. Among these were T. E. Holding, of Wake Forest, later a druggist and banker, the first of the great Wake Forest pitchers. His catcher was W. R. Powell, also of Wake Forest, a great catcher and batter, and afterwards a business man and turpentine and cotton goods manufacturer; John Mills, good both at shortstop and in the pitcher's box and great batter, "the best all round player in North Carolina"; E. Yates Webb, an outfielder, afterwards in Congress and now United States district judge; Raleigh T. Daniel, also an outfielder and good at the bat; Hubert A. Royster whose fine catch in the outfield in the first University game saved the day for Wake Forest, now famed for his success in surgery and as a writer and lecturer and his continued interest in athletics; Charles E. Taylor, Jr., shortstop and pitcher, long a banker of Wilmington. A few years later J. Clyde Turner was a great catcher and batter; he was valedictorian of his class, that of 1899; for many years he has been one of the leading Baptist ministers of the South. Those who know Wake Forest baseball from the beginning will not say that these men are exceptional; many of the College's best and most successful students have been members of its baseball teams.

With the session of 1894-95 games with the teams of North Carolina colleges were becoming general, four games having been played with Trinity that year. It seems that by this time the students were recognizing the evil of having professional players on the team, and they seemed to welcome the action of the Trustees forbidding their being registered as students.⁹

⁹ *Wake Forest Student*, June, 1895, "While we all join in a hearty *amen*

The faculty, however, had not been blind to the evil. It seems that in the spring of 1893, the registration of those whose main purpose at College was to play baseball passed unnoticed. The next year, however, the faculty, awake to the situation, voted to request the President to state to Messrs. Smith and Stafford that they could matriculate only on condition that they give assurance that it was their intention to become *bona fide* students and remain in college during the remainder of the session. The next spring the faculty was somewhat more stringent, but these men and one other were allowed to register by paying fees in advance.¹⁰ After this there was some improvement, but soon the evil was found to be continuing in a more concealed but no less virulent form. The employment of well known players during the baseball season of the spring term did indeed cease, but Wake Forest and the other institutions began to employ promising players who could be present all the year. Some of these were good students, but in that day of loose entrance requirements many were more interested in baseball than their studies, and thought they had done their part when they had played well in the game. Of course, these were undesirables in any college. Further improvements were made from time to time; and first in the catalogue of 1898-99 was published a set of rules on the qualifications of players on athletic teams, which in essentials are those of the Southern Conference of today. But, as is well known, no rules have been able to keep improperly induced players off the teams of our colleges and universities.

It took some years for baseball to become well established at the College. The attention of people generally was called to its evils as the number of games increased and some were played in towns in all parts of the State. Stories of rowdy and drinking teams were rehearsed and all instances of their misbehavior in hotels and on trains were noted and learned by heart; and there

to the dictum of our kind guardians in prohibiting the admittance of professional base-ball players to the College, we hardly think such a decree necessary. Bitter experience has already taught us better." See also Minutes of the Board of Trustees, June 13, 1895.

¹⁰ Minutes of Faculty for February 15, 1894, and March 4, 1895.

was much talk of time wasted by players and others. In the press, especially in *Charity and Children* with the biting pen of Arch Johnson, the evils of baseball were published abroad and every college team had to suffer not only for its own sins but for the sins of all other college teams. It was baseball that was a monster. At Associations and other meetings members of the faculty and of the Board of Trustees were assailed by irate guardians of the public morals with the demand that baseball be prohibited at the College, or at least, games be allowed only on the home diamond. Probably, this accounts for the greater parts of the resolutions against baseball introduced in the meetings of the College faculty and the Board of Trustees in these years.¹¹ But reason prevailed. Always a majority of the Trustees were willing to be guided by such recommendations of President Taylor as are found in the following from his report to the Board on May 24, 1898: "The faculty has sought to reduce to a minimum the interruption to study by intercollegiate games. Intercollegiate football is entirely prohibited, and the number of games of baseball is strictly limited. I should be glad if the Christian colleges of the country or if any considerable part of them could unite in abolishing all intercollegiate games; but it is my opinion that, as things now are, it would not be wise for individual colleges to attempt such a total abolition."

Beginning with the spring of 1904 a member of the faculty, G. W. Paschal, assumed the management of the baseball team, and saw that the proper equipment and supplies were furnished and employed a trainer, Mr. J. R. Crozier, a member of the Atlanta professional baseball team. In the following June, the Trustees elected Mr. Crozier Director of Physical Culture with

¹¹ Minutes of the Faculty for March 4, 1895; March 27, 1896; March 13, April 23, May 29, 1897; March 10, April 14, 1899; March 12, May 6, 1899; June 3, 1901; June 6, May 28, 1903; March 23, 1904; March 29, 1905. Nearly all of the above instances related to restrictive measures. See also the minutes of the Board of Trustees especially for June 13, 1895; May 27-28, 1896; May 24-26, 1898; May 28, 1901; May 25-26, 1903; May 24, 1904. Time and again in meetings of the Board resolutions were introduced banning baseball at the College, and one actually passed but in a later meeting of the same session was reconsidered and tabled.

the understanding that he was to train the athletic teams of the College as well as give instruction in gymnasium classes. The advantages of continuous faculty management were soon evident. After three years Paschal turned the management over to others, and did not assume it again until 1914, but faculty management in one form or another has been in use since that time. Until 1921 the faculty manager assumed full financial responsibility, and with a few contributions from alumni and friends without expense to the Board of Trustees, was able to break even.

Until the construction and opening of Gore Athletic Field in 1922, the Old Athletic Field at the north end of town served for baseball, tennis and football. The first baseball field had its home plate at the corner of Juniper and Main streets, but in the spring of 1894 a new diamond was constructed in the opposite part of the field and a rude grand stand seating 250 was built back of it next the railroad. This diamond was greatly improved by Mr. Crozier after his coming in 1904. It had the advantage of being well drained and ready for play even after hard showers.

The story of athletics in later years will be found in another chapter.

XXIII

V—FORMATIVE INFLUENCES, DISCIPLINE, CHAPEL ATTENDANCE, RELIGION

President Taylor was a strong believer in the value of discipline for the development of manliness and dignity of character in young men. In his own person and manner he exemplified the majesty of a well ordered life. Early after his assumption of office prospective students found in the catalogue, beginning with that of 1886-87, this statement:

Earnest efforts are made to develop in students sentiments of selfrespect and habits of self-control. They are treated and trusted as gentlemen, and are expected to respond to this treatment by gentlemanly deportment at all times. The College is in no sense a school of reform, and the faculty very earnestly hope that young men who have formed vicious habits, or who cannot restrain themselves from mischief, will not seek to become members of the Institution. Those who do not propose to conform to the few and simple regulations of the College ought not to matriculate as students.

A fuller account of fraternities is given in a later chapter; here only enough is given to indicate the firm and masterly manner in which, in the early years President Taylor dealt with them.

Hardly had he assumed control as Chairman of the Faculty in June, 1884, when he found the authority of the College challenged by the presence of a secret fraternity among the students. It had been in operation during the previous year, but no more serious action had been taken than to have interviews with the members and to write to their parents. But at the faculty meetings on July 10-11, 1884, the first after Dr. Taylor took charge, the faculty took action making membership in a fraternity a bar to admission to the College, and added other regulations designed to prevent others from joining such organizations. The presence of this fraternity among the students had been the cause

of much dissatisfaction among them and had bred a spirit of resentment and disorderliness.¹ To this President Taylor refers in his report to the Trustees in June, 1885, and he remarks on the improvement that has come from the assertion of the right of the faculty to require obedience to the laws of the College. In his annual report to the Board in June, 1885: "During the fall term two young men were required to leave college on account of intoxication. With these exceptions, he said, the gentlemen under our care have generally seconded our efforts to maintain the supremacy of law. The morale of the College has improved during the last year. This is, in my judgment, not so much due to the efficiency of the present administration as to reassertion, during the last summer, of the determination of the faculty that the laws of the Institution should be obeyed. I submit herewith a copy of the regulations of the College, which have recently been revised and shortened. The only pledge now required of a student at his matriculation is that he shall conform to them." On returning to College the next September the members of the fraternity were given the option of surrendering their charter, and signing a pledge of obedience to the regulation or of withdrawing. It was in the spring of 1890 that the presence of a fraternity again began to cause serious trouble at the College.

In many of his annual reports President Taylor was able to say to the Trustees that there had been no serious cases of discipline to mar the course of the College, but sometimes it was otherwise. A student and groups of students engaged in ungentlemanly or disorderly conduct at their peril. It was not the plan of President Taylor to let such conduct go unpunished. Discipline was exercised with stern impartiality. In the first years of President Taylor's administration several sons of influential Baptists had been dismissed from college because of intoxication or failure to improve their time. In the fall of 1889 a group of students engaged in shameful rowdiness in a neighboring town, helping themselves rather freely to some liquors, which

¹ The minutes of the faculty for the year 1883 well justify this statement.

it seems the hotel keeper in that town kept in a back room for certain of his guests, but which he refused to serve to the college students. Probably not all the students drank, but the hotel keeper reported the matter to President Taylor, with the result that all but two, who were freshmen, were required by the faculty to leave college. There is sufficient evidence that this firm and impartial exercise of discipline caused some feeling on the part of the parents and other relations of the students affected, which made itself felt in the Board of Trustees, though no issue was made of it. President Taylor met it boldly and was on this and every other occasion sustained by that body. Thus early in his administration he came to be regarded by all, and especially by the students, as a firm and just disciplinarian and commanded their respect. They knew that a master hand was on the helm; according to a phrase current at the time he had a "grip on things."

Later towards the close of his presidency he seemed to members of the faculty to mellow somewhat, and to appear somewhat more sympathetic, not with disobedience, but with the unfortunate students led into wrong doing by their youthful spirits rather than by immoral proclivities. At all times those who went to his office to answer charges were received with the urbanity and consideration accorded only to gentlemen, and came away with a realization of the nature of their offense, and ready to accept whatever punishment the faculty might think they deserved, and often with a sense of responsibility and challenge for cheerful conformity with the regulations of the institution.

It was when matters of serious import were at issue that President Taylor was revealed in his true native majesty and greatness. An example of this occurred in September, 1901. A group of students, some of whom prided themselves on their families, sought to mete out discipline of their own to a fellow student who had acted wholly in his rights but not in conformity with their sense of propriety. They sent a committee to him with the order that he leave college before a given time. His friends, however, rallied to him, and surrounded him day and night with

an armed body guard, and they soon had the support of nearly all the students, only about thirty, as was afterwards found out, being in the group that was seeking to drive their fellow student from the Campus. Things had come to a serious, and even a dangerous pass before it became known to the faculty. It took more than one meeting for the faculty to find out all who were in the offending group, but when all their names had been secured they were summoned to answer for their behaviour. When they had appeared their spokesman told with much pomp of their desire to assist the faculty in matters too delicate for faculty action by purging the institution of such students as had low ideals, for which they thought they ought to have the approval of the faculty, not its condemnation, and said that it was a matter of no little concern to the College whether it had the good will or ill will of such able and influential men as they themselves were. When he had done, those present, students and members of the faculty, turned their eyes towards President Taylor, and some saw for the first time how truly majestic he was. Though in deep emotion he had his body and his voice in perfect control. In calm tones and well chosen words, without recrimination or rebuke he told the group of offenders that their ideals were utterly at variance with those that the College had always tried to teach, that the faculty had been trusted with the duty of setting standards for the conduct of students and administering discipline, and of protecting all students in their rights, that the College had invited only those who thought they could work in harmony with the faculty to matriculate, and it would be the best for all concerned for the students who had sought to exercise a discipline contrary to the spirit and regulations of the College to withdraw and leave the institution free to do its proper work. He spoke only six or eight minutes, but he had hardly begun before the pomp which the group brought with them was deflated and every member of it wilted and hung his head in dejection. He had not sought to confute their views; he did not beg them to change them; but since their views and actions were incompatible with the purposes of the College he advised them to withdraw; as gentlemen they

could not remain. After a day or two most of them had returned, been readmitted, having signed a paper devised by some member of the faculty, and so far as the records show were without offense during the remainder of their college course. But those who signed did it without urging from President Taylor; he asked all not to sign under any sense of compulsion, but for each to use his own free will as a responsible moral agent.

It was as a positive rather than as a restraining force, however, that the College during President Taylor's administration affected the life of the students. They were stimulated to lives of moral cleanliness and healthy religious interest by the personal influence of members of the faculty, by the preservation of wholesome surroundings, and the powerful appeal of the regular course of the religious life of the College and the ministrations of the church.

President Taylor himself was firm in the conviction that the College was an instrument for the spread of the Kingdom of Christ in the world. He early warned of temptations to the College to turn aside from this peculiar work and to forget the dependence on God. He had not been many years in his place of responsibility when he first stated the desire and purpose which he maintained throughout his presidency, that the work of the College "be done by consistent men under distinctly Christian and Baptist influences, and that it shall never be forgotten that the College sustains to the Baptist State Convention and through it to the Kingdom of Christ on earth a close and vital relation."²

There could be no caviling at religion when it was so beautifully exemplified in the lives of able and genuine men like Taylor, Mills, Simmons and the two Royalls, and Poteat. The students found joy in religion and in the worship in chapel and church.

Sometimes, indeed, the Board of Trustees had occasion to advise that all members of the faculty attend the daily chapel exercises.³

² *Biblical Recorder*, September 19, 1885; Minutes of the Board of Trustees for June 11, 1889; June 10, 1890.

³ Minutes of the Board of Trustees for June 1888: Rev. C. Durham offers the following resolution: "Resolved, That it is the sense of the Board of Trustees,

The fact is, however, that it was only the rare member of the faculty, some two or three at most, who was not a regular attendant on chapel and church services. These two or three soon proved in other ways that they were out of touch with the institution and remained with it only a short time. During the entire period of President Taylor's administration the chapel service on all days except Sunday was a distinguished feature of the college life. It was the first exercise after breakfast, usually about eight o'clock in the morning. For the students, attendance was required. The place was the Small Chapel on the central portion of the ground floor of Wingate Memorial Hall, which, however, began to be too narrow for the 313 students who assembled there in the last year of this administration. The members of the faculty also were nearly all present, seated on the platform facing the students, having come in by the side door which opened from a recitation room to the north. There each had regular seats while the President sat in the center. At the tap of the bell every student was expected to be in his assigned seat ready to answer to his name when called by the Keeper-of-the-Roll. After the call of roll there was a song, and then the President or some other member of the faculty read from the Scriptures, and perhaps made some comment, and offered prayer. Then the President made announcements and read the list of delinquents, and dismissed the meeting. All testimony concurs as to the value and influence of these daily chapel services. They developed unity among the students by bringing them together day by day. This mingling with one another was also favorable

that the increase in the number of students calls for great watchfulness on the part of each member of the faculty over the morals of the students, and we commend to them in the most earnest terms our desire that every regard be paid to those influences and services that shall tend to promote piety and Christianity, and among them we reckon as important attendance by both faculty and students on the daily morning prayers and divine services on Sunday. The Secretary will send a copy of this to each member of the faculty. Adopted." Again, at their meeting in June 1890, a resolution offered by Mr. W. H. Pace calls attention to the fact that the above resolution has been in a great measure disregarded, and again urges the members of the faculty to attend on religious services and use their influence to get the students to do the same.

for the growth of a strong and characteristic college spirit, in which the members of the faculty too had a share since they were an essential part of the group. And the simple religious services were attended with marked decorum and reverence, which was seldom violated, and profoundly affected the lives of both students and faculty in a religious way. There was no cant or affectation in those services, no formalities to take the place of thought, but helpful suggestions for masterful, noble and successful Christian living. It was all but impossible that those students should not have been affected as they heard President Taylor pray to God in almost all his prayers in chapel that He would help every one before him to make the very most of his life. And there was hardly a prayer in any of these services in which every student was not carried back to his own home and brought into the presence of father and mother, sisters and brothers, to join with the leader in asking God's blessings upon them and His protection of their health. One other aspect of the chapel services proved most helpful and stimulating to the students: they were treated there as responsible moral agents. They were not boys, so the President would sometimes tell them, but men, young men indeed, but still men, and so they must think for themselves. And they were a select group of young men, composing, as the President often declared, the finest audience in North Carolina.

In the days of President Taylor and until June, 1914, students were required to attend the eleven o'clock service on Sunday, and, so long as the chapel services were in the Little Chapel, to indicate at Monday's roll call their attendance on the Sunday service by answering "Aye," if present, and "No," if not present. Through all the years there was some opposition to this on the part of students, on the ground that purely religious services should be free.⁴ It may be said here that the requirement for attendance at

⁴ J. W. Lynch, afterwards, 1898 to 1909, except for some months, pastor of the Wake Forest Baptist Church and Chaplain of the College, and later Professor of Religion, as a student editor of the *Wake Forest Student*, October 1887, argued strongly against all compulsory attendance at religious services, including chapel. After mentioning several things at college that made it hard for one to live a Christian life, he continued: "Still another, and to our

Sunday morning worship was finally abandoned because as the number of students increased no adequate method was found for keeping a check upon attendance, and many students known to be absent regularly failed to indicate it.

Through the years of President Taylor's administration, as in the previous years, there were numerous revivals of religion. Often the preaching was by the pastor of the church, but more often by some invited preacher. Seldom did these revivals fail to result in much interest among the students and numerous conversions and baptisms. Typical and at the same time one of the greatest of these revivals was that of March 18 to April 2, 1892, when Dr. William E. Hatcher of Richmond, Virginia, assisted the pastor, Dr. W. R. Gwaltney, and did the greater part of the preaching. Dr. Hatcher had just those qualities that attract able and intelligent young men. He was one of nature's noblemen, and had all the culture of his Virginia heritage. He was a man of superior intelligence and a preacher thought worthy to occupy the pulpit of the great Spurgeon for a season. He had large human sympathies and a large experience in dealing with people of all classes and conditions and all degrees of culture. In speaking of him and the meeting President Taylor, writing in the *Biblical Recorder* of April 13, 1892, says

"It was evident from the first that he had come with the single purpose of seeking to do good in the Master's name. His preaching was natural, simple, and in the power of the Holy Ghost. It was largely addressed to Christians, but was carried to the hearts of all. The old-fashioned doctrines of sovereignty, repent-

mind a greater reason, is due to the regulations that require students to attend devotional exercises, will they, nill they. At Wake Forest there are twelve services weekly that are of a religious character. Attendance at seven

of these is compulsory. We are opposed to this regulation in vogue in many of the colleges of the country. We are opposed to anything that savors of ecclesiastical tyranny. Not only is it a violation of religious liberty, but of civil law, which says: 'No man shall be compelled to frequent or support any religious worship, place or ministry whatever.'" Lynch believed that if the attendance were voluntary it would be good, but good or bad, he was opposed to the regulation on principle. Though this regulation was still in force when Lynch was pastor of the Wake Forest Church, it is only fair to say that his friends knew that he still was opposed to it.

ante, unconditional surrender, and faith in a divine Saviour were constantly presented. Grace was magnified and God was exalted. Those who accepted salvation seemed to come to God empty handed and broken-hearted. But of the man and minister whom God has honored as a means of blessing to so many of us, I cannot trust myself to write. The simple straightforward, magnetic power of his Christian manliness I could not analyze if I would. ... Many young Christians who had wandered from the King's highway, many who had become cold from neglect of the means of grace, and some who had gotten afar off and were leading inconsistent lives-very many have made public confession and rededicated themselves to Christ and are knowing the joys of salvation. Some who had heard many sermons and passed through many meetings sought and found forgiveness. More than twenty have been received for baptism. The College has been greatly blessed. The purifying stream has flowed through our midst.... O that the Strong One may keep us henceforth."

Such revivals were much a matter of course in the College year. In the year 1901-02, while the church was without a pastor, there was no series of revival meetings, which led President Taylor to say in his report to the Trustees in June, 1902, that this was perhaps the first session in the history of the College without such meetings. Some of the ministers that preached in these revivals were Dr. Henry McDonald of Atlanta, 1886, whose powerful sermons and engaging personality were long remembered at Wake Forest; Rev. J. E. Hutson, December, 1888; Rev. W. L. Wright, February, 1896; Dr. W. E. Hatcher, the second time, October-November, 1900; Dr. W. C. Tyree, October, 1903.

Among those who were baptized into the membership of the Wake Forest Baptist Church on professions of faith made in these revival meetings were T. W. Bickett, later Governor of North Carolina; E. W. Sikes and T. D. Kitchin, later college' presidents; Wayland Mitchell, a physician who on his death in 1940, left \$25,000 to the School of Medicine of the College; E. Vernon Howell, who organized the department of Pharmacy in

the University of North Carolina; C. L. Haywood, a prominent druggist of Durham; W. B. Daniel, who later received his doctor's degree from Johns Hopkins University and for many years was Dean of Baylor University; R. L. Paschal, for more than forty years connected with the public schools of Forth Worth, Texas, the central high school of that city being named for him; T. H. Briggs, a doctor of Philosophy of Columbia University and a member of the faculty of that institution and an authority on education; D. D. Dougherty of Appalachian Teachers College; J. M. Parrott, a physician of Kinston, and a member of the Board of Trustees of the College; Harry Trantham, a Rhodes Scholar and a professor in Baylor University; Oscar J. Sikes, a lawyer of Albemarle; Gordon R. Edwards, an able physician; and hundreds of others whose lives have been a blessing to their state and communities; it was their experience of grace in revivals at the College that set these men on their way to useful and happy lives. With many, however, the revival was only the occasion; the chief influence with them had been the vitalizing religious atmosphere of the College.

The pastors of the Wake Forest Baptist Church during President Taylor's administration were : Rev. R. T. Vann, who had begun in October, 1883, to October, 1889; Rev. W. R. Gwaltney, July, 1890 (elected), to June, 1898; Rev. J. W. Lynch, first pastorate, January, 1899, to September 25, 1901; second pastorate, June, 1902, to February 10, 1909. In the school year, 1889-90, Sunday morning and Wednesday night services were under charge of the members of the faculty and others, notably Dr. William Royall, professor of English, while during the interim between the first and second pastorates of Dr. Lynch the pulpit was filled by members of the faculty and the pastors of neighboring churches of several denominations.⁵

⁵ Reports of President Taylor to the Board of Trustees June 1890, and June 1902. For the year, 1889-90, the Church voted to pay fifty dollars each to President Taylor and Dr. W. B. Royall, and one hundred dollars to Dr. William Royall for their services. Minutes of the Wake Forest Baptist Church, July 9, 1890. The salaries were as follows: R. T. Vann, \$600 Church and \$200 by the Trustees; W. R. Gwaltney, \$800 from other sources and \$400

Of the pastorate of Dr. Vann something has already been said. He was bright, alert and witty and his sermons reflected these qualities.

Dr. Gwaltney had been a student of the College in 1860-62, had served as chaplain in the First North Carolina Regiment in the Confederate States Army, had resumed his work in the College in 1866 and graduated with the degree of Bachelor of Arts in the first post-bellum class in 1868. He had served pastorates at Hillsboro, Mocksville, Winston-Salem, Raleigh (Tabernacle), and Greensboro, and had led in building churches in several of these places. He was a zealous and able leader and had an important part in the development of the charitable and educational institutions of the Baptists in the State. As chaplain he was much honored and beloved-by the soldiers for his courage and utter disregard of danger in ministering to the wounded in the thick of battle, and later he was revered by his churches for his sincerity and zeal and sympathetic interest in the temporal and spiritual welfare of all the members, for his uncompromising stand for truth and right, for his wise counsels, his devotion to his work, and his holy living, and his earnest, faithful and convincing preaching of the Gospel. "That man of God," said a widow of a Roman Catholic to whom he spoke words of Christian comfort. In his first sermon at Wake Forest he declared that he had not come to preach literature or science or politics or philosophy, but to preach Jesus Christ as Saviour and teacher and comforter. And it was this purpose that he maintained during the eight years of his ministry. Those who sat under his preaching and heard his prayers learned that religion was a serious and important concern and nearly all of them were quickened to a desire for purity and, holiness. The students in particular appreciated his warm and sincere interest in both their

from Trustees; J. W. Lynch, \$1,000 from Church and \$400 from Trustees in first pastorate; and \$600 from Trustees and \$1,000 from Church in second pastorate. Minutes of the Board of Trustees for June, 1890; June, 1902; Minutes of the Wake Forest Baptist Church, July 9, 1890; June 4, 1902. During the pastorate of Dr. Lynch the Church became very liberal in the vacations granted, making the pastor's vacations co-extensive with the vacations of the College year.

temporal and spiritual welfare and felt the influence of his sanctity and sweet and attractive humility. He often visited students in their rooms and was always gladly received. During his ministry the religious atmosphere of the College was healthy and ennobling.

Dr. J. W. Lynch had graduated from the College with the degree of Master of Arts in June, 1888; the next year he had been a student at the Southern Baptist Theological Seminary, and since that time had served ten years as pastor of the Danville, Kentucky, Baptist Church. As a student Lynch had been brilliant; perhaps no editor of the *Wake Forest Student* excelled him in the witty flashes of his brief articles in "In and About College," and in the force of his timely editorial leaders. He had also been Anniversary debater and orator of the Euzelian Literary Society, and had served the Perry's Chapel and Flat Rock churches as pastor. His reputation as a preacher in Kentucky had preceded him in reaching Wake Forest, and he well maintained it when he had come. His sermons were models of scriptural exposition, full of striking epigrams, often with something of the poetic and mystic, and always clear in their moral and religious teaching. And they were never without a personal touch and interest. As a young man he spoke as *a* young man, but after he was married he knew how to choose texts that permitted an exposition of the beautiful and sacred relations of husband and wife; and when his children came his sermons took on the new freshness of happy babyhood and childhood. With all their brilliancy his sermons were in harmony with the teachings of Baptists as to New Testament truth; the moral and religious purpose was not forgotten in them. The faculty and friends of the College were well satisfied; here was a preacher who represented the Baptists at their best; Lynch was just the kind of preacher a Christian college ought to have; there was no room for agnosticism and caviling at religion when it was upheld by a man of such ability and scholarship. During Lynch's pastorate the thought and aspirations of the students came to have a spiritual and religious quality.

XXIV

VI--STUDENTS, GRADUATES, FACULTY, PUBLICATIONS

During President Taylor's administration the enrollment with the exception of a few years showed progressive increase in number. In 1884-85 it was 144; in 1904-05 it was 313; the highest number was in 1903-04, 328. It reached 200 in 1886-87, and did not fall under that number except in the hard years financially and competitively of 1892-93 and 1893-94, when it was 191 and 197 respectively. There is evidence that in quality also the preparation of the students made some improvement. President Taylor often made it plain that students with deficiencies were admitted only because of the lack of good academies and he was always glad to report to the Trustees any falling off in the number of those not well prepared.¹ The total number of registrations for all the twenty-one years was 5,082, an average of 242 a year, of whom 599 won degrees, some more than one, making a total number of degrees granted 665-85 Master of Arts, 463 Bachelor of Arts, 27 Bachelor of Letters, 30 Bachelor of Science, 60 Bachelor of Law (later Laws). Beginning with the school year 1887-88 students entering were offered only the degrees of Bachelor of Arts and Master of Arts. This continued until the establishment of the School of Law, in 1894, when the professional degree of Bachelor of Law was introduced; later with the establishment of the School of Medicine, in 1902, the academic degree of Bachelor of Science was constituted. Except

¹ Minutes of the Boards of Trustees for June, 1887, and the succeeding years. "The increase in the number of associational academies, in cooperation with Wake Forest, is a hopeful indication for the future growth and usefulness of the College. Those now in existence and others which are projected should receive all encouragement from all the friends of Wake Forest. For, on the one hand, they will render possible the elevation of the standards of the College, and, on the other, they will provide primary and secondary education, under Christian auspices, for large numbers who will never aspire to higher education." Pres. Taylor's report to the Trustees, May 28, 1901.

in the case of eight or ten students the Master of Arts was an undergraduate degree, for which a greater amount of work, usually completed in four years, was required. Improvement in the general character of the students is shown by the fact that there was a continued increase in the percent of them who remained for graduation, from 10.4 per cent in 1885 and 8 per cent in 1886 to 14 per cent and more after 1900; the per cent for all the years was 13.83 per cent.²

Of the graduates of these years 163, or 29 per cent, became ministers of the Gospel. Towards the close of the century there was a decline in the per cent of ministers among the graduates, but otherwise it was fairly constant. In the early '90's the per cent averaged about 35. For 1892 it was approximately 39, 14 in a class of 36. Of the 14 ministers in this class average of intelligence and scholarship and achievement in their life work was very high. These fourteen were W. R. Cullom, J. W. Millard, J. Paul Spence, J. G. Blalock, W. R. Bradshaw, J. S. Corpening, C. D. Graves, J. E. Green, James Long, E. S. Reaves, E. F. Rice, M. A. Adams, J. A. Mason, G. W. Sowell. Though in scholarship and literary productions none of these achieved eminence, yet nearly all came to be the trusted leaders in their fields of work. Cullom was the first Professor of Bible at the College and in the South, and continued as head of that department till his retirement in 1938, a period of forty-two years, seeing it grow from small beginnings to one of the most important departments in the College. Millard was a successful pastor of large city churches, first in Baltimore and later in Atlanta. Bradshaw, until his death, March, 1942, was for many years the trusted Baptist leader of the section of which Morganton is the center. There is no space in this volume to tell of the services of all the ministers among the graduates of these years, nor even to mention their names, but their general character may be seen from the following taken almost at random: J. L. White, M.A., 1886, a most powerful

² The number of degrees granted by the years was as follows: 1885, 14; 1886, 14; 1887, 18; 1888, 20; 1889, 29; 1890, 26; 1891, 20; 1892, 36; 1893, 23; 1894, 28; 1895, 22; 1896, 29; 1897, 47; 1898, 57; 1899, 48; 1900, 33; 1901, 35; 1902, 39; 1903, 45; 1904, 44; 1905, 39.

evangelistic preacher, and for many years pastor of the First Baptist Church of Miami, Florida; L. R. Pruett, B.A., 1887, who labored most successfully in Charlotte and other churches in central North Carolina; W. S. Olive, B.L., 1887, whose labors gained for the Olive Chapel Church in Wake County a national reputation; J. W. Lynch, A. T. Howell, and M. L. Kesler, all of the class of 1888, the first hardly excelled as a preacher, and later Professor of Religion in the College; the second, known for his ability as a preacher and also as a pastor, who has done a lasting work in churches in the Carolinas; the third, Kesler, best known for his great work in the Mills Home Orphanage of which he was superintendent for many years before his death on August 20, 1932. The class of 1890 contained such men as J. O. Atkinson, a leader in the Christian-Congregational church, editor of the *Christian Sun*, and long a member of the faculty of Elon College; H. C. Moore, best known for his editorial work as editor of the *Biblical Recorder*, 1908-17, and as Editorial Secretary of the Sunday School Board of the Southern Baptist Convention, since 1917. For a longer period he has been Secretary of the Convention. Another member of the class of 1890 who gained much prominence was John E. White, who from 1895 to 1900 was Corresponding Secretary of the Baptist State Convention of North Carolina, and later served important pastorates in Atlanta, Savannah and other Southern cities. He was also greatly interested in education, and had a chief part in the establishment and development of Anderson College and served it as president for several years. Josiah Crudup of the same class labored largely in other states, serving long pastorates in Dalton, Georgia, and Belzoni, Mississippi. Twin brothers of the class of 1891, J. I. and R. G. Kendrick are known in the states from Virginia to Louisiana for their pastoral labors, while B. K. Mason their classmate confined his labors to North Carolina, where he held important pastorates in Greensboro and Winston-Salem. W. M. Gilmore proved a hero by remaining at his post as pastor in Brunswick, Georgia, during a yellow fever epidemic, but he is best

known by his secretarial and journalistic work on State and Southern Convention boards. F. M. Royall, also of the class of 1891, spent his life in missionary labors in foreign fields, China and Palestine, laboring most successfully in both the Near and the Far East. Bernard W. Spilman has had a leading part in the development of Sunday school work both in North Carolina and the entire south; he has also had an important part in the Baptist Orphanage work in North Carolina, and was the originator and builder of Ridgecrest. There were seven ministers in the class of 1893. S. J. Porter was perhaps the greatest preacher of them all; after serving as missionary in Brazil for more than a year, he was forced by consideration of health to give up the work and returned to America and gave his attention to service of churches at home, and proved to be one of the strongest and most acceptable preachers of the Baptists in the South, and was pastor of the largest and most cultured churches, for the most part in Oklahoma, but last in the First Baptist Church of Washington, D. C. He was also the author of several books of an expository and devotional nature. His successor in the Washington church was a classmate, R. W. Weaver, also of the class of 1893, who had previously held the pastorate of Immanuel Baptist Church of Nashville, Tennessee, and had been president of Mercer University. He has also been the author of several volumes, one of which, "The Religious Development of the Child," broke new ground and is a permanent contribution to the literature of the subject. C. H. Durham, 1893, for most of his years was pastor of the Lumberton Baptist Church, and now, in 1943, serving the First Baptist Church of Raleigh as supply pastor, is one of the most trusted leaders of the denomination; for several years he was president of the Baptist State Convention. The labors of I. T. Newton in the Columbus Association and W. A. Smith, both elsewhere and in Charlotte, were a benediction to the state and an honor to the College. J. A. Wray has labored most of his life in important city pastorates in Kentucky. For several years after 1893 there were relatively fewer ministers among the graduates. Of those

in the class of 1894, the one who has attained greatest prominence, J. E. Yates, first turned to teaching, but later took a seminary and university course and became a chaplain in the United States Army, where he has attained the rank of Colonel. Of the class of 1896 was Bruce Benton, whose early labors were in Louisiana; but for the last quarter of a century he has served as pastor of the Baptist Church of Rockingham. Another, whose labors were in his home State, was W. C. Barrett. He was an aggressive and influential leader who inaugurated several of the policies now in force in the Baptist organized work in North Carolina. His last pastorate was in Laurinburg. In the class of 1898 was A. C. Cree, for many years connected with the Home Mission Board at Atlanta, and later until 1942 pastor of the Baptist Church at Salisbury. Another able minister of this class was Joel S. Snider, who for many years until his death, 1941, was the bishop of the Fayetteville Baptists. The class of 1897 had as a beloved member C. B. Paul, an able and ardent evangelistic youth with the fine eye of an eagle, who soon after graduation gave up his life in missionary labors in the deadly pocosins of eastern North Carolina. Another of this class was C. L. Greaves, who after serving important pastorates in several states ended his labors in 1927 while pastor of the Tabernacle Baptist Church in Raleigh. Among the many able preachers of the class of 1899 were two who have won Southwide distinction; one of these is W. F. Powell, now pastor of the First Baptist Church of Nashville, Tenn.; the other, J. Clyde Turner, has devoted nearly all the labors of his life to the pastorate of one church, the First Baptist Church of Greensboro, making it one of the greatest churches of the denomination, while he has proved one of the ablest preachers the State has produced. He has long been a trusted leader of the North Carolina Baptists, and for several years was president of the Baptist State Convention. A member of the class of 1900 whose labors have been blessed is O. L. Powers, who has labored in western Texas. W. F. Fry of the class of 1901 also did successful work in Texas, both as a pastor and as a college professor, first at Simmons College, Abilene, and later at Lubbock. In the class of 1904

was W. W. Barnes who for more than a third of a century has been on the faculty of the Southwestern Theological Seminary of Fort Worth, Texas.

Of the graduates of the years of President Taylor's administration, nine became missionaries on foreign fields. These were T. C. Britton, 1886, China; E. F. Tatum, 1887, China; W. E. Crocker, 1890, China; F. M. Royall, 1891, China and Palestine; S. J. Porter, 1893, Brazil; W. C. Newton, 1895, China; T. Neill Johnson, 1898, Japan and China; J. M. Justice, 1905, Argentine; E. A. Turner, 1905, China; and two others who did not graduate, T. Lee Blalock, 1891-92, and T. J. Hudson, 1891-92, became missionaries to China.

Another important group of the graduates during the years of President Taylor's administration found their chief interest in education. At the head of the group comes A. T. Robertson, 1885, much interested in the ancient classics while in college, and winner of the Latin medal; though he failed by a hair of winning the Silcox Greek medal also, it was his preparation in classical Greek in Professor W. B. Royall's classes that was basic in his extensive and thorough studies of New Testament Greek in the Southern Baptist Theological Seminary, which indicated him as the successor of the great John A. Broadus in the chair of New Testament Greek and Interpretation in that institution. Continuing the method of accurate and analytical study he began at Wake Forest, in 1914 he brought to completion his *Grammar of the Greek New Testament in the Light of Historical Research*, which won for him world-wide distinction. He did much else in the way of productive scholarship, some half hundred volumes in all. His students, however, regarded him not as author but as teacher.

Already in the beginning of President Taylor's administration it was recognized that those who were to teach in college should have that training in their departments of study which is indicated by the degree of Doctor of Philosophy. We have seen that Charles Lee Smith, a graduate of the class of 1884, had gone to Johns Hopkins University, where he won his degree, being the pioneer in that line

of scholarship among the young men of North Carolina. In 1886, Dr. J. R. Duggan had brought to Wake Forest the spirit of scientific inquiry which he had already manifested to such a marked degree at Johns Hopkins. Under such influences the young men graduating from Wake Forest were stimulated to aspire for university training and for the doctor's degree. In the period of President Taylor's administration many, who in nearly every instance desired to fit themselves for teaching in college, went to the higher educational institutions of whom a score or more were granted the degree of Doctor of Philosophy. Those whose studies were in Chemistry were Charles E. Brewer, 1886; J. Rufus Hunter, 1885; William A. Jones, 1893; J. W. Nowell, 1903; and Burton J. Ray, 1904. The three first named attended Johns Hopkins University, where Hunter and Jones won their degrees, but Brewer and Ray won their degrees from Cornell. Brewer was professor of Chemistry in Wake Forest College from 1889 to 1915, when he became president of Meredith College. Hunter served as professor of Chemistry for a short period in Oshkosh University, Wisconsin, and for many years at Richmond College, after which he made his home in Raleigh and engaged in business. Jones has been a consulting chemist in the city of New York; Nowell taught chemistry first in State College, Raleigh, but in 1914 he came to Wake Forest and in 1915, on the resignation of Brewer was made full professor of Chemistry, and conducted the department with much efficiency and success until his untimely death, November 30, 1930. Ray taught in the North Carolina State College, 1910-12, and was head of the Department of Chemistry in the United States Government College of Agriculture, Porto Rico, 1912-14; in 1915 he located in Norfolk as a consulting chemist, and since 1919 has been in the lumber business in Franklin, Virginia. Only one Wake Forest graduate of this period found his interest in Mathematics; this was J. R. Hankins, 1890, who got his degree from Johns Hopkins. He taught only a short time, if at all, but has devoted his talents to business. Several were interested in Biology, and won their degrees in that subject. These were Irving Hardesty,

who went to the University of Chicago, became the recognized authority on the spread of the nerves in the human ear, and for many years was professor of Anatomy in the School of Medicine of Tulane University; and S. A. Ives, 1903, who has taught his subject in several Southern institutions, and for several years has been professor of Biology in Furman University. Two, E. W. Sikes and H. E. Flack, found their chief interest in the Social Sciences, and both received degrees from Johns Hopkins. Of Sikes much has already been said, and need not be repeated here; Flack soon after leaving the University in 1906 has served the *city* of Baltimore in many capacities as adviser on matters pertaining to its business; he is also the author of numerous volumes on governmental subjects. Four pursued studies in the ancient classics of Latin and Greek. These were W. B. Daniel, 1892, Johns Hopkins; G. W. Paschal, 1892, the University of Chicago; W. L. Foushee, 1894, Johns Hopkins; and Harry Trantham, 1900, Rhodes Scholar. Daniel did a year's teaching at Wake Forest in 1899-1900, and later was Professor of Latin and Dean in Baylor University; of Paschal, who began his teaching at the College in 1896, some account has been given in other sections of this work; Foushee on leaving the university became professor of Latin in Richmond College, but after a few years abandoned teaching for law and located in Durham; Trantham after finishing his work in the English universities became professor of Greek in Baylor University, a position he still holds. Another, C. B. Williams, 1891, did his graduate work in New Testament Greek, and received his degree from the University of Chicago. He has held many positions in Southern Baptist Colleges and seminaries, and is the author of several volumes, among them a translation of the Greek New Testament; in 1942 he returned to his native Camden County, where he has charge of his home church, Shiloh. Those who devoted themselves to the study of English were: Thomas H. Briggs, 1896, Columbia University, Professor of English in John B. Stetson University, 1899-1900; since 1900 Professor of Education in the Teachers College of Columbia University; he has had many activities, and is author

of many volumes of an educational nature; W. H. Heck, 1897, Columbia University, who became Professor of Education in the University of Virginia, and was known best for his numerous publications on educational subjects, but his brilliant career was cut short in the influenza epidemic of 1918-19; R. C. Camp, 1899, the University of Chicago and the German Universities; J. F. Royster, 1900, the University of Chicago; J. Q. Adams, 1901, Cornell; E. B. Fowler, 1903, the University of Chicago; C. P. Weaver, 1904, Peabody; C. T. Goode, 1905, Cornell. Camp did not teach, or taught only for a short period, when he entered on a business career at Ocala, Florida; Royster was for several years on the staff of a Chicago newspaper, taught in the University of Chicago, the University of Texas, and the University of North Carolina, being head of his department at the two latter institutions and dean of the graduate school at the last; Adams became head of the English Department in Cornell University, and has attained international fame as a Shakespeare scholar; since its foundation he has been in charge of the Shakespearean Library in Washington; Fowler for many years preceding his death was head of the English Department in the University of Louisville; Weaver has taught in several Southern colleges, among them, 1922-23, in Wake Forest College, a position he resigned to become president of Chowan College; Goode until he resigned in 1940 because of failing health had been professor of English in the University of Richmond; he is joint author of a comprehensive compendium of English literature. W. Scott Boyce, 1903, took his degree in Education at Columbia University, but seems to have devoted himself to other pursuits than teaching; S. C. Garrison found his interest in Psychology, and won his degree in that at Peabody, in which institution he was afterwards professor of Psychology, and has now for several years been its president.

A half hundred other graduates of this period found their chief interest in education and to fit themselves the better for the work of teaching most of them did extensive graduate work in the various universities or seminaries. Among these were:

W. W. Barnes, of Southwestern Seminary; W. F. Fry, 1899, Simmons College; T. Neill Johnson, 1898, Shanghai College; J. L. Kesler, 1891, Baylor University and Vanderbilt University; T. E. Browne, 1902, North Carolina State College; R. E. L. Yates, 1889, State College, Raleigh; J. O. Atkinson, 1900, Elon College; C. W. Wilson, 1893, Eastern Carolina Teachers College; J. B. Spilman, 1890, Eastern Carolina Teachers College; J. H. Simmons, 1888, Brenau College; D. D. Dougherty, 1892, Appalachian Training School; R. L. Paschal, 1891, Simmons College, Abilene, Texas; J. E. Ayscue, 1903, Campbell College; F. O. Huffman, 1901, Gallaudet; the following who have been members of the faculty of Wake Forest College: J. B. Carlyle, 1887, Latin; J. C. Maske, 1890, Latin and Greek; R. W. Haywood, 1894, Latin and Greek; H. F. Page, 1905, and J. C. McNeill, 1898, English; in Medicine, J. B. Powers, Jr., 1901, and R. E. Flack, 1901; in Law, R. B. White, 1891; E. W. Timberlake, 1901; F. E. Parham, 1896; J. G. Mills, 1892; G. C. Thompson, 1888, Keachie College; O. J. Peterson, 1892, Louisburg College; Bruce Benton, 1896, Louisiana College; A. H. Olive, 1905, Howard College; J. B. Bagley, 1900, Texas State College; J. I. Kendrick, 1891, Louisiana College; R. W. Cooke, 1892, and Miss Eva Belle Simmons, 1890, Eufala College; H. A. Royster, University of North Carolina and Shaw University Medical School.

A dozen of those who received degrees during President Taylor's administration became college presidents. Leading these was W. L. Poteat, who received his Master's degree from the College in 1887, and became its president in 1905. Others were C. E. Brewer, 1886, Meredith College, 1915-1939, E. W. Sikes, 1891, Coker College, 1916-25, Clemson College, 1925-40; R. W. Weaver, 1893, Chancellor -Mercer System of Colleges and Secondary Schools, 1920-24, Mercer University, 1918-27; O. E. Sams, 1898, Carson and Newman College, 1920-27; C. P. Weaver, 1904, Chowan College, 1923-25; G. E. Lineberry, 1897, Chowan College, 1914-1918; P. S. Vann, 1897, Chowan College, 1919; R. L. Moore, 1892, Mars Hill College, 1897-1937; Spright Dowel, 1896, Alabama Polytechnic Institute, 1920-1928; Mercer Uni-

versity since 1928; C. B. Williams, 1891, Howard College, Birmingham, Alabama, 1919-21; Thurman D. Ritchin, 1905, Wake Forest College since 1930.

Several of the graduates in these years did distinguished work in public schools and in academies. As is noted by President Taylor in his report to the Board of Trustees in June, 1900, comparatively few Wake Forest men were able to secure positions as teachers in the city schools; since at that time there were very few other public schools of above elementary grade, Wake Forest men were almost shut off from the public schools in North Carolina, except in the role of county superintendents.

Four of the graduates of this period, however, served in that way: W. W. Woodhouse, for twenty-five years in Bladen County; H. W. Early, 1895, for thirty years in Bertie; A. C. Gentry, 1903, in Person; and F. Q. Barbee, 1902, in Northampton. G. W. Coggin, 1904, has for a dozen years served as vocational department of the office of the Superintendent of Public Instruction. But when they left college few of the Wake Forest men found any place in the public schools. M. B. Dry, 1896, began work in the Cary High School, a community or private enterprise, and continued with much success until the State took it over as part of its high school program, when he remained as its head. E. F. Mumford worked as Principal of Wallburg, a Baptist

Associational academy; G. E. Lineberry, 1897, succeeded by F. C. Nye, 1900, built a great school at Winterville, Pitt County, another associational academy; C. M. Beach, 1902, was the head, first of the Dell School, and next of Wingate Academy Junior College; W. H. Tyler, 1902, became principal of the Goldston High School; W. C. Allen, 1885, was the one of two men of these years who had a North Carolina graded school in charge, that of Waynesville; the other was J. Paul Spence, who for several years was Superintendent of the New Bern Schools; G. F. Edwards was the founder and first principal of the school at Salemburg, another associational academy, which is now Pineland Junior College, Salemburg, but later several others have labored with success in the public schools, among them G. M. Beavers,

1898, Green Level; Wake County, H. V. Scarborough, 1903, in Macon County; R. D. Marsh, 1904, Mecklenburg County. One, R. L. Paschal, 1891, who left the State soon after graduation for Texas, had part in organizing Simmons College, Abilene, but in a year or two began a service of forty-five years in the public schools of Fort Worth, where he long served as principal of the Senior high school of that city, which sends more students to the colleges than any other high school in the South, and which is now named for him, "The R. L. Paschal High School."

Some thirty of the six hundred graduates of this period became physicians, and more than one hundred became lawyers. The establishment of the School of Law in 1894 soon had a pronounced effect in increasing the number of students who chose law as a profession, and the establishment of the School of Medicine likewise, in 1902, was soon adding to the proportion of the graduates who became physicians.

Of the physicians who attained more than ordinary distinction was R. H. Whitehead of the class of 1885. He became a teacher of medicine teaching both in the University of North Carolina and at the University of Virginia, and was a recognized authority on the anatomy of the brain, and the author of a textbook on that subject much used in schools of medicine. Dr. Hubert A. Royster, graduating in 1891, attended the University of Pennsylvania School of Medicine and showed extraordinary ability in his studies. Returning to his native city of Raleigh he soon took his place in the front rank of the physicians of the State. His skill as a surgeon brought him distinction. He has had a large part in providing hospital facilities for the city of Raleigh. For some years, 1902-08, he was dean and professor of Gynecology in the Medical Department of the University of North Carolina, and later was added to the staff of the Wake Forest School of Medicine as professor of Surgery. He has been productive also with his pen both on medical subjects and those of a more general interest, his best known volumes being *Appendicitis*, 1927, and *Medical Manners and Morals*, 1937. W. T. Carstarphen, 1897; J. B. Powers, 1899, and T. D. Kitchin, 1905, have served on the

faculty of the School of Medicine of the College, the latter as dean, 1919-36. Others who have won distinction are: Carev P. Rogers, 1897; W. M. Johnson, 1905; C. N. Peeler, 1901; and T. M. Bizzell, 1905.

Of the more than 100 who became lawyers after graduating from the College during the administration of President Taylor many attained much prominence in their profession, of whom only a few can be mentioned here. E. J. Justice, 1886, labored in his last years in Greensboro, where he acquired a lucrative practice and was influential in political life, being Speaker of the North Carolina House of Representatives in 1907. Claude Kitchin, 1888, acquired his first spurs as a lawyer of Scotland Neck; H. A. Foushee, 1889, died in his prime, while he was serving his State as a Superior Court judge. G. W. Ward, 1890, was also early elected a judge of the Superior Court, and died after a few years. T. W. Bickett, 1890, began his career as a lawyer in Louisburg, and showed such ability that in 1908 he was chosen Attorney General of the State, and after eight years was elected Governor. R. B. White, 1891, a partner of Bickett in Louisburg, has been a professor in the College School of Law since 1916. Two other members of the class who attained distinction as lawyers were: S. M. Brinson of New Bern, and R. L. Burns of Carthage. In the class of 1892 J. C. Clifford of Dunn and S. C. Welch of Waynesville were lawyers of much ability. In the class of 1893 were five who became distinguished as lawyers—J. W. Bailey of Raleigh, F. P. Hobgood of Greensboro, J. C. Kittrell of Henderson, S. McIntyre of Lumberton, and E. Y. Webb of Shelby. W. L. Foushee, 1894, turned from a professor's chair to a law office and has won a high place in the bar of Durham. Three members of the class of 1895 have also won distinction from their practice of law; these are J. H. Kerr of Warrenton, J. A. Oates of Fayetteville, and F. E. Parham of New York. In the class of 1896 was I. M. Meekins of Elizabeth City, whose ability as a lawyer marked him as a fit man for judge of a Federal District Court. R. H. McNeill and R. N. Simms, both of the class of 1897, are recognized as among the ablest lawyers of their

respective cities, the former in Washington, D. C., and the latter in Raleigh. Others who attained distinction in the profession were R. C. Lawrence, of Lumberton, 1898, associated with S. McIntyre and J. D. Proctor in his practice, and L. R. Varser, 1899, also of Lumberton, law partner of Mr. Angus McLean; E. J. Britt, 1900, also of Lumberton; E. W. Timberlake, Jr., 1901, of Wake Forest, on the faculty of the college School of Law since 1906, and dean of the College for a period after 1919; A. J. Bethea, 1902, prominent member of the bar of Columbia, South Carolina, and for a term lieutenant governor of the State, W. A. Dunn, Jr., 1902, located in Greenville; O. M. Mull, 1902, Shelby, Speaker of the House of Representatives in the General Assembly of 1941; J. C. Sikes, 1902, until his death in 1937 in Monroe. Others who have attained high rank as lawyers are the following members of the class of 1903: W. S. Privott at Edenton; James Rovall at Jacksonville, Florida; D. H. Bland of Goldsboro; and the following who graduated in 1904: Thomas Allen at Anderson, South Carolina; J. W. Whisnant at Lenoir, who later gave his attention to banking at Hickory.

Many of the graduates of these years, mostly lawyers, became prominent in political affairs. Claude Kitchin represented the Second North Carolina district in the national House of Representatives from 1898 until his death, and for several terms he was chairman of the Ways and Means Committee and majority leader of the House during the eight years of the presidency of Woodrow Wilson, and later he was minority leader, and was regarded as the most popular and influential member of that body. He opposed President Wilson in the dispute on the Panama Canal and on entering the war against Germany and was known as fearless and conscientious as well as able. It was said that he would have been president had he not been a Southern man. E. Y. Webb, 1893, was also a member of the national House of Representatives, serving from 1903-1919, when he was appointed judge of the Western North Carolina Federal District. Several important acts of Congress were known by his name, one a bill prohibiting the transport of alcoholic liquors into dry states,

and another relating to foreign commerce. Others who became members of the lower house in the Congress were S. M. Brinson, J. H. Kerr, and John E. Fowler who did not graduate. J. W. Bailey has been in the Senate since 1930, and is known as one of the ablest members of that body. Another, I. S. Meekins, has been Judge of the Eastern North Carolina Federal District Court since January, 1935. Judges of the Superior Court of North Carolina were H. A. Foushee, and G. W. Ward, and A. W. Cooke. As has been said, L. R. Varser was for some years an Associate Justice of the N. C. State Supreme Court. W. C. Dowd was Speaker of the House of Representatives of North Carolina; and many others have served in the State Legislature and other important offices of the State.

Several of the graduates of these years did able work as editors of papers and journalists. Perhaps the most distinguished of these was J. W. Bailey, who succeeding his father as editor of the *Biblical Recorder* in 1893 continued it until 1907 and surprised the State by the force and brilliancy of his editorial writings, and for that period was the most powerful and most feared editor in the State. He was succeeded by another Wake Forest man of the same period, C. W. Blanchard, though not a graduate. After a year he was succeeded by Hight C. Moore, 1890, who edited the paper 1908-17, with so much sanity and ability that he was chosen for the editorial secretary of the Sunday School Board of the Southern Baptist Convention, in 1917, a position he held until 1942. Another Wake Forest man, though not of this period nor a graduate, Rev. L. Johnson, succeeded Moore as editor of the *Biblical Recorder* and continued till his death in February, 1931, well maintaining the standing of the paper. After his death, until November, 1939, G. W. Paschal, 1892, was an editorial writer for this paper. In the field of the daily newspaper F. L. Merritt, 1889, working on the *News and Observer* and the *Norfolk-Virginia Pilot*, C. P. Sapp, 1893, on the same journals, and R. W. Haywood, first on the staff of Greensboro *Telegram* and later on that of the *News and Observer* did notable work. W. C. Dowd, 1889, established the *Charlotte News*, an

evening paper, and made it a journal of much influence. T. J. Pence, 1894, beginning with some Raleigh journals developed into one of the ablest of the press correspondents in Washington, and won the friendship and companionship of President Woodrow Wilson. Roland F. Beasley, 1894, has had the longest journalistic experience of all of this period, having founded and become editor of the *Monroe Journal* in 1894, and having later been editor of the *Greensboro Telegram* and other periodicals and since 1921 again editor of the *Monroe Journal*. He is one of the ablest, sanest and most influential writers of the State. W. D. Adams, 1900, also had wide experience as a journalist, first on the *Charlotte Observer* and then as editor of an industrial periodical. John Charles McNeill, 1898, was also for several years preceding his death a member of the editorial staff of the *Charlotte Observer*. Since 1932 John Arch McMillan, 1902, has been editor of *Charity and Children*, and has made it bright and interesting. H. L. Story, 1904, has been editor of papers in western North Carolina.

Several of the graduates of this period have been bankers. Among these the more prominent are W. W. Vass, 1892, one of the most successful bankers of Raleigh, died April 16, 1941; Gilbert T. Stephenson, 1902, long connected with the Wachovia Bank, first at Winston-Salem and later at Raleigh; C. E. Taylor, Jr., 1894, Wilmington; G. W. Blanton, 1893, Shelby; H. R. Harris, 1903, Seaboard. In other lines of business T. R. Crocker, 1890, and W. A. Osborne, 1891, were connected for many years with one of the great tobacco corporations with headquarters at Saint Louis. Another who has labored in the same line is E. L. Davis, 1904, Winston-Salem. Several turned to farming and were successful in large operations, among them being J. J. Lane, 1887, D. T. Winston, 1888, T. H. Barbee, 1899, and R. J. Dew, 1899. Among those who have conducted large and successful commercial plants may be mentioned N. A. Dunn, 1894, Raleigh; H. E. Craven, 1903, Raleigh; W. L. Wyatt, 1905, Raleigh; L. Cottingham, 1901, Dillon, South Carolina; Claude Gore, 1899, has been a manufacturer of cotton goods at

Rockingham, V. O. Parker, 1896, has long been a real estate broker of Raleigh; P. R. Alderman, 1902, was a member of a large lumber manufacturing firm at Alcolu, South Carolina.

Although the members of the Wake Forest College faculty were busily engaged with their teaching most of them found some time for other activities. All told they produced a respectable amount of publications. Professor J. R. Duggan in his brief career contributed several technical articles to the *American Chemical Journal*. Later Dr. W. L. Poteat made occasional contributions of a semi-popular nature to *Science*, and Dr. Lanneau wrote much for *Popular Astronomy*.

Of published volumes by the members of the faculty of this period there were few. President Taylor brought out in 1891 his *General Catalogue of Wake Forest College, 1834-92*, a valuable compendium of information about the trustees, faculty, alumni and students generally of the College. In 1894 was published, unbound, his *How Far Should a State Undertake to Educate?* a collection of articles which had previously appeared in the *Biblical Recorder*, and in 1898 his *The Story of Yates the Missionary*, which is a source book rather than the usual biography. In 1901, Dr. W. L. Poteat brought out his *Laboratory and Pulpit*, 103 pages, of which the contents were the "Gay Lectures" of 1901 of the Southern Baptist Theological Seminary. In this volume he has gathered and reduced to system ideas found in articles published in periodicals, and the three lectures are probably his best exposition of his conception of the relation of science and religion. Dr. E. W. Sikes's doctoral dissertation, *From Colony to Commonwealth*, is regarded as authoritative for the period of North Carolina history indicated in its title. In 1903 the University of Chicago Press published Dr. G. W. Paschal's dissertation, *A Study of Quintus of Smyrna*, which was highly praised by the German reviewers. In this period Dr. Benjamin Sledd produced two volumes of poetry, the first, *From Cliff and Scaur*, 100 pages, in 1897; the second, *The Watchers of the Hearth*, 84 pages, 1902; both have been highly praised as containing poetry of rare excellence; in the same period members

of the faculty often made contributions to the periodicals of the time. The greater number of these were made to the *Wake Forest Student*, and some account of them will be taken in the separate chapter devoted to that magazine. Many also wrote for the *Biblical Recorder*. In letters in this paper, from week to week, President Taylor kept the denomination informed of the progress of the College. In it also, as we have seen, he first published, serially, the papers of his *How Far Should a State Undertake to Educate?* It was through the columns of this same paper that members of the faculty who from time to time were the corresponding secretaries of the Board of Education-Mills, Taylor, Carlyle, Cullom-kept the interests of that agency before the Baptists of the State. The Presidents of the College likewise used this paper to stimulate interest in the many campaigns for endowment that they conducted. In it Dr. W. B. Royall published numerous obituaries, models of their kind, of the departed men and women of Wake Forest. Its columns also were often used by Dr. William Royall, father, for the publication of more serious studies, most notable of which was the series entitled "Lessons in Morals," March, 1887, to February, 1888. The author was contemplating the publication of these articles in a volume to be called *Morals for the Young*, but his plan was interrupted by the finger of the death Angel, January 3, 1893. They have not lost their value with the years, but still constitute an excellent manual of practical morals well mediated to the intelligence of the young, and should by all means be generally available by publication in a volume.

VII-RESIGNATION OF PRESIDENT TAYLOR

There was much of interest in the last report of President Taylor to the Board of Trustees, May 25, 1905. The College had had a prosperous year, 313 students, of whom 36 were in the graduating class. In January there had been a revival at the Wake Forest Baptist Church, in which the preaching had been done by Rev. L. Johnson, and in which there had been several professions and baptisms among the students; Dr. W. B. Royall, after a year in Europe, was returning to his work; Professor Carlyle had secured the money for the Alumni Building and most of the money for the erection of a college hospital also which was recommended as soon as funds should be in hand. Only lack of funds prevented the recommendation of other improvements; collection on account of the Bostwick Loan Fund should be used to pay the debt of the College; scholarships paying tuition fees should be given, one each to the several Baptist academies of the State, on the basis of scholarship; students should be required to be vaccinated for smallpox; though the President regarded fraternities unfavorably he suggested that if allowed at all they should be national fraternities. Separate reports were made by the Schools of Law and of Medicine.

The Bursar's Report showed receipts for the year of \$35,528.72, and disbursements 65 cents less, which amount was in the Citizens National Bank. The charges against students for the year amounted to \$15,106.39, of which \$11,979.97 had been collected in cash, 79 per cent of the charges. The Treasurer of the Students' Aid Fund reported a permanent fund of \$6,485.55, loans to students amounting to \$10,305.37, a total of \$16,790.92. During the year loans had been made to 31 students to the amount of \$1,649.36, and collections from loans were \$1,734.18. The report of the College Treasurer showed a grand total of \$286,932.87 endowment, and a total indebtedness of \$25,267.20, of

which \$7,500.00 had been borrowed to build the Gymnasium. Attention is called to the fact that the actual market value of the endowment was several times greater than the figures given, since the oil stocks of which the greater part of the endowment consisted were listed at their par value which was less than their actual value on the market.

At this meeting the School of Medicine had to run the gauntlet of the hostility which assailed it for most of its early years; but it was able to make a good report, showing that the new School had the endorsement of the American Medical Association, and when the test came it was found that those who were for it were more than those who were against it. However, at this time the Board accepted the resignation of Dr. Fred K. Cooke, who had organized the School three years before and had been its sole professor the first year. In the School of Law Professor Gulley was begging for another teacher; he was able to tell the Trustees that more than one-half of those receiving license from the State Supreme Court in the year before and regularly had been trained at Wake Forest. Fraternities, both those permitted on trial the year before and all others, were disallowed. The suggestions of the President relative to scholarships and endowment and infirmary were adopted. The report of surprisingly large collection on Bostwick Loan Fund notes by the special agent, G. W. Paschal, encouraged the Board to adopt the President's suggestion that future collections be used for payment of the college debts. The drug stores of the town were required to surrender their license to sell liquor, the Board being stimulated to vigorous action by the report of the Medical Department that after careful investigation they had found that, "There is an unusual amount of drinking among the students-more than at any other college in the State."

For several years before 1905, some thought that President Taylor's deafness had been increasing, and that this had aggravated his natural nervousness. And the irony of it all was that some believed that a younger man was needed to direct the

expanding College with its increasing number of students, now more than three hundred, with its enlarged faculty, and the ever greater and more numerous matters of administration requiring oversight. Such things had been talked for several years, and they culminated in May, 1905.¹ Though during the meetings of the Board at Commencement no formal action was taken, other work than that of president was indicated for Dr. Taylor, the clear implication of which was that the Trustees were ready to

¹ Here I may add a personal word: I was in rather intimate relations with President Taylor in the years 1900-1905. In the summer of 1900 extensive changes had been made in the old College Building, which provided an office for the President on the first floor, and numerous classrooms, one of which convenient to the President's office was assigned to me. I was thus brought frequently into his company. In addition, I found no difficulty in making Dr. Taylor hear anything I said to him. Gradually he came to talk with me of some administrative matters, and to indicate to me certain things he would like to see done in various departments of the College, but done without pressure from the President. Thus, in that day before the College had a dean, I came to be a kind of a liaison agent for the President, and I came to know him very intimately. And I can say this. During these years President Taylor's physical powers and health were unimpaired except for increasing deafness and the consequential increasing nervousness. From early years he had been a victim of severe catarrh of the nose and throat, which was doubtless the cause of his deafness. Against this he continued to fight. In other respects he was a sound man, and could do as much work in 1905 as he ever could do. He retained unimpaired his mental vigor and clearness of thought. If any one should doubt that, let him read his last report to the Board of Trustees, that of May, 1905. He was still the wise Taylor of the previous years, as able as ever to see and advise the things that made for the welfare of the College to which he had devoted the prime of his life. He knew that there were some influential friends of the College who were saying that he ought to retire and that they had been saying it for years. I am not sure that in some of this talk he did not find an element of forgetfulness of his great services to the College, possibly an element of ingratitude. And I know that it pained him. He refused to think that his ability to serve the College was seriously impaired, and this criticism only made him the more determined to continue in it "with Palinure's unaltered mood," not from any selfish motive, but because he wanted to carry on what he had begun. I can say further that no one could have been more appreciative of the labors of others for the College than President Taylor. His judgment of men was good, and so his praise of ability and faithfulness both in his reports to the Board and in conversation was discriminate rather than lavish. In the interest of truth I must here register the conviction that in the cautious and somewhat indirect methods the Trustees pursued in securing President Taylor's resignation they were unfortunate. They hardly knew how to deal with a lion, but if oral communication with him had been easy, a committee might have talked the matter over with him and have reached the same end with more good will.

entrust the administration of the College to another. All knew that this meant the end of Dr. Taylor's work as president. Some who were present at that Commencement were much impressed with the sadness and sorrow of the occasion as they reflected that the time had come for the great president to give up his work. At the May meeting he had been asked to become agent of the College, while the administrative duties were assigned to Dr. Charles E. Brewer who was appointed chairman of the faculty. It was at a called meeting on June 22 that Dr. Taylor's resignation was formally accepted. Though at first he indicated his willingness to accept the agency, he later asked to be relieved of it, and from that time until his death, November 4, 1915, he remained at the College in charge of the School of Moral Philosophy at a salary of \$1,500 a year.

At this meeting the Board appointed a committee consisting of Dr. R. T. Vann, Hon. J. C. Scarborough, and Dr. J. W. Lynch to prepare a note expressive of their appreciation of the retiring president, which they made and published in the *Biblical Recorder* of September 27, 1905. The more significant part is as follows:

The new president found the College (in 1884) financially safe and fairly prosperous. But he was not content. Great visions urged him onward; so that movements were begun for enlarging the student body and general equipment, improving the buildings, erecting new ones, and increasing the invested fund. These efforts were so wisely directed and so well sustained that each passing year witnessed the vigorous and healthy growth in all directions.

Dr. Taylor's administration marked a distinct epoch in the life of the College, and of Southern education as well. For it advanced Wake Forest to the forefront so rapidly and so gloriously that the schools of all denominations and of none, in this and other States, felt the quickening impulse, and the whole South thrilled with a new intellectual life.

For nearly a quarter of a century this man's life has been the central force at the College. His spirit has pervaded its every department. Teachers and students alike have felt his inspiring and uplifting presence. He has treasured the spirit and traditions of the past, and yet has kept the school's policy skillfully adjusted to all legitimate demands of the present. He has created the schools of Law and

Medicine, and regenerated the department of Science; he has doubled the number of students, and increased the faculty from eight to seventeen with seven assistant professors; he has secured the erection of three new buildings, and multiplied the endowment fund five-fold. He has rallied the North Carolina Baptists to the support of their College, given them an institution worthy of their denomination, and brought them to feel that it is their own. He has combined in himself the wisdom, patience, and courage of Wait, the fine culture of Hooper, the gentle dignity and lofty character of Wingate, and the splendid enthusiasm of Pritchard to a high degree, and has so impressed himself, though unconsciously, upon the Baptist State Convention that he has long worn the unsought crown of leadership among his brethren.

Recognizing these facts we desire to express and preserve on record our profound and grateful appreciation of his high personal character and of his invaluable achievements for the College.



FACULTY OF WAKE FOREST COLLEGE, 1903.

Front row: W. R. CULLOM, N. Y. GULLEY, J. F. LANNEAU, CHARLES E. TAYLOR, President, W. B. ROYALL, L. R. MILLS, B. F. SLEDD. Back row: G. W. PASCHAL, J. B. CARLYLE, C. C. CRITTENDEN, C. E. BREWER, J. L. LAKE, W. L. POTEAT, J. H. GORRELL, WALTER SIKES.

APPENDIX TO CHAPTER XXV

The graduates by years during the administration of President Taylor were as follows:

1885

Master of Arts: W. W. Holding, A. T. Robertson.

Bachelor of Arts: W. C. Allen, J. A. Beam, E. F. Eddins, J. B. Harrell, A. T. Hord, J. R. Hunter.

Bachelor of Letters: J. J. Hendren, J. W. Hendren, J. B. Pruett, Everett Ward.

Bachelor of Science: H. B. Conrad, J. M. Lucas.

1886

Master of Arts: C. E. Brewer, T. C. Britton, H. A. Chappell, E. H. McCullers, J. W. Watson, J. L. White.

Bachelor of Arts: B. D. Barker, J. D. Boushall, J. W. Tayloc, O. F. Thompson, J. E. Vann, R. H. Whitehead.

Bachelor of Letters: E. P. Ellington, Jacob Stewart.

1887

Master of Arts: J. B. Carlyle, F. H. Manning, W. J. Matthews, W. P. Stradley.

Bachelor of Arts: B. Ray Browning, H. E. Copple, D. O. McCullers, H. S. Pickett, L. R. Pruett, L. L. Vann, W. F. Watson.

Bachelor of Letters: J. M. Brinson, T. E. Cheek, W. S. Olive, E. F. Tatum.

Bachelor of Science: E. J. Justice, J. J. Lane, D. A. Pittard.

1888

Master of Arts: J. W. Lynch, G. C. Thompson.

Bachelor of Arts: T. C. Buchanan, D. A. Davis, T. E. Holding, A. T. Howell, M. L. Kesler, R. B. Lineberry, J. H. Simmons.

Bachelor of Letters: J. N. Booth, F. B. Hendren, Claude Kitchin, J. R. Pendergrass, W. J. Ward.

Bachelor of Science: E. H. Bowling, W. L. Carmichael, B. F. Hassell, Jr., D. T. Winston, S. S. Woody, F. T. Wooten.

1889

Master of Arts: D. A. Davis, W. W. Early, H. A. Foushee, J. R. Hunter, F. L. Merritt, W. L. Poteat, H. M. Shaw, J. H. Simmons, C. G. Wells, R. E. L. Yates.

Bachelor of Arts: M. L. Carr, W. C. Dowd, E. L. Middleton, S. D. Swaim, H. C. Upchurch, G. T. Watkins.

Bachelor of Letters: A. L. Betts, J. A. Bridges, T. M. Hufliam, G. L. Merrell, M. L. Rickman, Lee Royall, C. J. Thompson, R. W. Watson.

Bachelor of Science: C. T. Bailey, Jr., J. L. Fleming, G. P. Harrill, T. S. Sprinkle, J. E. Tucker.

1890

Master of Arts: J. O. Atkinson, G. W. Ward.

Bachelor of Arts: T. W. Bickett, L. S. Cannon, T. R. Crocker, W. E. Crocker, E. F. Early, C. L. Felt, J. G. Gregory, J. R. Hankins, W. F. Marshall, J. C. Maske, J. F. Mitchell, H. C. Moore, J. H. Nowell, W. O. Riddick, Miss Evabelle Simmons, J. E. White.

Bachelor of Letters: C. F. Hopper.

Bachelor of Science: T. L. Blalock, C. P. Crudup, Josiah Crudup, J. A. Holloman, B. S. Mitchell, D. B. Oliver, J. B. Spilman.

1891

Master of Arts: R. G. Kendrick, J. H. Pridgen, E. W. Sikes, R. B. White.

Bachelor of Arts: J. C. Beckwith, S. M. Brinson, R. L. Burns, W. M. Gilmore, C. L. Haywood, W. O. Howard, J. I. Kendrick, J. L. Kesler, B. K. Mason, Wayland Mitchell, W. A. Osborne, R. L. Paschal, H. A. Royster, C. B. Williams.

Bachelor of Letters: F. M. Royall.

Bachelor of Science: B. W. Spilman.

1892

Master of Arts: W. R. Cullom, W. B. Daniel, J. W. Millard, J. G. Mills, J. P. Spence.

Bachelor of Arts: E. T. Barnes, J. G. Blalock, W. R. Bradshaw, D. A. Bridges, J. C. Clifford, R. N. Cook, J. S. Corpening, O. H. Dockery, Jr., D. D. Dougherty, W. A. Garland, C. D. Graves, J. E. Green, I. Hardesty, A. P. Harris, E. V. Howell, Robert Lide, James Long, R. E. Major, R. L. Moore, G. W. Paschal, O. J. Peterson, E. S. Reaves, E. J. Rice, J. T. Thomason, W. W. Vass, Jr., S. C. Welch.

Bachelor of Science: H. T. Aydlett, J. A. Williams.

Bachelor of Letters: M. A. Adams, J. A. Mason, G. A. Sowell.

1893

Master of Arts: S. J. Porter, R. W. Weaver.

Bachelor of Arts: J. E. Austin, J. W. Bailey, G. W. Blanton,

C. H. Durham, D. M. Gaddy, F. P. Hobgood, Jr., W. A. Jones, J. C. Kittrell, E. B. Lattimore, S. McIntyre, J. D. Moore, I. T. Newton, D. M. Prince, G. H. Ross, C. P. Sapp, W. A. Smith, E. Y. Webb, C. W. Wilson, J. A. Wray, A. M. Yates, J. J. Young, Jr.

1894

Master of Arts: W. L. Foushee, J. E. Yates.

Bachelor of Arts: R. F. Beasley, C. N. Beebe, C. M. Billings, D. R. Britton, M. O. Carpenter, R. H. Carter, J. E. M. Davenport, N. A. Dunn, Walters Durham, T. W. Elliott, R. L. Freeman, R. W. Haywood, S. P. Holding, W. H. Jones, T. B. Lambeth, John Minor, J. J. Payseur, T. J. Pence, J. D. Robertson, S. L. Settlemeyer, W. H. Sledge, J. W. Smith, J. E. Spainhour, F. G. Tayloe, C. E. Taylor.

Bachelor of Science: J. P. Felt.

1895

Master of Arts: Walters Durham, R. W. Hay wood.

Bachelor of Arts: R. T. Allen, L. A. Beasley, I. S. Boyles, S. R. Buxton, W. J. Christian, Jr., J. L. Cornwell, R. T. Daniel, M. P. Davis, J. V. Devenny, H. W. Early, O. L. Hoffman, J. N. Holding, J. H. Kerr, Jr., Hugh Long, J. R. Moore, W. C. Newton, J. A. Oates, F. E. Parham, J. A. Rogers, William Royall, Jr.

1896

Master of Arts: Bruce Benton, M. B. Dry.

Bachelor of Arts: J. M. Alderman, C. M. Austin, W. C. Barrett, W. J. Beale, C. N. Bray, T. H. Briggs, Jr., J. W. Carlton, T. C. Council, W. H. Davis, Spright Dowell, W. P. Exum, Jr., J. H. Gore, Jr., C. R. Hairfield, E. J. Harrell, W. J. Howell, J. D. Hufham, Jr., D. F. Lawrence, H. H. McLendon, V. O. Parker, R. B. Powell, D. B. Rickard, A. M. Ross, R. G. Rozier, J. N. Tolar.

Bachelor of Law: J. H. Gore, Jr., I. M. Meekins, Charles Winburn.

1897

Master of Arts: H. H. Mashburn.

Bachelor of Arts: S. J. Becker, R. J. Biggs, W. D. Burns, A. B. Cannady, W. T. Carstarphen, T. L. Caudle, G. N. Cowan, R. S. Dodd, R. B. Fore, C. H. Fry, J. C. Gillespie, C. L. Greaves, E. A. Griffin, Jr., S. E. Hall, D. P. Harris, W. H. Heck, C. V. Holland, J. E. Johnson, W. F. Joyner, G. R. King, G. E. Lineberry, C. M. McIntosh, R. H. McNeill, L. R. Mills, Jr., C. L. Palmer, C. B. Paul, L. A. Robertson, C. P. Rogers, A. F. Sams, Marshall Shepherd,

R. N. Simms, C. M. Staley, W. M. Staneill, W. H. Stillwell, W. R. Sykes, P. S. Vann, J. M. Walker, J. C. Watkins, C. D. Weeks.

Bachelor of Law: T. L. Caudle, S. E. Hall, J. E. Johnson, L. J. Leary, R. H. McNeill, P. S. Vann, J. C. Watkins.

1898

Master of Arts: R. J. Biggs, Jr., A. B. Cannady, A. C. Cree, H. M. Evans, Jackson Hamilton, T. Neill Johnson.

Bachelor of Arts: G. M. Beavers, J. M. Brewer, Jr., D. C. Britt, A. B. Bryan, C. S. Burgess, D. F. Carlton, D. F. Fort, Jr., E. B. Gresham, Eugene Harris, S. J. Honeycutt, W. H. Houser, J. C. Howard, L. J. Jarvis, F. W. Kellinger, T. H. King, T. H. Lacy, J. D. Larkins, R. C. Lawrence, C. H. Martin, J. C. McNeill, A. J. Medlin, Jr., W. M. Moore, G. W. Newell, J. O. Pernell, J. L. Pritchard, Wade Reavis, J. H. Rich, H. L. Sams, H. Y. Smith, J. S. Snider, R. E. Stallings, D. A. Tedder, W. O. Williams, E. L. Womble.

Bachelor of Law: F. L. Blue, A. B. Cannady, D. F. Carlton, W. L. Cohoon, G. P. Davis, H. W. Early, C. J. Edwards, D. F. Fort, Jr., J. C. Howard, F. W. Kellinger, R. C. Lawrence, C. H. Martin, A. J. Medlin, Jr., G. W. Newell, P. J. Norfleet, R. E. Stallings, D. A. Tedder.

1899

Master of Arts: J. M. Brewer, Jr., P. S. Carlton, W. H. Heck, J. C. McNeill, C. M. Staley, R. D. Stephenson, C. H. Utley.

Bachelor of Arts: W. M. Autrey, C. N. Bailey, T. H. Barbee, A. J. Bolin, J. P. Bowers, J. N. Bradley, W. A. Bradsher, P. S. Carlton, R. C. Camp, R. J. Dew, W. P. Etchison, W. F. Fry, Claude Gore, C. H. Herring, J. B. Jackson, W. N. Johnson, W. A. McCall, L. C. McIntosh, G. W. McNeill, W. E. McSwain, J. C. Owen, W. C. Parker, Jr., W. F. Powell, W. R. Rickman, G. B. Sanderlin, T. D. Savage, W. O. Speer, J. W. Spence, R. D. Stephenson, J. Clyde Turner, L. R. Varser, J. O. Wilson, W. W. Woodhouse, J. C. Wright.

Bachelor of Law: W. P. Etchison, Hugh Long, G. W. McNeill, B. F. Stephens, T. L. Smith, J. C. Wright.

1900

Master of Arts: A. W. Cooke, A. R. Dunning, E. F. Mumford, G. B. Sanderlin, D. G. Washburn.

Bachelor of Arts: L. W. Alderman, R. C. Barrett, J. B. Bagley, E. J. Britt, J. E. Crutchfield, V. C. Coffee, T. S. Crutchfield, A. R. Dunning, G. F. Edwards, J. Z. Eure, G. A. Foote, S. E. Garner, C. M. Heck, J. Y. Irvin, G. W. May, F. C. Nye, O. L. Powers,

W. O. Rosser, J. F. Royster, H. C. Sears, G. E. Spruill, D. M. Stringfield, C. R. Taylor, H. Trantham.

Bachelor of Law: A. W. Cooke, J. T. Davis, A. T. Godwin, E. W. Pearce.

1901

Master of Arts: J. Q. Adams, Jr., W. D. Adams, V. C. Coffey, J. I. Earp, H. E. Flack, W. F. Fry, H. Trantham.

Bachelor of Arts: J. Q. Adams, Jr., W. D. Adams, B. W. Allen, A. R. Autrey, G. T. Brandon, J. F. Cale, W. Cale, L. Cottingham, J. I. Earp, H. E. Flack, R. E. Flack, S. G. Flourney, N. L. Gaskins, F. O. Huffman, J. L. Jackson, C. N. Peeler, J. B. Powers, G. B. Rooke, R. H. Royall, R. E. Sentelle, W. W. T. Sorrels, T. R. Taylor, E. W. Timberlake, S. A. Underwood, S. B. Wilson, J. A. Williams, Jos. A. Williams.

Bachelor of Law: H. A. Kornegay.

1902

Master of Arts: C. M. Beach, J. P. McSwain.

Bachelor of Arts: P. R. Alderman, J. M. Arnette, F. Q. Barbee, C. M. Beach, A. J. Bethea, T. E. Browne, B. H. Browning, J. T. Buff, W. A. Dunn, Jr., A. P. Garrett, G. G. Hamrick, E. R. Harris, J. K. Henderson, A. W. Honeycutt, W. Keener, C. E. McBrayer, J. A. McMillan, J. P. McSwain, O. M. Mull, H. H. Powell, L. T. Royall, M. B. Sawyer, H. V. Scarborough, J. C. Sikes, Jr., D. W. Sorrell, B. F. Stafford, G. T. Stephenson, W. H. Tyler, L. T. Vaughan, W. L. Vaughan, R. P. Walker, W. E. Woodruff.

Bachelor of Law: E. J. Britt, O. P. Dickinson, O. F. Dingelhof, F. D. Hamrick, F. E. Thomas.

1903

Master of Arts : J. E. Ayscue, B. H. Browning, H. E. Craven, B. T. Falls, J. B. Powers.

Bachelor of Arts: T. A. Allen, J. E. Ayscue, W. S. Boyce, T. W. Brewer, E. M. Britt, D. A. Covington, W. B. Creaseman, T. B. Davis, B. T. Falls, E. B. Fowler, G. M. Garrison, A. C. Gentry, E. L. Green, E. S. Greene, Jr., E. M. Harris, H. R. Harris, S. G. Hasty, I. A. Horne, J. B. Huff, S. A. Ives, Hugh Johnson, H. C. Lanneau, S. A. Newell, J. W. Nowell, W. H. Pace, C. C. Pierce, R. L. Pittman, W. S. Privott, J. B. Royall, H. P. Scarborough, N. A. Seagraves, A. C. Sherwood, E. J. Sherwood, J. I. Singletary, W. H. Stephenson.

Bachelor of Law: W. N. Keener, E. V. Moore, O. M. Mull, C. C. Pierce, J. C. Sikes, Jr.

1904

Master of Arts: W. W. Barnes, A. J. Bethea, D. H. Bland, D. A. Covington, E. D. Pearce, James Royall, D. W. Sorrell, G. T. Stephenson.

Bachelor of Arts: Thomas Allen, W. W. Barnes, W. L. Beach, W. C. Bivens, D. H. Bland, J. H. Booth, R. G. Camp, J. H. Campen, G. W. Coggin, B. A. Critcher, J. R. Cullom, R. R. Fleming, Jr., G. S. Foote, M. L. Harris, J. M. Henly, S. C. Howard, C. H. Jenkins, R. D. Marsh, P. L. Newton, L. J. Powell, B. J. Ray, C. A. Sigmon, H. L. Story, E. F. Ward, C. P. Weaver, J. W. Whisnant, W. H. Whitehead, Jr., Judson Willis, S. H. Yokeley.

Bachelor of Science: H. W. Vernon.

Bachelor of Laws: T. A. Allen, Thomas Allen, E. L. Davis, Hugh Johnson, James Royall, W. M. Wagoner.

1905

Master of Arts : S. H. Yokeley.

Bachelor of Arts: M. D. Austin, S. W. Bagley, J. A. Barker, T. M. Bizzell, J. W. Cole, R. D. Covington, M. L. Davis, W. J. Francis, C. T. Goode, W. E. Goode, J. S. Hardaway, Jr., C. C. Howard, J. D. Nowell, J. D. Ives, W. M. Johnson, J. M. Justice, T. D. Kitchin, E. Long, C. G. Lowe, J. R. Morgan, A. H. Olive, H. F. Page, J. Parker, G. A. Peek, W. H. Price, J. D. Proctor, J. R. Sanders, E. A. Turner, J. H. Vernon, Jr., T. L. Vernon, W. L. Wyatt.

Bachelor of Science: W. W. Stafford.

Bachelor of Laws: T. S. Ferree, J. T. Markham, J. B. Anderson, R. H. Crumpler, F. D. Swindell, Jr., P. C. McDuffie.

IV THE LITERARY SOCIETIES—ANNIVERSARIES

JOHN FRANCIS LANNEAU

Born February 7, 1836

Died March 5, 1921

Professor of Physics and Applied Mathematics, Wake Forest
College, 1890-99

Professor of Applied Mathematics and Astronomy, Wake Forest
College, 1899-1921

Rare soul, so gentle, calm in peace,
So gallant, brave in war;
Like some sweet sage of olden Greece,
Like some unconquered Thor;
In vain our records we shall scan
To find a nobler, truer man.
-John Jordan Douglass,

in "Lanneau Memorial" number of *The Wake Forest Student*.

Doctor Lanneau's affection for his country and for his beloved Southland was strong and beautiful. Pointing to "Old Glory" and "The Stars and Bars," that were stretched at one time side by side in his hall, he said: "The most poignant pain I ever suffered in my life was to give up both those flags. When the war opened it almost broke my heart to have to fight against the flag under which I had marched so many years at the Citadel and when after four years of war I had to see the old Confederate flag folded for the last time, it pained me beyond words; but if ever I should have to fight again I should joyfully and cheerfully draw my sword under the Stars and Stripes of a united country." His devotion to the Lost Cause and its leaders was especially beautiful and continued to the end of his days. Robert E. Lee was in his opinion the ideal Christian gentleman. The last letter I received from him contained a photograph of the great Southern leader and a similar photograph was found after his death, treasured among the papers in his coat pocket.—Dr. J. H. Gorrell in "Lanneau Memorial" number of *The Wake Forest Student*.

THE GOLDEN AGE OF THE LITERARY SOCIETIES

In other chapters of this work a rather comprehensive account has been given of the organization and activities of the Philomathesian and Euzelian Literary Societies in the years before the Civil War and in the Reconstruction period after the War.¹ In the present chapter something will be said of them in their period of greatest prosperity, their golden age, and in their years of decline and present low estate. Their golden age ended about the close of the century; then for two decades they fought an unequal fight to maintain their status, and since 1922, when fraternities were regularly legalized and society membership was made optional, they have been hardly more than shadows of their former selves.

Until 1922 the Societies were regarded as an organic part of the College. In the making up of the calendar for the week, Friday night and Saturday after chapel service were given over to them. During these years they assumed the responsibility of keeping check on the whereabouts and conduct of their members who constituted all the students. Following the custom established in the early years each Society had a meeting on Friday night for debate and another meeting on Saturday morning for business and for declamations and reading of original essays. At each of these meetings absences were ascertained by roll-call and made the subject of penalties. Every week at first, and later not less often than once in two weeks, every member had an assigned duty in the way of debate, declamation or essay. There was no doubt that this work had a cultural and educational value which justified the time devoted to it, and since 1880 this has been recognized in the college catalogue. Evidence is abundant that the work of the Societies was cheerfully done even though the debates were often protracted beyond midnight. The members not participating except as listeners sat through the long hours

¹ Volume I, chapters XXXIII-XXXVII; Volume II, chapter IV.

with no audible murmur, except now and then one would fall asleep and snore or otherwise disturb the Society at the risk of paying a fine. At times also the minds of the members went wool-gathering in more pleasant ways. Seemingly taking notes for a speech they were in reality fashioning phrases to put in letters to their sweethearts, or writing complimentary words about young ladies of their acquaintance. The secretary having to observe a proper decorum as he faced the seated members often used the pages of the record book for neatly boxed-off statements like these, from the Euzelian Society minutes of February 4, 1882: "Oh! for a glance at that beautiful black hair, one sweet word from those cherry-red lips, above all a look from those lovely brown eyes." A few weeks earlier the same secretary wrote: "Annie is the sweetest little darling girl in Wake Forest, but Lizzie is just as sweet as sugar, and no one can say that she is not." Sometimes a secretary penned beneath his minutes an *obiter dictum* such as this: "The new Ish are just beginning to come forth. Poor fellows ! it is with fluttering hearts and trembling limbs that they make the attempt. But they must persevere. 'Per aspera ad astra.' 'Labor omnia vincit'."-Eu. Minutes, October 21, 1881. The weary secretaries not seldom spoke in this way toward the end of the college year: "I would just remark in a general way that this debate on the next page is a tiresome thing. Oh, ye gods, how the medalists rant and rare." Eu. Min., May 4, 1883. Sometimes, however, all the members stayed awake, as when the subject of debate was "Is the theory of Evolution plausible?" The Euzelians debating this subject on February 9, 1883, even with T. Dixon speaking for the affirmative decided it in the negative by a vote of 28 to 10. It was next debated on November 23, 1883, and again decided in the negative by a vote of 38 to 21, seemingly every member of the Society being present. The next morning, on motion of A. T. Robertson, this query was struck from the query book, and the kindred query, "Did man spring from a monkey?" met a like fate on motion of J. D. Boushall. One other incident indicates the political preference of members of the Societies. From minutes of the

Euzelian Society for November 7, 1884: "The news comes that Grover Cleveland is elected president of the United States and we hastily adjourn to make an expression of our joy." Let one drop into reading the minutes of either Society at any time and one finds that their members were full of life and youthful spirits, even though in some respects they approximated in their proceedings the decorum of the most august assembly on earth.²

After 1913 provision was made by the faculty to credit a limited amount of properly certified work in debate in the Societies, but no great number ever took advantage of it.

The value of the work of the societies in the best period has often been attested by the students of those years. The often heard statement was that what one got out of the Society was more valuable to him than what he learned in any department of study. Some have made much stronger statements. Many of the testimonials of former members have been published, sometimes in groups, as in the *Wake Forest College Bulletin*, III, 214ff., in which Governor W. W. Kitchin, Professor A. T. Robertson, Dr. D. R. Wallace, Congressman E. Y. Webb, Dr. Irving Hardesty, Dr. H. A. Royster, Dr. J. T. J. Battle, Dr. R. T. Vann, and Dr. L. G. Broughton make statements. They speak of skill in public speaking, the habit of expressing oneself naturally, with ease and without constraint or embarrassment, the clash of mind against mind, training in organized methods of procedure, the opportunity of becoming familiar with parliamentary rules, whetting the blade of repartee, quickening the intellect, learning to argue logically, intellectual enlargement, development and training of all the powers that make for effective public speaking, and interest in the great problems of life. In the classroom the student was receptive and usually a mere hearer; the Society called for expression and developed personality and confidence in one's

² The catalogue statement with slight variation is this: "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," From catalogue of 1916-17.

powers. Not all became great public speakers, but some did, and nearly all acquired ability to order and express their thoughts as they stood before assemblies of any kind. It was these Societies that trained such men as Claude Kitchin and Walter Bickett, A. C. Dixon and L. G. Broughton, E. W. Sikes and W. L. Poteat, Thomas Dixon, Jr., and J. W. Bailey. By looking at the list of Anniversary debaters and speakers which is in the footnote one may find the names of many others who as public speakers powerfully influenced their day and generation.

In his statement of the value of the Societies Dr. A. T. Robertson spoke of fellowship, and Judge Webb spoke of the friendships formed. When the young and timid freshman had been initiated into the Society of his choice he found himself in a company of friends; they were "Brother Philomathesians" or "Brother Euzelians"; he was made to feel that their hearts were warm to him and his heart warmed to them. He felt that he could talk to them as to brothers, and they were companionable. They would help him with any of his problems. Until well into the nineties if a new student escaped hazing until he had joined a Society he was safe; his society mates would protect him from indignities and maltreatment. It was these experiences when he was a neophyte that made "Mother Euzelia" or "Mother Philomathesia" so dear to him.

Each Society had also its *esprit de corps*, in part one peculiar to itself; so that a member of one Society did not feel quite free and easy in the presence of a member of the other; the Euzelian prided himself on his polish and culture; the Philomathesian was more democratic. In most respects, however, this spirit was the same in both Societies. Both were dignified bodies. They came to order at the fall of the president's gavel. They stood and were led in solemn prayer by their duly elected chaplain, one of their own number; the roll was called and the Society proceeded with its business with all the decorum of the most majestic parliament in the world. The president's word was respected, and parliamentary language was required. The president saw to it that the rights of even the humblest member were not infringed upon;

vulgar practices such as the chewing of gum and tobacco were punished with fines; smoking in the halls was inconceivable; boisterousness and slouching in one's seat, and sleeping had to be paid for. In this way "Mother Philomathesia" and "Mother Euzelia" came to be regarded with reverence.

Another characteristic of the Society spirit was the sense of self-respect and power. Each of them had about half the students and together they had all of them. In some matters they had a control of their own members that the faculty never was able to maintain. The faculty could not keep the students from trampling the grass, or going to the train, or tearing down rustic benches or marking or defacing by whittling and carving college furniture and buildings, from spitting on floors of chapel and classrooms and halls, and library, or keeping firearms, or throwing water from the windows, but the Societies had little trouble³ with enforcing proper regulations about these things. When both Societies united on a policy or course of action in matters that were in their province the faculty learned to act with them. The members of the faculty also respected this power; they knew that each Society was jealous of its rights and they were careful to maintain strict neutrality toward them.

A new era may be said to have begun for the Societies in 1879, when they moved into their new halls in the second story of the Heck-Williams Building, the Philomathesian Hall on the north and the Euzelian Hall on the South, assigned by lot.⁴ They were leaving the narrow halls under the roof of the Old College Building for quarters which were amply large to accommodate easily 100 students each, provided with tall windows and well ventilated, and ready for decoration and other improvements. Soon the two societies were engaged in a friendly rivalry in beautifying and furnishing their new halls. Within ten or twelve years the walls were hung with heavy Lincrusta-Walton; the

³ See Records of Phi. Society for March 14, 1885.

⁴ Minutes of the Board of Trustees, March 1, 1879. Minutes of Euzelian Society, June 6, 1879: "This evening, the time long looked for by the Euzelian Society, was hailed as the beginning of a new era."

ceilings artistically decorated, and from them suspended large and brilliant chandeliers carrying many lamps, first for oil and later for gas; rich carpets were laid on the floors; of heavy walnut were the president's rostrum and chairs, and the chairs on the floor, carrying in the back shaped in the walnut the Greek letters that indicated the Philomathesian or the Euzelian Society. Each Society also had a small table on which were laid elegant albums containing portraits of former members and a few books in expensive bindings. In the end of the hall opposite the president's chair the Philomathesians set a ten-foot mirror in a handsome frame, the Euzelians a large clock. On the walls were hung painted portraits of former members and honorary members, done by the best artists of the time. It was intended that the halls should impress visitors by their splendor, and they did: the opinion was often expressed by traveled men that no more beautiful halls were to be found in America, while young lady friends introduced into the halls at the evening receptions at Anniversary and Commencement might well have been dazzled by the brilliant lights and costly furnishings and have believed themselves in fairy land.⁵

⁵ The following from the records of the Philomathesian Society for December 3, 1884, being part of a report of a committee consisting of W. J. Sholar, C. G. Wells and T. E. Cheek, indicate the methods the societies pursued in furnishing their halls: "We your committee, report that it is impossible to dispose of the old chairs to any dealer. Consequently, we cannot make any exchange. The only plan is to sell a few of the old chairs to churches in the country. We have carefully studied all the designs of chairs that could be obtained, and find nothing suitable, combining beauty and durability. So we drew a design and sent it to several dealers, and had them make bids on it. The lowest price was \$8.25 each, the chairs to be made of black walnut, cushioned seat and upholstered in red plush. We also ascertained price of sofa and have selected one handsomely finished in red plush trimmings with old gold. We could not decide on stand chairs. So we submit two designs. Three chairs like No. 4 will cost \$76.80, and like No. 114 will cost \$59.20. Your committee recommends to the Society that it purchase the following, provided the balance not in the treasury can be borrowed of Dr. Simmons: 72 chairs at \$8.25 each, \$594.00. Two sofas, \$23.00 each, \$46.00. Three stand chairs, \$59.20. This does not include freight, which will be about \$40.00." The final bill paid on February 3, 1887, was \$737.18. The old president's chair and the two smaller stand chairs were sold to the Louisburg Baptist Church.

Immediately helpful to the literary work of the Societies was the improvement in facilities for the use of books and periodicals in the new library and reading room, beginning from 1879. Books were now much easier to handle and consult, and for the first time newspapers and periodicals made readily available for students. The result was that soon the queries for debates were changing to matters of current interest. Of course, the change was not made all at once. The Societies continued to discuss "Which was the better general, Hannibal or Scipio," and tried to determine whether "Cromwell was a patriot or an ambitious aspirant." Such questions were regarded as suitable for freshmen, since they had learned something of them in their study of history, and literature on them was abundant in the Library. More and more frequent, however, the debates were on such matters of current interest as prohibition, the annexation of Cuba, immigration, federal aid to public schools, methods of electing presidents and senators, and protection or free trade. This change of interest and of debate is well illustrated in the queries used in the Anniversary debates. In 1872 the query was "Is increase of knowledge increase of happiness?" In 1874: "Which is the cause of more evil, ambition or intemperance?" After the students had a freer use of periodicals, the Anniversary debaters began to discuss such questions as immigration (1883), the obligation of the government to furnish free education for all classes of its citizens (1886), and the advisability of railroad commission for the national Government (1890), and other timely questions.⁶

Probably freer access to current periodicals was the means of causing the Societies to foster another enterprise, the *Wake Forest Student*, of which an account is found in a separate chapter.

In this period, as in the previous, the societies were quickening and calling forth the best efforts for improvement in public speech of such men as W. L. Wright, D. W. Herring, Thomas Dixon, Jr.,

⁶ See the list of anniversary debaters and queries appended to this chapter.

E. S. Alderman, J. L. White, J. W. Lynch, John E. White, J. W. Millard, and J. Clyde Turner, who have been among the denomination's ablest preachers; others who attained prominence, some of them nation-wide distinction, because of their able mastery and discussion of public questions, men like W. W. Kitchin, Claude Kitchin, T. W. Bickett, J. H. Kerr, J. W. Bailey, E. Y. Webb, I. M. Meekins, J. J. Hayes, and J. M. Broughton; still others who were scholars, educators, editors, men like J. B. Carlyle, E. W. Sikes, J. L. Kesler, Fred L. Merritt, and H. E. Flack. These men and many times as many others whose names might be mentioned did the work their Societies required of them, did it cheerfully, did it gladly, did it well, with the conviction that they were getting the best possible training for positions of leadership in their active life.

ANNIVERSARIES

On the Friday nearest the 14th of February the Societies celebrated the anniversary of their founding. Beginning, as has been said above in 1854, the celebration was public. Until 1872 this public celebration consisted only of speeches by orators of each society, and a social reception in the halls, but in that year a debate was added, the debate being in the afternoon and the orations in the evening. An entire day was given to the celebration, and as there were no classes on Saturday until about 1910 the celebration period was really three days.

With a sense of the importance of the occasion the Societies chose the speakers-the orators and debaters, and the president and secretary of debate the previous May, and always after strenuous contests, for the places were eagerly sought after by the ablest speakers and debaters. Each Society chose two debaters, one from the graduating class of the next year, known as the first debater, and one from the junior class of next year, known as the second debater. The first debater from one society was paired with the second debater of the other Society, doubtless with the purpose of forestalling any great exhibition of partisanship in public. In the even-numbered years the first debater of

the Euzelian Society and the second debater of the Philomathesian Society upheld the affirmative of the question chosen for debate; in the odd-numbered years the order was reversed. Usually the second debaters were regarded as abler than the first debaters; they had come into prominence earlier; if they did their part well in the debate the place of orator for the next year came to them almost as a matter of course.

Having gained the coveted places the orators and debaters lost no time in beginning their preparation. Each was given the special privilege of taking from the Library and keeping during vacation five volumes of his choice. In those the orators each for himself tried to find a subject and get thoughts for his oration. The debaters had somewhat the advantage, since they agreed upon a query soon after their election, and their reading was more definitely directed to a mastery of the subject they would debate. On their return to the College in September the members of each team would consult with one another and agree on the part each was to have in the presentation. Usually they would write their speeches, but it was regarded as a weakness for a debater to use a manuscript. The second speeches, however, were extempore and made from notes taken on the opponent's presentation, and were often delivered with much spirit and effectiveness, since all the speakers were confident of their own powers of invective and sarcasm and calm statement.

When the great day and the appointed hour had come, "When before the mighty audience Alma Mater's youth appear,"⁷ the debaters were prepared. And the audience was mighty; Memorial Hall was filled to capacity. Often the occasion was honored by the presence of a governor, a justice of the Supreme Court of the State, many able lawyers and preachers, and if it was an oddnumbered year, by not a few members of the State Legislature.

⁷ From some lines on "Anniversary" by G. W. P., *Wake Forest Student*, XXII, 269. The four lines are:

Golden day of rest and gladness, longed for all the busy year,
When before the mighty audience Alma Mater's youth appear;
Day of mellow eyes, and voices falling sweet upon the soul,

When we feast our hearts with gladness, earnest of life's blessed goal.

And well they might come, for often they were not only delighted with the skill of the young men in debate but instructed as well; the debaters had not studied for eight months for nothing. The challenge of the occasion brought them to do their best. For once the youthful couples seated before them forgot to talk, and listened.

Seldom did the orations excite so much interest as the debate. They were usually labored and dull, and were respectfully tolerated rather than enjoyed. Occasionally however, a masterful young orator would have a speech of merit and would hold the audience in control as he delivered it. Such was the case at the Anniversary of 1890, when John B. Spilman spoke on "Israel's Political Redeemer" (Judas Maccabaeus), an excellent address in reading as well as in hearing,⁸ for the delivery of which he took nearly half an hour, audaciously relieving his tendency to hoarseness with sips now and then from one or another of two glasses, one containing a colorless fluid, the other red wine. Those who heard the speech will never forget it, nor the speaker.

In one respect the orators had the advantage of the debaters: as on entrance the marshals conducted them down the central aisle of the hall, the flags of the Societies were carried one down each of the side aisles amid the thunderous applause of the Society members in the seats.

After the orations came the reception in the Society halls; they were always brilliant and greatly enjoyed by the young people, and never broken up until midnight by which time the repeated bellowing of the locomotive at the railroad station had called the Raleigh contingent of young ladies and a few others from the halls to take their special train home.

Such were the celebrations of Anniversary until well after the turn of the century, and with little slackening of interest until the legalization of fraternities in the College in 1922. They were exhibitions of the training the Societies gave their members;

⁸ Mr. Spilman's address is printed in the *Wake Forest Student*, IX, 505ff, July, 1890. Many of the other orations are published in the same periodical.

they also furnished needed social recreation. Beginning with 1924 the Societies lost the privilege of celebrating the day of the anniversary of their founding, February 14, but were given a place for their debate and orations on the first day of registration for the spring term, February 3, a day with no sentimental appeal for the Societies. Again, it was on a Monday, the first day of registration, when not half the students were present. In 1925 only one-half day was given to the Societies. In 1926, other features were added, and reduced the interest in the debate and orations of the Societies. The President made a report of the progress of the College, and an invited orator furnished the chief attraction. After a few years of such a program, interest in the Society events dwindled still further; only a score or two score at most attended the debates, an audience too small for Memorial Hall, so that the debates were held in the hall of one or the other of the Literary Societies. In 1925 it was sought to give the debates a partisan interest by pitting Society against Society, the debaters on the affirmative being from one Society and those on the negative from the other; but this was without avail. In fact, it was no longer the old Anniversary that was being celebrated. The debaters no longer made any special preparation; in some years they were not chosen until two weeks before the debate; and the question chosen for debate was often one that had been used perhaps a hundred times already the past season in high school debate contests and in intercollegiate debates.⁹ The speeches of the orators were often those they had used in other contests. With the change of date of the celebration, the social receptions, which for many years had been college rather than society functions, were discontinued. Nothing has taken their place, the result being that only members of the fraternities find at the College provision for social life and recreation. Beginning with 1935 four orators, two from each Society, have competed for a medal in this mid-year event. They also often use speeches which they have used before.

⁹ *Old Gold and Black*, January 13, 1910.

SENIOR SPEAKINGS

In the calendar of the catalogue for 1869-70 appear the first notices of senior speakings. Until the introduction of the debate in the exercises of the Anniversary in February, 1872, there were four of these in the year, one each in October and December of the fall term, and one each in March and April of the spring term, but after 1872 there was only one in the spring term, in April. This arrangement continued until June, 1889. In the year 1889-90 there was only one senior speaking, that in October, and only one the next year. After that, for some years the calendar contains no reference to senior speakings; but they appear again in the calendar for the year 1900-1901, one scheduled for December, the other for March, and accounts of them begin to appear again in the *Wake Forest Student*. There was no change until the calendar for the year 1914-15. On April 25, 1914, the Societies had passed a joint resolution, declaring that the senior speakings had proved more or less failures and asking that they be abolished, which request the faculty granted.

So long as the classes were small, until 1880 or later, all members of the senior class were expected to speak at all the senior speakings of the year, although for good reasons the faculty excused a few from the duty. Beginning with April 26, 1883, four original addresses were required of every candidate for a degree, or in lieu of an address a thesis of not less than 2,000 words might be substituted, provided that the number of speakers on any occasion should not be less than 8 nor more than 12. Soon after the number of speakers was reduced to six, three being elected by each Society. Election as speaker was considered an honor and a tribute to one's speaking ability. It was also regarded as a privilege, for it often happened that it gave the student elected his only opportunity during his college days to speak before a public audience at Wake Forest. After a few years only those who did not represent the Societies on Anniversary were chosen. The requirement of theses of those who did not speak was soon discontinued.

The speeches were usually good, not so labored as the orations at Anniversary and not more than ten minutes in length. They were nearly always reported for the *Biblical Recorder*, the *Wake Forest Student* and many of the county papers, with comprehensive outlines and comments. The proverbial freshmen were dazed by the array of grave and reverend seniors and hoped that they might see the day when they might do as well as the senior speakers. The young ladies present were much pleased, especially with those speakers who introduced finely-worded references to them in their speeches, as they often did. Sometimes a speaker relieved the constraint by discussing a humorous subject, as did E. H. Bowling, in April, 1887, when he discussed the two wonders of the world, music and mules. "Nature's second wonder," he said, "I approach with awe-especially his rear. It is as natural for a mule to kick as it is for a Negro to vote the Republican ticket." At the same speaking D. A. Pittard told the members of the senior class that they would not figure very prominently shut up in a bachelor's hall, and that they must start right and get married. He had two resolutions for each member of the class to sign, one that he would court two girls on Thursday night of Commencement, the other that he would get married within two years. A rare youth, now and then, would discuss such a subject as the "Power of the Will," in a profound way, as W. R. Walters did at the speaking in December, 1882, bringing the following criticism from the befuddled reporter: "He produced a speech that did credit to his manner of thinking. After expatiating on the potentialities of will in the abstract, he illustrated his subject by some striking examples from history. The speaker delights in the logical aspects of things and finds his poetry in the scintillations of reason." At the speaking in October, 1886, J. B. Carlyle discussed "Our Republic" in rhyme, for which the critic did not venture other criticism than that it was an innovation, and "This gentleman seems to be a favorite of the muses," more being unnecessary since the poem was published entire in the *Wake Forest Student*. Usually, however, the speeches were brief, well sustained discussions of timely topics. Some of

them are found in the *Wake Forest Student* and are still readable.¹⁰ That the speakers were able may be seen at a glance of the list of names of those who spoke at almost any speaking, as for example these five who spoke at the speaking in November, 1891: B. W. Spilman, C. B. Williams, R. B. White, W. O. Howard, J. L. Kesler.

When the speeches were finished it was the custom to go to the halls of the Societies for a reception. Many reports show that these receptions did not differ from those at Anniversary and at Commencement, except that they were shorter. They were greatly enjoyed by the students and their fair visitors. Until June, 1879, they were in the old Society Halls on the fourth floor of the Old College Building, but some of the happy couples would halt in the "sink" on the third floor, which got the name of "Courting Alley."¹¹

SOCIETY DAY

When, in April, 1914, the Societies voted to abandon Senior Speaking, it was with the purpose that they might add speeches by seniors to the exercises of the Sophomore-Junior Debate, which the Societies had voted to establish in April, 1911, in accord with a plan suggested by Professor J. B. Carlyle. The debate was in all respects a replica of the regular Anniversary debate except that the debaters were juniors and sophomores and not seniors and juniors. Officers for it were elected at the same time as officers for the anniversary debate, the first Saturday in May. The first debate was held on October 13, 1911¹² and there

¹⁰ Examples are, "The Industrial Craze," by Walter P. Stradley, VI, 89ff.; "History in the Light of the Imagination," by J. M. Brinson, VI, 351ff.; "That Boy," by J. L. Kesler, X, 367.

¹¹ *Wake Forest Student*, I, 269.

¹² *Wake Forest Student*, XXXI, 157, November, 1911: "The Sophomore-Junior debate was held Friday evening, October 13, in Wingate Memorial Hall. This is to be an annual affair occurring every fall and corresponding to the Anniversary debate in the spring. This is another progressive step of the Literary Societies and should serve as a stimulus to Sophomores and Juniors to do the very best work possible in the Societies. In this, the first debate, the speakers, both Sophomores and Juniors did exceedingly well. The query: 'Resolved, That the South should encourage the settlement within her borders of such immigrants as are lawfully admitted into the United States,'

were others in 1912 and 1913. The action of the Societies at this time, approved by the faculty, provided that the debate should be in the afternoon of the last Friday in October to be followed in the evening by orations by four members of the senior class, two from each Society. It was further provided that the day should be known as Society Day, and that the regular exercises of the College should be suspended on that day. The following from the catalogue of 1914-15 indicates the auspices under which the Society day was begun:

Society Day, 1914. Society Day is to October what Anniversary is to February, and is, as the name implies, a celebration of the Literary Societies. In view of the time when it takes place-midway of the fall term, when the student feels the need of some extra stimulus to spur him along on the home stretch to Christmas-and of the weather, usually Indian Summer at its loveliest, this occasion promises to be popular.

After the orations at night, the Berean Class, comprising a large number of students, gave a delightful banquet to the visitors, the faculty, and many of the citizens of Wake Forest. It is probable that this banquet will each year give the crowning touch to Society Day.

The programs of Society Day continued to appear in the catalogues for several years, except for the S.A.T.C. year, 1918, but were discontinued with the program of 1922, along with the program of the Anniversary. It was noted in the calendar of the catalogues until that for 1933-34.

The story of the Society Day is much like that of Anniversary. At first the debaters and orators were elected the previous May and had time for preparation, and at the appointed time usually acquitted themselves well, in the evening before interested audiences. In the evening, after the orations, a general reception was held in the Gymnasium, attended for many years by the

was handled well by the speakers on both sides. The decision of the judges was two to one in favor of the affirmative. The participants were: A. J. Hutchins, President; O. P. Campbell, Secretary; Caswell Ellis, Victor McGuire, Junior debaters; J. W. Freeman, E. P. Yates, Sophomore debaters; Charles Farrell, A. R. Phillips, J. E. Parker, E. P. Stillwell, Marshals."

Senior Class of Meredith College. In a few years, however, it was found that many of the students were taking advantage of the increased facilities of travel to leave Wake Forest for visits to their home or other places and enjoy a holiday from Thursday afternoon till Monday morning. With the hope of correcting this evil the day was changed from Friday to Monday in 1920, but this did not avail. The students would leave on Friday afternoon and return on Tuesday morning in time for the duties of the day. Beginning with 1926 only a half-holiday was given for the occasion. Since that time the celebration has been pushed off into any convenient corner, especially since the establishment of "Homecoming Day," about 1935, of which the chief attraction is, when possible, a game of football in the afternoon, while the debate and orations are in the Society Halls in the morning, sometimes both at the same hour, with few attendants other than parents and sweethearts. The character of these debates and orations is that of the debates and orations of the Anniversary occasions already described.

THE HALLS

It was the long cherished hope of the members and former members of the Societies to have a Society Building, possibly two, one for each Society. For this purpose Major J. M. Crenshaw, the first matriculate of the Institute and one of the first members of the Philomathesian Society, bequeathed to that Society one thousand dollars. Some friends of the Euzelian Society started a like fund. Other gifts continued to be made through the years, which with accrued interest amounted in 1935 to about \$25,000.¹³ After the destruction by fire of the Old College Building and of Wingate Memorial Hall, the plan of a separate building for the Societies was abandoned, and the Societies contributed the funds accumulated to build it to the construction of the new Wait Hall, and in return were provided with halls on the third floor of that building, the Euzelians on

¹³ The Treasurer's report for 1926, p. 36, showed that the principal of the "Society Hall Fund" was \$17,560.75, which with accruals of interest for the year 1925-26 made a total of \$18,614.92. I find no detailed report after 1926.

the southwest corner and the Philomathesians on the northwest corner, which, while not so large and elegant as their former halls, are adequate for their decreased membership since 1922. At the same time the College repaired the furniture and provided new carpets in compensation for the use of furniture and the Halls as classrooms needed after the destructive fires just mentioned.

THE DECAY OF THE SOCIETIES

The Societies still offer valuable training for any who will take advantage of it, but at present they minister to not more than fifteen per cent of the students, and, as indicated above, are hardly more than shadows of their former selves. Here some causes of the deterioration are indicated.

The chief cause was that the College outgrew them. So long as the enrollment of the College was not more than two hundred students, each Society found it easy to include half of them in its discipline and training; each hall would seat comfortably a hundred, not more. It was utterly impossible to formulate rules of attendance that were satisfactory for a larger number. The problem became more and more difficult as the enrollment of students increased to more than 300 soon after the turn of the century, to more than 500 about 1920. One serious aspect of this was that at business meetings and elections the lack of room shut out those who had a right to a voice. A still more serious disadvantage was that the lack of room interfered with the regular discipline and training of the members. Only a score at the most could engage in debate in one evening session even though they stayed beyond midnight, as they often did. With sections of twenty, ten sections would have been required to take care of the 200 members, and under this arrangement the student would appear on the program for debate regularly three times in the year. As a remedy each Society, in January, 1896, resorted to the expedient of dividing into two sections for the purposes of debate, one meeting on Friday night, the other on some other night in the week. This had several objections, one of which was that the midweek meeting often interfered with the preparation of lessons

for the next day; another was that debating before less than the entire Society dulled interest. Again, training in parliamentary procedure and the conduct of democratic assemblies and the development of powers of extemporary debate in discussion of policies were seriously diminished when in the Saturday morning meetings not more than half the members could be seated.

This danger of the Societies' having more members than they could serve was not unforeseen. In 1885 Dr. T. H. Pritchard¹⁴ had spoken of it. The need for larger halls had led to the proposal to have a Society building, mentioned above. It was hoped that in this each Society might have two halls which could be used for debate, and which could be thrown into one for business meetings. The proposition was also made to have one or more additional societies. For one reason or another, but chiefly from lack of leadership, all these plans came to nought.

The deterioration of the work of the Societies became marked in the years of the Great War and those immediately following. Writing in the *Wake Forest Student* of November, 1917, student-editor J. A. McKaughan, Jr., described the work as wretched. In the January, 1922, issue of the same periodical, editor J. R. Nelson called the condition of the Societies deplorable. As a remedy Mr. Nelson suggested optional attendance. Since 1907 it had been the rule of the College that every student must become a member of one or the other of the Societies; in recent years the faculty had reasserted and emphasized it; no measures, however, had been taken for enabling the Societies to put every member to work. The result was that many became members reluctantly and paid their fees with protest and hardly ever attended a session. A further result was that the faculty on February 27, 1922, made Society membership optional.

Such was the situation when in June, 1922, the trustees legalized fraternities at the College. The effects were immediate. There was a great falling off in membership; many of the abler men no longer joined the Societies, but became members of the fraternities. With loss of membership the fees of the small number

¹⁴ *Biblical Recorder*.

were no longer sufficient to provide for the Society enterprises, such as the *Wake Forest Student*, nor for the social functions, such as receptions at commencements and anniversaries as in former years, which were surrendered for the most part to the fraternities, and were radically changed into conformity, so far as permitted by the regulations of the Trustees and faculty, with the standards and ideals of the national fraternities.¹⁵

¹⁵ The following, under the heading, "what is Wrong with the Literary Societies?" is found in the "Open Forum" of the *Old Gold and Black* of February 2, 1929. "The indifferent attitude on the part of the student body and the lack of interest shown in any forensic contests on Wake Forest campus tend to prove that the literary societies will soon come to an end unless a general interest is revived in some way or other.... The point we are interested in is how the Societies are going to exist and carry on their work unless they are given some consideration financially. When membership was compulsory this was no problem, because every student contributed to their support. But at the present time only those who are especially interested in the work have to bear the burden which rightfully belongs either to the College or the whole student body. The membership has become so small that they can no longer meet the necessary expenses without borrowing large sums each year. This money has to be paid back the next year by an even smaller group, because the membership gets smaller each year. Are the literary societies any less important than any other activity of the college, that they receive no support? Every organization which represents the college is financed by the college except the literary societies. . . . The trouble lies in the fact that the majority of the student body care nothing about the activities of the contests. It is ever discouraging to those who attempt to represent the college in this capacity when only a few of the students or the faculty give their support."

APPENDIX TO CHAPTER XXVI

LITERARY SOCIETIES

Chronological List of orators, debaters, and questions for debate.

1854. Orators: T. H. Pritchard, Phi.; B. F. Marable, Eu.

1855. Orators: R. H. Burn, Eu.; C. W. Egerton, Phi.

1856. Orators: W. Shuck, Eu.; H. D. Fowler, Phi.

1857. Orators: C. S. Ellis, Eu.; J. K. Lassiter, Phi.

1858. Orators: J. A. Berry, Phi.; W. J. Bishop, Eu.

1859. Orators: A. E. Rhodes, Eu.; T. D. Boone, Phi.

1860. Orators: J. W. Biddle, Phi.; F. H. Ivey, Eu.

1861. Orators: Thomas Deanes, Eu.; J. B. Richardson, Phi.

1862. Orators: H. Lansing Burrows, Phi.; J. K. Howell, Eu.

1868. Orators: J. T. Wescott, Eu.; F. W. Pennington, Phi.

1869. Orators: J. L. Pritchard, Eu.; A. H. Hicks, Phi.

1870. Orators: R. E. Royall, Eu.; C. M. Seawell, Phi.

1871. Orators: W. N. Sykes, Phi.; H. A. Brown, Eu.

1872. Orators: J. F. Tuttle, Eu.; C. H. Martin, Phi. Debate.

Query: Is increase of knowledge increase of happiness? *Affirmative*

F. R. Underwood, Eu.; M. D. Burney, Phi.; *Negative*-A. R. Jones, Phi.; R. T. Vann, Eu.

1873. Orators: A. R. Jones, Phi.; J. J. Vann, Eu. Debate. *Query:*

In the career of Napoleon Bonaparte is there more to admire than to condemn? *Affirmative*-H. R. Scott, Phi.; A. C. Dixon, Eu.; *Negative* D. A. Covington, Eu.; Bruce Williams, Phi.

1874. Orators: D. A. Covington, Eu.; H. R. Scott, Phi. Debate.

Query: Which is the cause of more evil, ambition or intemperance?

Affirmative-W. H. Connell, Eu.; L. W. Bagley, Phi.; *Negative* J. W. Lucas, Phi.; Thomas Carrick, Eu.

1875. Orators: J. W. Lucas, Phi.; J. A. White, Eu. Debate.

Query: Is the sword mightier than the pen? *Affirmative*-W. W. Jenkins, Phi.; J. L. Britt, Eu.; *Negative*-J. E. Ray, Eu.; J. T. Bland, Phi.

1876. Orators: J. L. Pritchard, Eu.; J. T. Bland, Phi. Debate.

Query: Is the career of Oliver Cromwell more to be condemned than admired? *Affirmative*-W. L. Poteat, Eu.; J. B. Powers, Phi.; *Negative*-E. E. Folk, Phi.; C. W. Scarborough, Eu.

1877. Orators: E. E. Folk, Phi.; W. L. Poteat, Eu. Debate.

Query: Was the reign of Henry VIII detrimental or beneficial to England? *Affirmative*-W. L. Wright, Phi.; J. G. Bunch, Eu.; *Negative*-W. E. Daniel, Eu.; E. B. Jones, Phi.

1878. Orators: W. E. Daniel, Eu.; W. T. Jordan, Phi. Rebate. *Query*: Which was the greater statesman. John C. Calhoun or Henry Clay? *Affirmative*-J. C. Caddell, Eu.; J. Rufus Ford, Phi.; *Negative* N. Y. Gulley, Phi.; W. N. Jones, Eu.

1879. Orators: W. L. Wright, Phi.; W. N. Jones, Eu. Debate. *Query*: Was the French Revolution injurious to Europe? *Affirmative* J. F. McMillan, Phi.; J. N. Holding, Eu.; *Negative*-E. F. Aydlett, Eu.; C. H. Montague, Phi.

1880. Orators: J. N. Holding, Eu.; M. A. Jones, Phi. Debate. *Query*: That an increase of prosperity causes a corresponding increase of morality. *Affirmative*-C. S. Farriss, Eu.; L. T. Carroll, Phi.; *Negative*-W. H. Ragsdale, Phi.; N. R. Pittman, Eu.

1881. Orators: L. T. Carroll, Phi.; N. R. Pittman, Eu. Debate. *Query*: That the cause of civil liberty has been promoted more by the general diffusion of intelligence than by human suffering. *Affirmative*-W. T. Lewellyn, Phi.; D. L. Ward, Eu.; *Negative*-W. M. Poteat, Eu.; D. W. Herring, Phi.

1882. Orators: H. G. Holding, Eu.; D. W. Herring, Phi. Debate. *Query*: Is the system of universal suffrage in the United States conducive to the best interests of the republic? *Affirmative*-W. J. Ferrell, Eu.; E. G. Beckwith, Phi.; *Negative*-E. E. Hilliard, Phi.; Thomas Dixon, Jr., Eu.

1883. Orators: E. S. Alderman, Phi.; Thomas Dixon, Jr., Eu. Debate. *Query*: Resolved, That foreign immigration ought to be prohibited. *Affirmative*-L. L. Jenkins, Phi.; W. F. Marshall, Eu.; *Negative*-D. M. Austin, Eu.; H. B. Folk, Phi.

1884. Orators : D. M. Austin, Eu.; J. C. C. Dunford, Phi. Debate. *Query*: Do the signs of the times indicate long life for the republic? *Affirmative*-F. Dixon, Eu.; E. Ward, Phi.; *Negative*-W. B. Pope, Phi.; W. B. Norton, Eu.

1885. Orators: E. Ward, Phi.; Frank Dixon, Eu. Debate. *Query*: Is England's course toward Ireland justifiable? *Affirmative*-J. B. Pruitt, Phi.; W. C. Allen, Eu.; *Negative*-J. L. White, Eu.; C. E. Brewer, Phi.

1886. Orators: J. L. White, Eu.; C. E. Brewer, Phi. Debate. *Query*: Ought governments to furnish free education by taxation to all classes of their citizens? *Affirmative*-J. D. Boushall, Eu.; J. B. Carlyle, Phi.; *Negative*-Jacob Stewart, Phi.; W. P. Stradley, Eu.

1887. Orators: J. B. Carlyle, Phi.; W. P. Stradley, Eu. Debate. *Query*: Has the introduction of the negro in the United States been productive of more good than evil? *Affirmative*-W. F. Watson, Phi.;

J. W. Lynch, Eu.; *Negative*-L. R. Pruitt, Eu.; D. A. McCullers, Phi.

1888. Orators: J. W. Lynch, Eu.; G. C. Thompson, Phi. Debate. *Query*: Resolved, That *Laissez faire* is a false theory of government. *Affirmative*-Al. L. Kesler, Eu.; F. L. Merritt, Phi.; *Negative*-R. B. Lineberry, Phi.; D. A. Davis, Eu.

1889. Orators: F. L. Merritt, Phi.; D. A. Davis, Eu. Debate. *Query*: Are the merits of the present free school system in North Carolina sufficient to justify the State in supporting it? *Affirmative* W. C. Dowd, Phi.; J. R. Hankins, Eu.; *Negative*-M. L. Rickman, Eu.; J. E. White, Phi.

1890. Orators: J. B. Spillman, Eu.; J. E. White, Phi. Debate. *Query*: Ought the United States Government to have a railroad commission? *Affirmative*-T. W. Bickett, Eu.; R. L. Burns, Phi.; *Negative*-J. O. Atkinson, Phi.; E. W. Sikes, Eu.

1891. Orators: R. L. Burns, Phi.; E. W. Sikes, Eu. Debate. *Query*: Would the adoption of Henry George's single tax tenure be beneficial to the poorer classes? *Affirmative* -C. B. Williams, Phi.; J. A. Wray, Eu.; *Negative*-J. L. Kesler, Eu.; J. W. Millard, Phi.

1892. Orators: J. A. Wray, Eu.; J. W. Millard, Phi. Debate. *Query*: Should the United States annex Canada? *Affirmative*-C. D. Graves, Eu.; J. C. Kittrell, Phi.; *Negative*-D. A. Bridges, Phi.; E. Y. Webb, Eu.

1893. Orators: J. C. Kittrell, Phi.; E. Y. Webb, Eu. Debate. *Query*: Resolved, That the present influence of capital is not antagonistic to our national prosperity. *Affirmative*-R. W. Weaver, Phi.; J. D. Robertson, Eu.; *Negative*-S. McIntyre, Eu.; T. M. Leary, Phi.

1894. Orators: J. D. Robertson, Eu.; J. E. Yates, Phi. Debate. *Query*: Should United States Senators and the President be elected by direct vote of the people? *Affirmative*-R. L. Freeman, Phi.; M. P. Davis, Eu.; *Negative*-W. H. Sledge, Eu.; W. C. Newton, Phi.

1895. Orators: W. C. Newton, Phi.; R. T. Daniel, Eu. Debate. *Query*: Should the House of Lords be abolished? *Affirmative*-I. S. Boyles, Phi.; I. M. Meekins, Eu.; *Negative*-John H. Kerr, Eu.; R. G. Dozier, Phi.

1896. Orators: Jasper Howell, Eu.; A. C. Cree, Phi. Debate. *Query*: Resolved, That the Government should own and operate the railroad and telegraph systems. *Affirmative*-W. G. Briggs, Eu.; A. B. Cannady, Phi.; *Negative*-G. N. Bray, Phi.; R. N. Simms, Eu.

1897. Orators: A. B. Cannady, Phi.; R. N. Simms, Eu. Debate. *Query*: Resolved, That civilization is able to cope with the evils a-

tending its progress. *Affirmative* -W. D. Burns, Phi.; J. S. Snider, Eu.; *Negative*-H. H. Marshburn, Eu.; W. N. Johnson, Phi.

1898. Orators: T. N. Johnson, Eu.; J. D. Larkins, Phi. Debate. *Query*: Should all government appointments be subject to civil service regulations? *Affirmative*-Jackson Hamilton, Eu.; W. L. Cohoon, Phi.; *Negative*-C. S. Burgess, Phi.; J. C. Owen, Eu.

1899. Orators: P. S. Carlton, Phi.; J. C. Turner, Eu. Debate. *Query*: Resolved, That immigration should be further restricted. *Affirmative*-W. P. Etchison, Phi.; A. W. Cooke, Eu.; *Negative*-W. A. McCall, Eu.; O. L. Powers, Phi.

1900. Orators: A. W. Cooke, Eu.; D. M. Springfield, Phi. Debate. *Query*: Resolved, That England was not justifiable in making war on the Boers. *Affirmative*-J. Z. Eure, Eu.; J. A. Holbrook, Phi.; *Negative*-R. C. Barrett, Phi.; H. E. Flack, Eu.

1901. Orators: S. G. Flournoy, Phi.; H. E. Flack, Eu. Debate. *Query*: Resolved, That barring constitutional objections, we should not have an income tax as a part of our revenue system. *Affirmative* G. B. Rooke, Phi.; J. C. Sikes, Jr., Eu.; *Negative*-Jesse Williams, Eu.; M. F. Hatcher, Phi.

1902. Orators: W. A. Dunn, Eu.; A. J. Bethea, Phi. Debate. *Query*: Resolved, That labor organizations in America and England have been more beneficial than injurious. *Affirmative*-D. W. Sorrell, Phi.; James Rovall, Eu.; *Negative*-C. M. Beach, Eu.; O. P. Dickinson, Phi.

1903. Orators: E. B. Fowler, Phi.; J. W. Whisnant, Eu. Debate. *Query*: Resolved, That barring constitutional objections the deportation of the negro is desirable and feasible. *Affirmative*-T. A. Allen, Phi.; W. H. Whitehead, Eu.; *Negative*-E. M. Harris, Eu.; I. N. Lofton, Phi.

1904. Orators: J. W. Whisnant, Eu.; B. A. Critcher, Phi. Debate. *Query*: Resolved, That compulsory arbitration offers the best settlement of disputes between capital and labor. *Affirmative*-D. H. Bland, Phi.; A. L. Fletcher, Eu.; *Negative*-R. D. Marsh, Eu.; J. H. Vernon, Phi.

1905. Orators: A. H. Olive, Phi.; Al. D. Austin, Eu.; Debate. *Query*: Resolved, That the United States should further increase her navy. *Affirmative*-Edward Long, Eu.; W. D. Poe, Phi; *Negative* E. A. Turner, Phi.; Jo Patton, Eu.

1906. Orators: T. B. Ashcraft, Eu.; Liston Jackson, Phi. Debate. *Query*: Resolved, That North Carolina should establish a reformatory for her young criminals. *Affirmative*-L. A. Parker, Eu.; W. H. Weatherspoon, Phi.; *Negative*-B. T. Holding, Phi.; O. J. Sikes, Eu.

1907. Orators: J. W. Vernon, Phi.; A. H. Nanney, Eu. Debate. *Query*: Resolved, That North Carolina should have a law prohibiting children under fourteen years of age from working in the mills and factories. *Affirmative*-W. E. Speas, Eu.; H. T. Stevens, Phi.; *Negative*-T. N. Hayes, Phi.; J. C. Newell, Eu.

1908. Orators: F. F. Brown, Eu.; A. T. Howard, Phi. Debate. *Query*: Resolved, That the present tendency towards centralization in the National Government is detrimental to the republic. *Affirmative*-H. A. Jones, Eu.; F. T. Collins, Phi.; *Negative*-G. O. Marshall, Phi.; E. E. White, Eu.

1909. Orators: W. H. Hipps, Eu.; E. D. Poe, Phi. Debate. *Query*: Resolved, That Congress should enact a law prohibiting the manufacture and sale of intoxicating liquors in the United States. *Affirmative*-O. W. Henderson, Phi.; J. R. Jones, Eu.; *Negative*-Santford Martin, Eu.; J. L. Jenkins, Phi.

1910. Orators: W. R. Hill, Eu.; J. J. Best, Phi. Debate. *Query*: Resolved, That Congress should enact an income tax law. *Affirmative*-E. N. Johnson, Phi.; J. C. Smith, Eu.; *Negative*-H. B. Jones, Eu.; S. C. Hilliard, Phi.

1911. Orators: J. P. Tucker, Eu.; W. G. Moore, Phi. Debate. *Query*: Resolved, That United States Senators should be elected by a direct vote of the people. *Affirmative*-J. B. Eller, Eu.; C. R. Sharpe, Phi.; *Negative*-C. T. Murchison, Phi.; B. V. Ferguson, Eu.

1912. Orators: W. M. Scruggs, Eu.; S. C. Hilliard, Phi. Debate. *Query*: Resolved, That the right to vote should not be restricted on account of sex. *Affirmative*-A. T. Allen, Phi.; Samuel Long, Eu.; *Negative*-R. R. Blanton, Eu.; J. C. Brown, Phi.

1913. Orators: C. R. Sorrell, Phi.; V. A. McGuire, Eu. Debate. *Query*: Resolved, That all the public officers in North Carolina should be nominated by direct primaries, as in Wisconsin, rather than by the convention system. *Affirmative*-O. F. Herring, Phi.; E. P. Stillwell, Eu.; *Negative*-F. C. Shugart, Eu.; E. P. Yates, Phi.

1914. Orators: D. M. Johnson, Phi.; G. C. Pennell, Eu. Debate. *Query*: Resolved, That the provisions of the Panama Canal Act exempting the coastwise shipping of the United States from the payment of tolls should be repealed. *Affirmative*-A. O. Dickens, Phi.; J. M. Pritchard, Eu., in place of J. C. McCourry, Eu., ill; *Negative*-W. W. Walker, Eu.; R. H. Taylor, Phi.

1915. Orators: A. Y. Arledge, Eu.; Earl Prevette, Phi. Debate. *Query*: Resolved, That the United States should adopt the policy of subsidizing its merchant marine engaged in foreign trade. *Affirmative*-J. P. Mull, Eu.; K. A. Pittman, Phi.; *Negative*-B. M. Watkins, Phi.; J. B. Edwards, Eu.

1916. Orators: Kyle M. Yates, Phi.; E. B. Cox, Eu. Debate. *Query*: Resolved, That the power of the Federal Government should be paramount to that of the States in the conservation of the forest and mineral resources in the United States (constitutionality waived). *Affirmative*-I. L. Bennett, Phi.; D. C. Hughes, Eu.; *Negative* W. S. Burleson, Eu.; P. S. Daniel, Phi.

1917. Orators: J. M. Hester, Phi.; J. B. Rucker, Eu. Debate. *Query*: Resolved, That the Government should own and operate the railroads, constitutionality waived. *Affirmative*-J. M. Hayes, Phi.; G. S. Quillin, Eu.; *Negative*-J. C. Newton, Eu.; H. R. Paschal, Phi.

1918. Orators: J. T. Gillespie, Eu.; M. T. Rankin, Phi. Debate. *Query*: Resolved, That the executive and legislative departments of the Federal Government should be more closely related by constitutional amendment. *Affirmative*-L. L. Johnson, Phi.; B. T. Ward, Eu.; *Negative*-J. C. Canipe, Eu.; P. D. Croom, Phi.

1919. Orators: J. I. Allen, Jr., Phi.; W. A. Queen, Eu. Debate. *Query*: Resolved, That the Federal Government should own and operate the railroads. *Affirmative*-W. E. Honeycutt, Eu.; L. S. Clark, Phi.; *Negative*-L. B. Dawes, Phi.; F. C. Feezor, Eu.

1920. Orators: W. M. Edwards, Eu.; I. L. Yearby, Phi. Debate. *Query*: Resolved, That labor through representatives of its own choice should have a voice in the management of industry. *Affirmative* C. M. Austin, Eu.; A. P. Stephens, Phi.; *Negative*- L. R. Williford, Phi.; J. C. Kesler, Eu.

1921. Orators: A. D. Kinnett, Phi.; T. O. Pangle, Eu. Debate. *Query*: Resolved, That a system of closed shops should prevail in American industries. *Affirmative*-R. C. Brown, Phi.; J. F. Hoge, Eu.; *Negative*-L. M. Butler, Eu.; R. S. Averitt, Phi.

1922. Orators: C. B. Howard, Phi.; T. W. Allen, Eu. Debate. *Query*: Resolved, That the National Government should own and operate the coal mines, constitutionality waived. *Affirmative*-E. L. Roberts, Phi.; D. M. Castelloe, Eu.; *Negative*-V. C. Howell, Eu.; W. B. Booe, Phi.

1923. Orators: E. L. Spivey, Eu.; J. C. Young, Phi. Debate. *Query*: Resolved, That the United States should adopt the Parliamentary-Cabinet form of government. *Affirmative*-J. N. Roberson, Phi.; P. O. Purser, Eu.; *Negative*-J. E. Hilburn, Eu.; G. W. Blount, Phi.

DAY CHANGED TO MONDAY, REGISTRATION DAY

1924. Orators: H. T. Wright, Phi.; J. L. Lavender, Eu. Debate. *Query*: Resolved, That the United States should join the League of

Nations. *Affirmative*-D. D. Lewis, Phi.; J. W. King, Phi; *Negative*-M. G. Stamey, Eu.; S. L. Blanton, Eu.

1925. Orators: F. L. Paschal, Phi.; S. L. Blanton, Eu. Debate. *Query*: Resolved. That the issuance of tax-exempt securities should be prohibited by an amendment to the Federal constitution.

Affirmative O. L. Norment, Phi.; D. D. Lewis, Phi.; *Negative*-Hoyt Blackwell, Eu.; L. B. Moseley, Eu. (Changed to February 2. Dr. R. H. Templeman speaks.)

1926. Orators: F. C. Maxwell, Eu.; O. L. Norment, Phi. Debate. *Query*: Resolved, That the United States should enter the World Court, as proposed by President Harding. *Affirmative*- G F. Johnson, Phi.; F. H. Malone, Phi.; *Negative*-R. E. Wall, Eu.; J. S. Hopkins, Eu.

(Dr. R. T. Vann speaks)

1927. Orators: B. M. Squires, Phi.; R. E. Wall, Eu. Debate. *Query*: Resolved, That the Volstead Act should be amended so as to permit the manufacture and sale of light wines and beers. *Affirmative* G. N. Ashley, Phi.; G. F. Johnson, Phi.; *Negative*-B. T. Henderson, Eu.; B. W. Walker, Eu.

(E. W. Sikes speaks; President Gaines reports)

1928. Orators: H. J. Overman, Eu.; W. V. Carroll, Phi. Debate. *Query*: Resolved, That the United States should cease to protect by armed force property invested in foreign lands, except after a formal declaration of war. *Affirmative*-W. V. Cohoon, Phi.; G. N. Ashley, Phi.; *Negative*-W. B. Matheny, Eu.; J. L. Carlton, Eu.

(L. L. Jenkins speaks)

1929. Orators: J. L. Carlton, Eu.; W. W. Cohoon, Phi. Debate. *Query*: Resolved, That the Federal Government should own, operate and develop the principal sources of hydro-electric power in the United States. *Affirmative*-J. R. Bender, Phi.; E. C. Shoe, Phi.; *Negative*-W. L. Warfford, Eu.; R. K. Benfield, Eu.

1930. Orators: C. A. Maddry, Eu.; T. S. Lawrence, Phi. Debate. *Query*: Resolved, That the nations of the world should adopt a policy disarmament except for police purposes. *Affirmative*-B. M. Tomberlin, Eu.; Earl Bradley, Eu.; *Negative*-W. H. Bostic, Phi.; J. M. Early, Phi.

(J. J. Hayes speaks)

1931. Orators: Raymond Long, Eu.; I. B. Jackson, Phi. Debate. *Query*: Resolved, That the nations of the world should adopt a policy of free trade. *Affirmative*-H. H. Deaton, Eu.; W. H. Ford, Eu. *Negative*-A. B. Carroll, Phi.; E. L. Smith, Phi.

(R. Claude Allen speaks)

1932. Orators: W. M. Grogan, Eu.; B. L. Davis, Phi. Debate. *Query*: Resolved, That the present system of national advertising is detrimental to the best interest of the American people. *Affirmative*-A. V. Washburn, Phi.; T. C. Brown, Phi.; *Negative*-W. H. Ford, Eu.; H. H. Deaton, Eu.

(J. M. Broughton speaks)

1933. Orators: I. B. Jackson, Phi.; Zon Robinson. Eu. Debate. *Query*: Resolved, That the budget of the State of North Carolina should be balanced on the plan proposed by Attorney General D. G. Brummitt. *Affirmative*-C. U. Harris, Jr., Eu.; W. O. Rosser, Eu.; *Negative*-W. S. Buck, Phi.; E. L. Smith, Phi.

(B. W. Spilman speaks)

1934. Orators: J. G. Blackburn, Phi.; C. U. Harris, Jr., Eu. Debate. *Query*: Resolved, That the powers of the President of the United States should be substantially increased as a settled policy. *Affirmative* Jack Murchison, Phi.; W. R. Dixon, Phi.; *Negative*-D. G. Myers, Eu.; J. W. Pearce, Eu.

1935. Orators: Millard Brown, Eu.; J. Glenn Blackburn, Phi.; C. U. Harris, Jr., Eu.; Howard Williams, Phi. Debate. *Query*: Resolved, That the nations should agree to prevent the international shipment of arms and munitions. *Affirmative*-H. A. Matthews, Eu.; George Copple, Eu.; *Negative*-Alfred Martin, Phi.; Carl Ousley, Phi.

1936. Orators: J. A. Martin, Jr., Phi.; J. E. Lawrence, Phi.; Arch McMillan, Eu.; Don P. Johnson, Jr., Eu. Debate. *Query*: Resolved, That Italy is justified in pursuing a policy of armed conquest of Ethiopia. *Affirmative*-J. C. Markham, Phi.; J. E. Knott, Phi.; *Negative*-Reade Pickler, Eu.; A. B. Helms, Eu.

1937. Orators: Bobby Helm, Eu.; John Ezell, Eu.; G. E. Motley, Phi.; T. Sloane Guy, Phi. Debate. *Query*: Resolved, That the Government should own and operate all electric utilities. *Affirmative* Earle Rogers, Eu.; Arch McMillan, Eu.; *Negative*-J. M. Hayes, Jr., Phi.; J. H. Leonard, Phi.

1938. Orators: Arch M. McMillan, Eu.; R. M. Helm, Eu.; J. S. Potter, Phi.; P. W. Acree, Phi. Debate. *Query*: Resolved, That North Carolina should adopt a unicameral legislature. *Affirmative* E. P. Pearce, Eu.; J. S. Ezell, Eu.; *Negative*-J. M. Hayes, Phi.; T. E. Worrell, Phi.

1939. Orators: T. E. Worrell, Phi.; H. K. Bailey, Phi.; G. T. Lumpkin, Eu.; D. P. Brooks, Eu. Debate. *Query*: Resolved, That the United States should form an alliance with Great Britain. *Affirmative* C. M. Johnson, Phi.; R. H. Brumet, Phi.; *Negative*-R. A. Goldberg, Eu.; B. W. Black, Eu.

1940. Orators: G. T. Lumpkin, Eu.; James Copple, Eu.; G. T. Watkins, Jr., Phi.; Page Acree, Phi. Debate. *Query*: Resolved, That the United States Government should own and operate the railroads. *Affirmative*-B. W. Black, Eu.; G. S. F. Butts, Eu.; *Negative*-R. H. Brumet, Phi.; Charles Wilkins, Phi.

1941. Orators: L. B. Copple, Eu.; W. B. Harvey, Eu.; N. B. Morgan, Phi.; H. G. Morgan, Phi. Debate. *Query*: Resolved, That compulsory military training should be provided for every man who reaches the age of twenty-one. *Affirmative*-G. T. Watkins, Jr., Phi.; R. H. Brumet, Phi.; *Negative*-B. W. Black, Eu.; C. A. Harvey, Eu.

1942. Orators: George Watkins, Phi.; John D. Davis, Eu.; George Wilkins, Eu.; Lawrence Highfill, Eu. Debate. *Query*: Resolved, That the eight-point plan for peace as proposed by Prime Minister Churchill and President Roosevelt should be adopted. *Affirmative* Norman Farnum, Phi.; C. C. Hope, Phi.; *Negative*-Paul Bell, Eu.; Burnette Harvey, Eu.

1943. Orators: Leo Hawkins, Phi.; Francis Winston, Phi.; J. D. Davis, Eu.; Lawrence Highfill, Eu. Debate. *Query*: Resolved, That the federal government should regulate by law all labor unions, constitutionality conceded. *Affirmative*-Douglas Elam, Eu.; Bill McGill, Eu.; *Negative*-Martha Ann Allen, Phi.; John McMillan, Phi.

XXVII

THE WAKE FOREST STUDENT

The Wake Forest Student was begun as a monthly publication in January, 1882. It was the first printed periodical of the students of the College. From early days, however, the journalistic talent of the students had manifested itself in the production of college manuscript newspapers of various names which appeared irregularly but were usually published orally on Saturday mornings, possibly by the editor, but, since for prudential reasons the editors chose to remain unknown, most often by the editors' representatives. The first of these of which we have record was the *Saturday Review*, which appeared in 1849, perhaps earlier, and continued until 1851. In the course of a year or two it was succeeded by the *Spectator*, which had even a shorter life, and for the same reason, lack of appreciation and even exhibitions of hostility on the part of those whose names most often appeared in it. In 1859 was begun the publication, also orally, of the *Wake Forest Critic*, a much tamer paper than the others had been, to which any who would was invited to contribute. After being read it might be copied by any who wished copies; some of the copies thus made were long extant. But this publication was too wise and good for the students' weekly food and it, too, soon was discontinued. All these papers belong to the antebellum period. After the War the journalistic enterprise of the students was for more than fifteen years content to find expression in such "writing for the papers" as the editors would accept. On the eve of the publication of the first number of the *Wake Forest Student*, however, *The College Enterprise*, "published every Friday, devoted to the interests of Wake Forest College," made its appearance. Its editor was not a student or one connected in any way with the College. The students took it as a joke; "and the *College Enterprise* went down behind the horizon with its second issue."¹

¹ The above facts are gathered from an excellent article, "Journalistic Experi-

The Euzelian Society led in the establishment of the *Wake Forest Student*, and brought out the first number, as was said above, in January, 1882; in May of that year the Philomathesian Society joined in the enterprise. The first editors were W. H. Osborne, Charles A. Smith and Thomas Dixon, with Professor WV. L. Poteat, Alumni Editor. The first editors of the Phi. Society were E. E. Hilliard, D. W. Herring, and E. C. Beckwith. The initial article was by Professor Poteat, "The Ideal Forces in Human History," an address made at the last commencement of Chowan Institute. In size the new magazine was an octavo, with a double column page in 10-point type. With the beginning of Volume XII this was changed to larger type with lines extending across the full page. Its publication² continued through

ences of Wake Forest College," by W. F. Marshall, which appeared in the first number of the *Wake Forest Student*, p. 23ff. With reference to the first paper, the *Saturday Review*, Mr. Marshall says (with slight rearrangement): "The editorial department was conducted in a manner no less novel and strange. The name of the editor was kept almost entirely unknown; even but few of the contributors knew who he was. The subject matter, consisting of witticisms, criticisms, and burlesque on the deportment of students, professors, citizens and preachers, on the college love-scrapes and college eccentricities and weaknesses of all kinds, was written off on ordinary writing paper, though in a carefully disguised back hand, all the letters leaning to the left.... Being ready for publication, it was handed to some one to be read in public. ... When a numerous assembly of students had collected, he would suddenly take a conspicuous position on the steps and begin to read aloud. This being the signal for order, the din ceased, and all favored the reader with the closest attention, which was disturbed only by frequent uproarious exhibitions of delight, as the shortcomings of some professor, or unsuspecting citizen, and the vanities of some self-sufficient student were reviewed and exposed in a peculiarly burlesque and satirical manner. The reading over, the exhilarated crowd, leaping about and tossing up hats, rolled up a mighty volley of applause, compounded of wildest whoops and savage yells, such as only the spirited school boy and experienced red-man know how to utter.

"All were well pleased except those who had been lashed by the satirist, and felt their vanities wounded. These usually went to pay the editor a complimentary visit immediately, but of course he was always found wanting, nor could any amount of inquiry ever lead to a revelation of his whereabouts. The editor, if detected, would have incurred the danger of suffering rather promiscuous treatment at the hands, or rather the tongues, of his unfortunately offended visitors. . . . Even to this day the name of the editor of this queer paper is known to but few."

² Minutes of Euzelian Society, October 22, 1881, November 19, 26, 1881, December 3, 1881. For others than enthusiastic students the first report of

forty-seven volumes, until May, 1930. During President Taylor's administration, except for the annual college catalogue and occasional bulletins, it was the printed medium of the College students and faculty for the publication of their productions. Its make-up was contributed articles, longer editorial expressions by any of the editors who saw fit to contribute, and then several editorial departments, "Editor's Portfolio," brief discussions of current events of any kind; "Exchanges," "Alumni Notes," "Educational," and "In and About College," with some variation through the years. The first number contained 48 pages; the first volume of eight numbers, 379 pages. Some of the later volumes were much larger, volume XXVI with nine numbers running to 890 pages. Primarily intended for the students it greatly stimulated efforts at literary production among them. Sometimes the editors would express their views with great force and freedom about actions and regulations of the faculty and they did not hesitate to criticise actions of the Board of Trustees and the general policies of the College, but in most instances their articles were constructive and in harmony with what Trustees and faculty were doing. The editors' interests, however, went much further afield, and they wrote, and often wrote well, on almost every conceivable topic of local, state, national and international interest, education, athletics, political affairs, industry, society, literature, art. Some of the various departments are valuable compendiums of current facts and in particular the Educational Department. The departments, "In and About College," was designed to be a record of the social and other activities and the general life of the College, and the editors for some years made it so, and most valuable for the historian. Now and then a really brilliant editor, such as J. W. Lynch, 1887-88, would get charge,

Thos. Dixon, "Corresponding Editor," in charge of the finances would not have been encouraging. It is found in the minutes of the Euzelian Society for January 28, 1882, and is as follows: "Issued 400 copies at an expense of \$40.00; miscellaneous expenses, \$5.35, total \$65.35. Received from 121 subscribers \$19.36; 20 magazines sold \$2.95; 169 sample copies due, unredeemed, \$21.12; 2½ pages of advertisements, \$10.60; book sold, \$1.00; total \$55.03. Deposited at Book Stores 10 copies; on hand 30 copies."

one who seemed to see everything that was going on at the College and on the Hill, and knew how to tell of it all with many a flash of wit, so as to light up the foibles of almost every member of the faculty and every student. Once or twice the editor was a youth of a cynical, not to say sinister, turn, who used the keen satire of a Thackeray and very plain language in speaking of men and women and things around Wake Forest, causing headaches for members of the faculty and at times for some member of the Board of Trustees. After one such offender had had an interview with a committee of the faculty, he promised to be good and his news notes were as colorless as annals. For the early years a department called "Science Notes" was regularly contributed by the Alumni Editor, Professor W. L. Poteat; its numerous brief articles on scientific matters reveal the wide and intelligent interest of the writer, and being written in clear, succinct language, are interesting reading even today. Nowhere else has Dr. Poteat written better and more interestingly.

The periodical was successful in stimulating literary production among the students, and they were soon contributing largely articles on all manner of subjects-folk lore, history, especially local history, political science, industry, race-relations, stories, sketches, orations. Members of the faculty also often wrote for the magazine, often articles of an educational nature, and sometimes valuable historical articles and reminiscences. Sometimes also valuable articles were contributed by those who were not connected with the College. The forty-seven volumes of the *Wake Forest Student* preserve in its true colors and aspects the life and thought of the College for the years 1882 to 1930; they are the best monument of the work of the Literary Societies in those days, before they lost their power.

The editorship of the *Wake Forest Student* proved valuable training for many in journalistic work and literary production. Among the editors, a full list of whom is given below in a footnote, some twenty-five or thirty continued their editorial work after leaving college. Among these were editors of religious papers, such as J. W. Bailey, *Biblical Recorder*; and J. O.

Atkinson, the *Christian Sun*; G. W. Paschal, *State Journal* and *Biblical Recorder*; L. L. Carpenter, the *Biblical Recorder*; A. L. Goodrich, the *Baptist Record*; others were editors-in-chief or on the editorial staffs of daily newspapers, such as R. F. Beasley and R. W. Haywood, the *Greensboro Telegram*, F. A. Smethurst, the *News and Observer*; G. W. Johnson, the *Greensboro Daily News* and the *Baltimore Evening Sun*; G. F. Rittenhouse, a *Richmond Journal*; others were correspondents in important positions, such as R. E. Williams, Washington correspondent of the *News and Observer*; and C. A. Leonard, whose letters on Chinese affairs appear not only in the religious press but in such secular papers as the *London Times*. W. F. Marshall had a long and distinguished career as a journalist, first as editor of the *Gastonia Gazette*, and later on the staff of the *Progressive Farmer*. R. F. Beasley has been continuously in newspaper work since his graduation in 1894; early in his career he became editor of the *Greensboro Telegram*, a daily newspaper; later he planned and helped establish the *State Journal*, a weekly published in Raleigh, but his most important work has been on the *Monroe Journal*, to which he has devoted the greater part of his life. J. A. Hollomon and E. L. Conn have been connected with great metropolitan dailies, the former in Atlanta, the latter in Washington and Baltimore. H. E. Peele has for years been editor and proprietor of the *Elizabeth City Advance*, the most widely circulated and influential evening paper of the State east of Raleigh.

Several among the editors have since attained distinction as authors: Thos. Dixon in fiction, J. C. McNeill in poetry; A. T. Robertson, R. H. Whitehead, J. Q. Adams, in scholarly and literary productions; S. J. Porter, in religious and Biblical expositions; R. C. Lawrence and W. M. Johnson and G. W. Johnson in biographical literature; W. H. Heck and T. H. Briggs in volumes on education; Gilbert T. Stephenson in constitutional and economic treatises; W. C. Allen and G. W. Paschal in historical writing; R. W. Weaver in psychological studies.

Many other students also in addition to the editors were en-

couraged to write by having in the *Wake Forest Student* a medium for the publication of their writings. Not a few of these attained some eminence. Of the half dozen who have published books of verse H. F. Page is foremost, whose *Lyrics and Legends of the Cape Fear Country*, ranks among the best volumes of verse by North Carolina authors.

According to the original design of the *Wake Forest Student* it was not to rely solely on productions of students for literary quality; members of the faculty and other competent writers were expected to offer contributions. This expectation was realized. Through all its period it was provided with a member of the faculty as alumni editor. The first, 1882 to 1890, and 1891 to 1896, was W. L. Poteat. For the year 1890-91, G. W. Greene was alumni editor. In September, 1896, G. W. Paschal succeeded to the post, and except for the year, 1889-90, when he was absent on leave, continued in it until 1906. In the year 1899-1900 the post was filled by W. B. Daniel. From 1906 to 1924 the alumni editor was J. H. Gorrell, serving for eighteen years. In this period he led in getting out many special numbers, usually about 100 pages each. Among these were the R. E. Lee Memorial Number, XXVI, 292-395, January, 1907; the John Charles McNeill Memorial Number, XXVII, 247-307, December, 1907; the Alumni Number, XXVIII, 301-405, January, 1909; the Benefactors Number, XXX, 285-397, January, 1911; the In the Service of the State Number, XXX, 402-493, February, 1911; the John B. Carlyle Memorial Number, XXXI, 375-508, February, 1912; the Educational Number, XXXII, 135-170, December, 1912; the Judson Centennial (Missionary) Number, XXXII, 389-485, March, 1913; the Charles Elisha Taylor Memorial Number, XXXV, 371-544, March, 1916; the Law School Number, XXXIX, 421-488, May, 1920; the Luther Rice Mills Memorial Number, XL, 47-74, November, 1920; the John Franklin Lanneau Memorial Number, XLI, 61-117, November, 1921. The final memorial number, that in honor of William Bailey Royall, came in April, 1928, Vol. XLV, 287-325, in the period in which Dr. H. B. Jones was alumni editor, the duties

of which place he assumed in October, 1926, after the periodical had been suspended two years, and continued until May, 1930, which was the last issue of the *Wake Forest Student*. The present *Student* established some years later is of a different character.

Although there were no other special numbers, as often as a member of the faculty died during the period of the existence of the *Wake Forest Student* some account of his death and most often a comprehensive sketch of his life appeared in its pages--- a sketch of William Gaston Simmons in the number for June, 1889; one of Professor William Royall, January, 1893, and fitting accounts of the deaths of E. C. Beckwith, J. C. Maske, and C. C. Crittenden. This is only one of the many concerns of Wake Forest for those years that the magazine furnishes valuable information.

The *Wake Forest Student* was also of much value in providing a place for the publication of writings of members of the faculty, the only periodical that has been published at Wake Forest which rendered them that service. It was a worthy magazine and stimulated production on the part of faculty members who otherwise would probably have remained mute. Dr. Charles E. Taylor was a frequent contributor, often with articles of a historical or biographical interest, but not infrequently with stories of a personal nature, usually unsigned. Dr. William Royall has fourteen pieces to his credit. Three of them relate to Florida where he lived as a missionary in the 1850's. They abound in vivid descriptions of the country and people of undeveloped Florida, and are full of incidents and historic notes. Like most of his articles they are enlivened with sallies of wit and humor. Another study of much interest is "African Slavery in America." Wit and humor are not wanting in this either, but like all he wrote it has a serious line of thought and is written with a purpose. His reaction to the much discussed theories of Darwin is indicated in his article, "Prehistoric." In it the writer demands that the "prehistoric man," when discovered, must not have a tail too long to prevent his sitting comfortably, the posture of a man when he thinks and reasons, and that he must be able to walk

easily and have his legs provided with a calf, though here, too, the writer intends to be reasonable "and not require absolutely a Falstaffian yearling, but a calf veritable, if only a nursling." Other admirable sketches of Dr. Royall's are "Rice," "Western North Carolina," and "Creeds." From the pen of Professor L. R. Mills we find an excellent short history of the College, "Our College" (III, 225-30; 269-73; 313-17), taken for the most part from the records. Another series of two articles (I, 345; II, 1), entitled "United States Bonds," tells of his capture by Federal troops; of his prison life at Johnson's Island, where "Men watched rat holes during those long cold, winter nights in hopes of securing a rat for breakfast," and of his release and journey home. Dr. W. B. Royall also had numerous articles, one entitled "Study of Greek," but for the most part sketches of departed Wake Forest worthies. Dr. W. L. Poteat also wrote much for the magazine. In addition to the delightful "Science Notes," of which mention has already been made, in the years when he was Alumni Editor he wrote a half-hundred brief editorial articles of general interest. He also contributed longer studies on scientific subjects, such as "Penikese" (XIII, 2-7), which tells of a visit to the home of Agassiz; and "The Colors of Animals" (XIV, 93-97, 193-202). Other articles, such as "The Groundless Quarrel" (IV, 33-41) show that in October, 1884, Poteat was already aware of some dissatisfaction with his views on evolution and was ready to defend them. During the year 1897-98 (Vol. XVII) he contributed his "Open Air Meditations," which are charming both for content and for style, and have been compared with the sketches found in Amiel's *Journal*. Dr. J. F. Lanneau was a frequent contributor, usually writing on astronomical subjects, but also on flying machines and X-rays. It was rarely that Dr. Sledd would give one of his poems for publication, but his frugality in this regard was compensated by his assistants, J. C. McNeill and H. F. Page, many of whose best poems first appeared in the *Wake Forest Student*. G. W. Paschal also sometimes contributed verse, but much more often prose articles, both

on other subjects and comprehensive biographical sketches in great number, such as those on C. E. Taylor, L. R. Mills, Dr. W. B. Royall, Dr. Thomas E. Skinner. Dr. E. W. Sikes not only contributed historical sketches of his own composition, but for five years, 1905-10, he used one full number of the magazine each year, a total of 324 pages for the publication of a continuation of the *North Carolina Baptist Historical Papers*. Much of it consists of rare historical documents, and in it are also some elaborate historical studies. Dr. J. H. Gorrell was a very prolific contributor. All his score of sketches are good reading, and in the best of English style. All are brief, but some are of the scholarly type, such as "The Sea in Old English Poetry" (XIV, 46-50); "Did Milton Invent His Comus?" (XVI, 77-80); "Zola" (XXII, 64-67). Unexcelled are his brief sketches of travel in Europe, such as "In the Steps of Luther" (XVI, 136-140); "Among the Archives of France" (XVI, 298-303); "A Holiday in France" (XVII, 98-102); "A Visit to Goethe's Home" (XVI, 19-25). These sketches, like all that Gorrell wrote, have a true literary quality, and may prove to be his most enduring monument.

A few other than those connected with the College contributed to the *Wake Forest Student*. Among them were Judge Walter Clark and Dr. T. B. Kingsbury. The former furnished eight articles on a variety of subjects, such as the "Battle of Sharpsburg-Personal Incidents," November, 1897, and "Charles Dickens," October, 1898, than which the skilled thinker and writer never did anything better. Dr. Kingsbury contributed four articles, all relating to the early history of Granville County. They are found in volumes XVII to XIX, 1898 to 1900. In style and content they are models of historical writing.

The *Wake Forest Student* started in January, 1882, with the announced purpose of the editors to have it "advance the educational interests of the State, to encourage and develop the taste for literary effort in the students and alumni of the College, and to be a means of instruction and pleasure to all who may read it," it sought "to fill a vacant place in the circulating literature of

North Carolina." The result was an achievement which does credit to the Literary Societies that promoted it and to their college.

In addition to the *Wake Forest Student* the students have had the following other publications:

First, the *Howler*, the college annual. This was endorsed by the Literary Societies and first appeared in the spring of 1903. The editor-in-chief was Robert G. Camp; his associates were J. A. McMillan, W. H. Pace, C. P. Weaver, M. Paul Scarborough, and Burton J. Ray, Art Editor. The business manager was E. J. Sherwood. It has appeared regularly since that time, and is among the best of its kind.

For many years the staff had a hard time making ends meet, since the appropriations from the Societies and the returns from the advertisements and other collections never paid all the costs. Usually it was dedicated to some one who was thought to have a full pocket-book, and who contributed almost always fifty dollars or more. The members of the Senior Class also were assessed. But in most years the business managers and editors found a deficit which with all their labors they did not always succeed in making up. It is only after the faculty imposed and collected a publication fee to take care of all periodicals that the financing of the *Howler* has caused less trouble.

Another publication was the *Wake Forest Weekly*, the organ of the Athletic Association of the College. The first number is dated March 9, 1905. It was at first a paper of eight pages half of which consisted of a patent back. The editor-in-chief was Jo Patton; associates were G. A. Peek, Mill Wyatt, and Eugene Turner. P. C. McDuffie was athletic editor, and Bruce Powers business manager. The faculty editor was E. W. Sikes. It continued during the season of intercollegiate contests for several years, 1909 or later.

On January 15, 1916, the first number of *Old Gold and Black* appeared. It was privately owned by P. H. Wilson and I. C. Yates, the former being proprietor of the Star Printing Company

of Wake Forest. The business manager was P. H. Wilson. The editor-in-chief was Carey J. Hunter, Jr.; the other members of the staff were F. E. Hutchins, news editor; G. F. Rittenhouse, sporting editor; P. S. Daniel, Y. M. C. A. and Church; L. T. Stallings, college editor; Mrs. J. Richard Crozier, social editor; R. P. McCutcheon, faculty editor. The first nine numbers had each sixteen pages of small octavo size, but beginning with the tenth number, it was a regular newspaper of four pages, sometimes of four columns and sometimes of five, the size varying according to the amount of matter furnished by the editors. Since November 11, 1921, it has been regularly a six-column sheet of four pages.

After the establishment of the publications fee, which went into effect in September, 1926, the financing has caused much less trouble. It was contemplated that this fee would take care of the costs of publication of the *Wake Forest Student*, the *Howler* and *Old Gold and Black*; but the fee was found inadequate to take care of all three and after the expedient of charging an additional fee for the *Howler* proved unsatisfactory the publication of the *Wake Forest Student* was discontinued after May, 1930.

With increased revenues from a larger enrollment in December, 1931, the management made bold to put out another periodical, *The Student*, preserving the serial number of the *Wake Forest Student* as volume XLVIII, No. 1, and having part of the name, but quite different from the former *Wake Forest Student*. For several years it attempted to be a collegiate humor magazine, and as such found itself continually in trouble with the faculty. In more recent years it has come under the sponsorship of the English Department and has become a modern, illustrated magazine publishing timely articles, essays, short stories, and poems, making a publication that is both representative and readable. It is published six times a year.

APPENDIX TO CHAPTER XXVII EDITORS OF WAKE

FOREST STUDENT

<i>Volume</i>	<i>Eu.</i>	<i>Phi.</i>
I.	W. H. Osborne, Chas A. Smith, Thos. Dixon, G. C. Briggs	E. E. Hilliard, D. W. Herring, E. C. Beckwith.
II.	W.F.Marshall, D.M. Austin, G. C. Briggs.	E. S. Alderman, H. B. Folk, T. J. Simmons.
III.	W. S. Royall, A. M. Redfearn	C. L. Smith, J. C. C. Dunford.
IV.	A. T. Robertson, W. C. Allen.	E. Ward, J. B. Pruitt.
V.	O. F. Thompson, R. H. Whitehead.	E. H. McCullers, J. Stewart.
VI.	P. Stradley, F. H. Manning.	J. J. Lane, J. M. Brinson.
VII.	J. W. Lynch, F. B. Hendren.	G. C. Thompson, D. T. Winston.
VIII.	H. A. Foushee, S. D. Swaim.	C. G. Wells, T. S. Sprinkle.
IX.	J. B. Spilman, G. W. Ward, J. A. Hollomon.	J. O. Atkinson, J. E. White.
X.	J. L. Kesler, E. W. Sikes.	R. L. Paschal, R. B. White.
XI.	W. W. Vass, W. B. Daniel.	G. W. Paschal, E. S. Reaves.
XII.	J. W. Bailey, S. J. Porter.	C. W. Wilson, R. W. Weaver.
XIII.	W. L. Foushee, R. F. Beasley.	R. W. Haywood, J. E. Yates.
XIV.	S. R. Buxton, J. L. Cornwell.	L. A. Beasley, S. W. Oldham. J. R. Moore.
XV.	T. H. Briggs, M. B. Dry.	J. H. Gore, Jr., W. C. Barrett, W. P. Exum, Jr.
XVI.	W. H. Heck, G. R. King.	C. M. Staley, G. E. Lineberry.
XVII.	R. C. Lawrence, H. M. Evans.	J. C. McNeill, T. H. Lacy.

<i>Volume</i>	<i>Eu.</i>	<i>Phi.</i>
XVIII.	T. D. Savage, J. N. Bradley.	J. C. McNeill, W. P. Etchison.
XIX.	G. A. Foote, H. Trantham.	J. E. Earp, J. E. Crutchfield.
XX.	J. Q. Adams, Jr., W. D. Adams.	E. W. Timberlake, Jr., G. T. Brandon.
XXI.	W. L. Vaughan, T. E. Browne.	J. A. McMillan, P. R. Alderman.
XXII.	R. C. Dunn, A. C. Gentry.	H. E. Craven, E. J. Sherwood.
XXIII.	G. S. Foote, H. L. Story, C. S. Meadows.	C. P. Weaver, J. S. Hardaway.
XXIV.	A. L. Fletcher, G. A. Peek, W. E. Goode.	W. M. Johnson, C. C. Howard.
XXV.	E. B. Earnshaw, C. A. Leonard.	G. J. Spence, K. R. Curtis.
XXVI.	C. B. Taylor, L. B. Weathers.	O. R. Mangum, T. N. Hayes.
XXVII.	E. L. Conn, H. J. Massey, M. White.	H. E. Peele, C. S. Barnett. L.
XXVIII.	C. D. Creasman, H. W. Baldwin, Jr.	R. L. McMillan, N. R. Webb.
XXIX.	J. M. Broughton, Jr., R. P. McCutcheon.	A. D. Gore. Carl Ragland.
XXX.	J. C. Smith, R. H. McCutcheon.	G. W. Johnson, J. B. Vernon.
XXXI.	H. T. Hunter, C. H. Trueblood, P. P. Green.	L. G. Bullard, D. S. Kennedy.
XXX II.	F. A. Smethurst, R. Skaggs.	L. L. Carpenter, G. N. Harward.
XXXIII.	C. H. Johnson, R. E. Williams.	R. F. Paschal, R. J. Hart.
XXXIV.	I. T. Johnston. V. R. Johnson.	C. A. Moseley, H. C. Strickland.
XXXV.	W. H. Deitrick, H. W. G. Owens, G. F. Rittenhouse.	C. Hunter, Jr., F. W. Carroll.
XXXVI.	R. S. Britton, W. Privott, F. S. Hutchins.	H. E. Olive, I. E. Carlyle, F. H. Baldy.
XXXVII.	J. A. McKaughan, Jr., P. H. Neal.	R. L. Humber, W. H. Paschal, R. P. Burns, H. B. Easom.

<i>Volume</i>	<i>Eu.</i>	<i>Phi.</i>
XXXVIII.	P. L. Elliott, R. G. Grose.	R. P. Burns, A. P. Wood.
XXXIX.	C. L. Weathers, A. R. Whitehurst.	N. E. Gresham, R. A. Herring, B. B. Poole.
XL.	A. R. Whitehurst, C. S. Green, W. M. Neal	R. A. Herring, J. R. Nelson.
XLI.	C. S. Green, A. N. Corpening.	J. R. Nelson, I. C. Pait, A. L. Goodrich.
XLII.	J. R. Knott, G. G. Whitaker, J. W. Beach.	I. C. Pait, J. N. Roberson.
XLIII.	Jerry Sawyer, J. W. Beach.	S. N. Lamb, F. L. Paschal, D. D. Lewis.
XLIV.	E. H. Kemp, J. D. Hamrick.	V. R. Brantley, C. E. Poovey, E. A. McMillan.
XLV.	H. J. Overman, R. E. Lee.	B. T. Henderson, J. M. Elliott, Jr.
XLVI.	R. Paul Caudill, R. D. Bullock, Jr.	E. A. McMillan.
XLVII.	T. D. Kitchin, Jr.	Richard Paschal, B. A. Strickland.

EDITORS OF THE STUDENT

XLVIII.	Irwin Kitchin
XLIX.	Graham A. Martin, Jr., Darrel M. Price
L.	J. F. Matthews
LI.	Thompson Greenwood
LII.	Frank Norris
LIII.	Ed Gambrell
LIV.	Fred Johnson
LV.	Rufus Crater
LVI.	Harry Williams
LVII.	Eugene F. Brissie
LVIII.	Wells Norris
LIX.	Neil B. Morgan
LX.	Herbert Thompson

XXVIII

FRATERNITIES

With the beginning of the scholastic year of 1882-83 the faculty began to make regulations to prevent the formation and existence of secret fraternities other than the Literary Societies among the students. In his report to the Board of Trustees in June, 1882, President Pritchard had brought their attention to the matter in these words:

For about a year the Faculty have been troubled by the existence of a secret social and literary club in College, embracing some of the best students of both Societies, and exerting a harmful influence upon the general interest of the College. Such organizations will do mischief as they have invariably done wherever they have existed, and therefore the Faculty earnestly request the Trustees to adopt the following resolution, that they may be sustained by the authority of the Trustees in their efforts to break up this pernicious society:

"Resolved: That the existence of Literary or social clubs among the students of Wake Forest College, other than the two Literary Societies, is declared to be in violation of the organic law of the College, and the Faculty are hereby authorized, and required, to enforce this law." ¹

The Trustees gave the desired authorization, and in accord with it the faculty required all students registering thereafter to sign this statement: "We further promise not to affiliate with or join any secret society or club without the permission of the presiding officer of the faculty." ²

¹ According to the statement of Professor L. R. Mills given to the author, the students who were planning to organize the fraternity-said to have been a chapter of the Kappa Alpha-approached President Pritchard about it. He did not feel authorized to forbid the organization outright, and the young men went on with it. In the meantime he wrote to the presidents of a dozen of the foremost educational institutions in the country where fraternities existed and received replies which justified the adverse opinion of them he conveyed to the Trustees. The nearest approval was the statement of President Eliot of Harvard, who said they were a great evil, but like measles and mumps had to be endured.

² Minutes of the Faculty for September 1, 1882. The phrase, "the presiding

As many members of the secret fraternity as returned readily signed the promise, but they kept up their organization. They continued to hold clandestine meetings and to initiate new members. On ascertaining this fact and the names of the members the faculty did much investigating and proposed measures which proved ineffective. The presence and activities of the fraternities continued for two years to cause much trouble to the faculty and much unrest and dissatisfaction among the students.³ From their first organization the fraternities were regarded by the Literary Societies as mortal enemies, and as early as May 20, 1882, the Euzelian Society, on the motion of W. J. Ferrell, passed resolutions against them.⁴

As half-way measures had failed the faculty on July 11, 1884, made membership in a fraternity a bar to admission to the College for the future. Thus the incidence of their action fell on those whose names were known and who had not yet finished their course, not on several who had been graduated at the commencements of 1883 and 1884. By this action the College lost several able students, but the faculty had no further serious trouble with fraternities for five or six years.

The expulsion of these students in support of the regulations of the College against fraternities was well known at the College and among Wake Forest men throughout the State. Furthermore, beginning with the year, 1884-85, the catalogue had contained a statement under head of "Literary Societies" that, "No other secret societies are allowed to exist among the students," and those who registered as students were required to sign the

officer of the faculty," was used since at that time the faculty had no president. The chairman of the faculty was Professor W. B. Royall.

³ Minutes of the Faculty, September 1, 1882; May 2, 1884; May 29, 1884; June 17, 1884; July 10, 11, 1884.

⁴ Minutes of Euzelian Society, May 20, 1882. A preamble said the secret fraternity, called Kappa Alpha, was destroying the harmony of the Society and promoting discord, and was contrary to the spirit of the laws of the Society and detrimental to its usefulness and future prosperity. The resolutions requested the fraternity members to sever their connection with it; that one who did persist in remaining in the fraternity forfeited his membership in the Society. The resolutions to go into effect at once passed their first reading by a vote of 38 to 25.

pledge made above, along with several other regulations. But in the year 1889-90 the same fraternity, Kappa Alpha, was again causing trouble at the College. The faculty took recognition of the fact with the result that on April 10, 1890, ten of its members in a set of resolutions, "done in chapter assembled," and as an evidence of good faith signed by each of the ten, declared to the faculty that they had "unconsciously violated the regulations of the College," and asserted their "ignorance of the clause in the regulations prohibiting fraternities." Therefore they were surrendering their charter, putting it into the hands of a member of the faculty to be mailed, and pledged themselves "not to affiliate as an organization at all in this college, so long as the regulations remain prohibitory, nor in any way associate or encourage the reestablishment of the chapter here."

The ten whose names were signed were said to be the total membership in the College at that time. So far as appears the pledge thus given was faithfully observed by the Kappa Alpha members. Only three of the ten returned for the next session, the greater number having graduated in June, 1890. In the course of the year, 1890-91, however, the faculty again took notice of the presence of fraternities at the College.⁵ It seems probable that several other students had been initiated into the Kappa Alpha fraternity elsewhere during the year, 1890-91. After this year no further trouble was given.

The next trouble was not with a national but with a local group. The first of these to be organized was that known as the D.V.L., the first notice of which appears in the *Wake Forest Student*, XIV, 189, January, 1895, but possibly without a name it had been in existence already more than a year. The initials are not to be expanded into the word "Devil," as might be thought, but probably into *Dum Vivimus, Ludamus*, "while we live, let us be sports."⁶

⁵ Minutes of Faculty, May 22, 26, and June 13, 1891. On January 30, 1891, the faculty promptly rejected the request of the K. A. *Journal* for a cut of the College and grounds.

⁶ So Professor J. B. Carlyle, to whom the leader of the organization brought the motto.

Its originators had tried to convince themselves that their "social club" was not in violation of the catalogue statement, which in the catalogue of 1890-91 and continuing through that of 1905-06 read

The exceptional excellence and value of these two Societies is believed to be due, in part, to the fact that no other secret societies of any kind are allowed to exist among the students. Some years since, the Board of Trustees, by special enactment, prohibited all other secret societies in the College. This act is still a part of the organic law of the institution. Inasmuch as the College does not solicit the patronage of students who will not obey its laws, the clandestine organization and perpetuation of any secret society among the students of the College, after this explicit statement, cannot but be regarded as dishonorable (changed to "dishonest" in catalogue of 1902-03).

After June, 1896, however, there was no doubt that its members knew that it was in violation of the College regulations. All possible was done to maintain secrecy as to membership and to perpetuate it, one of the reported means of doing this was fiction that the prime allegiance sworn to the organization in the initiation oath justified false statements to the faculty in order to preserve fraternity.

It was not a society, said its defenders, but a social club, but this fact did not prevent its being extremely obnoxious to the students generally, in fact, much more obnoxious than a regular national fraternity would have been. One of its first acts was to affiliate with it as many of the few young ladies of the town as possible, on the plan that the D.V.L. would see that the young ladies had proper social life and escorts to such functions as they cared to attend, but on the other hand the young ladies must not encourage social relations with other students. Before its formal organization and for some years thereafter such a plan existed; later it was disregarded, but not until the social relations between the young ladies of the town and the students had lost their former status, when the young men in the sessions of the Literary Societies dreamed of them. And it was particularly for

their assumption of social exclusiveness that the D.V.L. group was in such disfavor among their fellow students. The group was not very large nor very influential, except that they sometimes held the balance of power between the factions in the Literary Societies and in this way gained favor for themselves in Society honors.⁷

The presence of the D.V.L. group encouraged the organization of other groups, and when the faculty made their next investigation in May, 1903, they found three groups here, the two additional groups being the A.S.P. and the Delta Sigma. On the recommendation of the investigating committee consisting of Dr. F. K. Cooke and Professors N. Y. Gulley and W. L. Poteat, the faculty voted that no member of any of these groups be allowed to return to College until he had signed a contract to sever all connections with his groups and not to connect himself with or countenance such organizations in the future.

The fraternity members were ready enough to sign the contracts, but before the end of the next year fraternities were causing more trouble than ever, and were said to have the advice of a member of the faculty who had come to the College that year, from an institution where fraternities were allowed. The result was that at the annual meeting of the Trustees at the Commencement of 1904, a motion was made to rescind the regulation forbidding fraternities, but after hearing several members of the faculty—Sledd, Eatman, Cullom, Paschal—the trustees on the motion of J. W. Bailey, voted to give strictly local fraternities one year's trial. The year of trial proved to be disastrous to the legalization of fraternities at that time. As the collegiate year was nearing its end, in the issues of the *Biblical Recorder*, May 3 to May 24, appeared many articles written by alumni, some of them members of the Board, which revealed unmistakably an overwhelming anti-fraternity sentiment. The first article was by M. L. Kesler, a trustee; the last two by Livingston

⁷ For a statement as to its organization and the purposes of its founders see the *Wake Forest Student*, XV, 562 f., July, 1896. The statement is by T. H. Briggs, the leader in its organization. According to this report while the organization was not expressly sanctioned by the Faculty, it was winked at.

Johnson and F. P. Hobgood, Sr., the latter favoring permitting their establishment at the College. The only other who had shared his views was W. J. Ferrell, in the paper of May 17. Practically all others, including Bailey, the editor, were in the opposition. Furthermore, the groups did not make a good record for behaviour during the year, and the Trustees in May, 1905, again voted to prohibit fraternities of all kinds.

Hardly had the next session opened, however, when the men of the former fraternities who had pledged themselves to abide by the regulations of the College on fraternities, were making a fight for supremacy on the Campus and were menacing the integrity and proper functioning of the Literary Societies. The Societies, however, fought back with a regulation requiring every one initiated into their membership to attest by solemn oath that he was not a member of any other college group and that so long as he remained a student of the College including the vacation periods, he would not become a member of any such organization. At their meeting in May, 1907, the Trustees thanked the Societies for their cooperation, and called for the resignation of the faculty member mentioned above who was reported to have encouraged the students in disregarding the regulations. On March 4, 1907, the faculty voted that no member of the fraternities could remain in college the remainder of the session unless he had satisfied the President that he would abide by the regulations, and that no member of a fraternity be admitted in the fall except such as the president recommended. At the Commencement of 1907 the trustees adopted a new set of regulations on fraternities which they asked to be published in *The Biblical Recorder*, *Charity and Children*, and the *North Carolina Baptists*. The resolutions of the Trustees were published in the catalogues beginning with that of 1908-09 and ending in 1912-13, and are as given in the footnote⁸

⁸ *Resolved*, That it is the sense of the Board that from this time forward any student who becomes a member of any secret fraternity, local or national, other than the two Literary Societies (Euzelian and Philomathesian), whether he be initiated either here or elsewhere, thereby forfeits at once his right to membership in the student body of the College.

At the opening of next session, September, 1907, ten former members of the fraternities were recommended by the President for permission to return. After this there was some improvement, but six years later on September 26, 1913, the Trustees sought to strengthen the regulations by prescribing a pledge for all matriculating in the College and asking cooperation of the faculty. These resolutions are as given in the footnote, of which resolutions 1, 2, and were published in the catalogues beginning with 1914-15 and ending with 1921-22.⁹ These resolutions were read twice to the faculty.¹⁰ Dean E. W. Sikes took the lead in carrying out the behests of the Trustees, and on January 27, 1914, associated with himself for the purpose, Professors Highsmith, Paschal, Timberlake, and Hubbell.¹¹ They found three groups; the D.V.L. with six members; the A.S.P. with five members, and the Phi Kappa Beta with three members, all of whom were allowed to remain in college the remainder of the term on promise of

Resolved, That the faculty be requested to take all practicable measures to ascertain the names of any student who becomes a member of such fraternity, and, on conviction, promptly send such student home.

Resolved, That any student already a member of such fraternity who shall be convicted of seeking in any way or by any means to induce other students to join such fraternity, or of promoting the fraternity spirit among his fellow students, shall be expelled.

⁹ Whereas, There seems to be some division of opinion as to the meaning of the action taken by the Trustees some years ago in regard to fraternities, and Whereas, We learn that social clubs or organizations existed at Wake Forest last year, which in the opinion of some of those who belonged to them were not in violation of the action of the Trustees, therefore:

Resolved, 1. That we most emphatically express our disapprobation of any club or social order of any kind whatsoever, whether regularly organized or not, which segregate them from the student body.

Resolved, 2. That no student shall be allowed to remain in college who violates in letter or in spirit the above resolution.

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

Resolved, 4. That we have the right to expect, and shall expect, cordial and hearty cooperation on the part of every member of the faculty in carrying into effect this action of the Trustees.

¹⁰ Minutes of the Faculty February 10 and March 5, 1914.

¹¹ Dean Sikes used to say that he never expected to get rid of fraternities altogether, but he had rather deal with them when forbidden than when legalized.

abiding by the regulations but none of them was allowed to return for the next session. There were some others in unorganized groups with no fixed membership who nevertheless were warned, and took the warning in good part.

During the years of war and turmoil that followed the thoughts of both students and faculty members were on other things, and little was heard of fraternities. Soon after the close of the war, however, they were giving trouble again. There was much discussion of them in the *Biblical Recorder* by able writers, nearly all of it strongly in opposition. One of the best of these articles was that by President W. L. Poteat, an address to the Southern Baptist Education Association, Nashville, Tennessee, January 30, 1920. After mentioning some of the usual arguments in favor of fraternities, he stated the case against them: They were (1) expensive, (2) "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," (3) they are unfavorable to scholarship, in support of which statement facts and figures are given from a dozen representative educational institutions, and this quotation from Dr. Slosson, formerly a college president, in the *Independent* of August 3, 1914: "I have often speculated as to what the Greek letters stand for, but now I know: they stand for poor scholarship," (4) they are undemocratic, a point supported by convincing statements.

Soon after the close of the war a definite propaganda was begun both at Wake Forest and in the State, by minority groups in each instance, for the legalization of fraternities in the College. Their undertaking was the easier because of the inadequacy of the two Literary Societies to serve the constantly increasing number of students. Though all of these were required to become members of the one or the other of them the Societies could not minister to their needs. As is told above, in the chapter on the Literary Societies, nothing was done to meet this situation; the various suggestions made—provision of larger halls in a new

Society building, the division of each Society into two or more if need be, cooperation with the Societies in providing for the social life of their members, well equipped recreational rooms, and so on—were not acted upon. No concerted effort was made to find the money for such improvements, which would doubtless increased interest in student life of this kind and have kept fraternities out.

In view of the disturbed condition of the Societies and the dissatisfaction with them, the faculty, February 27, 1922, voted to make membership in them optional. The Trustees, at the next meeting, in May, 1922, voted to legalize fraternities at the College. The next catalogue, that of 1922-23, had a heading "Fraternities." The catalogue of 1940-41 names eight social fraternities, and thirteen professional fraternities and honor societies, one of them being Phi Beta Kappa which was established in 1941.

The fraternities began under adverse conditions; they had no houses of their own and had to rent such quarters as they could find or take sections of the dormitories when available. This disadvantage was partly removed on the construction of Simmons Hall, in 1936, which until 1942, provided sections of rooms for fraternities, to a total number of about one hundred men.

The presence of fraternities at the college has had a marked effect on the college life. In social matters they have the dominance once belonging to the Literary Societies, and have introduced social ideals and practices in accord with those of the national fraternities and much at variance with those of the College and denomination before their introduction. They seem to have been expensive chiefly to their own members, not to their fellow students. Though select groups, they have affected the democratic life of the institution very little. The various groups go their way and the other students go their way without friction and with the good will of all concerned. They have brought new problems of discipline to the administration. Though many of the ablest

students are in their membership the average scholarship of their members has not been correspondingly high.¹²

¹² From the College catalogue for 1942: The following social fraternities have been established: Kappa Alpha, Pi Kappa Alpha, Alpha Kappa Pi, Sigma Pi, Sigma Phi Epsilon, Kappa Sigma, Lambda Chi Alpha, Delta Sigma Phi. The following professional fraternities and honor societies have been established: Kappa Phi Kappa (educational), Phi Chi (medical), Phi Rho Sigma (medical), Gamma Sigma Epsilon (chemical), Pi Kappa Delta (forensic), Gamma Eta Gamma (legal), Chi Eta Tau (philosophical), Sigma Pi Alpha (modern language), Delta Kappa Alpha (ministerial), Gamma Nu Iota (pre-medical), Omicron Delta Kappa (leadership), and Phi Beta Kappa (scholarship).

V SERVICE AND SERVITORS

ROBERT S. PRICHARD, B.S., M.S.

Born April 16, 1885

Died April 6, 1925

Professor of Chemistry in Wake Forest College, 1920-25.

As a teacher Professor Prichard not only won the respect of his pupils but in many instances their love. He had the peculiar gift of getting very close to the men under his charge.-From report of his death in *Old Gold and Black*, April 20, 1925.

* * * * *

The college community was deeply shocked and pained by the sudden death, April 6, of Robert S. Prichard, Professor of Chemistry since June, 1920. He had his Bachelor's degree from Colgate University and his Master's degree from Pennsylvania State College. From 1898 to the time of his appointment here he held positions in the department of Chemistry at the latter institution. At Wake Forest he was admired and trusted and influential, and no student in trouble of any sort ever appealed to him without finding sympathy and a helping hand. He passed in mid career without decline, and well loaded with the harvest of wide unselfish service.-- From Report of President W. L. Poteat to the Board of Trustees, May, 1925.

XXIX

WAKE FOREST AND THE ACADEMIES 1865-1905

When Wake Forest College resumed operations after the Civil War very few of its students had sufficient preparation to do college work. Of the sixty-seven enrolled for the calendar year 1866 forty were classed as preparatory students, and of the same class were forty-four of the eighty-five enrolled in 1867, while five others did mostly preparatory work in college. Conditions had not improved in the collegiate year 1868-69, when only thirty-one of the ninety-eight students were classed as collegiate, while forty-three were preparatory and twenty-four others had studies in both the collegiate and preparatory courses. In 1870-71 the collegiate students numbered thirty-eight, the preparatory fifty-seven, and those having studies both collegiate and preparatory twenty-one. After this the distinction is no longer indicated in the catalogue.

The reason for the condition indicated above is obvious: academies, now called high schools, were few in North Carolina in the decade following the Civil War and very few young men had opportunity to prepare themselves for college work. Most of the academies had not functioned during the years 1861-65. Work had been suspended in nearly all of the Baptist associational academies of which an account was given in the first volume of this work. One of these, the Warsaw Academy of the Eastern Association, had continued its work all through the period of the War. From 1862 to 1874 it was under charge of Isham Royall, who conducted it with much success. And it may be added here that it continued to be operated under the general care of a board of trustees appointed by the Association until 1915, when that part of the property on which the school building was located was sold for a nominal price to the town of Warsaw for school

purposes, and the remainder was donated to the new Baptist school at Delway.¹

The Academy of the Chowan Association at Reynoldson, Gates County, having suspended during the War was reopened in 1866 under charge of Colonel J. M. Taylor and Rev. C. T. Bailey. After a year Bailey resigned but the school was continued until 1869 when the property was sold and used as a private school by J. F. Howell, and other teachers, mostly Baptists, until the end of the century. Even while it remained under associational control it is probable that the only support the Association gave it was its good will and the use of buildings and grounds without rent.²

Mars Hill College also was continued during the Civil War and has so continued until the present time under direct denominational control, but until 1889, with several lapses of operation. Today it is a well equipped and duly accredited junior college.

The United Baptist Institute at Taylorsville was also kept open during the Civil War, and after that time under various names was supported by the Alexander Association until 1905, when the public high school program caused its final abandonment.³

The buildings and grounds of several other associational academies were used for private schools, seemingly without rental charges, for many years after the War. Among these was that of Mt. Vernon Springs Academy, the school of the Sandy Creek Association, where from 1865 to 1871 school was kept by A. J. Emerson, an able graduate of the College, and afterwards until 1875 by Captain C. S. Siler. The plant of the Holly Springs

¹ Minutes of the Eastern Association for the years 1865 to 1905. The following is a noteworthy item from the report of Principal Isham Royall to the Eastern Association meeting at Moore's Creek, October 3-4, 1865: "Dear Brethren: We are sorry to inform you that your school is not so flourishing as last year, there being at present only twenty-seven scholars and one teacher. We had a very good school in the spring, but were compelled to suspend on the 17th of March, on account of the presence of U. S. troops. The number of students during the year has been sixty."

² Delke, *History of the Chowan Baptist Association*, p. 64.

³ Minutes of the Alexander County Association for the years indicated.

Academy, the school of the Raleigh Association, was also used after the War by various teachers, among them J. M. White. An occasional school was also kept in the building of the Flat River Associational Academy at Bethel Hill, in Person County.

Although these denominational academies were no longer supported as was contemplated when they were founded before the War, the interest of the Baptists and of the College in high school and academic education increased rather than decreased in the years before the inauguration of the public high school program of State Superintendent of Public Instruction in 1905. And the Baptists and Wake Forest College made a large contribution to secondary education in North Carolina during these years, 1865 to 1905. This will become apparent from consideration of the list of nearly five hundred Wake Forest Alumni and former students who in these years taught in the schools of the State, not including the schools exclusively for females. This list, published as an appendix to this chapter, is necessarily incomplete, and has been made from information found in the *General Catalogue of Wake Forest College*, 1891, compiled by Dr. C. E. Taylor, from advertisements in the *Biblical Recorder*, and from notices in the *Wake Forest Student*, and from Mebane's *Report of the State Superintendent of Public Instruction 1896-7, 1897-8*. As far as possible indication has been made of the various schools in which each of those named worked.

For convenience the list has been made alphabetical. However, a better understanding of the development of interest in academies and high schools may be obtained from a chronological arrangement. Naturally these schools increased in number and in efficiency year by year. In the treatment of them below they are roughly grouped by periods of years, 1865-70, 1871-80, 1881-90, 1891-1900, 1901-06. The main purpose is to indicate the contribution made by men trained at the College to the development of academies in the State, 1865-1905. When once a teacher's name appears his educational work is traced through the other decades.

1865-70

Something has already been said of fate of the older associational academies in this period. This leaves to be considered those schools which had no associational connection. One of these was that of Lilesville in which Rev. J. B. Richardson (B.A. 1861) taught from 1862 till 1867; then he went to Abbott's Creek and taught there, 1868-71, when he went to High Point and continued in school work there for several years, leaving it to devote his whole time to religious work. He had a great reputation as a teacher and disciplinarian. Another academy was that of Rev. J. T. Albritton (1856-57) at Mount Olive where he taught for several years beginning in 1865. In 1865-67 Rev. J. T. Westcott (1860-61, 1867-68) had a school in Smithville (now Southport). In 1865, on his return from the cavalry service of the Confederate States Army J. M. White (B.A. 1859) resumed his work in the Clayton Academy which he had begun in 1859. Here he taught for two periods, first 1865-72, and second 1876-83. In the interim, 1872-76, he taught in Raleigh at the Lovejoy Academy. In 1879 he was ordained to the Baptist ministry. He next taught at Holly Springs, 1883-88, when he left for Apex and remained until 1891; then he took charge of the schools at Edgefield, S. C. Later he returned and worked at the Olive Chapel School in Wake County. He died in 1912. He had devoted his life largely to work in the academies of the State and had the reputation of being one of the State's great educators. Many of the students trained in his schools came to Wake Forest College, some of whom attained high distinction, but none perhaps higher than his own sons, John E. White, and R. Bruce White, of whom some account is found in other chapters of this work. Another student of Mr. White's, to be mentioned also for his great and able services, was David W. Herring, missionary to China. In 1866 H. R. Horne, who had been an officer of the Confederate States Army, also taught at Clayton, probably as an assistant to White. In 1866 J. H. Bunn was teaching in Forestville in the building erected in the 1820's and used for a quarter of a century longer under

various teachers. Another school of this period was Union Academy, Farmville, Davie County, kept by S. O. Tatum (B.A. 1853), who continued until his death, November 12, 1869. In July, 1867, H. M. Cates, who had left the College for four years of service in the army, and had returned to be the first student to register after the Civil War, having completed his work for his degree, began his work at Rock Springs Academy, eight miles southwest of Hillsboro on the North Carolina railroad. Here he remained until 1871, when he went West and taught in the schools of Illinois and Missouri, but returned to North Carolina and taught again at Rock Spring at New Hill and later, in 1889, at Mt. Pisgah Academy, near Morrisville. He died in the spring of 1903, leaving \$1,000 each to Wake Forest and the Thomasville Orphanage and \$500 to Meredith College (then the Baptist Female University). In 1868, J. B. Brewer (B.A. 1868) began his long period of notable work in education at the school at Maple Springs in Franklin County. For five years, 1870-75, he was principal of Wilson Collegiate Institute, and, 1875-81, principal of the Wilson Seminary for Young Ladies. In the latter year he became president of the Chowan Baptist Female Institute, which greatly prospered under his administration. He remained as its president until June, 1897. In 1868 also, another who did distinguished work in the education of young women, F. P. Hobgood (B.A. 1868), began his educational career as principal of Reidsville Academy for Males. In 1871 he came to Raleigh as president of the Raleigh Female Seminary and remained until June, 1880, when he went to Oxford as president of Oxford Female Seminary, which under his direction became one of the best institutions of its kind in the State. Here he remained until his death. Other Wake Forest men who often at some sacrifice of their chosen vocation helped supply the need for teachers in the dark years after the War were J. A. Pitchford (B.A. 1855) in Warren County, 1865; J. A. Spencer (1866-67) in Camden County; T. D. Boone (B.A. 1859) in Hertford County; J. W. Trotman (1853-54) in Gates County; Rev. W. C. Nowell (1859-61) in Johnston County; J. G. Fennell (1859-61) in Sampson and New Hanover counties;

R. D. Marsh (tutor, 1858-61) at Oxford in St. John's College; and W. C. Parker (B. A. 1859) in Hertford County. Mr. Parker, after graduating at Wake Forest College in 1859, and serving four years in the Confederate States Army, devoted his life to education. From 1865 to 1881 his work was in Hertford County, in which he was County Superintendent of Public Instruction for the years 1881-84; in 1889 he took charge of the school at Seaboard, where he remained until 1896. In that year he came to Wake Forest as principal of the academy in that place, and remained until 1898 when he accepted a position in Georgia. John Catre Scarborough (B.A. 1869), to whom the State owes an eternal debt of gratitude for his great work for public school education, graduating in 1869, taught at Forestville, 1869-70. The next year he was tutor in the College; from 1871 to 1876 he was principal of the Selma Academy; for two periods, 1877-1885, and 1893-97, twelve years, he was State Superintendent of Public Instruction; after other services, he closed his educational career as president of Chowan College,

1871-80

Probably the total number of academies in the State which in these years, 1865-70, undertook to prepare young men for college did not number more than fifty, nor was there any great increase in the number on the next decade, 1871-80. So far as the records show only about forty Wake Forest men, in addition to those mentioned above, taught in the academies of the State in this period. Among them, however, were some able educators. One of these was Rev. G. W. Greene (B.A. 1870), who began his work at Moravian Falls Academy in Wilkes County in 1877, which under his direction had a high reputation all over the State; here he continued until 1891, when he was called to Wake Forest College as Professor of Latin. A year later he went to Canton, China, as a missionary. Another, who beginning in this period did distinguished work in the field of secondary education, was L. W. Bagley (B.A. 1875). He served as tutor of the College, 1875-77; for three periods, 1877-81 and 1882-84 and 1904- he

had charge of the famous Vine Hill Academy at Scotland Neck; in 1881-82 he was at Murfreesboro, and in 1884-85 he had charge of the academy at Wake Forest, having as assistant his brother-in-law, Charles E. Brewer, then a student in the College. In 1885 he began his work as principal of the Littleton Academy, where he served for two periods, 1885-99, and 1904-14; in 1914-22 he taught at Mills Home, Thomasville, getting his State Teacher's Certificate, on a statement of his college work, 1872-75, probably the earliest college work for which a statement was ever filed with the State Department of Education. At the end of 90 years he died at Winston-Salem, February 26, 1938. Perhaps no teacher in North Carolina high schools had done a more valuable work. Another teacher of this period was Rev. J. H. Yarborough (1860-61). He had served as chaplain in the Confederate Sates army in 1863-64. He was principal of the school at Forest City, 1879-90, and thereafter taught at Trap Hill in Wilkes County. On leaving Wake Forest in 1872 T. E. Waff taught in Nash County until 1882, when he took charge of the old Reynoldson Academy in Gates County and remained here until 1887. After a year, in 1883, Rev. W. B. Waff (B.A. 1880) came to share with him the direction of the school and remained until 1886, when he gave up school work to devote his whole time to the gospel ministry. In 1876 and several years after Rev. O. T. Edwards (1875-76) was at Pleasant Lodge Academy, near Liberty, associated first with N. C. English and afterwards with J. C. Staley (1875-76) in the conduct of an excellent school for both sexes. After taking a course at the Southern Baptist Theological Seminary he opened again a school at Mt. Vernon Springs in Chatham County, in which the next year he associated with himself R. P. Johnson. In 1884 he gave up this work to devote his time to the ministry, but later, in 1905, took charge of the school a second time, and continued until his death in 1906; in 1897 it had been adopted at his urgent suggestion as the associational academy by the Sandy Creek Association, but it had lost its patronage to other schools in towns. nearby and survived only until 1907. Mr. R. P. Johnson (M.A. 1879) devoted his whole life to school work. After re-

ceiving the Master of Arts degree at Wake Forest in 1879, he taught for a year at Rocky River Academy, Chatham County, and another year at Sylvan Academy; in 1880 he came to Mt. Vernon Springs Academy, where for three years he worked in collaboration with Mr. Edwards, and then until 1888 was sole principal in the direction of that excellent school. He was in charge of the school at Dudley, South Carolina, 1888-90; in 1890 he returned to North Carolina to work in the Thompson School at Siler City and at North Wilkesboro, 1901-03; at Mt. Vernon Springs, 1903-05; in 1905 he took charge of the Pittsboro Academy and remained in that work for several years; in 1902 he became County Superintendent of Public Instruction for Chatham County and continued as such until his death in 1918. Another teacher who belongs to this period was L. T. Buchanan (1872-76). On leaving college he taught one year at Wilton, then at Durham, 1877-81, and after teaching three years in Wake County and three years at Hamilton he returned to the Durham Male Academy in which he taught from 1888 to 1892, when he gave up teaching, but in 1896 took charge of the Creedmore Academy. Rev. C. W. Scarborough was principal of the Forestville Academy the year of his graduation, 1877, for one year. Then he spent a year in the Southern Baptist Theological Seminary, and returning to the College served as tutor, 1879-82. His major work, however, was in the ministry, but he taught at other times for short periods, in 1884-85 in Chowan College. Another who devoted his life to teaching was N. D. Johnson, who in the year of his graduation, 1878, took charge of the academy at Fair Bluff; here he remained until April, 1883, and after working in the schools of Montpelier, Richmond County, and at Apex and Spring Hill, and Pine Grove and Little Rock, South Carolina, and at Whiteville, he returned to Fair Bluff and took charge of the academy there, the second time, in 1897. Another who contributed much to the educational life of the State was Rev. J. A. White. On leaving college in 1874 he became principal of the Cedar Run Academy in Alexander County and worked here for eight years; then after other pastoral and educational work at Shelby and in South Carolina, in 1901

he became principal of the Taylorsville Collegiate Institute, which place he held until 1905 when the school was discontinued. In 1905 Mr. White took charge of the school at Lenoir. Fleet R. Cooper (B.L. 1878), who afterwards became one of the leading lawyers of Clinton, for five years, 1878-82, was principal of the school at Warsaw, and in 1882-83 had charge of the Clinton Collegiate School and graded school. Another who later became a lawyer was N. Y. Gulley (M.A. 1879); he taught, first, 1879-81, in the Raleigh graded schools; next, 1881-82, at Smithfield; and for several years, beginning 1882, at Franklinton. In 1894 he became professor of Law in Wake Forest College, a position which he held until his retirement in 1938.

1881-90

In the next decade there was much development of secondary education in North Carolina. Almost every progressive town, new or old, wanted a school, equipped to teach all grades from primary to preparatory for college entrance, and often had a school plant to offer free of rent to any promising young college graduate who would take charge. It was in the plan of many students of the colleges, from the day of their entrance on their college work, to teach for at least a short period in these schools, even though many of them had other plans than teaching for their life work. In this decade as many as one hundred and twenty-five Wake Forest men, in addition to those already mentioned, were teaching in the academies of the State. For the educational work of the greater number of these the reader is referred to the alphabetical list given in the appendix to this chapter, but a few of those who did distinguish service are mentioned here. One of these was E. E. Eddins, who, graduating in 1885, taught for one year, 1885-86, at Franklinton, and the next year, 1886-87, at Berea, Granville County. In 1887 he began his work at Palmerville, in the school known as the Yadkin Mineral Springs Academy, and remained here until June, 1898, doing a work of great cultural and religious influence in Stanly County. Another who belongs to this decade was W. C. Allen (B.A. 1885), the first graduate

of Wake Forest to attain prominence in the graded schools of the State. For two years, 1885-87, he was principal of the Pantego Academy, and was principal at Jamesville, 1887-88; at Hamilton, 1888-89; and 1889-95, of the Scotland Neck Military Academy. In 1895 he became superintendent of the graded schools of Wilson, and in 1897 had the same position in the Reidsville graded schools; here he remained for three years, and in 1900 took charge of the graded schools of Waynesville, where he remained for many years. Another who began his work as teacher at this period was Rev. J. A. Beam (B.A. 1885) who first taught at Roxboro, 1885-86, and on January 30, 1888, began his service of a dozen years as principal of the famous Bethel Hill Academy; his last work in schools was at Leaksville-Spray, in the years 1905-08. From his schools came a stream of students to Wake Forest College. Another able educator of this period was J. F. Spainhour (1883-85) principal of Globe Academy, Caldwell County, who after a year of teaching took up the study of law. W. J. Matthews, graduating in 1887, had charge of several schools, 1887-88, at Shawboro; 1880-90, at Jerusalem, Davie County; 1890-91, Greenville Male Academy; 1891-94, Wadesboro; 1894-95, Spring Hill Academy; 1895, Laurinburg. Another whose school work was successful was H. E. Copple, who in the year of his graduation, 1887, took charge of the school at Rock Rest in Union County. In 1890 he went to Dudley, South Carolina, and had charge of the school there, but returned to North Carolina in 1894 as principal of Union Institute, Monroe; after a year, he again assumed charge of Rock Rest Academy and continued in the work there until 1898, when he gave up teaching. Other teachers were the Hendrens; two of them, J. J. and J. W., assumed charge of Cedar Run Academy, Alexander County, in the year of their graduation from the College, 1885, where they remained until 1890, when J. W. Hendren became principal of Moravian Falls Academy, but in the same year he moved to Fort Worth, Texas; J. J. Hendren remained at Cedar Run a year longer, and in 1891 became principal of Bellevoir Academy in Sampson County. In 1904 he was at Orrum School in Robeson County. F. B. Hendren, after teach-

ing, 1888-91 at Mt. Gilead and the Winston graded schools and at Dillsboro, in 1891 became principal of Cedar Run Academy. W. R. Hendren (1886-88) taught, 1888-89, at Brushy Mountain; 1889-90, at Horton, Watauga County; 1890-91, at Mulberry, and from 1891 at Dockery. W. L. Carmichael, after his graduation in 1888, taught, 1888-89, at Royall in Franklin County; 1889-91, at Cana; in 1891 he became principal of the academy at Fair Bluff; in 1901 he entered on his duties as County Superintendent of Public Instruction in Transylvania County. Another who was active for many years in school work was J. W. Fleetwood (B.A. 1882), whose chief work was with the Woodland School in Northampton County, of which he had charge for two periods, the first beginning in 1882 and the second in 1898; in the meantime he had been register of deeds of his county and County Superintendent of Public Instruction, and had taught for three years at Severn, beginning with 1895. Another who became distinguished as an educator was W. H. Ragsdale (B.A. 1880); he taught at Scotland Neck, 1880-82, and at Greenville, 1884-87. For many years, beginning about the first of the century he was County Superintendent of Public Instruction of Pitt County. Rev. O. L. Stringfield, graduating from the College in 1882, did a notable work at Wakefield Academy, for a period of ten years beginning with 1882; after this until the close of the century he was general agent for the Baptist Female University; in this work he showed much energy and industry and became well known in all parts of the State. For the years 1905-07 he was principal of the South Fork Academy at Maiden. In 1884 he associated with himself in the conduct of the Wakefield Academy Mr. W. J. Ferrell (B.A. 1882) who for the two previous years had taught at Wilton in Granville County. In 1892 Mr. Ferrell came to Wake Forest College as Assistant Professor of Mathematics. In 1901 he became principal of the Pee Dee Associational Academy at Wadesboro, where he continued until 1905, when he became Bursar of Meredith College, a position which he held until his death. Under Stringfield and Ferrell Wakefield Academy was one of the best known schools of the State, and sent many students

to Wake Forest. Graduating in 1884 W. V. Savage took charge the same year of Westfield Academy in Edgecombe County; in February, 1886, he went to Raleigh to take a position in the graded schools of that city; in the fall of the same year he went to Henderson as principal of Henderson Male Academy; in August, 1871, he was ordained to the Baptist ministry and gave up school work. One who did distinguished work as educator, editor and writer was W. F. Marshall. After his graduation in 1884 he served for one year as tutor in the College; in the years 1884-86 he was principal of Fair Bluff Academy; he served also as principal of other academies—Globe, 1886-89; Lenoir, 1889-90, and Gastonia, 1890 and for several other years. Afterwards he was editor of the *Gastonia Gazette*, and served on the editorial staff of the *Biblical Recorder* and also of the *Progressive Farmer*, in every instance with much ability. E. E. Hilliard was tutor in the College for one year after his graduation in 1882; then he went to Scotland Neck and was principal of Vine Hill Academy, 1883-88. In 1887 he became editor of the *Scotland Neck Democrat*, and the same year was licensed as a lawyer, and continued as editor and in the practice of his profession until his premature death. T. J. Simmons of the class of 1883 is best known for his work in the education of women in the State of Georgia, in which he was president of several colleges for women, among them Shorter College at Rome, and Brenau College at Gainesville; before going to Georgia, however, he had done work in the schools of his native State—in Fayetteville, 1883-84, and in the graded schools of Durham, 1884-90. Another whose work as an educator was constructive was J. T. Alderman. In the two years following his graduation, 1880-82, he taught in the schools of his native county of Sampson; from 1882 to 1891, he was principal of the Fork Church Academy in Davie County, and for several years of that time was County Superintendent of Public Instruction. In 1891 he became superintendent of the graded schools of Reidsville; here he remained until the end of the century when he went to Henderson as superintendent of the graded schools of that city. Another who began his career in school work in this period

was J. A. Campbell, who in 1887 opened Buie's Creek Academy, which later became a denominational school and a junior college. At the same time Mr. Campbell was also County Superintendent of Public Instruction in Harnett County.

1891-1900

In the next decade, 1891-1900, with an increase in education in all parts of the State and in the number of students and graduates of the College there was a corresponding increase in the number of new Wake Forest men who were teachers, which was about one hundred and fifty. Great numbers of these, however, labored for only a short time in the academies of the State; not a few went to universities for further study; some became county superintendents of public instruction; others turned to other work. One of those who attained much distinction was R. L. Moore, a graduate of the class of 1892, who after teaching five years at Amherst Academy, in Burke County, in 1897 began his forty year term as president of Mars Hill College which during his administration became a junior college and in 1927 was duly accredited by the Southern Association of Schools and Colleges. Another member of the class of 1892 who attained distinction was J. Paul Spence, who turning to graded school work was superintendent of schools in several Virginia cities and later in North Carolina, last of all in New Bern, to which he came in 1901. R. B. White of the class of 1891 taught at Lane Field Academy near Warsaw in 1893. In 1894 he took charge of the school at Franklinton; for twelve years he was Superintendent of Public Instruction of Franklin County. Another was W. D. Burns (B.A. 1897) who after work at Morehead City, 1897-98, became principal of Piedmont High School in Cleveland County, and made it one of the best schools of the time, one which sent many of its students to Wake Forest and other colleges. Another was M. B. Dry of the class of 1896, who devoted his whole life to the work. First, he became principal of the newly established Wingate High School; in 1907 he took charge of the Cary High School; when after a few years this became a public high school he remained as its principal.

Both at Wingate and at Cary Mr. Dry proved a most able educator and was known as such throughout the State. G. R. King, class of 1897, was an able man and scholar and did notable work in the schools at Rockingham, 1897-1901, and then for several years as superintendent of the Wilson graded schools. A classmate of Mr. King's was C. M. Staley, who in 1897-98 was principal of the school at Sanford; the next year he went to Latta, South Carolina; in 1905 he took charge of the schools of Asheboro; later he went to Hickory and took charge of the graded schools. Another member of the same class who was to devote his life to education was G. E. Lineberry, who in 1897 became principal of Ashpole Academy; in 1901 Mr. Lineberry was called to take charge of the Winterville High School, of the Neuse Baptist Association, which under his direction attracted many students. F. Q. Barbee began his work as teacher in 1899 as principal of the school at Fuquay Springs; afterwards he went to Virginia, where as head of the Charlottesville High School he won distinction. A. F. Sams of the class of 1897 was an able educator. Except for the years 1898-1900, when he was at Marshville, he taught at Cary, beginning his work there in 1897, succeeding E. L. Middleton as principal. In 1903 he gave up school work for Law.

1901-06

In the years 1901-06, which close the period now under consideration, about ninety additional Wake Forest men worked in the schools of the State, and not a few of them with much success. One of these was G. F. Edwards, who in 1900 became associate principal of the Salemburg Academy, went to Carbonton in 1901, and in 1904 returned to Salemburg as principal; here he remained until his death, after which the school continued under charge of his widow, later Mrs. W. J. Jones. His school attracted students from a wide territory, and was so strongly established in the affections of its patrons that it afterwards developed into a junior college, now Pineland Junior College and

Edwards Military School. J. Y. Irvin of the class of 1900 taught, 1900-01, in Stanly County; the next year he became principal of the school at Cherryville in Cleveland County, and of the Hollis School in 1905 and later County Superintendent of Public Instruction. In 1900 W. W. Woodhouse (B.A. 1899) began his work at White Oak in Bladen County, where he was most successful, and was later for many years Superintendent of Public Instruction. S. J. Hasty began his school work in Stanly County in 1903, but in April, 1904, took charge of the school at Churchland in Davie County; the next year he was at Jubilee, and soon after began a service of many years as Superintendent of Public Instruction of Davie County. On graduation in 1903 A. C. Gentry became assistant in the Yadkin Valley Institute at Palmerville, but he soon returned to his native county, Person, taught at Bethel Hill and Woodsdale, and for several years served as County Superintendent of Public Instruction. C. M. Beach, a graduate of the class of 1902, proved an able educator, beginning his work at Dell School in 1905 and going to Wingate in 1919.

From a closer view of the school work of the four hundred and fifty Wake Forest men who labored in the schools of the State in this period, 1865-1906, one may gain a better understanding of the high school education of the time and the part they contributed to it.

Of the total number of teachers only about two hundred, on a liberal estimate, made teaching their life work. About fifty of these after a longer or shorter period in the high schools, turned to higher educational work; about forty of them became county superintendents of schools, and two, J. C. Scarborough and T. F. Toon, served as State superintendents of public instruction. About fifty got further training in universities, many of them winning the degree of Doctor of Philosophy, and taught their chosen subjects in colleges and universities, and of these ten or more became college and university presidents.⁴ Several worked in institutions

⁴ Among these presidents were: R. T. Vann, Meredith; F. P. Hobgood, Oxford; P. S. Vann and J. C. Scarborough, and C. P. Weaver, Chowan; C. B.

for the deaf or blind and of these two, J. E. Ray and G. E. Lineberry, became heads of their institutions.

Another group consisted of ministers of the gospel who more or less regularly combined the offices of preacher and teacher. They were survivors of a day when it was thought that every head of a boarding school or college should be a minister. Before the War the heads of the associational academies of which account is given in chapter XXXV, Volume I, were ministers and so were most of the teachers in the years 1865 to 1870. After the war the feeling remained strong that the head of an academy should be a preacher as well as a teacher. He was preferred to others, since parents were ready with more confidence to entrust their sons and daughters to his care. Accordingly, on leaving college many young ministers had charge of academies for several years. At the same time they served as pastors of churches one or more Sundays in the month and doing two services earned a living income. Some of the most successful educators belonged to this group. One of these was G. W. Greene (B.A. 1870), for fourteen years head of the Moravian Falls Academy; another was J. A. Campbell founder of Buie's Creek Academy and first president of Campbell College which succeeded it. But as the work of teaching was tending to become specialized in the later years of this period, the preacher-teachers gave up their teaching, most often to get further training in a theological seminary, and sometimes to have full time to devote to their ministerial work.

In the list of teachers will be found the names of many, perhaps one-third of the whole number, who remained in the school work only a short time, often not more than a year or two. Most of the students of these years came to the College with the expectation of teaching a few years after graduation. In fact, as many can testify, they were often influenced to go to college on the representation that when they had graduated their services as teachers would be in demand and by teaching they could in a year or two

Williams, Union University; R. W. Weaver, C. L. Smith and Spright Dowell, Mercer University; T. J. Simmons, Shorter and Brenau. A fuller list of Wake Forest men who became College presidents will be given later.

pay off any indebtedness incurred in getting their education. Accordingly, many who afterwards became lawyers, doctors, business men, farmers, railroad workers and officials, politicians, and so on, taught for a year or more after leaving college, as the surest way of making needed ready money. If they brought a college diploma and the proper testimonials they were accepted by school boards with little question as to their purpose in life. They were not required to have technical pedagogical training; until near the close of this period there were no departments of education in our colleges. Sometimes indeed a wise-and troublesome-county superintendent would demand that those to whom he granted certificates should have read or should promise to read Page's *Theory and Practice of Teaching*, but school boards were ready to accept a bright and aspiring young man just out of college even though they knew that he expected to remain only a short time; if they should make the work and place attractive to him, well and good; but if he would go, he left behind friends with high hopes of his future, hopes which were often realized. And not seldom he returned after a few years to claim one of his former students as his bride.

As many as fifty who afterwards became lawyers taught for longer and shorter periods in the schools of the State. Among these were two who afterwards became governors. One of these was W. W. Kitchin, who taught at Vine Hill Academy, 1884-85, then a year at Dallas, Texas, and returned to take up the study of law. He was governor 1908-12. The other was T. W. Bickett, who in the year after his graduation, 1889-90, taught in the Winston graded schools. Several were elected to represent their districts in Congress. One of these was John E. Fowler, who in 1891-92 taught in the schools of his native county, Sampson, and was elected at the election of that year; afterwards he took up the study of law and became one of the ablest lawyers of his section. Another, elected in 1892, was C. H. Martin, who began teaching at Rolesville in 1875, and afterwards, 1882-83, at Lumberton, and later, beginning in 1885, at Palmersville. Another was S. M. Brinson, who began teaching in the New Bern graded schools in

1891, the year of his graduation. In 1903 and thereafter for many years he was superintendent of public instruction in Craven County. He was elected to Congress first in November, 1930, and remained in the place until his death. One, Howard A. Foushee, became a judge of the superior court. He had taught at the Selma Academy, 1889; in the Charlotte graded schools 1890; in the Durham graded schools, 1890-91, and in Chowan College, 1891-92. One, L. R. Varser, became a justice of the North Carolina Supreme Court. He taught in Robeson County in 1899, and was appointed a justice by Governor Angus Dickey, his law partner.

Some fifteen others who began as teachers became physicians. One of these was W. A. Bradsher, who, 1899-1900, taught at Roxboro. Others were Wayland Mitchell, who, 1891-92, taught at Aulander; E. H. Bowling, who for several years after his graduation in 1887 taught at Bowling Academy, near Durham; C. N. Peeler, who taught in the Selma graded school, 1901-03; C. A. Rominger, a dentist, who after serving five years, 1879-82, as principal of the Fort Church Academy in Davie County, took up the study of dentistry.

An additional eighty or more left teaching for farming or merchandising, or journalism, or public life and other occupations. One of these, C. A. Smith (B.A. 1884), after teaching at Sanford, 1882-89, went to Timmonsville, South Carolina, and became a merchant; and was elected lieutenant governor of his State. Luther S. Cannon (B.A. 1890) in the year after his graduation at the head of his class taught at Hartland in Caldwell County and the next year at Warsaw; he then entered the civil service at Washington, and in it attained high rank; he died in 1940. Among those who became journalists were F. L. Merritt (M.A. 1889) who, 1889-90 taught at Warsaw, and, 1890-91, at Bayboro. Another was C. P. Sapp (B.A. 1893) who after his graduation in 1893 accepted a place on the faculty of Mars Hill College, which he gave up for journalism in which he, like Merritt, had a distinguished career.

Some other aspects of the high school and academy situation

in North Carolina in the half century after the Civil War should have consideration.

The small number of schools in the decade after the close of the Civil War was due to several causes. One was the demoralization of industry caused by the war. When peace came the young men, both those who had been soldiers and those who were just coming to manhood, felt called to go to work to salvage what they could of the wreckage of the war. Their services were demanded on the farms and in the mercantile establishments, and in other industries. They could not be spared to the schools, except perhaps for short periods on which to learn to read, write and keep accounts. Again, teachers were few, since the War had interrupted the education of many who would normally have become teachers. But the chief cause of the poor state of the academies was the poverty of our people. Only a few were able to send a son or a daughter to a boarding school, even though the rates were low and in some schools board might be paid in produce at fixed prices and room rent by wood at fifty cents a load.⁵

Very few of the high school students before 1880 had any intention of going to college. They were getting an education to fit them for their life work, farming or business, telegraphy, bookkeeping, railroad station agents, county offices, teachers in Sunday school and general religious work in their communities. Not a few of them expected to become teachers for part of the year in the four-months public schools which was the highest offered in the rural communities of North Carolina in more than a half century after the Civil War⁶ Sometimes students went direct

⁵ From the advertisement of the Warsaw High School, Isham Royall, Principal, in the *Biblical Recorder* of July 19, 1866: "Tuition in currency, \$10, \$15, \$20.... Board, including washing, at \$10 per month. Payable in provisions at the old prices." From advertisement of Orange Grove Academy, 1867, H. M. Cates, Principal: "Special favors granted to disabled North Carolina soldiers, when necessary."

⁶ There has been very little recognition of the service done by the academies in training these teachers, male and female. A good but not extravagant statement of this service is found in an article by W. T. Whitsett, Ph.D., President of Whitsett Institute, published in Mebane: *Report of the Superintendent of Public Instruction of North Carolina, 1897-98*, p. 403f. in which he says: "Let us consider then the special relation of the academy to our public school

from these academies to schools of medicine; others went to the schools of law; others taught in the common schools; all who finished the course at the better grade academies were regarded as well educated, as in fact, many of them were. They had enough Latin to read Caesar and Virgil; they were well trained in arithmetic, algebra and geometry and in surveying; they could spell, and could read selections from many of the masterpieces of English and American literature; they knew Bullion's English Grammar and could analyze and parse the most involved sentence in Milton's *Paradise Lost*. They knew the geography of the world, and the essentials of Greek and Roman and English history and had learned much of the history of the United States. Some of them had had brief courses in general science, physics, astronomy. In after years one here and there had a well selected library of the world's best books.

Graduation from these academies was almost unknown; a student remained one, two, three, or four years, or perhaps longer. His teacher was ready to teach him all the subjects he had taken in College, even calculus and Tacitus and Persius.⁷ Usually, when the student had left the academy, he had finished his education, and did not go to college, but went to work. Again, on the other hand, of those who went to college many could have remained in the academies longer with profit; they were attracted to the colleges because expenses in them were almost as low as in the academies and they desired the wider acquaintance with young men from all sections of the State and the reputation which a year or two in college would give them. As we have seen, this class of

system. When we remember that a majority of our public school teachers have had no training other than that afforded by the academy, we must admit the vital relation of the academy to the public schools. One hundred inquiries were recently mailed to teachers in every county in this State asking where preparation was obtained for the work of teaching; seventy-six replies were received, and of these six had received college training, while fifty-eight had been students in academies and high schools." Dr. Whitsett stated further that recognizing that many of the students of his school would become teachers he was offering courses in normal instruction, which were largely attended.

⁷ A student coming from one of these schools, W. S. Long's High School at Graham, took the degree of Master of Arts at Wake Forest College in three years.

students who filled the preparatory classes and remained only a year or two was a serious problem at Wake Forest in the sixties and seventies.

In this period there arose a conflict between the higher institutions and the academies and high schools over what was the proper field for each. Several academies bore the name of "collegiate institute," and offered courses in Latin and Mathematics higher than those prescribed for entrance to the freshman class in most colleges.⁸ But there was no standard to which the high schools and academies of the State regularly conformed. Some had one teacher, others two, three or more. Some had relatively good buildings and furnishings and others poor buildings and scanty equipment. Hardly any had a library, and none, except possibly Bingham School after its removal to Asheville, had a laboratory for experimental work in the sciences. One of the most advertised schools of the period, Whitsett Institute⁹ had a president who claimed a Ph.D. degree, while not one of the other nine members of his faculty had a college degree and several had never seen a college. On the other hand one of the most renowned schools of the state had as its joint principals two men who did not claim any academic degree, but provided a fair faculty. The Horner School at Oxford, however, kept a well trained faculty and at times had on it as many as three with the M.A. degree. With few teachers the course of study in the average academy was limited to a few subjects. Every school, however, which undertook to prepare men for college, professed to fit their students for the college freshman class in Latin and Mathematics. These two subjects were the backbone of the high school curriculum, and a school was judged by the proficiency of its men in them. It was only after the colleges had begun to publish in their catalogues lists of books which they expected students to have read before admission to college courses for freshmen that any training in

⁸ Among these were Kinston Collegiate Institute, Yancey Collegiate Institute, Taylorsville Collegiate Institute.

⁹ For typical schools of this period see *Biennial Report of the Superintendent of Public Instruction*, 1897-98, pp. 178, 166, 172, 174.

English except English grammar was given in the average high school. One of the best schools in the State, Bingham, offered no courses in history. Many of the schools offered Greek when called for. Courses in the sciences were for the most part confined to such textbook instruction as Steele's *Fourteen Weeks in Physics*. A school now and then, getting a teacher of music from the North who knew a little French and German, had her to teach these subjects.¹⁰ However much they might vary in their offerings of such courses all academies were expected to offer courses in Latin and Mathematics, from one to four years according to the demand. And it was these students they sent up to the colleges, some prepared to enter the college classes but perhaps the greater number unprepared, while a few could enter a full year advanced. Very numerous until the close of the century were those whose preparation was deficient, even though admission to the freshman class in Latin contemplated only two years of study and ability to read Caesar, and for admission to freshman mathematics only knowledge of algebra to quadratic equations. It was to meet this situation that the higher educational institutions provided in some way for these students who came unprepared for their classes. At Wake Forest, as we have seen, the method was the re-institution of the Preparatory Department, the work of which was described in all the catalogues until that of 1874-75, and consisted of a two-year course in Latin, Mathematics, Greek, and English.¹¹ The purpose of the course was to "prepare young men for the different departments of the College." With the discontinuance of this department in 1875 unprepared students continued to ask admission to the College, and they continued to come for the next thirty years. It was to provide for them that the College continued to offer "instruction in such preliminary studies as was

¹⁰ After its removal to Asheville in 1891 the Bingham School developed a high school curriculum which included four years in English, Mathematics, and Latin; three years in Greek; two years in French, German, physics, and Chemistry. No history, however, is in the list of studies.

¹¹ Students entering the Preparatory Department "must have attained the age of fourteen years," and "sustain a satisfactory examination in Elementary English Grammar, Geography and Practical Arithmetic; be able to read correctly and write a legible hand."

necessary to qualify them for entrance." ¹² It was much later before the college announced that all students entering their classes must be graduates of accredited high schools and have done fifteen units of high school work, or show fitness for entrance by examinations. Even after this the progress was specious rather than real. The colleges and universities all, from Harvard down, began to give college credit for elementary French and German and Latin, done under the regular members of their faculties, a thing they had been doing all along in the case of Greek.

The difference in the later situation and that at the close of the century is that now the high schools are unwilling or unable to offer the elementary work in the languages, whereas then a few of the high schools were able to give under excellent teachers four years of Latin and three years of high school mathematics;¹³ and all high schools claimed to give as much as two years of Latin. Another difference was that then very few schools gave courses in French and German, the elementary work in these languages being done in the colleges. In mathematics also some of the better high schools were giving plane and solid geometry, neither of which at that time were required for entrance to the colleges.

It was out of the conditions just indicated that a contention arose in the high schools and academies against the colleges. That this was causing the college trouble is seen in the numerous apologies found in the reports of President Taylor for the continuation of preparatory work in the College. It was in response to a suggestion in his report of June, 1890, that something be done for a better understanding and to promote the unity of academies, especially those under Baptist teachers, that the Board of Trustees of the College appointed a committee with

¹² Catalogues of the College for the years 1874-75 to 1904-05.

¹³ In few institutions, whether colleges or high schools, have these subjects ever been taught better than in Moravian Falls Academy, in Mount Vernon Springs Academy, in Horner's School at Oxford, and in the Bingham School. College professors are now living who can recall the pleasure they had in the men trained in the classes of Hugh Morson of the celebrated Morson and Denson School in Raleigh.

G. W. Greene of the Moravian Falls Academy as chairman which made a report at a meeting appointed for July 31, looking to the abandonment by the College of all preparatory work in Latin, Greek, and Mathematics after four years. These suggestions were not endorsed by the faculty of the College, to whom they were referred.¹⁴ The complaints of the academies against the colleges continued. The clamor became insistent that the colleges should begin their work in Latin and mathematics at a higher level, and not admit students who had not done four years of work in Latin in the high schools and as many as three years in mathematics. Let the colleges leave beginners' Latin, Caesar, Cicero and Virgil for the high schools to do, and also algebra, and plane and solid geometry. As a result of this clamor after the colleges of the State had systematized their entrance requirements by stating them in terms of units, they were led in 1908 to adopt a statement of their requirements in Latin and English much beyond the capacity of any great number of high schools in the State to meet. It was little more than a statement. Students continued to come up to the colleges with great deficiencies in preparation even though most of them had certificates for four years' work in Latin.¹⁵ One further statement needs to be

¹⁴ Mr. Greene in a preface to his recommendations said: "It has long been thought necessary for the College to do preparatory work because the academies were not sufficiently numerous nor sufficiently thorough. This excuse ought no longer to exist. In almost every section of the State there are arising academies under Baptist influences, many of them taught by graduates of Wake Forest College. The success of these will greatly enlarge the patronage of the College. We ought therefore to use all practical means to enlarge their usefulness and promote their success. If they are not sufficiently thorough in their preparatory work such influences ought to be brought to bear upon them as will make them thorough. As soon as the work of preparing students for the college classes can be effectively done by the academies, it ought altogether to be turned over to them, so that the College can do its own specific work. This will be doing simple justice to the academies as well as furthering the interests of the College."

¹⁵ A very frank statement of the relations existing between the high schools and the colleges is to be found in an excellent article by Dr. W. T. Whitsett, President of Whitsett Institute, on "The Place of the Academy in our Educational System," published in the *Biennial Report of the Superintendent of Public Instruction*, 1897-98, pp. 400-09. After calling attention to the fact that the colleges were not getting their just proportion of students from the academies, he said: "The academy has its special work in our educational

made: it has been the poor quality of high school work in North Carolina that more than anything else has up to the present impaired the quality of college work in North Carolina. There are today, 1943, about six hundred accredited high schools in North Carolina, with 15,000 graduates a year, any of whom may be admitted on certificates to the University and most of the other institutions for higher education in the State. The average training of these students in Latin, French, English, mathematics and history is of poor quality. An indication of this is that some of our colleges make a display of the fact that they receive only students who in average grades are in the upper third of their classes. But with poor teachers and poor students in so many of the high schools, grades are no safe criterion of a student's ability. The result has been that our colleges are furnished with freshmen whose ability and power to learn are so low on the average that progress in them is necessarily slow. Being obliged to mediate his instruction to this low average of intelligence the teacher's accomplishment with his freshman classes has not been great. There is possibly some improvement from year to year in the quality of matriculates but it is slow.

system; certainly the college has its special work also; and the more harmonious the relations existing between them, the more exact the subdivisions of the work each shall do, the greater the number of students our academies will furnish to the colleges. Every reputable academy has a certain definite course of study. Students who are allowed to enter colleges without a certificate showing the completion of the course should not have their failure charged against the academy. Those who have this certificate, and who then fail, are certainly witnesses against the preparatory school. Let us be entirely just and reasonable in our conduct along this important line."

APPENDIX TO CHAPTER XXIX

Below is a list of Wake Forest alumni and students who did not graduate who taught at one time or another in the schools, both private and public, of North Carolina. While there are necessarily many omissions, the list numbers about five hundred. In the Wake Forest *Quarterly Bulletin* for June, 1900, President Charles E. Taylor has this statement:

"Nearly four thousand men have been students at the College. It would probably be within safe limits to estimate that at least fifteen hundred of these have been teachers for a longer or shorter period and that five hundred have made teaching their life work. One hundred and forty-two have been principals of academies in the Southern and Western States, sixty-five have been professors in first-class colleges, and fourteen have been college presidents."

These figures would indicate that 40 per cent of those who had attended Wake Forest before 1900 had taught at some time. This estimate is doubtless much too high. Before the Civil War there were only 117 graduates, of whom not more than thirty have any record as teachers. Of the 970 other students before 1865 very few taught. After the Civil War for many years few came to the College to equip themselves as teachers; great numbers remained only a year or two and returned home to engage in business or farming. This continued until as late as 1880. Afterwards there was a greater call for teachers and more both of the graduates and undergraduates were going to the schools; but at this time the rural public schools ran only a few weeks and the salaries of teachers in them were too small to be attractive to men with college training; and for some reason, as President Taylor observed, very few Wake Forest men got places in the city schools. It was mostly as principals of academies that the teachers among them labored. Dr. Taylor had counted only 142 of these in 1900; there were more in 1905; but the teachers of all grades who had been trained in the College before 1905 hardly numbered more than 500.

In the following list no effort has been made to name all the schools in which the teachers named taught, but a fuller account is given of the more important of them in the text.

Adams, J. Q., Jr., 1901, Assistant in Morson and Denson's Raleigh Academy; Adams, M. A., 1902, Mt. Moriah, Auburn; Adams, W. D., 1901-02, Matthews; Albritton, J. T., 1865, Mt. Olive, Principal; Alderman, J. E., 1892, Autryville; 1894, Baptist Orphanage; Alderman, J. M. 1906, Dell School; Alderman, J. T., 1880-82, Sampson County;

1882-91, Fork Church, Davie County; 1890-91, Reidsville Graded Schools; 1900, Henderson; Allen, E. W., 1905, Head of Benson Graded School; Allen, W. C., 1885-87, Pantego; 1887-88, Jamesville; 1889, Scotland Neck; 1895, Wilson Graded Schools; 1897, Reidsville Graded Schools; 1900, Waynesville Graded Schools; Andrews, J. E., 1890-91, Pasquotank County; Andrews, T. S., 1890-91, Mt. Vernon Springs Academy, Chatham County; Austin, C. C., 1896, Wilkesboro; Autry, W. M., 1899, near Autryville; Aydlett, H. T., 1891, Beleross. Bagley, L. W., 1871-81; 1881-82, Chowan Institute; 1882-84, Scotland Neck; 1884-85, Wake Forest; 1885, Littleton; 1899, Vine Hill Academy, Scotland Neck; Bagwell, W. B., 1881-83, Holly Springs; 1883-86, Cary, died Nov., 1886; Baldwin, Moses, 1871-84, Forsyth County; Barbee, F. Q., 1899, Fuquay; Barbrey, A. G., 1876, Sampson County; Barker, B. D., 1886, Cana; 1891, Yates School, Chatham County; Barnes, E. T., 1892, Wilson Graded Schools, Principal; Barrett, R. C., 1900, Monroe Graded Schools, Principal; Barrett, W. C., 1896, Salem; 1900, Assistant in Buie's Creek Academy; Beach, C. M., 1902, Dell School; Beach, W. L., 1904, Atlantic Institute, Morehead City; Beal, W. J., 1898, Pendleton; Beam, J. A., 1885, Roxboro; Jan., 1888, Bethel Hill Academy; Beasley, L. A., 1895-96, Wilson Military Academy; Beckwith, E. G., 1882, Olive Chapel; 1885-87, Clayton; Beebee, C. N., 1894, Mapleville; Beeker, S. J., 1897, Davie County; Betts, A. L., 1889, Leaksville Practical High School; Bennett, J. M., 1895, Michael, Davidson County; Bickett, T. W., 1889, Winston Graded Schools; Biggs, Richard, 1898, Durham Graded Schools; Bivens, W. C., 1904, Wingate; Bland, D. H., 1904, Oxford Graded Schools; Blackwood, A. D., 1858-78, Cary; Blanchard, C. W., 1891, Morrisville; Bland, William, 1876-79, Harrell's Store, Sampson County; Blount, E. E., 1884-90, Robeson and Haywood counties; Bobbitt, E. C., near Philadelphia Church, Nash County; Bolin, A. J., Claremont College, Hickory; Boone, T. D., 1865-72, Hertford County; Booth, J. N., 1889, assists. J. M. White, Apex; Bostic, W. D., Orange Grove Academy, Orange County; Boushall, J. D., 1886, Stanly County; Bowling, E. H., Bowling Academy, Principal; Boyles, S. F., 1894, Stanhope Academy; Bradley, J. N., 1899, Penrose, Transylvania County, 1903-04, Franklin; Bradshaw, W. R., 1892, Moravian Falls; Bradsher, W. A., 1899, Roxboro; Brandon, G. T., 1901, Orange Grove Academy, Orange County; Brewer, John Bruce, 1868-80, Maple Springs; 1882, Chowan College; Brewer, S. W., 1871-73, Granville County; Bridges, J. A., Cleveland County; 1892, Mt. Pleasant Academy; Briggs, T. H., Jr., 1896, Elizabeth City, Atlantic Collegiate Institute; Brinson, S. M., 1891, New Bern Graded

Schools; Britt, E. J., 1900, Robeson County; Britton, N. W., 1901, Woodland; Brooks, C. V., 1896, Lemon Springs; 1900, Holly Springs; Brunt, William, 1889, 1897, White Oak, Bladen County; Buchanan, L. T., 1876-77, Wilton; 1877-81, Durham; 1882-85, Wake County; 1885-88, Hamilton; 1888, Durham; 1892-96, Creedmoor; Buchanan, T. C., 1888, Cullowhee; 1889, Pigeon River, Haywood County; 1891, Globe Academy; Buff, J. T., 1902, Ellenboro; 1903, Pilot, Franklin County; Burns, W. D., 1897, Morehead City; 1899, Piedmont High School, Lawndale.

Caddell, J. C., 1878, Forestville; 1888, Wake Forest; Cale, John T., 1903, Jackson, Principal; Cannady, A. B., 1903-04, Franklinton; Campbell, J. A., 1886, Buie's Creek Academy; Campen, J. H., 1905-06, Duke, Harnett County; Cannon, L. S., 1890, Hartland, Caldwell County; 1890, Warsaw; Carlton, P. S., 1899, Elizabeth City, Atlantic Collegiate Institute; Carlyle, J. B., 1887-88, Lumber Bridge; Carmichael, W. L., 1888-89, Royall, Franklin County; 1889-91, Cana; 1891, Fair Bluff; Carpenter, M. O., 1894, Reynoldson; resigns, April, 1896; Carrick, Thomas, Lexington Seminary, Principal; Carroll, L. T., 1882, Morrisville; Carter, R. H., 1894, Fair Bluff; resigns Feb., 1896; Cates, H. M., 1867-68, Rock Spring, Orange County; 1888, New Hill; 1899, near Morrisville; Caudle, T. L., 1896, Waxhaw; Chaplin, Spencer, Jr., 1895, Columbia; 1902, Littleton High School, Principal; Chappell, H. A., Youngsville; Chappell, L. N., 1882, Booneville; 1889, Forestville; Clark, F. D., 1874-87, Lenoir; Clifford, J. C., 1892, Warsaw; 1893, Wakefield, 1895-96, Dunn, Principal; Cobb, Collier, Wilson Graded Schools, Superintendent; Coggins, G. W., 1904, Ashpole; Cole, J. W., 1905, near Lexington; Coffee, E. S., 1890, Sugar Grove, Watauga County; Cooper, Fleet R., 1878-82, Warsaw; 1882, Clinton Graded School and Collegiate Institute; Copple, H. E., 1887-90, Rock Rest Academy, Union County; 1894, Union Institute; 1895, Rock Rest; 1898, stopped teaching; Cornwell, J. L., 1895, Spring Hope, with M. A. Griffin; Cottingham, J. L., 1887, Wakefield; Council, T. C., 1896, Holly Springs, Wake County; Covington, H. R., 1889, Wilson; 1890, Goldsboro; 1891, Fayetteville; Craven, H. E., 1903, Selma Graded School; Criteher, B. A., 1904, Franklin County; Cullom, J. R., 1904-05, Bunn School, Principal; Crocker, E. L., 1890, Ashboro; 1891, Middleburg; Crocker, J. R., 1890-91, Auburn; 1891-92, Stem (Tally Ho); 1892 to March, 1897, Turlington Institute, Smithfield; Crudup, C. P., 1890, Military Academy, Scotland Neck; Curtis, Jesse W., 1905, Assistant Lenoir Academy.

Daniel, W. B., 1892, Louisburg; Day, F. W., 1892, Walnut Cove; Daugherty, D. D., 1905, Appalachian Training School; Davis, D. A.,

1889, Auburn; Davis, J. M., 1880-82, Morgan Hill Academy; Devenny, J. V., 1895, Youngsville, Principal; Dew, R. J., 1899, St. Paul's; Dowd, J. E., 1905, Leesville, Wake County; Dowd, W. C., 1891, Charlotte Graded Schools; Dowell, Spright, 1896, Aulander; Dry, M. B., 1896, Wingate, Principal; 1898, Cary; Dunford, J. C. C., 1892, Fairview; Dunn, J. H., 1868, Forestville.

Early, B. G., 1900, Brunswick County; Early, E. F., 1893, Nashville; Early, H. W., 1895-96, Warren County; Liberty-Piedmont High School, Wallburg; Early, W. W., 1889-90, Wadesboro; Eddins, E. F., 1885-86, Franklinton; 1886-87, Berea, Granville County; 1887-98, Palmersville (Yadkin Mineral Springs Academy); Edwards, A. J. 1888, Military Academy, Scotland Neck; Edwards, G. F., 1900, Asso. Principal, Salemburg; 1901, Carbonton; 1904, Principal, Salemburg; Edwards, O. T., 1875-77, Pleasant Lodge Academy, Alamance County; 1880, Mt. Vernon Springs Academy; 1905, Associational School, Mt. Vernon Springs; Ellington, E. P., 1886-87, Liberty; 1889, Madison; Emerson, A. J., 1867-71, Mt. Vernon Springs, Chatham County; Exum, W. P., 1896, Asheville Graded Schools.

Falls, B. T., 1903, Shelby; Fennell, J. G., 1865-71, Sampson and New Hanover counties; Ferrell, W. J., 1882-84, Wilton, Morris Academy; 1884-92, Wakefield; 1901, Pee Dee Associational Academy, Wadesboro; Finch, G. L., 1888, Crowell's; 1889, Greenville; 1890, La Grange; Flack, H. E., 1901, Lincolnton; Flack, R. E., Associational High School, Burnsville, Principal; Fleetwood, J. L., 1882, Woodland Academy; 1895, Severn Academy; 1898, Woodland; Fleming, J. L., 1889, Hamilton (with J. E. Tucker until 1891); Foote, G. A., 1900, Oak Ridge Institute; Fort, Isaac, 1883, Sampson County; Foushee, H. A., 1889, Selma Academy; 1890, Charlotte; 1890-91, Durham; Foushee, W. L., 1894, Roxboro; Fowler, E. B., 1903, Monroe High School, Principal; Fowler, John E., 1891, Sampson County; Fry, W. F., 1894, Carthage, Principal; 1896, Vandemere; Francis, W. J., 1905, Clyde (Haywood High School, near Waynesville).

Garland, W. A., 1892, Acting President Judson College; Garner, S. E., 1900, Lenoir High School, Principal; Garrett, C. P., 1896, Shiloh, Camden County; Garrison, G. M., 1905, Reed's; 1906, Graded School, Richland; Garvey, J. H., 1873-74, Forestville; 1875-78, Jefferson; Gentry, A. C., 1903, Assistant Yadkin Valley Institute; Gilmore, W. M., 1891, Pockett High School, Moore County; Goode, C. T., 1905, Oxford Graded Schools. Principal; Goode, W. E., Bethel Hill Institute, Leaksville, Assistant; Graves, C. D., 1892, Hertford; 1895-96, Edenton. resigns May, 1897; Green, A. C., 1878, Jubilee, Davidson County; Green, E. L., 1903, Liberty Association High

School, Wallburg; Green, J. E., 1892, Bostic; 1895, Ronda, died summer, 1895; Green, R. S., 1883-84, Davie County; Greene, G. W., 1877-90, Moravian Falls Academy, Wilkes County; Gregory, J. G., 1891, High Point Male Academy; 1891, Gliden; Griffin, E. A., 1898, Georgeville; Griffin, J. L., 1896, Liberty; 1899, Siler City; Griffin, M. A., 1895, Spring Hope (with J. L. Cornwell); Gullede, W. D., 1882, Anson County, died October, 1885; Gulley, N. Y., 1879-81, Raleigh; 1881-82, Smithfield; 1882, Franklinton; February, 1893, gives up teaching.

Hairfield, C. R., 1896, Bethel Hill; Hall, S. W., 1898, Mars Hill College; Hamrick, G. P., 1885, Cleveland County; Hannah, W. J., 1891, Cattaloochie, Haywood County; Hardesty, Irving, 1892, Wakefield; Harp, J. S., 1880-86, Millbrook; Harrell, G. P., 1889, Yadkin Valley Institute, moved from Booneville to Jonesville, October, 1890; 1891, Trap Hill; 1895, Forest City, Joint Principal; Harris, A. P., 1892, Wadeville; 1894-95, Troy; Harris, E. P., 1897, Montgomery County; Hassell, B. F., 1888, Westfield High School; Hasty, S. G., 1903, Stanly County; 1904, Churchland; 1905, Jubilee; Haywood, C. L., 1891; Bryson City; 1893, "Select Group," Statesville; Heck, W. H., 1897, Raleigh; Henderson, J. J., Salem High School, Principal; Hendren, F. B., 1888, Mt. Gilead; 1891, Cedar Run Academy, Alexander County; 1889, Winston Graded Schools; 1890, Dillsboro, Jackson County; Hendren, J. J., 1885-91, Cedar Run Academy; 1891, Belvoir Academy, Sampson County; 1904, Orrum High School; Hendren, J. W., 1885-90, Cedar Run Academy; 1890, Moravian Falls, assistant; Henderson, W. R., 1888, Brushy Mountain; 1889, Horton; 1890, Mulberry; 1891, Dockery; Henly, J. M., 1902, Guilford County; 1904, Eagle Rock, Wake County; 1905, near Sanford; Herring, J. P., 1888-91, Oxford, Pender County; Wake County; Hicks, J. R., 1883, Stanhope; 1885, Eagle Rock; 1891, Berea; Hilliard, E. E., 1883-88, Vine Hill Academy, retired February, 1888; Hilliard, J. M., 1875-79, Wake County; Hobbs, E. M., 1894, Principal Clinton Collegiate Institute; Hobbs, W. A., 1894, Harrell's Store, Principal; Hobgood, F. P., 1869-71, Reidsville male Academy; Hobgood, F. P., Jr., 1894-95, Asheville Graded Schools; Holding, J. M., 1895-96, Mars Hill College; Holding, W. W., 1885, February, 1888, Harrell's Store; 1888, Sanford; Holleman, A. T., 1895, Ascend, Chatham County; Honeycutt, S. J., 1898, Rougemont; 1901-02, Marshville; Horne, I. A., 1903, Graded Schools, Swan Quarter, Superintendent; Horne, S. R., 1866, Clayton; Howard, A. T., 1895, Salem Academy, Principal; Howard, C. C., 1905, Salemburg; Howard, Jack C., 1898, Oxford; Howell, A. T., 1888, Bladenboro. Galeed; 1889, Reynoldson Male

Academy; 1890, Piong; Hufham, J. D., Jr., 1896, Bladenboro; 1898, near Louisburg; Hufham, T. M., 1889, Lumber Bridge; 1890, Mars Hill College; Hunter, J. R., 1885, Apex, Principal; Rutherfordton (severs connection January. 1888).

Ives, S. A., 1903, Siler City, Principal; Irvin, J. Y., 1900, Stanly County; 1901-02, Cherryville; 1905, Hollis' School, Principal.

Jarvis, J. N., 1900, Mars Hill College, leaves teaching for law; Jenkins, C. H., 1904, Kinston Graded Schools; Jenkins, L. L., 1886-87, Gastonia; Johnson, J. E., 1897, Jonesville; Johnson, N. D., 1878-83 (April), Fair Bluff; Montpelier, Richmond County; 1884, Apex; 1894, Whiteville; 1895, Red Springs; 1897, Fair Bluff the second time; Johnson, P. W., 1889, January, Warsaw; Johnson, R. P., 1879-80, Rocky River Academy, Chatham County; 1880-81, Sylvan Academy; 1881-88, Mt. Vernon Springs Academy; 1890, Thompson School, Siler City; Dec. 30, 1901, Blue Ridge Institute, N. Wilkesboro; 1904, Mt. Vernon Springs Academy; 1905, Pittsboro High School; Jones, Claude M., 1890, Millred, Edgecombe County; Jones, G. E., 1880, "Teacher"; Jones, L. H., 1889-90, Stanhope; Jones, M. A., 1882, with Duckett at Apex; 1883, Apex, Principal; Joyner, L. H., Jr., 1892, Stanhope, with A. A. Pippin.

Keeble, C. B., 1901, Winton; Kesler, J. L., 1891, Beaver Creek, Ashe County; King, G. R., 1897, Rockingham High School, Principal; 1901, Graded Schools of Wilson, Principal; King, T. H., 1898, Cedar Rock; 1898-1900, Franklinton; 1900-01, Chase City, Va.; 1901-03, Avden; 1903-05; Kitchin, W. W., 1884-85, Vine Hill Academy; Kittrell, J. C., 1893, Hertford; 1897, Edenton; Kornegay, W. H. S., 1884-86, Richlands.

Lewis, E. B., 1887, Davie County; 1891, Asheville Graded Schools; Lineberry, G. E., 1897, Ashpole Academy; 1901-05, Winterville, Neuse Baptist Association High School; Lineberry, R. B., 1888, Rocky Mount; 1889, Sanford; 1894, Fair View, Chatham County; Little, W. F., 1883, Zoar, Union County; Long, Hugh, 1895, Wakefield; Locke, C. C., 1905, Wake County; Lucas, J. W., 1880, Princeton.

McCall, W. A., 1899, Forest City; McIntosh, C. M., 1897, Autryville; 1899, Rowland; 1900, Vine Hill Academy; McIntyre, S., 1893, Louisburg Academy, Principal; McNeill, R. H., 1897, Wilkesboro; McNeill, W. L., 1891, Montpelier; 1894, Galatia; 1895, Sandy Creek Association Academy, Mt. Vernon Springs.

Malloy, W. B., 1884-86, Mingo Academy; Manning, F. H., 1887-88, Scotland Neck, resigns January, 1889; Marsh, R. D., 1904, Jefferson; Marshall, W. F., 1884-86, Fair Bluff; 1886-89, Globe Academy; 1889-90, Lenoir; 1890, Gastonia; Martin, C. H., 1875, Rolesville; 1882,

Lumberton; 1885, Palmersville, Yadkin Mineral Springs Academy; Mason, B. K., 1891, Chalk Level, Harnett County; 1893, Apex Academy, Principal; Mason, J. A., 1893-94, Jefferson; 1887, Matthews, W. J., 1887-88, Shawboro; 1888-90, Jerusalem; 1890, Greenville Male Academy; 1891, Wadesboro; 1894, Spring Hill Academy; 1895, Laurinburg; Merrell, G. L., 1894, Franklinville Academy; Merritt, F. L., 1889-90, Warsaw; 1890-91, Bayboro; Middleton, E. L., 1889-90, Wilson Collegiate Institute; 1890-91, Wilson Male Academy; 1898, Cary; Mills, J. H., 1885, January, Thomasville; Mitchell, Wayland, 1891, Aulander; Montgomery, W. A., Jr., 1894, Buie's Creek Academy; Moore, H. C., 1890, Cove Creek, Watauga County; Moore, R. L., 1892, Amherst Academy; 1897, Mars Hill College; Moore, W. M., 1898, Amherst Academy, Principal; Mull, O. M., 1902, Hayesville, Clay County; Mumford, E. F., 1905, Blind Institution, Morganton.

Nanney, J. H., 1906, Garden City High School, McDowell County; Neal, W. H., 1870, Teacher; Newton, C. C., 1870-78, Sampson County; Newton, J. B., 1884-91, Aulander; 1891, Fork Church; 1890, Concord; Newton, P. L., 1904, Piedmont Academy, Cleveland County; Norman, J. L., 1882, Scuppernong, Washington County; Nowell, W. C., 1865-80, Clayton; 1885, Smithfield; Nye, F. C., 1900, Merry Oaks; 1905, Winterville.

Oates, J. A., 1891, Autryville Academy, resigns; Oates, W. T., 1887-91, Mt. Olive; Olive, W. S., 1889, Olive Chapel; Oliver, W. B., 1882-84, Sampson County.

Page, H. F., 1905, Buie's Creek Academy; Palmer, C. L., 1897, Palmerville; Palmer, C. M., 1888, Palmerville; Parham, B. W., 1904, Collegiate Institute, Elizabeth City; 1905-06, Liberty Association School, Wallburg; Parham, E. T., 1880, Ashpole; Parker, C. J., 1890-91, Tarboro Graded School; 1891, Raleigh; Parker, V. O., 1896, Atlantic Institute, Beaufort; 1902, Haywood High School, Clyde; Parker, W. C., 1865-89, Hertford County; 1889-95, Seaboard Academy; 1896, Wake Forest Academy; Paschal, G. W., 1892, Goldston; Paul, C. P., 1897, Vandemere Academy; Payseur, J. J., 1895, Matthews; Pearce, E. Delke, 1904, Raeford; Peeler, C. N., 1901-02, Selma Graded School; Peterson, O. J., 1892, Burgaw; 1896, Ronda (succeeds J. E. Green); 1901, Lumberton; Phillips, B. H., 1881-82, Fork Church, Davie County; 1884, Reidsville, Asst.; Pickett, H. S., 1887-88, Neuse; 1888, Sanford; January, 1889, Rocky River Springs, Stanly County (Silver Springs); Pippin, A. A., 1859, Stanhope; Pitchford, J. A., 1865-68, Warren County; Pittard, D. A., 1887-90, Allendale, Person County, near Roxboro; Pittman, A. M., 1880-81, Hillsboro and Hamil-

ton High Schools; Pittman, R. L., 1905, Barnesville; Powell, R. B., 1896, Rutherford Military Institute; Powell, W. F., 1899, Fruitland; Price, J. P., 1888-89, Sterling, Robeson County; 1889, Bloomingdale High School; Prince, D. M., 1895-1900, Vine Hill Academy, Scotland Neck; Pritchard, L. L., 1884-85, Willard, Ashpole.

Ragsdale, W. H., 1880-82, Scotland Neck; 1884, Greenville; 1887, County Line Academy; Ranes, L. N., 1882-85, Smithfield, Selma; 1885, Rolesville; Ray, B. W., 1881-82, Wake County; Ray, John E., 1896, North Carolina State School for Blind; Reaves, E. S., 1894, Aulander, Principal; Rhodes, A. E., 1865-78, Teacher in North Carolina; Richardson, H. J., 1891, Shiloh, Camden County; Richardson, J. B., 1868-71, Lilesville; 1871, High Point; Rickman, M. L., 1889, Bryson City; Rogers, W. A., 1900, Greenville Male Academy. Principal; Rominger, C. A., 1879-82, Fork Church Academy, Principal, Dentistry, 1882; Ross, G. H., 1895, Oakdale, Alamance County; Rosser, W. O., 1900, Philadelphia, Nash County; Royall, R. E., 1870, Raleigh, Louisburg; Royall, L. T., 1905-06, Rowland; Royall, William, 1896, Antioch High School, Buncombe County; 1905, Deaf, Dumb and Blind Institute, Raleigh.

Sams, A. F., 1897-98, Cary; 1898-99, Marshville; 1900, Cary (succeeds Middleton); October, 1903, leaves school for law; Sams, H. L., 1898, Mars Hill College; 1900, Sylva; Sams, O. E., 1898, Bald Creek, Yancey County; Sanderlin, G. B., 1899, Pinnacle Academy; 1900, Rocky Mount; Sanders, Z. P., 1891, Cumberland County; Sapp, C. P., 1895, Mars Hill College; Saunders, J. R., 1905, Mt. Moriah Academy, near Auburn; Saunders, J. T., 1888-91, Lilesville; Savage, W. V., 1884, Westfield High School; February, 1886, leaves Westfield for Centennial Graded School, Raleigh; 1886, Henderson Male Academy; Scarborough, C. W., 1877-78, Forestville; 1895, Male Academy, Murfreesboro; Scarborough, J. C., 1869-70, Forestville; 1871-76, and 1886, Selma; Seawell, H. J., 1891, Teaching; Seawell, R. H., 1875-86, Maoshanner; 1886, Creeks, Randolph County; Sentelle, R. E., 1901, Wakefield; Setzer, A. W., Atlantic Institute; Shaw, H. M., 1889-90, Edenton; 1890-91, Hertford; Shepherd, 111., 1897, Bladenboro; Sherwood, A. C., 1903, Leesville Academy, Wake County; Shields, J. P., Vine Hill Academy; Sigmon, C. A., 1904, Cary; Simmons, T. J., 1883-84, Fayetteville; 1884-90, Durham; Singletary, J. I., Bladenboro Academy; Smith, C. A., 1882-89, Sanford; Smith, C. A., II, 1906, Clement, Sampson County; Smith, C. L., 1884, Raleigh Male Academy (Fray and Morson); Smith, J. E., 1889-91, Reidsville; 1891, Mt. Olive; Smith, J. W., 1897, Forest City; Smith, W. A., 1895-96, Cedar Rock Academy, Nash County; Sorrells, W. W. T.,

1901, Sylva Collegiate Institute; 1902, Wilton Academy, Principal; Spainhour, J. F., 1885-86, Globe Academy, Principal; Speas, J. L., 1874-75, Germantown; Speas, L. A., 1876-77, East Bend; Speer, W. O., 1899, Claremont College, Hickory; Spence, J. Paul, 1892, Warrenton; 1901, New Bern Graded Schools, Principal; Spence, J. W., 1899, Rich Square; Spencer, C. H., 1871, Duplin County; Spencer, J. A., after 1867, Camden County; Spilman, J. B., 1890-91, Morson and Denson, Raleigh Academy; 1891, Glen Alpine; Stafford, W. F., 1902, Blue Ridge Institute, North Wilkesboro; Staley, C. M., 1897, Sanford; 1905, Ashboro Graded Schools; Stallings, N. P., 1885-87, Falls of Neuse; 1887-88, Granville County; 1888-90, Roger's Store; Stancell, W. M., 1902, Weldon Academy, Principal; 1903, Smithfield; Stephenson, G. T., 1902, Pendleton; Stewart, J. A., Monroe High School; Story, H. L., 1904, near Ahoskie; Stokes, J. G., 1890-91, Duplin County (1888, Magnolia, Burgaw); Stout, Jesse, 1871-75, Wilkes County; Stringfield, O. L., 1882, Wakefield Academy; Swain, S. D., 1889, Yadkin Valley Institute, Booneville (with G. P. Harrill); 1890, October, moves school to Jonesville; Sweaney, J. T., 1880-82, Person County; Sykes, W. R., 1897, Grantsboro; 1898, Lasker High School.

Tatum, S. O., 1859-69, Davie County; 1867-68, Union Academy, Farmington; Tayloe, J. W., 1886-87, Windsor; Taylor, A. B., 1886-87, Monroe; Taylor, C. R., 1898, Wanchese High School; Thompson, G. C., 1889, near Wake Forest; March, 1890, Louisburg; Thompson, O. F., 1886-88, Forest City; Buncombe County; 1898, Candler High School; Timberlake, E. W., Jr., 1901-03, Oak Ridge Institute; Tolar, J. N., 1896-99, Grady, Robeson County; Toon, T. F., 1892, Fair Bluff; 1893-94, Robeson Institute (1900, State Superintendent of Public Instruction, Majority, 60,000); Trantham, Harry, 1903, Oak Ridge Institute; Trotman, J. W., 1883, Gates County; Tucker, J. E., 1889, Hamilton; 1890 Selma (resigns March, 1901, Medicine); Turner, J. C., 1899, Durham Graded Schools; 1902, Oxford; Tyler, W. H., 1902-05, Goldston.

Underwood, S. A., 1901, Asso. Principal. Salemburg Academy; Utley, C. H., 1899, Cana, Davie County.

Vann, J. J., 1877, Scotland Neck; Vann, L. L., 1888, Franklinton; Vann, P. S., 1905-06, Robeson Institute, Principal; Vann, R. T., 1873, Scotland Neck; Varser, L. R., Grady; 1899, Robeson County; Vernon, C. R., 1881, Brushy Fork, Person County; Vernon, H. W., 1904, Mooresboro; Vernon, J. H., 1876-78, Cedar Grove, Orange County.

Waff, T. E., 1872, Nash County; 1882, Reynoldson (with brother); Waff, W. B., 1880-82, Abbott's Creek; 1882-83, Wauglitown; 1883-86,

Reynoldson with brother; February, 1887, to do only preaching; Walker, T. R., 1878-89. Warren County; Ward, Everett, 1883-86, Ashpole (retires November, 1885); Ward, G. W., 1890-91, Elizabeth City (with Mr. Sheep); Watson, J. W., 1886, Assistant, Mt. Vernon Springs Academy; 1889, Fair View, Chatham County; Watson, W. F., 1888-89, Thomasville; Weaver, C. P., 1906, Graded School, Reidsville, Principal; Weaver, R. W., 1893, Greensboro Graded Schools; Weeks, C. D., 1895, Elizabeth City, Atlantic Collegiate Institute; Wells, C. G., 1891-95, Warsaw; Westfield, J. T., 1865-67, Southport; White, J. A., 1874-82, Cedar Run, Alexander County, Shelby; 1901-02, Taylorsville Collegiate Institute, Principal; 1905, Lenoir Academy; White, J. E., 1890, Wrendale; 1891, Mars Hill College; White, J. M., 1859-62, 1876-83, Clayton; 1872-76, Raleigh; 1883-88, Holly Springs; 1888-89, Apex; White, J. R., after 1870, Aulander; White, J. S., 1906, Aulander Graded School, Principal; White, R. B., 1893, Lanefield Academy near Warsaw; 1894, Franklinton, Principal; Williams, C. B., 1893-96, Winton Academy; Williams, H. T., 1886-87, Gatesville; 1882. Halifax County; Williams, Jesse A., 1901, Asso. Principal, Wingate; Williams, S. E., 1881-83, Yanceyville, Lexington; Willis, Judson, 1904, Selma Graded School; Willoughby, M. J., 1882-84, Wilson County; Wilson, Claude W., 1895, Vine Hill Academy; 1902, Graded Schools, Rocky Mount; Wingate, W. J., 1879-80, Granville County; 1880-81, Sampson County; 1881-83, Pantego; Womble, E. L., 1898, Sandy Creek Association School, Mt. Vernon Springs Academy; Woodhouse, W. W., 1904, White Oak, Bladen County; Wooten, W. E., 1884-85, Snow Hill; 1885-88, Pollocksville; Wray, B. W., 1892, Leaksville.

Yarborough, J. H., 1870-90, Forest City; 1890, Trap Hill; 1897, Forest City; Yates. A. M., 1894, Winton; 1893, Ewing Academy; 1895, Apex, Principal; 1900, Sandy Creek Association School, Mt. Vernon Springs; Yates. J. E., 1894, near Auburn; 1896, Stanhope Academy.

THE BOARD OF EDUCATION, 1862-1915

Until the suspension of the exercises of the College in May, 1862, the Board of Managers of the Baptist State Convention had the function of approving and supporting such ministerial students of the College as needed aid. Of this an account has been given in Chapter XXXVIII of the first volume of this work.

A change, however, was made at the meeting of the Convention with the church at Wake Forest, October 29 to November 3, 1862, when by unanimous vote it was ordered that there should be two boards, each of seven members, one the Board of Mission, and the other the Board of Education located at Wake Forest College, and as members of the Board of Education appointed Elders W. M. Wingate, T. E. Skinner, W. Royall, W. T. Walters, J. D. Hufham, W. T. Brooks, and Brother W. J. Palmer. Wingate, Royall, Walters and Brooks were of Wake Forest, the remaining three of Raleigh. This Board continued operations until the meeting of the Convention in Raleigh, December, 1914, when under the provisions of a "Simpler Plan," the Board of Education at Wake Forest College was discontinued, and another of like name but with enlarged functions was created and located at Durham for one year and then at Raleigh. As the active members of the Board created in 1862 were practically all residents of Wake Forest and most of them members of the College Faculty or Board of Trustees, and as the work of this Board in the years of its operation, 1865 to 1914, was closely related to, if not a part of, the work of the College, no history of the College would be complete that omitted an account of it.

For the first year after its creation the Board was inactive, but at the Convention meeting at Raleigh in October, 1863, in the discussion of a report on raising a fund for the education of wounded soldiers, the Convention voted that the Board of Education should employ an agent to solicit funds for this purpose, with the in-

clusion of the children of indigent and disabled soldiers as well.¹

The Board held its first meeting on January 30, 1864, and organized by electing Col. S. S. Biddle, president, and Elder W. T. Brooks, secretary, who reported at the next meeting of the Convention, that of Nov. 2-5, 1864, in Warrenton. The Board acted promptly, and made an effort to get Elder R. B. Jones of Hertford to undertake the work, but he had declined, and as they knew of no other fit man they had done nothing more. There was a more hopeful note, however, in the report of the Board by W. T. Walters, Secretary, at the meeting of the Convention with the church at Forestville, November 1-4, 1865, in which it was said:

Owing to circumstances which are well known, the educational enterprises of the denomination and the whole country have been in a great measure suspended. Your Board hail with pleasure the re-opening of this wide field of usefulness and urge its immediate re-occupation.

Nor was the Board long idle. On November 9, 1865, it held its second meeting, the first after the break in the clouds of war. Members present were: W. M. Wingate, W. T. Walters, William Royall, W. B. Royall, J. H. Foote, and A. F. Purefoy, all of whom except Purefoy had been members of the faculty of the College.² The Board formed a new organization by electing Elder W. T. Brooks, president and W. B. Royall, secretary. It had several presidents. The presidents in order in addition to those already named, were Rev. R. T. Vann, April 29, 1884, to December 8, 1884, and W. L. Poteat, December 8, 1884, until December, 1914; but so long as it remained at Wake Forest, 1865-1915, Dr. W. B. Royall except when absent, was its

¹ The resolution, introduced by Rev. N. B. Cobb, is worthy of record; it reads: "*Resolved*, That the Board of Education be instructed to appoint an agent to canvass the State, and to solicit funds for the education of children of indigent, deceased and disabled soldiers, to invest such funds in any way that they may deem proper, and to report at the next meeting of this body."

² The absent member was W. J. Palmer of Raleigh.

secretary.³ His minutes are models of neatness, conciseness, and accuracy. The Record Book for the years 1864-1910, and another, 1910-14, are in the College Library.

At the first meeting the Board revealed the spirit that afterwards characterized it, when as its first action "it was determined that all applications for admission to Wake Forest College of young men who have dedicated themselves to the work of the ministry be favorably entertained by the Board." Though it often felt the stringency of the several periods of financial depression and panic of the next half century, as is evident from many expressions in the minutes, the Board never failed to show itself ready to help all worthy applicants to the extent of its ability, and often beyond its ability. It was sometimes necessary to ask a student to wait until the funds in hand justified aid to him, but very few appealed to the Board in vain. How much in earnest the members of this Board of 1865-66 were may be judged from the fact that at their meeting on February 12, 1866, they voted that they would be personally responsible for the board of beneficiaries.

This interest of the Board was soon followed by a like interest among the Baptists of the State. Professor W. B. Royall, secretary of the Board of Education, found as many as six applicants in one Association, while Professor W. T. Walters, Corresponding Secretary of the Convention, stated that he could easily find fifty in the State and that if they were educated and ready for the work a hundred places were open for their labors. In pressing the obligation of the Baptists of the State to provide for the education of these young men, Dr. T. H. Pritchard said:⁴

Now brethren, it does seem to me that if God has put it in the hearts of this large number of young men to preach the Gospel, and the churches fail to prepare them for this work by affording them the means of an education, God will send a curse upon us, the consequences of which are fearful to contemplate. When we consider how vast is

³ In the year 1903-04, during Dr. Royall's absence in Europe, G. W. Paschal served as secretary.

⁴ *Biblical Recorder*, October 21, 1868.

the harvest and how few are the laborers, I stand appalled at the stupendous magnitude of the sin we shall commit in not qualifying these Young men to go forth as ambassadors of Christ.

Many only less fervent appeals were made by others for the same object, but by no one was the need of a greater number of educated ministers more clearly seen than by Dr. W. T. Walters, Secretary of the Convention. At his own expense he supported one beneficiary at Wake Forest College and his interest was shared by some members of the faculty and others at Wake Forest, so that Dr. Pritchard declared that "the church at Wake Forest is the most liberal in the State, not only in regard to this, but in respect to all our benevolent enterprises."⁵

The Beulah Association, always a strong supporter of the College, had its own beneficiary, H. A. Brown. The Charlotte Church made a contribution of thirty dollars for Columbus Durham of that Association. There were many large individual contributors. A lady of Hillsboro gave a handkerchief and gold pin. The ladies of the Wilmington church sent a box of valuable clothing; on several occasions churches sent flour, hams and cheeses, and other foodstuffs. The amount of cash contributed, however, remained distressingly small.⁶ Doubtless much was done privately that was not reported to the Board of Education. For instance the Euzelian Society, for a period of four years, beginning with February, 1867, contributed regularly to the support of G. W. Greene, taking care of his wardrobe as well as of his other expenses.⁷

AGENTS

From the first the Board realized that it would need an agent to secure funds for its functioning. In their meeting of November

⁵ *Biblical Recorder*, October 21, 1868.

⁶ "The mass meeting on Education gave us some good speeches, some good pledges, and a little (but very little) money. Let it be remembered that neither pledges nor 'much speaking' can feed hungry students. For them a ham of meat is much better than a fine oration; a dish of cabbage is better than a Dutch joke." *Biblical Recorder*, November 11, 1868, editorial report of meeting of Convention.

⁷ Minutes of Eu. Soc. for these years. W. H. Pace took a leading part in caring for the wants of Greene.

9, 1865, they chose Dr. W. M. Wingate for this work at a salary of \$700 a year. There is nothing, however, to indicate that Dr. Wingate made any canvass for funds or received any salary: he did however, write for the *Biblical Recorder* urging the support of the beneficiaries.⁸

This seems to have been the extent of Wingate's services as agent of the Board. After January, 1867, he was again at his post as president of the College. But the Board continued to feel the need of an agent. Failing to find one the Board on June 26, 1867, asked their president, Dr. W. T. Brooks, to represent their interest before the public and to secure what funds he might be able by correspondence. This he did with much zeal and tolerable success.⁹

In the year 1866 the report to the Convention showed collections of only \$236.90, and expenses of \$607.50, leaving an unpaid balance of \$370.60. In 1867, five months after Brooks had begun his service, the report showed that all expenses had been paid and the debt reduced to about \$250. In April, 1868, Brother A. F. Purefoy was asked to act as agent for 20 per cent of collections, but worked only a few months, collecting \$41.05. In 1868 the report shows collections of \$1,097.23 and expenses of \$1,192.42.¹⁰

⁸ See articles in *Biblical Recorder*, February 22, 1866, and February 6, 1867. The following is from the first: "We have three brethren of piety and promise already here without means to secure an education. If brethren, when they read this, will at their next church meeting, collect and send on some ten or twenty dollars, young ministers can go on. I know that we have placed the sums low, but this has been intentional." In the editorial article of February 6, 1867, he said: "Several of our brethren have been addressed by different members of the Board of Education to secure if possible the funds necessary for the beneficiaries.... Brethren, in all seriousness we are greatly in need of funds. This is a day of cash transactions, and the Board cannot, if they would, extend their credit. The young ministers are here, awaiting your reply."

⁹ See the minutes of the Central Association for 1867, 1868. "He has zealously endeavored both by direct personal appeal and by extensive correspondence to relieve the Board of its pecuniary embarrassments, and to a certain degree his efforts have been attended with success. Pledges have been received from churches and individuals to an amount sufficient to sustain about three beneficiaries. These together with other contributions *in cash* reduce the indebtedness for the entire year to about \$250."

¹⁰ Among the collections for 1868, two contributions of \$50 each are credited

The number of beneficiaries had grown from three in 1866 to five in 1867, and eleven in 1868. Brooks continued in this service until November, 1868, when the Board of Education joined with the Board of Missions in the support of a common corresponding secretary, part of whose functions was to visit churches and associations and create an interest in the work of the Boards and solicit funds for their support. Dr. W. T. Walters, who was already serving as corresponding secretary of the Board of Missions, agreed to this arrangement, and served both boards until his retirement at the end of March, 1870. On his salary the Board of Education was to pay annually \$500. In his first year Walters made a remarkable advance, collecting from November, 1868, to November, 1869, a total of \$1,909.90.

Neither in this year nor in any of the other years of the early years of the Board were all the collections in cash. In the statements are credited at market value many gifts of flour, corn, fish, hams and other provisions.¹¹

The collections for 1869 were exceptional; for the next year, 1870, the total was only \$1,447.54 and the Board was in the distress indicated above. Probably this was partly due to the fact that Walters resigned at the end of March, and for the remainder of the year both boards were without a corresponding secretary. However, after some delay Dr. T. H. Pritchard, chair-

to James Poteat, one on January 28, the other on August 13, 1868. For evidence of Brooks's zeal see Minutes of the Central Association for 1867 and for 1868, and the Report of the Board of Education in minutes of the Convention of 1867.

¹¹ In the report for 1869 the following are among the gifts in kind credited: "One barrel of flour, per Wilson Williams, \$25.00." "86 lbs. hams, per John Watson, \$21.25." "One barrel fish, per John Wilson, \$122.00." "Two and a half bushels of corn, per Craven Williams, \$2.50." In the report for 1870 James Poteat, father of W. L. Potent, is credited with 2 barrels of flour, \$20.00, and W. H. Avera, a Trustee of the College and a merchant of Smithfield, with 2 barrels of flour and 2 boxes of cheese, \$47.50, and the Wilmington Baptist Church is credited with a box worth \$31.08. Gifts of hams and flour are more numerous than those of other provisions. Once, in the report of 1872, "valuable donations of clothing," are acknowledged, though no specific valuation is made.

man of the Mission Board, continued the work until the meeting of the Convention in November, 1870, when Elder J. D. Hufham was chosen for the post.¹²

As corresponding secretary of the Mission Board Hufham continued in that relation to the Board of Education also. He was with the Board at the meeting on January 12, 1871, at which time Professor W. B. Royall was appointed local assistant to him. He continued to serve both Boards until November, 1874, when he resigned as secretary of the Mission Board. For the first two years, the collections \$1,008.91 in 1871, and \$1,223.04 in 1872, though somewhat smaller than those of the two previous years, proved adequate, since certain economies were exercised in expending them; a club system of boarding was introduced and beneficiaries were instructed to get board at club rates: board in clubs was \$8 a month; room rent was 60 cents a month; washing \$1.00 to \$1.15. In this way the Board was able to support seven beneficiaries in 1871, thirteen in 1872, and all debts paid and the Board free from financial embarrassment. And the treasurer of the Board paid the bills monthly.

For the next two years, however, the reports were less encouraging. In September, 1873, began the great panic of that year and its effects continued until the close of 1874 or longer. Receipts of the Board fell to \$893.86 in 1873, and to \$930.31 in 1874, and though it continued to support thirteen beneficiaries for the year 1873, in the spring term of 1873-74 it undertook to support no more than nine, and only five of the fall term of 1874-75.

¹² In the fall term of 1870, with a debt of \$540 unprovided for and the future uncertain on the resignation of Walters the Board was left without an agent in the field to instruct the churches on the need of ministerial education, and manifested some discouragement, which is reflected in the report of Professor Royall to the Convention. He said: "We regret that our report cannot be more encouraging. Until the present year we had under our instruction as many as twelve beneficiaries.... So far from having even maintained our ground, we have sustained a serious loss, at this time there are but five brethren at Wake Forest College under our direction.... A crisis is upon us. The question arises: What shall be done? We cannot afford to have things go on as at present. A fresh impetus, based upon principle, must be given to the work, else our situation is hopeless and our enterprise must fail."

As a result of the rather gloomy report of the Board to the Convention of 1870, that body had instructed it to receive only so many beneficiaries as it had the money in sight to support. This order put the Board to its shifts. In accord with the suggestion of the Convention some worthy young men were received as ueneficiaries on the promise of individuals or Associations to provide for their support, among these being R. T. Vann and W. H. Connell, on November 16, 1870, shortly after the meeting of the Convention. Several others came with promise of associational support, but for all of them the collections by the corresponding secretary were not sufficient to provide; this rested on the hearts of the members of the Board and on October 1, 1872, they asked Taylor and Wingate "to solicit from churches and individuals funds and provisions for support of beneficiaries." Another expedient was the rather doubtful measure they adopted in June, 1873, when they refused to name any beneficiaries for the next year, on the ground that the Convention had instructed them in 1870 not to receive any beneficiaries unless the money to support them was in hand or in sight, and their treasury was empty. A set of resolutions were adopted setting forth these facts which were published in the *Biblical Recorder*, July 9, 1873, but they seem to have passed unnoticed. Considerable contributions had come in before the opening of the session, however, and one new beneficiary was received, and seven others were continued. Before the meeting of the Convention in November, thirteen were receiving aid.¹³ After much discussion on the report of the secretary to the Convention in 1874, some of it acrimonious, it was voted that the Board of Education be instructed to "receive every

¹³ In the report of the Board to the Convention of 1873, Secretary Royall, sought to allay any criticism that had arisen, saying that the Board had no fear that the Baptists of the State would not make provision for the beneficiaries, and that in point of fact they did so, and some weeks before the session opened he had notified the beneficiaries of their continuance. Later in the report, however, he calls attention to the deplorable fact that "the average amount contributed by the Baptists of North Carolina for ministerial education the past year, falls short of two cents per member, and that only about one church in ten has contributed at all to this object." This note of regret for lack of interest among the churches is found in other reports of Secretary Royall.

suitable applicant studying for the ministry." At this meeting Dr. Hufham resigned his post as corresponding secretary of both boards.

At a joint meeting of all boards of the Convention a month later, December 11, 1874, the Board decided to employ its own agencies, a policy which was continued until November, 1914, with much success.

The first agent under this new plan was Rev. C. T. Bailey, then pastor of the Baptist church at Warrenton, who was chosen for the work on December 29, 1874. His compensation was to be twenty per cent of collections, with expenses paid by the Board. He was recommended for the place by making the one cheerful speech on the report of the Board at the meeting of the Convention in November. With his election the Board regained something of its primal spirit. In five successive issues it ran an advertisement in the *Biblical Recorder*, asking young men purposing to become ministers to correspond with its Secretary, and asking pastors to furnish information regarding such. Bailey himself entered upon his work with his characteristic energy. According to the report of Secretary Royall to the Convention in November, 1875, "by personal appeals, and appeals through the *Recorder*, by extensive correspondence, and the enlisting of others as agents, he had the gratification of seeing the past session close with no debt on the Board, and with the number of beneficiaries considerably enlarged." ¹⁴ The treasurer's report for Bailey's

¹⁴ Bailey struck a new note in the *Biblical Recorder*; he appealed to the women of the churches, heading his first article, "A Word to the Sisters." He finds himself unexpectedly made the representative of the Baptist women of North Carolina. What an honor. It happened in this way: at the Convention, after the gloomy report of the Board of Education and the gloomy speeches he had taken a more hopeful view and in his zeal had stated that the pious women of the churches would gladly support all the young men whom God had called to preach the Gospel; he had pledged them to it. The brethren had believed him and elected him to the work of collecting the necessary funds. In full confidence that the women would do what he said the Board had invited all young ministers to come on, as much as to say, "Now see, sir, what the women will do." And he continued: "I have always liked to be introduced to ladies. Never saw the day that it did not make me feel better. I wish now that I knew at least one good woman in every Baptist church in the State. I would at once appoint her my agent to collect funds and pro-

first year, 1874-75, showed receipts of \$1,456.02; the number of beneficiaries was seventeen.

On July 28, 1875 Mr. Bailey had entered on his work as editor of the *Biblical Recorder*. Contrary to his expectation he found his duties as editor seriously interfering with his work as agent of the Board of Education,¹⁵ and at the first meeting of the Board after the Convention of that year had asked to be allowed to resign the agency. However, as the Board did not know where to turn to find another agent, at their earnest solicitation he consented to continue doing what he could, and remained until September 1, 1876.

Receipts were small during the spring of 1876. At the beginning of the year the Board had a debt of \$173, and in the spring term it was undertaking to support fifteen beneficiaries. In this situation Bailey made several strong appeals for help in the editorial columns of the *Biblical Recorder*, saying, on March 1, that unless the appeals met with response it would be necessary to advise the young men to go home, and he repeated this statement in stronger terms on March 22.¹⁶ Although only a few were stirred by these appeals and urgent requests by letters, those few did nobly. A Mr. Jerkins of New Bern, not a member of any church, sent five

visions for the young preachers, and authorize her never to let her pastor rest till lie preached about this great work; then the Board could with gladness receive all the young men who wish to preach, and wish to be educated that they may preach; from all parts of the State we are receiving applications. They are coming to college. Won't you, my sister, be a colaborer with me in supporting them?" That his appeal to the women of the churches was not in vain is shown by his acknowledgment of its value in the *Biblical Recorder* of August 4, 1875.

¹⁵ *Biblical Recorder*, August 4, 1875.

¹⁶ "Unless the friends of this Board bestir themselves and do something for it, we shall be under the necessity of sending the young ministers home. It is a simple calculation-there are fifteen young ministers in college; it costs eleven dollars and a half each to take care of them. This makes \$172.50 a month of absolute expenses. We were in debt last November; we have received very little since. What will you do? What shall we do? We are dependent upon you.... We know of few calamities that could befall us that would tell for ill and evil so long as the suspension of this Board would. But if we can't feed these brethren till June, they had better leave in time to make a support for themselves, and this is the time. We leave this to the few brethren and sisters who have to do everything for Christ that is done."

dollars and promised as much every year as long as he should live; a brother of Selma whose annual personal contribution was fifty dollars, made a collection in his church; the Ladies Sewing Society of the First Baptist Church of Raleigh raised \$125; Bailey thanked all.¹⁷

During the summer vacation the Board had made unsuccessful efforts to get temporary agents to canvass the State, and at the opening of the session, faced with a debt constantly growing larger, had thought best to limit the number of beneficiaries to six. Owing, however, to an unexpected turn of affairs the secretary was able to report to the Convention in November collections of \$1,718.31, and the rapid liquidation of much of the debt.

The unexpected turn mentioned above was the appointment on September 5, 1876, of Professor L. R. Mills as agent of the Board, "to operate in such places he deems best, his compensations to be 20 per cent of collections." He was also to make quarterly reports. On November 20, 1876, the Board appointed Rev. R. T. Vann, assistant agent of the Board in the Chowan section, his salary to be fifty dollars a month with traveling expenses paid by the Board, who, however, continued in the work only a few months. Professor Mills served as agent until February 13, 1880, when his resignation offered and laid on the table at the meeting of the Board on September 6, 1877, was accepted. Taking into the consideration the fact that he continued to perform his duties as teacher of mathematics in the College, and from January, 1877, the duties of bursar also, he had "wonderful success," as was said in the report of the Board in 1877. At the end of every quarter he made a detailed report of all collections and expenses, correct to a cent. Collections were reported as follows: in 1877, \$1,719.17; in 1878, \$1,699.94; in 1879, \$1,240.00. The falling off in the last year was due to protracted sickness in the family of the agent. In these years the number of beneficiaries in order was, 15, 13, 17. It is worthy of note that a new spirit of hopefulness came to the Board with the assumption by Professor Mills of the agency. It was well to have as agent a

¹⁷ *Biblical Recorder*, March 29, 1876.

professor in the College, one who was acquainted with the needs of the young ministerial students and felt a personal interest in them and sympathy for them. Only such a one could go out and impart that interest and sympathy to hearers and secure their cooperation and contributions. It was an ideal situation; the Board consisted for the most part of members of the College faculty; the beneficiaries were students of the College; all this made for harmonious functioning, which continued so long as this plan was followed.

In his canvass Professor Mills found that many Baptists of all degrees of prominence were opposed to giving denominational aid to young men studying for the ministry, a condition which had existed before and still continues to some extent. Writing many years later of his experience as agent ¹⁸ he tells of the difficulty of getting a hearing in some associations, and of other incidents of his canvass. He was a man of much moral force, sound common sense, and resourcefulness, and as agent he did much to disarm ill-will for the work. The following statement indicates something of his industry: "I usually left College Friday afternoon,

¹⁸ *Bulletin of Wake Forest College*, II, 171ff., in article "Forty Years in the Wilderness," Professor Mills writes: "It was up-hill work. The moderator of the first association I went to was opposed to the education of ministers, and would not allow me to discuss the subject before that body. The association met in a town, and as it did not hold night sessions, with the consent of the pastor of the Baptist church I announced a mass-meeting, on the subject for that night. We had a large audience, and Dr. Hufham led the discussion in his happiest vein. To closing he announced in his characteristic style that Professor Mills would now put on the 'rousements.' I did my best and we raised one hundred dollars, the moderator for very shame contributing a ragged ten-cent note.

"At another association I found two bright but indigent young men who felt it to be their duty to preach. Their friends wished our Board to help them go to College. The moderator was very much opposed to the education of ministers.... I made the best speech I could while the moderator frowned and squirmed in his chair. As I closed my talk I announced to the brethren that if they would raise half enough for the two I would raise the other half elsewhere. The partisans of both of the young men readily acceded to my proposition and we ran rough shod over the moderator. When the vote was put there was not a single 'No.' The moderator rose in his wrath and said: 'I wash my hands of the whole matter.' . . . I have not yet found time to write that moderator an apology for running over him. Indeed, I am not sure that I owe him one."

and on my return traveled the greater part of Sunday night and got to the College just as the bell would ring for my first recitation." In 1880 the increasing number of students in the College with a greater burden of work in the bursar's office compelled him to give up the service of the Board.¹⁹

The next corresponding secretary of the Board was Professor C. E. Taylor. He entered on his work February 13, 1880, and continued in it until December 8, 1884, when his duties as president of the College compelled him to resign. His qualifications for the place were obvious. He had long taken much interest in the education of young ministers; he had traveled much in the State as agent for the endowment of the College and was known in the churches and associations in all parts of the State and had the friendship, respect and confidence of the ablest and most progressive of their members. His success in the agency is indicated by the fact that during the nearly five years of his service there was a large increase in all departments of the Board's work. The number of beneficiaries and receipts were reported as follows at the Conventions of the years named: 1880, 22, \$1,539.95; 1881, 23, \$3,061.58; 1882, 28, \$3,141.80; 1883, 40, \$3,862.26; 1884, 42, \$3,458.47. The slight decrease in the last year's contribution was doubtless due to the pre-occupation of Professor Taylor with his duties as chief administrative officer of College.

It is impossible here to make any detailed narration of the contribution rendered by Professor Taylor as agent of the Board. Something of the enthusiasm inspired by the greater service may be seen in the following from his report to the Convention of 1881:

The receipts of the Board for the year have amounted to \$3,465.63. This is in advance of anything that has ever been done by the Baptists of North Carolina in a single year for this object. During the first eighteen years of the history of the Convention, the aggregate amount raised for the education of the ministry was \$3,718.09. This is only \$252.46 in excess of what has been contributed by the churches since

¹⁹ Professor Mills has a parting word in the *Biblical Recorder* of February 18, 1880, correct except as to dates.

your last meeting. Some idea of the growth of our work may be obtained from the fact that more young men have been aided in securing an education since your last meeting than during the first fifteen years of the life of the Convention.

In addition to that already mentioned another great advantage of having as agent one who was closely connected with the College became evident during the agency of Professor Mills and continued thereafter, which was that such an agent, as he visited churches and associations, came to know the young men who were purposing to become ministers; he could learn from those who knew them best of the character and ability and promise of each, their preparation for the college classes and advise them, gaining information about the applicants which proved of much value to the Board. There was none other that could do this work quite so well as a professor in the College.

Professor Taylor was expected to receive as compensation the twenty per cent previously voted, but he regularly returned to the Board about half his stipend, which with the larger collections was becoming considerable, \$600 a year or more; on November 2, 1881, the Board, doubtless at his suggestion, made the salary \$250 a year.

On the resignation of President Taylor on December 8, 1884, Rev. R. T. Vann, then pastor of the Wake Forest Baptist Church, was elected agent, or corresponding secretary, and served as such until January 1, 1888. At the Convention of 1885 the Board reported collections of \$3,656.58, and forty-two beneficiaries aided for longer or shorter periods, and the Convention raised, mostly in pledges, \$350 to liquidate the debt. In 1886 the report showed the number aided was forty-two, the same as the previous year, but collections fell to \$3,222.26. In 1887, however, collections were more than \$1,000 larger, reaching \$4,192.40, \$500 more than any previous year; thirty-nine young men had been aided, the debt had been paid and there was a small balance in the treasury.

In June, 1887, Dr. Vann had offered his resignation as agent, but on the request of the Board he continued to serve while a

successor was sought. This new agent was Dr. John Mitchell, who took up the work, January 1, 1888, and continued it until January 1, 1890. The number of the beneficiaries by years as shown by the reports to the Convention, was: 1888, thirty-nine 1889, thirty-six; collections for those years were \$3,776.20 and \$3,619.06. The Board was no longer able to receive all the worthy young ministers who appealed for aid.²⁰ For the year 1890 Professor J. B. Carlyle served as corresponding secretary, and reported collections of \$2,954.04, and forty-five beneficiaries.

The next corresponding secretary was Dr. W. R. Gwaltney, who at the time was pastor of the Wake Forest Baptist Church; he served until December 6, 1893. These were years of great financial depression but the number of beneficiaries retained about the same, being 40 for 1891; 42 for 1892; 38 for 1893; probably because of the financial stringency the applicants for aid were much more numerous. The collections for those three years were \$3,299.32, \$2,842.17, and \$3,235.69.

Succeeding Dr. Gwaltney as corresponding secretary was Dr. John Mitchell, who for the second time assumed the agency of the Board, and continued as such from January 1, 1894 until June 4, 1901. It was thought at the time that the Board should have a man in the field who could give his whole time to the work. His pay was to be \$30 a month and expenses, but on June 9, 1898, Dr. Mitchell announced to the Board that he would thereafter receive no more than fifteen dollars a month. In this period the number of beneficiaries ranged from thirty-one to thirty-eight; while collections ranged from \$3,004.07 in 1894 to \$2,332.96 in 1900.²¹ On December 1, 1900, the Board was out of debt and all expenses paid.

On June 4, 1901, Dr. Mitchell's resignation was reluctantly accepted, and Dr. W. R. Cullom was unanimously elected his suc-

²⁰ Convention Minutes for 1889, p. 28.

²¹ The number of the beneficiaries for each of the years, 1894-1900 inclusive in order was: 33, 36, 36, 31, 34, 31, 38; the collections, as reported by the Treasurer of the Convention, \$3,004.07, \$2,924.30, \$2,765.95, \$2,814.30, \$2,468.16, \$2,840.09, \$2,332.96.

cessor.²² Dr. Cullom was recommended for the place by his great interest in the work of the Board. He had himself been one of its beneficiaries; since September, 1896, he had been professor of Bible in the College, and in that position had shown great interest in the ministerial students and had organized a special course, carrying no college credit, in which he sought to help them to a better understanding of the minister's work. He had a deep sympathy for the young men in their aspirations for a better education, and he was in full accord with the Board in its efforts to provide for their support. He was to remain with the Board until its character was changed and the Board removed from Wake Forest by action of the Baptist State Convention in December, 1914. In fact, Dr. Cullom continued the work until July 1, 1915, since Dr. R. T. Vann, though elected corresponding secretary on January 22, 1915, did not formally accept until June 8 of that year, and did not take charge until July 1, when Dr. Cullom had rounded out fourteen years of service.²³

The editor of the *Biblical Recorder* in the paper of June 26, 1901, while recognizing that on the whole the Board had been richly justified by its work, expressed the view that there was growing opposition to helping young ministers-some saying that such help creates a weak spirit in those helped, and others that help was no longer necessary; Mr. Bailey's hope seemed to be for the enlargement of the work of the Board so as to support beneficiaries in other Baptist schools of the State and in the Seminary at Louisville, which he supported with several considerations.

In Dr. Cullom's term, however, the Board had its greatest period of expansion. In the short space of fourteen years it in-

²² On Dr. Mitchell's resignation the Board passed the following resolution: "Resolved, That the Board of Education desires to put on record its high appreciation of the unselfish devotion, effective service, and Christ-like spirit of its beloved retiring Secretary, Dr. John Mitchell, and to express the hope that he may richly enjoy the rest and rewards so well earned by his long and laborious work in the interest of ministerial education." See *Biblical Recorder*, June 26, 1901, for editorial article of like character.

²³ Reports of the Board of Education in the Convention annual for 1914 and 1915.

creased twofold and had twice as much income and twice as many beneficiaries as at the beginning. In 1900 the receipts were 82,332.96; they were \$5,068.61 in 1910, and \$6,120.61 in 1913, and \$5,468.27 in 1914. In 1900 the number of beneficiaries was thirty-eight; in 1914, seventy-seven at Wake Forest and twenty-five at the Southern Baptist Theological Seminary, 102 in all.²⁴ Doubtless some of this increase was due to the increase in interest in education of all kinds, especially in high schools, and the consequent increase in the number of students in the College, which rose from 307 in 1900-01 to 451 in 1913-14, but much of it was due to the activity of the corresponding secretary, who kept busy with correspondence with the pastors in all parts of the State, many of whom he knew personally. He also found that the pastors' conferences and schools which he organized during this period were most helpful means of acquainting the pastors of the churches with the Board's work for the young ministers at the College. In order to be able to devote two Sundays a month to the work, in June, 1902, he *gave* up the pastorate of one of the churches he had been serving. He also gained much favor for the Board by sending out the beneficiaries, usually in pairs, in the summer vacation, to labor in the churches and with their members, helping in Sunday schools and prayer meetings both in churches and homes, and stimulating an interest in religion among the young people. The result was that the Baptists of the State came to have a greater interest in the work and a greater desire to contribute to it. An extraordinary case of such interest was that of Mr. James F. Slate, who in January, 1904, established a fund which with additions made before his death amounted to 83,000, which as stipulated is used in making loans at a low rate of interest to ministerial students. Others also made similar gifts, among them, Mrs. W. O. Allen, a gift

²⁴ For the years 1901-14 the number of beneficiaries and the receipts were as follows: 1901, 51 beneficiaries, \$2,959.53 receipts; 1902, 67, \$3,812.50; 1903, 60, \$1,071.48; 1904, 61, \$3,605.30; 1905, 72, \$3,937.57; 1906, 72, \$4,202.72; 1907, 53, \$4,104.05; 1908, 57 and 18 at Seminary, \$1,492.76; 1909, 65, \$4,492.37; 1910, 60, \$5,068.61; 1911, 65, \$4,770.14; 1912, 80, \$4,844.01; 1913, 98, \$6,120.61; 1914, 77 and 25 at Seminary, \$5,468.27.

of \$1,000, the income from which goes to the general fund of the Board. In June, 1904, Mr. John E. Smith, also of Stokes County, established a smaller fund to be used as the State Fund. The salary of Dr. Cullom was first fixed at twenty dollars a month, but was increased on December 11, 1912, to \$600 a year.

It would have seemed that no better arrangements could have been made for the proper functioning of the Board than those in force during Cullom's period of service as its agent. As was said above the Board was located at Wake Forest, and nearly all its members teachers in the College, who were interested in the beneficiaries and in a position to keep a close check on their conduct and work, and also to offer them a word of advice when needed and give them sympathetic encouragement. The corresponding secretary, as teacher of the Bible and of his special course for young ministers had opportunity to become well acquainted with them, and he was in a position to advise both them and the Board when occasion arose. With his knowledge of conditions at the College he was stimulated to make a much stronger appeal for funds than one ignorant of these conditions could have done. Again, when he visited churches and associations he could bring reports about any beneficiaries of their section and thus give them a new interest in the work of college.

The Board at Wake Forest knew what an advantageous arrangement this was, and repeatedly expressed their unwillingness to change it.²⁵ From the first to the last they resisted a movement to have one general board which should collect and distribute funds for all colleges male and female, high schools, and theological seminaries. On the other hand these other institutions were eagerly desirous that the Board should collect money for the support of such of their students as needed aid in their preparation for religious work. In the Baptist Female University (Meredith College) and in the other Baptist colleges for women were found those who purposed to become missionaries or workers on the foreign mission fields. And in particular friends of the Southern

²⁵ Minutes of the Board for Oct. 31, 1878, Dec. 4, 1905, Dec. 7, 1908, and Nov. 30, 1912.

Baptist Theological Seminary at Louisville were clamorous that the Board should aid students from North Carolina, since by this means the Seminary officials would avoid much trouble. Why not have one board located at some other place than Wake Forest which should collect and distribute funds without bias and partisanship?²⁶

As has just been intimated it was the Louisville Seminary that at first was chiefly interested in having its students included in the operations of the Board. Possibly, it was the Board itself that was to blame for the trouble brought upon it. As early as September, 1882, it was aiding some of the students at the Louisville Seminary, and continued to help a few of them in the years thereafter, though not without protest from some of the members of the Board.²⁷

In voting aid to Seminary students, however, the Board made it clear that they were assuming no general responsibility for others than the students of the College; it was only when funds on hand justified such action that they were willing to continue to aid some of the Wake Forest College students who had gone to the Seminary, and no others. They did not want to take up a burden which they thought was not theirs. The Board did, however, on December 2, 1907, adopt, probably only in a perfunctory way, the report of Corresponding Secretary Cullom to the Convention of that year to "combine with the work of this Board the work of raising and distributing such funds as may be necessary to enable our young ministers to take a course at our Seminary in Louisville." This report, being supported by the report of the committee on ministerial education, was adopted by the Convention. Being saddled with this new responsibility the Board at its next meeting, January 6, 1908, accepted it with the reservation that it would aid only such Seminary students as should be approved by the Board. It was soon found that the new plan

²⁶ The earliest expression of this view was in the editorial columns of the *Biblical Recorder* for June 26, 1901.

²⁷ Minutes of the Board, September 5, 1882, and September 13, 1883. Among the first aided at the Seminary was D. W. Herring.

brought confusion in collections; some churches having made pledges for Seminary students paid only what they had pledged; others made up their usual contributions for Wake Forest students and refused to do more. It was clearly seen that the continuance of this plan would bring the Board hopelessly into debt. Accordingly when on December 7, 1908, the corresponding secretary read to the Board his report which he was intending to make to the Convention, the Board insisted that it should be amended to the effect that the alliance between the Board and the Seminary be annulled. The Convention acceded to this request, and for some years thereafter the Board of Education and the Seminary each looked after its own collections in the State.²⁸

In his report to the Convention of 1907 Dr. Cullom proposed two methods of enlargement. The first was to extend the work to include the Seminary students. The second may be seen in these words from that report: "Shall we now . . . broaden the scope of the work of this Board until it shall touch and bless every Baptist minister in the State? A conspicuous feature in the education of today is the 'university extension' idea. The heart of this idea is the purpose to take the blessings of an institution and carry them to those who cannot come to it. Do we not need this work among the Baptists of North Carolina? Is not Wake Forest the agency specially designed to give them such training, inspiration, and help as can be given by such a method? Is not the Board of Education the proper channel for mediating between the College and our ministers in North Carolina?" The report was adopted. For some years thereafter Dr. Cullom conducted a correspondence course, not exclusively for ministers, the incidental expenses of which were met by the Board.

Left to its own work the Board was able gradually to recuperate all losses and in 1910 the corresponding secretary reported larger

²⁸ To some of the abler pastors of the State it seemed double trouble to take collections for two sets of ministerial students, one at Wake Forest, and another at Louisville. It was owing to the importunities of these men, and possibly partly to his desire to see the work of the Board of Education enlarged that Dr. Cullom agreed to their plan that the Board should collect and distribute funds for both sets of students.

collections than ever before.²⁹ Encouraged by this increase in funds those who favored the inclusion of the collection and distribution of funds for the Seminary in the work of the Board secured the appointment of a committee at the Convention of 1911 to report at the next meetings on its advisability. The chairman of this committee was Dr. W. R. Cullom; the other members, Dr. T. J. Taylor and Dr. W. C. Tyree. At the next meeting of the Convention in December, 1912, this committee made its report strongly urging that the work at the College at Wake Forest and the Seminary at Louisville was one work, and all should be made the charge and responsibility of the Board of Education. This was adopted by the Convention, but that in this matter its corresponding secretary, Dr. Cullom, was not acting in accord with the views of the Board was made plain at its meeting on November 30, 1912, when it voted that, "It is the sense of the Board that its work and that of the Students' Fund of the Seminary would better not be united into one."

This was the beginning of the end for the Board of Education located at Wake Forest. It was logically argued that if the Board was to be an agency of several institutions it should not be under the domination or controlling influence of any one of them. The final step in changing the character of the Board was taken by the Convention in 1914. It was moved to Durham for one year, and then to Raleigh. Not a member of the new board, except the president of the College, ex officio, was from Wake Forest. Its corresponding secretary was no longer a member of the Wake Forest College faculty.

For a half century the Board located at Wake Forest had, as was intended, been chiefly concerned with promoting the interest of the denomination by careful supervision and active support of the education in the College of ministers to serve the churches. It had done this work with increasing efficiency, and had proved a strong bond of union between the Baptists of the State and

²⁹ Possibly a part of this increase in collections was due to the activity and interest of the associate members, one for each Association, whom, in accord with the action of the Convention of 1908, the Board appointed.

the College. The disruption of this bond removed the College to some extent from the interest and affection of many of our Baptist people, and degraded it from its natural position of leadership in this important province of denominational work, to the harm both of the College and denomination. Attention must be called here to a factor in the change, which was, strange as it may seem, an increased interest in ministerial education. Several years before the combination was made the Convention began to hear reports from a committee on ministerial education in addition to the annual reports of the corresponding secretary of the Board. As one reads the reports of both these parties today one finds much duplication and can see no reason for any other report than that of the Board of Education, and is forced to the conviction that the longer reports of the committee on ministerial education had their origin in the desire of certain able persons to have the Convention listen to the expression of their views. Year after year the Convention had to hear the two reports, each of which, seemingly because of rivalry, grew in comprehensiveness and length. Their reading consumed much time and proved wearisome to the Convention. That the patience of the hearers was exhausted is shown by the fact that in the recommendations for the "Simpler Plan," precautions were taken against reports by others than officers of the Boards, and in particular that not more than twenty minutes should be consumed in the presentation of the general report of each Board.³⁰

There remains to be considered the work of the Board at Wake Forest College, its selection of beneficiaries and its dealings with them. It exercised great care in the effort to admit only the worthy. By advertisement in the *Biblical Recorder* it invited correspondence with applicants; it sought information from pastors; its agents made investigations and had personal interviews with as many as they found on their visits to churches and associations.

From the first the Board had certain standards by which to measure the applicants for its aid, which as formulated after a

³⁰ Annals of the Convention for 1914 and 1915.

few years appear in the minutes of April 19, 1877, and are given in the footnote.³¹

Financially, the applicant must be in actual need of aid. Religiously, he was required to bring from his church a license to preach. In later years, beginning with January, 1908, he was required, when possible, to bring certificate of approval from the executive committee of his association, since it was felt that in some instances churches were too hasty in giving licenses. On his arrival the applicant came before the Board for examination on his religious experience, call to the ministry and views of Biblical doctrines. For many years the examinations were before the full Board, but as early as 1882 the part of the examination on doctrine was referred to a committee and gradually, at times, the examination on the other points also, and on September 6, 1889, the rule requiring applicants to appear before the whole Board was discontinued and examinations were made the duty of a committee.

As to the scholastic preparations of those admitted, the Board was very liberal. Until the close of the century, and in fact, until the enforcement of the rules on entrance requirements some years later, many of the applicants for aid were deficient in their preparation. When it was evident that these would not be able to do the work of the courses offered in the College, they were advised to attend an academy to complete their preparation.³² In November, 1890, the Board voted to give preference to those applicants for aid who were prepared for college.

Gradually the Board adopted certain regulations to which they expected beneficiaries to conform, which after ten years they³¹ "Each applicant for aid is required:

³¹"1. To make to the Board a written statement of his circumstances, showing in general terms how much property his parents own, how much he has in his own right, and what he is likely to inherit from other sources.

"2. To present to the Board a license or certificate showing that he is approved by his church.

"3. To relate his Christian experience and to give his reasons for thinking he is called of God to the work of the ministry.

"4. To give his views of the doctrines of the Bible."

³² Minutes of the Board, Jan. 25, 1876; September 4, 1901.

reduced to a set of rules to be signed by every applicant, as follows:

Each applicant is required:

1. To pursue the course of study prescribed by the Board and to remain at the College so long as the Board may require.
2. To agree, while under the patronage of the Board, not to marry, or enter into pastoral relations with any church, or to form any business engagement which will conflict with school duties, without the consent of the Board.
3. To obligate himself to refund, in case he abandons the ministry, all amounts expended by the Board in educating him.
4. To return promptly at the beginning of each session, it being understood that an absence of four weeks, without good excuse, shall subject the offender to dismissal.

The Board exercised a general oversight over the beneficiaries which today would be regarded as strict. At the end of every half-year term, semester, it had a meeting at which it canvassed the conduct and standing of all beneficiaries and voted on their retention for the next term, and all through the year it was ready to mark any misconduct and to call the beneficiary to account. Only in the rarest instances, however, did it find anything calling for attention by the Board. In June, 1883, it considered withholding aid from beneficiaries who smoked cigars or cigarettes, but after some discussion laid the motion on the table.³³ Once the Board took notice of a report that some of the ministerial students had misbehaved at the State Fair, for which the College had given a holiday. Just what the investigation revealed is not told.³⁴

Before football was established in public favor and was still a rough game with many serious accidents, the Board made the

³³ "Thirty years later, when the talk against cigarettes was at its height, some of the denominational leaders in Raleigh were much excited by a report that one of the ministerial students at the College smoked cigarettes. An investigation showed that he had been reported by a student not a minister who was seldom seen without a cigar in his mouth. In 1909 the committee on ministerial education in its report to the Convention advised that "the churches and the Board discourage the use of tobacco by ministerial students." The Board, however, never took action on the matter.

³⁴ Minutes of the Board for October 31, 1883.

cautious pronouncement that it was not its pleasure that its beneficiaries take part in match games. This was modified at the opening of the baseball season so as not to apply to games already scheduled, and was soon forgotten.³⁵ It was not what was expected when some ministerial students left revival meetings in progress at the College to see shows in Raleigh and Henderson, and the Board took note of it at their meeting on December 3, 1910, in a resolution expressing their regret. At this period there was much levity among college students in general, and complaint had already arisen of the unbecoming conduct of a few ministerial students,³⁶ and though stricter oversight was attempted, and a threat was made to withdraw aid from the unworthy, some continued to manifest a spirit of irreverence and worldliness. It was not stopped until the ministerial students themselves took the matter in hand and checked the evil. In a communication to the Board, found in the minutes of April 22, 1904, they declared that those who were proving unworthy were very few and that even of these the shortcomings were most often indicative of thoughtlessness rather than of deliberate wrong-doing. They mentioned several forms of misconduct, common among students into which the minister was often entrapped before he knew it. (1) card-playing and schemes of chance; (2) acting unfairly on examinations and tests; (3) hazing; (4) profanity and smutty jokes; (5) studying on Sunday; (6) failure to attend promptly to financial obligations; (7) use of cigarettes or dope; (8) joining fraternities at Wake Forest. All who know the fact would join the students who made the communication in saying that such vices were much less common among ministerial students than others. Though the beneficiaries had the common frailties of their age, in general they lived correct moral lives, and left college with the respect of their fellow students.

Another matter which the Board felt was its responsibility was the scholarship of the beneficiaries. In early years, when academies and high schools were few in North Carolina and op-

³⁵ Minutes for October 20, 1892, and April 11, 1893.

³⁶ Minutes for June, 1909.

portunities for preparation for college were of the poorest some applied for aid who were unable to do even the preparatory work at the College. Among these were not a few who were poorly endowed mentally and found such studies as Greek grammar and algebra altogether beyond them. There were others who were indolent. Of all these classes the Board took account, sometimes in the midst of a term but usually at the semi-annual meetings, and advised them not to return.³⁷ With the Board and with the beneficiaries this watchfulness of the Board on their scholarship was a serious matter. The members of the faculty were often asked to furnish information, and the keeper of rolls was expected to furnish reports of grades and scholastic standing not only for the negligent but for all. The result was that through all the years the beneficiaries generally were industrious and attentive to their studies, and some of them, making up in this way for lack of preparation and mental endowment below the average, went on to graduation.

For some years the Board had felt that the ministerial student should, while in college, have at least an introductory course in the study of subjects that particularly concerned the work of the ministry. On June 10, 1878, this feeling took form in a resolution, "That the Board contribute \$400 per annum annually to the Board of Trustees of Wake Forest College, provided that the Trustees will make provision for giving suitable specific instruction to its beneficiaries."

This resolution being laid before the Board of Trustees, which was meeting the following day in annual session, and adopted had far-reaching results, not the least of which was that it was at least the first step in securing for the College the services of two men who were to have each an important part in the work of the College in the next sixty years. These were W. L. Poteat and N. Y. Gullev.

In accepting the proposition the Trustees voted to employ a tutor for the work contemplated; this tutor was W. L. Poteat,

³⁷ See minutes of the Board for June 19, 1871; June 18, 1888; September 4, 1901; Dec. 20, 1901; June 17, 1895.

who had graduated from the College in 1877 with the degree of Bachelor of Arts, and during the past year had been "engaged in reading law" at his home in Yanceyville. The faculty were also empowered to employ a second tutor, but having in mind the financial embarrassment of the College did not take full advantage of the offer, but for a salary of \$200 secured "one of the undergraduates and valedictorian of the class of 1879," N. Y. Gulley. At the next Commencement, June, 1879, Dr. V. G. Simmons, chairman of the faculty, bore testimony to "the competence and fidelity of these young gentlemen."

The special instruction which the Board of Education desired is indicated in a statement in the catalogues of 1878-79 and four years following. It was given prominence as a separate "school" along with other departments of the curriculum and was numbered seven. But it is particularly stated that the work in it was not credited on degrees, and that it was designed for young men who intended to enter the Gospel ministry. Others, however, might take the courses offered. Those who needed it were given instruction in English Grammar, Arithmetic, Geography, and History, while the courses specially for young ministers included Biblical Introduction, Biblical Doctrines, Ecclesiastical History, and Preparation and Delivery of Sermons. The venture, however, did not prove satisfactory. The College did not have a sufficient teaching force, even with the addition of tutors, for the work. Again, students could not be expected to devote any great amount of time to courses for which they received no college credit, and on the other hand it was found that in many cases the time students devoted or claimed to devote to the courses of this school was needed for the better preparation of the regular college courses. Accordingly, the catalogue of 1883-84, under the head of "Ministers," says: "It is deemed advisable, generally, that this class of students should confine themselves to the studies of the regular course, until it is completed." Of a different character was the School of the Bible, which began its work in September, 1896; it was not specially designed for ministerial students, and the work done in it received due credit on degrees. The Board

also found it necessary to require that its beneficiaries should take such studies as would best fit them for the ministry, for while ministerial students at the College no less than others delivered orations on such subjects as "No Royal Road to Knowledge," and "Ad Astra per Aspera," they were ready to choose the easier and more popular subjects. In later years, when the rule that beneficiaries must take certain approved subjects was neglected, courses in the School of Law became very attractive to them, and several of them took the degree of Bachelor of Laws, and left college knowing more about the Law than about the Gospel. Some of them even became licensed lawyers, not having wasted their strength by four years of tiptoeing at Latin and Greek. In this situation the Board voted to withdraw aid from every beneficiary applying for license to practice law.³⁸ Already in 1909 the revised curriculum offered a group of studies leading to the degree of Bachelor of Arts, specially designed for students with the ministry in view, which has been retained essentially in all changes in the curriculum and has checked though not entirely removed the evil. In general, however, the ministerial alumni compare favorably in scholarship on leaving college and in attainments in their life-work with any other group.

In the rules which the beneficiary was expected to sign was one pledging him not to marry while he was under the patronage of the Board. The married student has always been a problem, for some applicants are already married.³⁹ In the early years the married applicant often had little preparation, and as his wife was even more poorly educated than he, they were well mated. But at college he was educated away from her, and it sometimes happened that his education mismated the couple, the wife becoming a drudge. There were sad instances of such in the minds of the Board in 1897. In later years, however, both husband and wife were usually graduates from high school and the wife was able to advance in culture even though she no longer attended

³⁸ Minutes for Jan. 20, 1909.

³⁹ On June 4, 1897, the Board showed its impatience by voting not to receive married men, but four years later rescinded its action.

school, and it often happened at college the regulations forbidding women to attend classes were winked at and the minister's wives kept pace in their studies with their husbands, and in some instances even surpassed them.

Another regulation that the Board found difficult to enforce was that which forbade beneficiaries to preach during their college course. This was voted January 31, 1867. At the opening of the next session in September it was learned that their ablest beneficiary, C. M. Seawell, was preaching at Flat Rock, and wished to continue at it. In the following January another beneficiary, Jesse Wheeler, asked to be allowed to preach at the Rolesville church, which request was granted on condition that the Rolesville church pay his board at the rate of ten dollars a month which was done. At a meeting in December, 1868, the Board found it necessary to permit C. Durham to preach once a month at Flat Rock, but stipulated he must pay the Board one-half of what he might realize for his services. Sometimes the Board would pass a regulation that a beneficiary must serve only one church, but it always made exception when asked. It was the view of the Board that while in college the beneficiary should use all his time and energy in the main purpose of getting an education and preparing for his work in the future, and should not discontinue his studies until he had completed a course leading to a degree.⁴⁰ The denomination needed not only preachers, it needed able preachers, masters in the fields of theology and church history and exegesis of the New Testament and able to hold their own in the discussion of the many controversial questions that trouble Christianity, men who would not be carried away by every wind of doctrine, but be wise and trusted leaders for the churches of the denomination. For such able leadership the students needed the best scholastic training the College could give in the allotted four years. If they spent part of their time in the preparation and delivery of sermons and were engrossed with the duties of a pastorate they would not have the proper time for their main

⁴⁰ In the earlier years there are many recorded instances of beneficiaries being voted permission to leave college.

purpose; furthermore the presence of such men in the classes would inevitably cause the lowering of the standard of work in those classes, since it would have to be mediated to students with less time for preparation of the lessons. No doubt, such was the effect, although it is true, on the other hand, that the training those serving churches got in preaching and the actual work of the ministry did prove valuable to them. It should also be said that many of those who served churches were married men with families to support and could not have attended college had they been forbidden to earn a living by preaching.

An example of the strict oversight exercised by the Board over its beneficiaries, in the early years especially, is seen in the case of J. F. Tuttle, who before assuming the superintendency of the Sunday school at Wake Cross Roads in September, 1869, got the permission of the Board.

Until about 1890 the Board undertook to provide for its regular beneficiaries board, room-rent and washing. The total cost ranged from eight to twelve dollars a month. At the boarding houses, through all this period, board was ten dollars for the calendar month. As there was complaint among the churches that this was too much, an effort was made to introduce the club system of board at Wake Forest; as told above such a system was introduced in 1871 and board was furnished for eight dollars a month for a short time, when the system was given up, probably because the students were so few that a club could not be run for the low price. Room-rent was fixed by the price charged by the College in its dormitories, three dollars for five months. Washing ranged from seventy-five cents to one dollar and twenty-five cents a month, four weeks. From 1890 to 1900 the average amount allowed to each beneficiary was nine dollars a month, out of which he had to pay one dollar a month for the library and incidental fees collected by the bursar. In those years, however, the number of students had increased, and several boarding houses were charging only eight dollars a month and there were clubs at which good board could be obtained for less. Not all the beneficiaries, however, received the full amount. Many, having

some resources of their own, got only half, and from the first the Board announced its policy of helping only students that needed help and only to the extent needed.⁴¹ Until the close of the century with small supplements from other sources beneficiaries could meet their expenses at the College. No tuition was charged to ministerial students and there were few or none of those student activities which go to swell the cost of a college education at the present day. Furthermore, the students remained at the College, not leaving it for any purpose without the express permission of the president, having his presence checked by the daily roll call; in consequence, traveling expenses were mostly limited to the trip to and from the college at the opening and close of the term.

In the period from 1900 to 1915 incidental expenses were somewhat greater, but had not yet reached their present proportions, and most beneficiaries were able to provide for them out of their own funds, while the monthly allowance from the Board, which was from ten to twelve dollars a month, was still sufficient to pay for board and room rent. In estimates made in reports to the Convention the corresponding secretary reckoned that in the years 1910-14 the beneficiary paid one-half his expenses, the Board the other half. In 1941, twenty-seven years after the Board has been removed from Wake Forest the monthly allowance has fallen to six or seven dollars and is not enough to pay the matriculation fees charged by the College, \$65 a year, to say nothing of board and room rent.

Should the money expended by the Board on beneficiaries be regarded as gifts or as loans? At first there was no thought but that they were gifts, except in the case of a few who on their own request were allowed to give their notes for small amounts. On September 14, 1893, however, the Board voted that from January 15, 1894, young men receiving aid from the Board should be required to give their notes bearing four per cent interest from

⁴¹ Minutes of the Board, June 4, 1868. In September, 1893, Professor J. B. Carlyle was authorized by the Board to consult every beneficiary and find the least amount needed by him. In this way he saved \$30 a month.

maturity for all amounts it paid out for their support. The principal was to be due five years after the interest began to accrue. In the following June a modification was made that for students attending the Louisville Seminary maturity of notes should be twelve months after the close of their course there. This continued until December, 1901, when the Baptist State Convention, on the motion of President C. E. Taylor, voted that no notes should be required but that when the beneficiary left college he should be given a statement of all amounts expended on him by the Board to be paid at his convenience.⁴² At its next meeting the Board ordered all notes given by beneficiaries to be returned. Seven years later the Convention meeting at Wilson in December, 1908, ordered that all aid to beneficiaries should be gifts and not loans. This plan has continued until the present day. One reason for the departure from gifts to loans had been the hope that in this way the beneficiaries might be spared the charge sometimes made by their fellow students that they were recipients of a charity. Another was that it was thought that a loan would give the recipient a sense of responsibility for his expenditures and check any tendency to extravagances. Possibly the Board also expected a constant stream of revenue after a few years from the payment of the interest and the principal of the notes. It was not long, however, before it was realized that this last hope was vain. The financial returns were very small, and it was evident that many to whom loans were made did not take them seriously, and the effect of making debtors of so many ministers was far from salutary. And yet for the aid provided as gifts many felt a strong sense of gratitude. A pleasing manifestation of this was the action of Rev. J. A. Beam, a beneficiary of 1880-85, in giving board and tuition in his school at Bethel Hill to two beneficiaries of the Board in the school year 1889-90.⁴³ Most, however, found their salaries as ministers of North Carolina Baptist churches so small that their appreciation was chiefly

⁴² The Chowan Association strongly preferred gifts to loans. *Biblical Recorder*, June 22, 1901.

⁴³ Minutes of the Board, September 6, 1889.

shown in their good will to the College and their faithful service to their churches and the Baptist cause in the State.

One experience of the Board was unsatisfactory. In the year 1904-05 it began to extend aid to a student on the representation that he desired to become not a minister of the Gospel but a medical missionary. But neither this beneficiary nor any of the half dozen others who before 1915 received aid from the Board on the same representation went as missionaries to the foreign fields, though several of them did become physicians. While the Board remained at Wake Forest none repaid any of the amounts extended in aid.

In addition to the Slate Fund, mentioned above, from which loans might be made to ministerial students, and the Allen Fund, the income of which went into the general receipts of the Board of Education, and both of which are under the administration of that Board, there were other funds which were made a part of the endowment of the College, with the stipulation of the donors that the income from them should be used "for the purpose of paying the board, washing and room-rent of young men who are preparing for the ministry and are pursuing their studies in Wake Forest College." One of these was a bequest of A. C. Melke of Asheville who died on June 1, 1891, having provided in his will for the establishment of The Carolina Melke Ministerial Aid Fund, as a memorial to his deceased wife. When first set up it amounted to about ten thousand dollars.⁴⁴ Another fund amounting to about eleven thousand dollars was created in 1901 by the bequest of Mrs. Virginia Bartlett Yancey Swepson of Raleigh.⁴⁵

⁴⁴ Mr. A. C. Melke came to America from Germany soon after the Civil War and began business in Lumberton. He was prosperous and built an elegant summer home in Asheville. And it was there about four years before his death, "his heart crushed and bleeding at the loss of his devoted wife, he was led by Dr. W. A. Nelson to the Saviour, and found joy and peace." He joined the Baptist Church of Lumberton and was generous with his funds in support of the Orphanage and other denominational enterprises. In his will he established the bequest named in the text as a memorial to his wife, and made also other bequests to Robeson Institute, and the Baptist Female University (Meredith College). See obituary notice by J. B. Carlyle in the Annual of the Baptist State Convention for 1891.

⁴⁵ "Virginia Bartlett Yancey Swepson was born in Caswell County, N. C.,

Other legacies of like kind with the above received during this period were one of six hundred dollars from Miss May Powell, and another of sixty-four acres of land valued at six hundred dollars from Miss Angelina White. The total of such gifts are now more than \$25,000. So far as is known no other legacies have been received by the Board since it was removed from Wake Forest to Raleigh.

In the appendix which follows are given the names of all beneficiaries of the Board from its organization in 1862 to July 1, 1915. These beneficiaries number 660; for each is given first the year of his admission as a beneficiary, and also indication of the degree he won, if any, and date. The number of individual graduates is 324, of whom 31 obtained the degree of Master of Arts; 279 that of Bachelor of Arts; 21 that of Bachelor of Literature; 6 that of Bachelor of Science; 3 that of Bachelor of Philosophy; 2 that of Bachelor of Laws; the total of all degrees was 343, which exceeds by 19 the number of individuals who won them, since several took more than one degree—15 both the degree of Master of Arts and that of Bachelor of Arts, and 2 the three degrees of Master of Arts, Bachelor of Arts, and Bachelor of Laws. It is to be observed that 49 per cent of all the beneficiaries won degrees, which is larger by half than the general average for all college matriculates of that period. It is to be further observed that very few of the 660 beneficiaries were aided by the Board during all their college course. Several were aided only

seventy-five years ago. She was the daughter of Hon. Bartlett Yancey who died when she was only two years old. . . . His daughter, Mrs. Swepson, inherited the forceful character of her distinguished father, and her versatile gifts made her a commanding figure in every circle of life. Mrs. Swepson was converted at the age of fifteen; was united in marriage to George W. Swepson in her seventeenth year, and was a devoted wife, praying for 38 years for her husband's conversion, which occurred two years before his death. This devoted Christian woman, whose every confidence was shared by her pastor (Dr. Skinner), had the business gifts of a masculine mind united to the womanly traits of a well-disciplined intellect. She gave freely of her consecrated wealth for a period of forty years, and left in her will about forty-five thousand dollars to the Baptists of the State." T. E. Skinner, once her pastor, in obituary article in *Annual of Baptist State Convention* for 1901. See also editorial article in *Biblical Recorder* of May 22, 1901, and appreciation by Dr. C. E. Taylor in same paper for May 29, 1901.

by loans which were promptly paid. Many others were aided only for one term or for one year. Probably two years would be near the average period of aid extended.

On the service rendered by the beneficiaries, some account has already been given in the general account of the graduates during the administrations of the various presidents until the accession of President Poteat. Of those who did not graduate but remained at college only a short time, not a few turned to other pursuits than that of the ministry-teaching, farming, business law. Much the greater number of these, however, including nearly all who remained at college as long as two years, did good service in the ministry, each according to his ability, but their labors were largely local and confined to one Association. Of the graduates several were very able men, and held important pastorates both in North Carolina and in other States, while others hold and have held positions on the faculties of theological seminaries and are recognized authorities in their fields of study, and not a few have been wise and influential in the councils of Southern Baptists. As many as twenty-two have been missionaries in foreign fields. Two of the earliest beneficiaries, G. W. Greene and C. C. Newton, both received in 1867, did distinguished work as missionaries, the first at Canton, China, and the second at Lagos on the West Coast of Africa. There is hardly a missionary field in which some of them have not labored-Brazil, the Argentine, China, Africa, Burma, the Near East. Among them is one who today is perhaps the wisest and ablest missionary now in the service of the Foreign Mission Board. Another, Dr. J. F. Love, was for many years the corresponding secretary of the Foreign Mission Board. The most extensive service of the Board, however, was its contribution towards giving the Baptists of North Carolina an educated ministry for their own churches. The greater number remained in North Carolina and in the counties and sections from which they came to college, and they were for the churches trained and aggressive leaders who along with others who did not become beneficiaries but heeded the divine call have brought the

Baptist cause in North Carolina to its present good and prosperous state.⁴⁶

⁴⁶ A sketch of the Board of Education, covering the entire period of aid to ministerial students by the Baptist State Convention, written by Dr. W. R. Cullom, is found in the *Wake Forest Student*, XXX, 362-370.

APPENDIX TO CHAPTER XXX

List in Alphabetical Order of Names of Beneficiaries of the Board of Education, Located at Wake Forest, North Carolina, 1865-1915, with Indication of Year Each was Received and of any Degree or Degrees Received from Wake Forest College and Dates.

J. J. Adams, 1888; J. M. Adams, 1909, B.A., 1905, M.A., 1910; M. A. Adams, Litt.B., 1892; J. M. Alderman, 1892, B.A., 1896; J. O. Alderman, 1882; T. M. Alexander, 1901; A. J. Allen, 1907, B.A., 1909; A. T. Allen, 1908, B.A., 1912; E. C. Andrews, 1901; T. S. Andrews, 1888; D. W. Arnette, 1904, B.A., 1913, M.A., 1914; J. M. Arnette, 1898, B.A., 1902; G. M. Arnold, 1901; M. D. Austin, 1900; B.A., 1905; W. A. Ayres, 1895; J. E. Ayscue, 1900, B.A., 1903, M.A., 1903.

G. L. Bailes, 1909, B.A., 1911; C. T. Ball, 1891, B.A., 1907; W. S. Ballard, 1880; J. H. Barnes, 1913; W. W. Barnes, 1900, B.A., 1904; J. L. Barrett, 1905; W. C. Barrett, 1893, B.A., 1896; R. J. Bateman, 1900; H. W. Baucom, 1904, B.A., 1909; W. T. Baucom, 1909, B.A., 1913; J. A. Beam, 1880, B.A., 1885; J. M. Beasley, 1910; J. H. Beck, 1907; W. H. Beddingfield, 1884; S. J. Beeker, 1895, B.A., 1897; J. G. Benfield, 1898; I. L. Bennett, 1912, B.A., 1916; J. M. Bennett, 1881; S. W. Bennett, 1901; A. L. Betts, 1886; C. M. Billings, 1890, B.A., 1894; L. E. Blackman, 1912, B.A., 1916; N. D. Blackman, 1911; J. G. Blalock, 1888, B.A., 1892; T. L. Blalock, 1891; H. N. Blanchard, 1907; W. Bland, 1866, B.A., 1870; R. P. Blevins, 1908, B.A., 1912; E. E. Blount, 1885; F. A. Bobbitt, 1911, B.A., 1915; E. C. Bobbitt, 1891; J. A. Boldin, 1896; T. H. Bonner, 1879; J. G. Booe, 1912, LL.B., 1917, B.A., 1919; J. H. Booth, 1901, B.A., 1904; J. N. Booth, 1884, B.Litt., 1888; G. P. Bostic, 1883, B.A., 1883; I. S. Bowen, 1911; I. S. Boyles, 1888, B.A., 1895; W. R. Bradshaw, 1888, B.A., 1892; M. L. Braun, 1913, B.A., 1915; B. F. Bray, 1900, B.A., 1919; G. N. Bray, 1892, B.A., 1896; R. E. Brickhouse, 1905, B.A., 1910; J. A. Bridges, 1887, B.Litt., 1889; J. B. Bridges, 1903, B.A., 1907; J. S. Bridges, 1902; H. F. Brinson, 1901; S. F. Bristow, 1887; D. C. Britt, 1894, B.A., 1898; J. L. Britt, 1872, B.A., 1876; T. C. Britton, 1881, M.A., 1886; C. V. Brooks, 1891; D. A. Brown, 1906, B.A., 1910; D. B. Brown, 1866; F. F. Brown, 1908, B.A., 1908, M.A., 1909; H. A. Brown, 1868, B.Phil., 1871; J. D. Brown, 1898; R. L. Brown, 1912, B.A., 1915; H. G. Bryant, 1912, B.A., 1916; Levi Bryant, 1867; T. C. Buchanan, 1883, B.A., 1888; D. Thos. Bunn, 1902; H. V. Burden, 1915, B.A.,

1918; A. W. Burfoot, 1873; C. S. Burgess, 1891, B.A., 1898; A. M. Burleson, 1901; C. C. Burris, 1915, B.A., 1917; A. A. Butler, 1889 (Beam); C. E. Byrd, 1912, B.A., 1917; J. T. Byrum, 1903, B.A., 1908; W. J. Byrum, 1910.

S. A. Cagle, 1910; J. L. Caldwell, 1899; W. F. Cale, 1903; L. R. Call, 1915, B.A., 1916; J. A. Campbell, 1886, B.A., 1911; O. P. Campbell, 1911, B.A., 1914; R. C. Campbell, 1911; J. C. Canipe, 1915, B.A., 1918; A. L. Carlton, 1912, B.A., 1915, M.A., 1916; J. B. Carlton, 1914; L. L. Carpenter, 1910, B.A., 1913; J. L. Carrick, 1909, B.A., 1913; Thos. Carrick, 1871, B.A., 1875; F. W. Carroll, 1913, B.A., 1915, M.A., 1916; J. R. Carroll, 1908, B.A., 1911; L. G. Carroll, 1877; T. E. Carroll, 1887; A. G. Carter, 1912, B.A., 1915; J. F. Carter, 1911, B.A., 1914; C. S. Cashwell, 1879; J. B. Caston, 1913; A. C. Chafin, 1904; H. R. Chapman, 1901; R. N. Childress, 1915, B.A., 1919; F. P. Clarke, 1872; R. E. Clark, 1906, B.A., 1910; J. W. Cobb, 1898; T. J. Cobb, 1885; N. C. Coggin, 1909, B.A., 1913; L. V. Coggins, 1915, B.A., 1918; J. E. Collins, 1882; T. D. Collins, 1906, B.A., 1910; J. F. Colston, 1912; S. B. Conley, 1903, B.A., 1907; W. H. Connell, 1870; C. C. Cook, 1900; M. W. Cooper, 1889; L. O. Corbett, 1912; W. L. Cottingham, 1885; J. H. Couch, 1888; G. N. Cowan, 1893, B.A., 1897; F. O. Cox, 1904; A. W. Crabtree, 1887; W. H. Crabtree, 1901; W. J. Crain, 1908, B.A., 1912; C. D. Creasman, 1905, B.A., 1910; W. B. Creasman, 1899, B.A., 1903; A. C. Cree, 1893, M.A., 1898; R. W. Crews, 1871; W. E. Crocker, 1886, B.A., 1890; H. M. Croom, 1872; T. S. Crutchfield, 1897, B.A., 1900; J. R. Cullom, 1899; W. R. Cullom, 1886, M.A., 1892; J. B. Currin, 1909, B.A., 1913; J. W. Curtis, 1904.

L. E. Dailey, 1905, B.A., 1909; J. R. Daly, 1900; P. S. Daniel, 1913, B.A., 1916; J. E. M. Davenport, 1891, B.A., 1894; A. D. Davidson, 1876; J. B. Davis, 1914, B.A., 1917; J. M. Davis, 1875, B.S., 1880; M. P. Davis, 1891, B.A., 1895; P. S. C. Davis, 1883; T. B. Davis, 1899, B.A., 1903; W. H. Davis, 1892, B.A., 1896; W. R. Davis, 1903; W. T. Davis, 1872; D. B. Deaton, 1905; P. B. Deaton, 1903; Walter Deaton, 1901; C. B. Deaver, 1894; J. W. Denmark, 1876, B.A., 1877; R. T. Denny, 1907; A. T. Denny, 1891; A. L. Denton, 1916, B.S., 1916; J. V. Devenny, 1891, B.A., 1895; E. E. Dillard, 1875; J. H. Dobson, 1888; J. E. Dowd, 1892; H. C. Dorton, 1905; A. Y. Dowell, 1913, B.A., 1917; J. W. Downey, 1898; P. E. Downs, 1911, B.A., 1915, M.A., 1916; R. B. Duckett, 1911, B.A., 1914; H. G. Duncan, 1911, B.S., 1913; J. M. Duncan, 1903; V. E. Duncan, 1911, B.A., 1915; B. E. Dunn, 1900; R. M. Dunn, 1906; C. Durham, 1867, B.Phil., 1871; C. H. Durham, 1888, B.A., 1893.

G. H. Eaddy, 1915, B.A., 1919; C. T. Eakes, 1913; B. G. Early, 1896; S. A. Edgerton, 1908, B.A., 1912; C. E. Edwards, 1896; J. M. Edwards, 1911; W. A. Edwards, 1901; W. A. Elam, 1913, B.A., 1916; J. B. Eller, 1908, B.A., 1911; E. P. Ellington, 1881, B.Litt., 1886; R. P. Ellington, 1908; J. A. Ellis, 1907, B.A., 1911; W. F. Estridge, 1899; J. Z. Eure, 1897, B.A., 1900; W. Y. Everton, 1886.

B. T. Fallaw, 1911; B. V. Ferguson, 1908, B.A., 1912; W. C. Fleetwood, 1906; J. L. Flow, 1901; Rufus Ford, 1875, B.A., 1878; AT. Forrester, 1873; R. S. Fountain, 1913; I. P. Frazier, 1912; F. M. Freeman, 1876; J. W. Freeman, 1910; C. H. Fry, 1896, B.A., 1897; R. O. Fry, 1891; W. F. Fry, 1891, B.A., 1899, M.A., 1901.

C. F. Gaddy, 1905, B.A., 1921; D. M. Gaddy, 1891, B.A., 1893; L. Gardner, 1908; S. E. Garner, 1896, B.A., 1900; A. P. Garrett, 1898.. B.A., 1902; N. L. Gaskins, 1898, B.A., 1901; A. R. Gay, 1913, B.A., 1915; H. D. Gentry, 1900; J. M. Gibbs, 1905; J. C. Gillespie, 1892, B.A., 1897; J. T. Gillespie, 1915, B.A., 1918; D. A. Glenn, 1874; A. L. Goodrich, 1912, B.A., 1922; J. A. Gordon, 1881; J. O. Gough, 1891; R. R. Gordon, 1911; A. P. Gray, 1908, B.A., 19n; C. L. Greaves, 1893, B.A., 1897; J. E. Green, 1888, B.A., 1892; J. L. Green, 1887; R. B. Green, 1910; S. Green, 1888; G. W. Greene, 1867, B.A., 1870; J. A. Greene, 1882; J. R. Greene, 1903, B.A., 1907; G. W. Griffin, 1892; W. L. Griggs, 1911, B.A., 1915; T. S. Guy, 1909, B.A., 1912; L. P. Gwaltney, 1872.

C. R. Hairfield, 1892, B.A., 1896; J. F. Hall, 1913; R. F. Hall, 1913, B.A., 1918; R. J. Hall, 1913, B.A., 1917; S. W. Hall, 1891; W. G. Hall, 1898; A. C. Hamby, 1899; J. W. Hamilton, 1911, B.A., 1914; G. P. Hamrick, 1874; T. B. Hamrick, 1904; J. R. Hankins, 1886, B.A., 1890; J. H. Harper, 1908; E. H. Harrell, 1891, B.A., 1896; J. B. Harrell, 1880, B.A., 1885; V. H. Harrell, 1912; B. H. Harrill, 1912, B.A., 1919; W. D. Harrington, 1912; D. P. Harris, 1895, B.A., 1897; E. M. Harris, 1899, B.A., 1903; E. R. Harris, 1898, B.A., 1902; J. P. Harris, 1906, B.A., 1913; AT. L. Harris, 1900, B.A., 1904; G. P. Hartsell, 1912; W. Hartsell, 1910; G. N. Harvard, 1909, B.A., 1913; J. Havnaer, 1898; E. Hawkins, 1899; C. C. Haymore, 1872; J. M. Haymore, 1900; C. A. Havnes, 1904; L. Q. Haynes, 1909, B.A., 1911, M.A., 1913; I. P. Hedgepeth, 1887; J. H. Heilig, 1900; J. K. Henderson, 1898, B.A., 1902; W. R. Hendren, 1886; J. M. Henly, 1892, B.A., 1904; D. W. Herring, 1882, B.A., 1882; E. S. Herring, 1876; R. H. Herring, 1896; H. I. Hester, 1915, B.A., 1918; J. M. Hester, 1913, B.A., 1917; R. H. Hewlett, 1894; A. P. Hicks, 1915, B.A., 1918; I. M. Hildehran, 1869; J. Al. Hildreth, 1888; T. J. Hill, 1898; J. M. Hilliard, 1872; S. C. Hilliard, 1907; H. B. Hines, 1998, B.A., 1909;

L. M. Hobbs, 1898; J. C. Hocutt, 1893; J. E. Hocutt, 1892; W. E. Hocutt, 1892; R. E. Hoffman, 1905; K. W. Hogan, 1905; B. L. Hoke, 1895; T. C. Holland, 1911, B.A., 1913, ALA., 1916; L. M. Holloway, 1902; M. A. Hood, 1910; C. F. Hopper, 1885, B.Litt., 1890; P. G. Hopper, 1886; A. T. Hord, 1881; K. C. Horner, 1891; W. A. Hough, 1904; A. T. Howard, 1808, B.A., 1908, M.A., 1909; A. T. Howell, 1885, B.A., 1888; W. J. Howell, 1891, B.A., 1896; J. E. Hoyle, 1906, B.A., 1910; A. C. Hudson, 1903; C. F. Hudson, 1912, B.A., 1920; E. V. Hudson, 1915, B.A., 1918; L. L. Hudson, 1906; T. J. Hudson, 1891; F. M. Huggins, 1907, B.A., 1911; D. C. Hughes, 1913; C. F. Humphries, 1878; W. T. Hurst, 1899, B.A., 1909; S. F. Hutchins, 1883.

C. E. Ingle, 1912. B. C. Ingram, 1912, B.A., 191G); J. W. Israel, 1900; D. H. Ives, 1912, B.A., 1916.

E. B. Jenkins, 1910, B.A., 1911; J. L. Jenkins, 1905, B.A., 1910; E. N. Johnson, 1906, B.A., 1910; G. H. Johnson, 1905, B.A., 1910; J. E. Johnson, 1896, B.A., 1897, B.Laws, 1897; J. S. Johnson, 1913, B.A., 1917; L. L. Johnson, 1913, B.A., 1918; W. N. Johnson, 1894, B.A., 1899; W. O. Johnson, 1906, B.A., 1907; C. G. Jones, 1880, B.Litt., 1883; C. W. Jones, 1909; J. C. Jones, 1904, B.A., 1907; J. R. Jones, 1875; B.Litt., 1877; N. S. Jones, 1880; P. H. Jones, 1901; W. G. Jones, 1885; W. J. Jones, 1904, B.A., 1908; W. T. Jones, 1880, B.Litt., 1881; A. V. Joyner, 1901, B.A., 1907; L. H. Jovner, 1887; J. M. Justice, 1902, B.A., 1905.

J. R. Kallam, 1891; T. C. Keaton, 1906; O. A. Keller, 1908; J. I. Kendrick, 1887, B.A., 1891; Thos. Kennedy, 1904; J. W. Kenny, 1888; M. L. Kesler, 1885, B.A., 1888; J. AT. Kester, 1911, B.A., 1912; F. D. King, 1904, B.A., 1908; W. A. Kingsbury, 1867; J. E. Kirk, 1904; J. T. Kirk, 1896; G. C. Kirksey, 1909, B.A., 1912; A. Knott, 1911; B. F. Knott, 1869; J. D. Knott, 1867; F. W. Kurfees, 1905, B.S., 1909; W. L. Kyle, 1901.

J. H. Lamberth, 1879; H. J. Langston, 1909, B.A., 1920; J. E. Lanier, 1906, B.A., 1909; R. R. Lanier, 1909, B.A., 1913; J. D. Larkins, 1894, B.A., 1898; E. M. Lassiter, 1908; G. W. Lassiter, 1913, B.A., 1916; NT. C. Lassiter, 1898; W. H. Lassiter, 1874; D. F. Lawrence, 1893; T. M. Leary, 1888; D. S. Lee, 1905; J. I. Lennon, 1895; R. S. Lennon, 1906, B.A., 1912; C. A. Leonard, 1902, B.A., 1907; W. T. Lewellyn, B. A., 1882; F. A. Liles, 1907; T. F. Limerick, 1905; W. E. Linney, 1912; W. F. Little, 1881; I. N. Loftin, 1900; Edward Long, 1903, B.A., 1905; James Long, 1891, B.A., 1892; Sam Long, 1909, B.A., 1913; J. F. Love, 1885; C. G. Loe, 1896, B.A., 1905; Vance Lucas, 1902; J. W. Lynch, 1883, M.A., 1888.

W. A. McCall, 1897, B.A., 1899; J. C. McCarter, 1902; R. D. McDaniel, 1912; M. V. McDuffie, 1876, B.A., 1881; V. A. McGuire, 1909, B.A., 1913; C. M. McIntosh, 1895, B.A., 1897; J. A. McKaughan, 1892; J. M. McManaway, 1885; O. W. McManus, 1905, B.A., 1909, M.A., 1915; E. T. McMillan, 1909; J. F. McMillan, 1875. H. W. Malloy, 1884; B. T. Mangum, 1912; O. R. Mangum, 1903, B.A., 1907; P. D. Mangum, 1900, B.A., 1916; H. W. Markham, 1911; O. N. Marshall, 1903; A. H. Martin, 1909; J. A. Martin, 1910; J. H. Martin, 1894; H. H. Marshburn, 1892, M.A., 1897; J. A. Mason, 1888, B.Litt., 1892; M. L. Matthews, 1902; G. L. Merrill, 1885, B.Litt., 1889; J. W. Millard, 1887, M.A., 1892; C. A. Miller, 1905; R. B. Miller, 1898; G. T. Mills, 1906, B.A., 1917; O. B. Mitchell, 1907; R. S. Mitchell, 1898; V. F. Mitchell, 1913, B.A., 1917; J. C. Mizelle, 1898; J. D. Moore, 1891, B.A., 1893; J. F. Moore, 1881; J. R. Moore, 1889, B.A., 1895; S. B. Moore, 1911; W. G. Moore, 1907, B.A., 1911; J. S. Morgan, 1902; W. B. Morton, 1879, B.Litt., 1884; C. M. Murchison, 1882; J. F. Murray, 1904; B. O. Myers, 1910; D. R. Myers, 1894.

A. H. Nanney, 1903, B.A., 1907; J. H. Nanney, 1903, B.A., 1908; M. L. Newby, 1907; A. R. Newsome, 1893; C. C. Newton, 1867; I. T. Newton, 1888, B.A., 1893; J. D. Newton, 1883; M. V. Nix, 1915, B.A., 1921.

L. R. O'Brian, 1907, B.A., 1912; S. W. Oldham, 1891; E. I. Olive, 1908, B.A., 1910; W. S. Olive, 1881, B.Litt., 1887; G. G. O'Neill, 1891; D. W. Overby, 1907; C. F. Owen, 1899; J. C. Owen, 1894, B.A., 1899.

J. R. Pace, 1883; B. R. Page, 1911, B.A., 1915; J. M. Page, 1899; W. P. Page, 1908; C. J. D. Parker, 1894; E. L. Parker, 1892; T. J. Parker, 1879; C. B. Paul, 1892, B.A., 1897; J. J. Payseur, 1891, B.A., 1894; R. B. Pearson, 1903, B.A., 1907, M.A., 1910; J. R. Pendergrass, 1883, B.Litt., 1888; E. Y. Perry, 1879; C. D. Peterson, 1889; A. R. Phillips, 1909, B.A., 1913; A. A. Pippin, 1888; A. E. C. Pittman, 1891; A. M. Pittman, 1874; C. T. Plybon, 1915; E. D. Poe, 1906, B.A., 1909; W. D. Poe, 1902, B.A., 1906; E. Y. Pool, 1894; F. K. Pool, 1909, B.A., 1913, M.A., 1920; W. A. Pool, 1866; T. A. Pope, 1912; W. B. Pope, 1880, B.Litt., 1884; S. J. Porter, 1889, M.A., 1893; T. H. Posey, 1894; E. M. Poteat, 1881, B.A., 1881; H. A. Powell, 1910; J. C. Powell, 1912, B.A., 1916; R. E. Powell, Jr., 1908, B.A., 1912; J. L. Powers, 1913; D. M. Pressley, 1893; J. P. Price, 1886; C. B. Probst, 1900; J. B. Pruett, 1880, B.Litt., 1885; L. R. Pruett, 1882, B.A., 1887; J. D. Purvis, 1914.

G. L. Rails, 1908; W. H. Reddish, 1891; R. K. Redwine, 1912, B.A., 1916, M.A., 1919; C. B. Reid, 1912; W. B. Renfrow, 1901; C. E.

Rhyne, 1896; E. F. Rice, 1888, B.A., 1892; J. H. Rich, 1895, B.A., 1898; D. B. Rickard, 1892, B.A., 1896; C. C. Rickman, 1898; M. L. Rickman, 1884, B.Litt., 1889; W. R. Rickman, 1895, B.A., 1899; C. A. Ridley, 1896; O. L. Riggs, 1910; F. L. Riggsbee, 1891; W. B. Rivenbark, 1900; D. B. Robbins, 1900; C. M. Roberson, 1911; A. T. Robertson, 1880, M.A., 1885; C. H. Robertson, 1908, B.A., 1913; J. D. Robertson, 1891, B.A., 1894; E. J. Rogers, 1907, B.A., 1911; A. M. Ross, 1892, B.A., 1896; C. Ross, 1913; W. O. Rosser, 1896, B.A., 1900; F. M. Royall, 1888, B.Litt., 1891; W. C. Royall, 1907.

R. C. Sandling, 1870, B.Phi., 1875; L. Sasser, 1913, B.A., 1919; T. Sasser, 1911; C. S. Sawyer, 1910, B.A., 1915; O. W. Sawyer, 1909, B.A., 1913; C. W. Scarborough, 1875, B.A., 1877; C. M. Seawell, 1866, B.A., 1870; A. W. Setzer, 1895; E. C. Sexton, 1911, B.A., 1915; T. Y. Seymour, 1905, B.A., 1909; A. F. Sharpe, 1888; J. A. Shemwell, 1873; N. H. Shepherd, 1898; A. C. Sherwood, 1900, B.A., 1903; Z. A. Shipman, 1901; M. J. Sholar, 1884; C. A. Sigmon, 1901, B.A., 1904; N. J. Sigmon, 1913, B.A., 1916; I. O. Siler, 1905; Q. T. Simpson, 1867; C. R. Singletary, 1906, B.A., 1910; T. C. Singleton, 1904, B.A., 1909; R. Skaggs, 1909, B.A., 1913; S. J. Skinner, 1868; W. H. Sledge, 1891, B.A., 1894; C. A. Smith, 1902; C. G. Smith, 1909, B.A., 1913, M.A., 1918; E. F. Smith, 1901; J. E. Smith, 1909, B.A., 1914; W. A. Smith, 1891, B.A., 1893; J. S. Snider, 1897, B.A., 1898; Benj. Sorgee, 1902, B.A., 1908; C. R. Sorrell, 1908, B.A., 1913; C. C. Sorrells, 1913; J. H. Spalding, 1902; J. D. Spangler, 1903; J. P. Spence, 1888, M.A., 1892; B. W. Spilman, 1891, B.S., 1891; G. E. Spruill, 1898, B.A., 1900; N. P. Stallings, 1882; J. M. Stanford, 1900; G. W. Stanley, 1911; J. G. Stanley, 1909, B.A., 1913; W. B. Stansbury, 1903; G. V. Stephens, 1911, B.A., 1916; C. E. Stevens, 1908; C. H. Stevens, 1912, B.A., 1917; H. T. Stevens, 1904; J. M. Still, 1893; R. S. Strickland, 1912; J. H. Stringfield, 1908; J. S. Styers, 1910; E. F. Sullivan, 1910, B.A., 1913; W. F. Sutton, 1911; H. R. Swain, 1899; S. D. Swain, 1884, B.A., 1889; P. S. Sykes, 1913, B.A., 1917.

J. B. Talbirt, 1902; D. B. Tally, 1875; M. T. Tanner, 1908, B.A., 1912; W. T. Tate, 1912, B.A., 1916; E. F. Tatum, 1882, B.Litt., 1887; C. R. Taylor, 1897, B.A., 1900; J. R. Taylor, 1898; J. W. Taylor, 1912; T. F. Taylor, 1906; J. U. Teague, 1909, B.A., 1915; L. W. Teague, 1915, B.A., 1915; C. T. Tew, 1902; C. Thomas, 1912, B.A., 1916; J. S. Thomas, 1908, B.A., 1914; J. W. Thomas, 1872; C. J. Thompson, 1885, B.Litt., 1889; E. O. Thompson, 1905; E. N. Thorne, 1903, B.A., 1908; J. B. Thorne, 1906, B.A., 1908; C. G. Tillman, 1913; F. P. Tolleen, 1911; B.A., 1912; C. H. Trueblood,

1907; B.A., 1912; M. L. Tucker, 1911; G. T. Tunstall, 1906; E. A. Turner, 1902, B.A., 1905, M.A., 1905, LL.B., 1907; W. M. Turner, 1894; J. F. Tuttle, 1868.

F. R. Underwood, 1871, B.A., 1874; P. A. Underwood, 1908, B.A., 1912; C. A. Upchurch, 1901; H. C. Upchurch, 1911.

R. T. Vann, 1870, B.A., 1873; T. L. Vernon, 1899, B.A., 1905; D. Vipperman, 1905; W. R. Voyles, 1912.

J. M. Walker, 1893, B.A., 1897; R. P. Walker, 1898, B.A., 1902; T. R. Walker, 1875; G. G. Wall, 1910, B.A., 1912; W. C. Wallace, 1892; J. N. Walker, 1909; J. N. Wallin, 1911, B.A., 1914; D. R. Walters, 1900; E. Ward, 1882, B.Litt., 1885; J. A. Ward, 1913, B.A., 1917; W. J. Ward, 1884, B.Litt., 1888; D. G. Washburn, 1898, M.A., 1900; G. T. Watkins, 1886, B.A., 1889; J. L. Watson, 1890; J. W. Watson, 1882, M.A., 1886; W. F. Watson, 1881, B.A., 1887; R. W. Weaver, 1891, M.A., 1893; E. D. Wells, 1882; W. E. West, 1905, B.A., 1910; E. L. Weston, 1898; L. U. Weston, 1912, B.A., 1915; E. M. Whedbee, 1912, B.A., 1917; C. C. Wheeler, 1907, Jesse Wheeler, 1867; W. G. Whisnant, 1906; E. E. White, 1905, B.A., 1909; J. A. White, 1871; J. I. White, 1901; J. L. White, 1881, M.A., 1886; R. K. White, 1913, B.A., 1917, M.A., 1918; W. H. Whitehead, Jr., 1903, B.A., 1904; W. M. Whitesides, 1901; J. W. Whitley, 1903, B.A., 1907; B. G. Whitley, 1912; C. B. Williams, 1888, B.A., 1891; H. T. Williams, 1885; J. M. Williams, 1877; T. P. Williams, 1913; W. W. Williams, 1915, B.A., 1920; J. B. Willis, 1906, B.A., 1909; J. H. Willoughby, 1905; S. B. Wilson, 1896, B.A., 1901; H. H. Wilson, 1879; O. Winburn, 1896; C. E. Wishart, 1905; I. E. Wishart, 1911; C. A. Witherspoon, 1908; B. T. Wood, 1899; G. G. Wood, 1901; W. E. Woodruff, 1898, B.A., 1902; I. C. Woodward, 1908, B.A., 1911; D. L. Woodward, Jr., 1915, B.A., 1918; F. T. Wooten, 1884, B.S., 1888; J. S. Wrenn, 1886; W. L. Wright, 1877, B.A., 1879.

K. M. Yates, 1912, B.A., 1914, M.A., 1919; O. W. Yates, 1910, B.A., 1914.



FACULTY OF WAKE FOREST COLLEGE, 1904.

BIOGRAPHICAL SKETCHES

PROFESSOR J. R. DUGGAN, A.M., M.D., Ph.D.

(From the *Wake Forest Student* of January, 1888)

Dr. James R. Duggan, Professor of Chemistry in Wake Forest College, died at Wake Forest, Sunday, January 8, 1888, just as the sun was rising. He had been ill for several weeks, prostrated at first by typho-malarial fever, which was followed by pneumonia; and when this last was mastered, meningitis came and was the immediate cause of his death. His heroic young wife was at his side, as were also his father and brother. He had been unconscious for more than a week, and passed away so quietly that no one could say at what moment he ceased to breathe.

Dr. Duggan was born November 14, 1859, in Washington County, Georgia. Early in life he showed a distinct bias toward scientific studies. He seems to have been a natural anatomist, the children in their play calling him "Doctor." He entered the freshman class of Mercer University at the tender age of thirteen, and when but fourteen presented as the required composition a paper in the anatomy of the heart which astonished the professor. When he graduated in 1877, with the degree of A.M., the President announced that he had missed no college duty during the whole four years of his connection with the institution. In 1879, when he was as yet but twenty years of age, he received the degree of M.D. from the Jefferson Medical College of Philadelphia. He entered at once upon the practice of medicine, in Macon, Georgia, which he continued for about two and a half years. During this time he evidenced his fondness for original work by the publication of a pamphlet of some one hundred pages on the mineral springs of Georgia.

Entering Johns Hopkins University, Baltimore, in the fall of 1881, he became a Scholar in 1882; the year following he was made a Fellow in Chemistry, and obtained the degree of Ph.D. in 1884. Down to the time of his call to Wake Forest in 1886, he remained a Fellow of that University, the latter part of the time a Fellow by courtesy. Accounts of his original investigations have appeared in various scientific journals of this country, and received foreign recognition in his election to membership in the Chemical Society of Germany.

The Trustees of Wake Forest College elected him Professor of Chemistry July 30, 1886. At once after entering upon the duties of

the chair the following September he won universal respect and esteem. The handsome chemical laboratory which he planned and which is now about completed, will stand as a monument alike to his eminent attainments as a chemist and to the appreciation in which those attainments were held by the Baptists of North Carolina.

Dr. Duggan was baptized at eleven years of age, and at the time of his death was a member of the Wake Forest Baptist Church. He married Miss Janie Prichard at Wake Forest, October 18, 1887.

WILLIAM GASTON SIMMONS

In my humble opinion he was one of the most remarkable men I have ever known. I have been thrown into close relations with three great students in my life time. One of them was Dr. Crawford Toy, perhaps the most erudite man I have ever known; another was the world renowned Dr. John A. Broadus, and the third was Prof. Simmons. His power of large and ready acquisition, the grasp, vigor and accuracy of his memory, and the ease with which his large attainments arranged themselves in systematic and even scientific order in his mind, were as remarkable as the kindred qualities which made these two gentlemen so distinguished as scholars. There was scarcely a topic within the wide range of human learning with which he did not seem familiar. From sketch by T. H. Pritchard.

* * * *

A man of large, vigorous and well trained intellect and vast learning he consecrated all, with perfect singleness of heart to the service of the College.... There is hardly a chair in the course of study which he had not filled, and there was hardly a year in which he did not do more work lying outside than that which belonged to his own school. Had he been permitted to devote himself to one particular school he would have been a specialist. Dr. J. Hufham, in obituary article in records of Board of Trustees.

* * * *

(The following taken from a comprehensive sketch by Dr. William Royall found in the *Wake Forest Student* for June, 1889, is intended to give the main facts of the life of Dr. Simmons, with omissions of what has been recorded in the body of this work.)

William Gaston Simmons was born in Montgomery County, N. C., March 4, 1830. At an early age he showed a fondness for reading and a decided appreciation of literary models. His father, Mr. Lockey Simmons, who himself put a high estimate upon learning, was disposed to give his son all the advantages in this line which the country af-

forded. He gave good proof of this by sending him to schools better than his neighborhood afforded and presided over by eminent teachers. Each of the three academies which he attended, . . . was under the management of cultured and scholarly Presbyterian divines. At the last mentioned (Carthage) he was thoroughly prepared for college. Indeed, in the classics and in mathematics he had very little fresh ground to travel over during the first year of his course at Wake Forest College, although he entered the Sophomore class half advanced. The date of his matriculation was August, 1849.

So extended was his reading in Latin and Greek, so familiar had he become with the vocabularies of these incomparable languages, that, to the last, notwithstanding that his line of teaching seldom lay in that direction, he could read them with ease.... While a student, and afterwards tutor, at Wake Forest, largely on account of his good preparation at the academies, he found and made opportunity for extensive reading.

The place of valedictorian in the class of 1852, when he graduated fell by lot to him, Dr. John Mitchell and he being equally matched in grade. In September, 1852, he became Tutor in the College and held that position for but one scholastic year, for during the year he had fully decided to adopt the law as his profession.

In the following year he married Miss Mary E. Foote, of Warren County, N. C.—a helpmeet indeed, one whose devotion to their common interests and to him through all the vicissitudes of a married life of thirty-six years was so marked as to have elicited favorable comment from all who witnessed it. . . . In bodily weakness a never-failing aid, in sickness first and last a tender companion and an untiring nurse, his death alone put an end to her solicitous ministrations.

While at college he had read a few law books, and now that he had decided to engage on the practice of law he determined to put himself under the training of experts in that profession and went for that purpose to the State University at Chapel Hill. He received his license to practice law in January, 1855.

Soon after this he was urged by the authorities of Wake Forest College to accept the Chair of Natural Science-chemistry being then the leading feature in that department. In the fall of 1855 he consented to accept it temporarily, expecting to return to the law eventually. But soon thereafter there were indications of that weakness of the eyes which constituted throughout life the great drawback upon his ability to do literary work without the aid of a reader. Thinking properly that this infirmity would materially interfere with the practice of his chosen profession and duly considering all the circumstances of the

case, he came to the conclusion to make teaching his life-work and entered upon that long career which with no interruption, except that enforced by the condition of the country during the war, ended only when, one year before his death he was completely disabled by disease.

His record for close attention to college duties and punctual attendance upon the same for a third of a century is perhaps unparalleled. The aggregate of absences would hardly amount to a month. He made his time private business, personal habits and social and domestic arrangements all yield to the demands of duty. And he served with equal fidelity when put upon a meagre salary and when enjoying one more adequate. Nor did he either spare himself or consult his individual taste for special kinds of work, or do grudgingly anything which the interests of the College and the exigencies of the moment demanded, however far removed it may be from the circle of his own proper work.

The records of the College show that from first to last the pressure of emergencies in its history brought him to the rescue in almost every point in the curriculum. . . . As an instructor he was noted for the careful preparation and perfect mastery of the subject of each lesson or lecture. He seldom used the textbook in the recitation-room. His comments and lectures were delivered in language chaste and pertinent and in sentences well-balanced, neat and luminous.

Careless and hurried preparation on the student's part found no favor with him, while the lazy evasion of necessarily hard work was at a decided discount. He counted upon diligence and application and showed that he expected them.

His power of work, endurance, pains-taking and financiering (for he collected and disbursed) were tested to the utmost. It is needless to trace further the course of events in the life of Professor Simmons so far as they stand related to his connection with the College after the war as a professor. Suffice it to say that after twenty-odd years of hard toil in several departments we find him at last occupying a well defined field of labor, the School of Physics and Applied mathematics. This occurred in 1887. Shortly afterwards he had attacks of that disease which soon rendered active labor in any direction impossible.

From 1877 to 1888 he was Treasurer of the College. This office he managed on strictly business principles and wholly in the interest of his employer. His books were kept upon the most approved plan and always revealed the financial status of the College. . . . He appreciated highly the appointment as a member of the State Board of Health tendered him by Governor Jarvis. The Board had consisted

hitherto exclusively of medical men-the only exception being that of a civil engineer. . . . Governor Fowle among his first acts recommissioned him.... Professor Simmons was a most entertaining man in conversation. He possessed the rare art of relating the incident in point and of imparting to it piquancy and life. . . . His religious impressions were reinforced by earnest conviction; so that when at the age of fourteen he was converted he stood on solid rock.... He loathed both cant and obtrusive prominence, and instinctively shunned the very appearance of them. Any service, however, which it seemed clearly his to render, or to which he was appointed by his brethren, he did and did well. His kindness to orphan, widow and the destitute, spontaneous, genuine and abundant-even this was carefully guarded from the appearance of obtrusion and from becoming a topic of general remark.

His full conviction of the truth of the Bible, his deep experience of grace and clear recognition of the work of the Spirit of God upon his heart kept him steady and well balanced when the scientific world his professional habitat-was astir with discoveries which gave rise to hastily constructed theories apparently in conflict with the teachings of the Bible. He believed in God the Creator, Upholder, Governor and Redeemer, without mental reservation or secret equivocation.

But it was in the home circle that his virtues shone out most brightly. There kindness, gentleness, tenderness in tone, speech, action, ruled.

His death, which occurred on March 3rd of this year (1889), was not unexpected. For more than a year he had labored under an affection of the head which put it out of his power to engage in regular work and rendered necessary a regular attendant.... His death, strange to say, was immediately caused not by the disease which perhaps in a very short time would have brought his life to a close, but by a violent attack of pneumonia.

WILLIAM ROYALL, D.D., LL.D.

(Although much has already been said of Dr. William Royall, the following brief sketch found in *the North Carolina Baptist Almanac* for 1894, contains some matters of personal nature not already told.)

William Royall, D.D. LL.D. was born in Edgefield District. South Carolina. July 30, 1823, and died in Savannah. Georgia. January 3, 1893. Before he was twelve years old he was baptized in Charleston. South Carolina. At fifteen he entered the Sophomore Class in the South Carolina College. and graduated at eighteen. For more than a year he studied law. When twenty he was united in marriage to Elizabeth Bailey, daughter of Dr. R. S. Bailey of Mount Pleasant,

South Carolina. At twenty-one he was ordained to the Gospel ministry, having pursued a course of study in theology under Dr. Thomas Curtis, Sr., and Dr. William T. Brantly, Sr.

His ministerial work included the care of some twenty churches in all, and extended to six states, North and South Carolina, Georgia, Florida, Texas and Tennessee. Not less than fifteen hundred persons were baptized by him. His preaching was thus characterized by one of his colleagues (Dr. W. L. Poteat) at the memorial services held on the day of his burial: "With steps not too rapid he went straight to the heart of the text and laid it open. His illustrations, which always illustrated, were drawn from his wonderfully rich and varied experience, or from the realm of science. He studied science unremittingly in all its branches, and mainly, I believe, for the light it might throw on the truth of God. His mind was of the logical order, with a power of analysis and insight surpassing that of any other man it has been my privilege to know. But overspreading the course of the most exacting argument there was the play of a generous glow of feeling, which allured the less gifted and somehow seemed to make them sharers in the reasoning and triumph of the result."

In educational work, no less than in ministerial, he was abundant in labors. In 1855 he was elected to a professorship in Furman University, which he ably filled for five years. In 1860 he accepted the professorship of Latin in Wake Forest College. From 1865 to 1870 his chair was that of Languages. For fourteen months during the war he was chaplain of the Fifty-fifth North Carolina Regiment. Resigning his professorship in 1870 he took charge of the Raleigh Baptist Female Seminary, and afterwards of a similar institution at Louisburg, North Carolina. Failing health caused his removal, in 1874, to Texas, where for several years he was the beloved president of Baylor Female College, at Independence. In 1880 he was recalled to Wake Forest College to fill the chair of Modern Languages, which at that time included English. Here again he taught nobly for a period of twelve years, during the last four serving as Professor of English alone.

In 1868 Furman University conferred on him the degree of Doctor of Divinity, and in 1888 the University of North Carolina that of Doctor of Laws.

Active to the last moment, in the twinkling of an eye he quietly changed worlds.

The faithful and beloved companion of nearly a half century preceded him to her reward by only five months, her death occurring

July 24, 1892.

His last sermon, preached in the College Chapel, Sunday, December

11, 1892, was from the text: "All things work together for good to them that love God."

(In the *Biblical Recorder* of January 18, 1893, is found a summary of the addresses made at his funeral services by the pastor, Dr. W. R. Gwaltney, by Dr. John Mitchell, by a student, Rev. I. T. Newton, and by his colleagues, Professors Mills, Lanneau, Poteat, and President Taylor. On the same page is a short sketch of his wife, who died on July 24, 1892, by her son, W. B. Royall, from which the extract given below is taken.)

ELIZABETH BAILEY ROYALL

My mother was born at Mount Pleasant, South Carolina, August 26, 1821, and was the oldest child of Dr. Robert S. Bailey, a well known and highly esteemed physician in his day, having received his professional education in London, and being a contributor to one or more of the leading medical journals of this country. She was a sister of Dr. Thomas P. Bailey, late President of the Medical Association of South Carolina.

On October 12, 1843, she was married to my father. Into this union she entered with the full consent of her mind to be a preacher's wife, and never was station more faithfully, more heroically filled. Forty years ago, amid the wilds of Florida, my father often absent for weeks on the frontier as a missionary, bravely and lovingly she did her part as the help mate of the Lord's servant. Nor did any of the little ones, over whom so tenderly and faithfully and wisely she watched, ever hear from her lips a whisper of discontent at her lot in life. Her exalted conception of the preacher's calling was such as to invest that calling in the minds of her children with a wholesome sacredness and dignity, while it left untrammelled the man of God, who knew that all was well at home so far as a heart loyal to his Master and his Master's servant could make it so. Wherever duty found him, whether in the pulpit, the country school, the professor's chair, her unwavering confidence in the integrity of his purpose rendered her an intelligent and cheerful sympathizer with him in every detail of his work. When there was no token of appreciation from others of arduous task performed, her "well done" was often to his soul as the prophecy of his Master's plaudit.

When she was taken from his side, though the ambition to fulfill his mission seemed to suffer no abatement, all desire simply to live was gone; to depart and be with Christ seemed far better.

The last two years that my mother spent on earth were in some respects the sweetest and brightest years of her life. Though paralyzed

and in a measure helpless her presence was to us a well spring of gladness.

EXUM GREEN BECKWITH

(Another member of the faculty whose services in that position all fell within the time of the administration of President Taylor was Exum Green Beckwith. Something has been said of his work at the College in the body of the text, and that need not be repeated here. He was a native of Wake County, born near Clayton, North Carolina. He died at Wake Forest on June 25, 1892, of gastritis after several weeks of acute suffering. The following is from a sketch by President Taylor.¹)

Professor Beckwith was the son of Christian parents and was reared in a Christian home. In early life he gave his heart to Christ and followed him faithfully to the end. From 1877 to 1882 he was a student of Wake Forest College. and few students have ever been more assiduous in labor or punctual in duty. In 1882 he represented the Phi. Society as one of the anniversary debaters, and received his degree as Bachelor of Arts. During the two following sessions he was both student and Tutor. In 1884 he took the Master of Arts degree. The next session he spent in Johns Hopkins University, in the special study of Physics and Mathematics. During 1885-86 and 1886-87 he was principal of an academy at Clayton, N. C. In the latter year he was elected Assistant Professor of Mathematics in Wake Forest College, and held the position until his death. On December 16, 1888, he was ordained as a minister of the gospel at Mount Moriah Church, where he served as pastor until his death. Other churches in Wake and Franklin counties have also enjoyed his services.

Professor Beckwith was not a showy man, but he was true to the core. He could always be depended on as a friend and a helper. He was quiet and unobtrusive in manner, but prompt and efficient in the discharge of every obligation. Hundreds of young men who have passed under his instruction will bear testimony that he spared not himself in his efforts to help them. Everybody was compelled to respect his religion. He lived it as well as preached it. There was no taint of agnosticism in his convictions. His faith was old-fashioned in its objects as well as in its intensity. Few of us will ever forget the prayers he offered in the chapel-how he seemed sometimes in utter oblivion of self to be pressing through the presence chamber of the Kin- right up to the throne!

¹ *Biblical Recorder*, June 29, 1892. *North Carolina Baptist Almanac*, 1895,

Professor Beckwith's funeral was preached in Clayton by Dr. William Royall, and his remains were laid to rest by the side of his wife and babe who went before him to the better land.

JAMES CONSTANTINE MASKE

James Constantine Maske, son of James Maske and Ellen Maske, was born in Union County, North Carolina, November 11, 1862. While he was still a lad the family moved to the vicinity of Roberdel, Union County. He was a student of Wake Forest College 1882-84, and 1886-90, and was graduated with the Bachelor of Arts degree in June, 1890. For the year 1890-91 he was a graduate student in Latin and Greek at Johns Hopkins University. In June, 1891, on the elevation of Professor J. B. Carlyle to the head of the Latin department of the College, Maske was appointed to his place, assistant professor of Greek and Latin. This position he held until his death on September 17, 1894. His death was caused by typhoid fever, probably contracted while he was engaged in canvassing in the Green River, Mecklenburg, and other associations, for students in the summer of 1894. He was unwell when he returned to the College for the opening of the session and did not undertake to hear his classes. His remains, accompanied by Professors Carlyle and Sikes were taken to Roberdel for burial.

Professor Maske was of rather spare physical build, but was strong and vigorous and was able to do a great deal of mental work without sign of fatigue. He was an enthusiastic student of Greek, and being well instructed in the grammar and literature of the language under Professor W. B. Royall, he was well equipped for further study of the language under Professor Gildersleeve at Johns Hopkins. Though he remained only a year there he showed his enthusiasm for the ancient classics by collecting a large number of Greek and Latin texts and books relating to them. After his death this valuable collection was presented to the College Library by his executor, with the provision that it be known as the "J. C. Maske Collection of Ancient Classics."

Professor Maske's habits were those of a scholar; he was quiet without being reserved in his social relations. Early in life he was converted and baptized into the membership of the Meadow Branch Baptist Church in Union County; when the family moved to Roberdel he proved a strong supporter of the Baptist church there which was then young and of few members. He always remained strong in his religious convictions. In his report to the Board of Trustees in June, 1895, President Taylor said: "He was an excellent scholar, a suc-

cessful teacher, a true man, and a devout Christian." The following from the resolutions of the Euzelian Society, of which he was a member, will indicate more fully his qualities as a teacher:¹

"He was peculiarly adapted in education, and what is more important skill, in Christian character and loving disposition, for the position he so ably filled. His life was one continual, unrelenting struggle for an education, and so every boy in College, no matter how obscure his parents, or in what extreme penury he was situated, knew that he could go to Professor Maske with all his difficulties and receive genuine heartfelt sympathy.

"His beautiful character was clothed in naturally modest and retiring disposition, but as acquaintance grew the love and respect for him steadily increased. It was only by his most intimate friends that he could be appreciated. It is truly remarkable to find one having a disposition as tender and sympathetic as the kindest of mothers, coupled with a manly honesty and integrity as uncompromising as justice itself.

"Every student on entering any of his classes was immediately impressed with his painstaking and careful exactness. No college duty was too small to merit his attention. Indeed, his indefatigable industry and precise truthfulness became proverbial among the students. A word of praise was as opposite to flattery as truth can be to a lie, and it became the fortunate boy who received it an incentive to harder labor."

CHRISTOPHER C. CRITTENDEN

Of Professor C. C. Crittenden and his connection with the School of Pedagogy, an account has been given above. His life and his service at Wake Forest College were both brief. He was near twenty-eight years old when he came to the College in September, 1900, and he died on April 23, 1903, after an attack of influenza. On July 23, 1901, he married Miss Ethel Taylor, daughter of President Charles E. Taylor, and to them was born one child, a son, C. C. Crittenden, who after achieving distinction as a scholar and serving several years on the faculty of the University of North Carolina, in 1933 became Chairman of the North Carolina Historical Commission, a position which he still holds. For further account of the life of Professor Crittenden I am quoting from two articles. The first is from a "Tribute" by a student, H. E. Craven.²

¹ *Wake Forest Student*, XIV, 43f. Committee; W. H. Davis, W. G. Briggs, S. R. Buxton.

² *Wake Forest Student*, XXII, 544ff.

"Professor C. C. Crittenden was born on October 7, 1872, in Chesterfield County, Virginia. He received his early education at the Homestead Academy, graduated at Richmond College in 1892, and spent one year in postgraduate work at Johns Hopkins in 1894. He taught school at Churchland, Virginia, from 1892 to 1894; at Murfreesboro, Tennessee, from 1895 to 1897; at Campbell, Texas, during 1897 and 1898; and taught in the graded school of Wilson and Concord, North Carolina, till the fall of 1900, when he was elected to the chair of Pedagogy in Wake Forest College.

"Professor Crittenden had won a warm place in the heart of nearly every student in college. His abounding physical vitality, his interest in athletics, his cordial greetings, his friendly smile, his ready sympathy for young men, his unfailing kindness and courtesy both in the classrooms and on the Campus, and his power of adapting himself to all kinds of persons, and making himself interesting to others, made him one of the most useful men in the Faculty to the student body.... He was one of the most inspiring teachers one could imagine. He was always alert, attentive, full of his subject, and was skilful in the art of questioning his pupils. In his teaching he was intensely practical, never at a loss for a word, quick, all aglow with enthusiasm that was magnetic. He seemed to have read everything and to have forgotten nothing."

The following is from a sketch written for the *Biblical Recorder* of April 29, 1903, by Dr. W. B. Royall:

"Professor C. C. Crittenden in this brief connection of three years with Wake Forest College had come to be a distinctive force in its life and work. Placed in charge of a new department, whose creation was an experiment of doubtful propriety, he was not slow in discovering the limitations and possibilities of the situation. With high ideals and determined purpose, and the energy of a man all alert, he sought the way of least resistance, and along this pushed the work with widening track and increasing momentum. The best proof of the ability and wisdom of the man is the result reached in so short a time; for the School of Pedagogy at Wake Forest is now a recognized factor in the educational work of our State.

"In the cause of popular education Professor Crittenden was an ardent worker. His interest in the schools of the community, white and colored, was genuine and practical. Only today a prominent colored man remarked to the writer that he could not help reckoning the death of Professor Crittenden a personal bereavement, as he thought of the help and sympathy his people have received from so wise a man.

In every movement having to do with enlargement or improvement

in matters educational he took the liveliest interest and was to be found with his shoulder to the wheel.

"His talent he used to good purpose in the Sunday school and in other spheres of Christian work."

MRS. ANN ELIZA BREWER

(Digested from article by Dr. W. B. Royall in *Wake Forest Student*, XIX, 465ff., April, 1900.)

Ann Eliza Brewer was born February 1, 1826.

She was the only daughter of the first president of the College, Dr. Samuel Wait, and was the sharer with her honored parents in those hard experiences through which the College struggled.

In her antecedents on either side were elements of moral nobility and strength from which might have been augured the development of those charming traits that entered into her character and life.

Her father was the grandson of Wm. Wait, who, during the period of the Revolution and for years afterwards, was a Baptist minister in the State of New York. Her mother was Sarah Merriam, daughter of Jonathan Merriam, and first cousin of the eminent Oriental scholar, Dr. T. J. Conant.

On December 27, 1826, her father, with Dr. Wm. Staughton, left Washington, D. C., on a visit to the South, to obtain subscriptions for the relief of Columbian College. They reached New Bern, February 9, 1827. A few miles from this town, now on their way to South Carolina, they had their vehicle so injured by the running away of their horse that it was necessary to return and spend some time in New Bern, which led to the call of Dr. Wait to the pastorate of the New Bern Baptist Church. Thus by seeming accident the lot of Dr. Wait and his descendants was cast in the Old North State. It was in November, 1827, that the father, mother, and daughter, now nearly two years old, became domiciled within our borders.

In 1830 Dr. Wait was appointed General Agent of the Baptist State Convention, which had just been organized in Greenville. Some idea of the child's relation to this eventful period in the family life may be learned from the following penned by her own hand:

"Perhaps a description of the vehicle in which Dr. Wait and family traveled may not be uninteresting. Imagine a covered Jersey wagon of pretty good size. A seat across the middle accommodated father and mother, while in front, at the mother's feet, was ample room for a little chair in which sat their little daughter, about four years old when this work commenced. . . . The conveyance was the home of the little family—all the home they had—for two or three years, as they zig-

zagged back and forth from the mountains to the seaboard, laboring for the cause of Missions, the Convention, and eventually for our College.... There were two horses, both white; but then, after saying this much, all similarity ceased. Old 'Tom' was high, long and raw-boned, with white mane and tail, while 'Dick' was short and more compact, with black mane and tail, and altogether the better-looking horse. After serving their master well, they were brought to Wake Forest, where they still worked faithfully in the farm for several years."

During these earlier years of her life we may well know that the education of her daughter was not neglected by her parents. Indeed, it would have been impossible to have lived in daily association with her mother and not have received instruction and training such as it is seldom the privilege of children to enjoy.

In February, 1834, Wake Forest College began its career under the name of Wake Forest Institute. The father being president, and the mother hardly less interested than the father in everything pertaining to the institution, it is not surprising that the daughter should have been regarded as a part of the very life of the infant College, and should have easily found her way to the favor and affection of all connected with it.¹

Nor is it strange that, when she reached the proper age, and had been prepared for it by faithful instruction at home, she should have been accorded access to the courses of instruction then offered by the College. Availing herself of this privilege, her prudent mother being her almost constant chaperon, she succeeded in acquiring such an education as well fitted her for the place she so long filled in the social life of the College community.

In no event of her life was the divine favor more clearly manifested than in that of her marriage on November 5, 1844, to Mr. John Marchant Brewer, who was a native of Nansemond County, Virginia, and had received his education at Wake Forest.... Ten children were born in the home, one of whom died in infancy. The others, five sons and four daughters, survive their sainted mother. Hardly less marked than in her marriage were the evidences of the divine favor in the

¹ One aspect of this "favor and affection" is indicated by the following from an article by Mr. Aaron G. Headen of Chatham County, a student of the first year, 1831-35, in the *Wake Forest Student*, XXI, 85ff.: "There were about seventy students, and Dr. Wait, of blessed memory, was our faithful and honored president.... He had one child, a pretty daughter, and being always susceptible to female charms, I fell desperately in love with her, but both being so young I suppose it was what you term 'puppy love,' and ended with our separation."

rearing of these children, who grew up as olive plants around her table.

By inheritance and training Mrs. Brewer came into possession of much that was excellent in her character. It was her deep spirituality, however, that gave to her life its peculiar attractiveness. She was intensely interested in all that pertained to her Master's cause and the cries of his little ones were never by her unheeded... .

As her sun with sharpening angle dipped low in the western sky, with the fading day there gradually faded from her eyes the power of vision. It was hard at first for her to realize that the light she so much loved was to be shut out by the stealthily forming cataract. When the dread apprehension became a certainty, with beautiful resignation she entered into her affliction. . . . A careful examination of her eyes by the surgeon inspired the hope that an operation might be successful.... To her own joy, and the joy no less of many anxious hearts, the ordeal was blessed with happy issue. She was soon able to recognize faces and even to read her Bible, whose precious pages had for so many months been veiled from sight. . . . Yet her returning vision was but the foregleam of the heavenly vision soon to follow. It was on the morning of January 12, 1900, that the mists were lifted and the shadows all dispersed. Then the Heaven opened, and she beheld the King in his glory.

MRS. CHARLES E. TAYLOR

(From sketch, abridged, by Dr. W. B. Royall, in the
Wake Forest Student, XXVI. 3ff.)

The close of the earthly career of this beautiful and beneficent life brings to countless hearts unspeakable sorrow. Wake Forest is in tears, and all who know Wake Forest mourn.

It was on August 9, 1906, in the quiet of an evening hour, that she peacefully fell asleep. About her in the dear home, ministering to every need and supplying every comfort, were her loved ones, and among them, to their mutual joy, her devoted sister, Mrs. Janie P. Duggan, of Porto Rico.

Mrs. Taylor, before her marriage, was Miss Mary Hinton Prichard, and was born March 28, 1845, in Danville, Virginia. She was the daughter of Rev. John L. Prichard, who after a career of eminent service as a minister of the gospel, and while yet in the strength of his powers and at the zenith of his usefulness, laid down his life for God and humanity and by remaining at his post as pastor of the First Baptist Church of Wilmington, North Carolina, during the epidemic of

yellow fever that visited that city in 1862, and falling a victim himself to the terrible scourge. Her mother, before her marriage, was Miss Mary B. Hinton, daughter of James Hinton, a highly esteemed citizen of Wake County. The following, quoted from a Danville paper and written on the occasion of Mrs. Prichard's death in 1849, will give some idea of the honor and love she must have commanded:

"As the solemn procession passed through streets, and during the services at the church, the doors of the stores and workshops were closed, their occupants uniting with every portion of our population in honoring the memory of one whom all acknowledged to be one of the most excellent on earth."

The second marriage of her father to Miss Jane E. Taylor, the pious and accomplished daughter of Rev. James B. Taylor, D.D., of Richmond, Virginia, gave to her again the guidance and love of one who was as her own mother.

In a home, then, rich in blessed influences, Mrs. Taylor passed her early years. Next to the constant concern shown for her spiritual well-being was the wisely directed attention given to her mental development. . . . Her education which received its first and most vital impulse in this refined and Christian home, was most generously supplemented by attendance upon two of the best schools of the country—the Chowan Collegiate Institute at Murfreesboro, North Carolina, and the School of Limestone, South Carolina. At Murfreesboro she enjoyed the inestimable privilege of being a pupil of that eminent classical scholar and master of the pen, Dr. William Hooper. On account of the failing eyesight of her venerable preceptor, the young student, on the happy discovery by him of her superior gifts, and of the fact that she was a beautiful reader, was induced at his solicitation to share with him her eyes and voice. This service to her was most pleasing and stimulating and to him invaluable, resulting in his coming to regard her as a kind of protegee, while she learned to reverence him as a literary father. It was the closing of this seat of learning, in consequence of the Civil War, that took her for the completion of her collegiate course to the school at Limestone Springs, presided over by the distinguished Dr. Curtis, and then holding perhaps the first place among all our Southern institutions for women.

Allusion has been made to the lively concern manifested in her home for the spiritual side of her nature. . . . It is not strange, therefore, that in the freshness and strength of her young womanhood she should definitely and heartily turn her feet unto the testimonies of the Lord, nor that from that time the powers of the mind should have so allied themselves with those of the spirit as to beget that

splendid symmetry of character, in which, in a setting of exquisite culture, we beheld every social virtue and every Christian grace.

Her marriage to Dr. Charles E. Taylor, on September 11, 1873, thus brought to Wake Forest one whose life was to prove a benediction to all that should come under its influence. Sacred memories served to cement quickly the ties that bound her to the place. Here her revered father had been educated, and hence had recently gone forth with his diploma a greatly gifted brother.

To her husband, both as a professor in the College and afterwards as its able and zealous president, the sympathy of her ardent but gentle nature and her nice appreciation of the character and significance of his work were a fountain of strength. And when the exacting and multiplying professional cares were added to those of a growing family the gravity of these cares was deftly veiled by the rare and unostentatious wisdom of the wife.

The center of her beautiful Christian home, she diffused there an atmosphere of love and light that will abide as the sweetest legacy she could have bequeathed to her loved companions and the dear children, who she justly regarded as the insignia of a divinely favored motherhood.

Scores and hundreds of those who have been students of the College will always affectionately remember her gracious hospitality and her warm and tender sympathy.

In all Christian work her heart was most fervently enlisted. The needs of the perishing in heathen lands pressed heavily on her heart, but never in such a manner as to obscure from view the distress and suffering and sin of those around her. She strove to cultivate a proper Christian spirit towards the colored people and to commend to others the importance of so doing. In her these people possessed a true and most valuable friend.

MRS. MARY E. SIMMONS

(Sketch by G. W. Paschal, in *Biblical Recorder*, May 30, 1917)

Mrs. Mary Elizabeth Simmons died on April 13, 1917, at the home of her son, President Thomas J. Simmons of Brenau College, Gainesville, Georgia. She was in her eighty-fourth year, having been born on September 2, 1833. Her career was so long and vitally connected with Wake Forest College and her influence on the college community and many generations of students so great and good as to be worthy of the fullest recognition.

Mrs. Simmons was the only daughter of a Warren County family

distinguished for wealth and culture in the slave-holding antebellum days. Her father was Henry A. Foote; her mother's maiden name was Nancy Pitchford. On her twentieth birthday she became the bride of William Gaston Simmons, the son of a wealthy Montgomery County planter, whom she had met at a Wake Forest Commencement. Soon after her marriage her husband was called to Wake Forest College as professor of Chemistry and Natural History. He continued in this work until June, 1888, teaching in the time many other branches as the needs of the institution demanded. This was his life-work, and Mrs. Simmons was in it all a worthy helpmeet to him. When the work of the College was suspended during the War they remained and ran a boarding school which with slight interruptions was continued until the work of the College was resumed in January, 1866. In this work Mrs. Simmons had a large part.

Though Mrs. Simmons' contributions to the life of the College were many, not the least was that of joining with her husband in keeping the educational torch burning during the dark and trying hours of the War and Reconstruction. Though reared an only daughter in a home of wealth, and with a retinue of servants, yet when the time came she knew how to dispense with many of these and put her hand to help in a period of want. When the College opened after the War the dormitories were almost without furnishings. Mrs. Simmons, as the bursar's wife, came to the rescue and out of her private stores supplied the want. Was there need of a blanket, a spread, a broom, a dust cloth, she was appealed to, and she would find the desired article even though she robbed her own household. There were at the time meager boarding facilities at Wake Forest. To meet the need Mrs. Simmons opened a boarding house for the students, in this way and in many others doing all in her power to give the young men of the day an opportunity for education. At Commencement times she and Dr. Simmons kept open house, often feeding more than one hundred guests a day, setting tables continuously from noon until after dark. The expense would be one-tenth of the salary of her husband, and salaries were small in those days.

The task of reopening the college after the war fell primarily to Dr. Simmons. Soon he had associated with him Dr. William Royall, and Professors L. R. Mills and W. B. Royall. They heard the appeals for help uttered by young men anxious for an education but without the means of securing it. All honor to the noble teachers who met these young men half way! And all honor to their wives, too, for half the sacrifice was theirs. And one of these wives was Mrs. Simmons.

Great as was her work of love in pursuing hospitality and minister-

ing to the material needs of the students, Mrs. Simmons' greatest contribution to the life of the College was not material but personal and spiritual, as those students whose good fortune it was to know her well all with one voice would testify. For many years she had student lodgers in the upper stories of her spacious home, among them many since distinguished in many walks of life. Her genial and gracious influence got hold of all in a quickening way. The polished and city-bred, the rustic and uncouth, the timid and the bold, the pious and the non-pious, all responded to her manifest expectation that they must and could be gentlemen. Her unassuming good-breeding, her modesty, her wisdom, her genuine Christian goodness, her sympathetic spirit, made a silent but most powerful appeal to the chivalrous heart of youth. And how unfeignedly good and kind she was! Who that was ever sick under her roof can forget the delicate touch of her gentle hand on his fevered brow, her cheering words, the little dainties brought to satisfy his appetite during convalescence? She was an elect lady. The formative influence she exercised is potent today in the lives of men who are serving God and man in *every* station in life in almost every country in the world.

When we come to consider other qualities, what especially characterized Mrs. Simmons was her great fund of information. This embraced not only current events and current literature, but politics, several branches of science, law and medicine. She knew the technical terminology of these subjects and could use it in conversation without any semblance of display.

It remains to say a few words of the home life of Mrs. Simmons. Of her beautiful devotion to her husband we have the advantage of the view of a contemporary, Dr. William Royall, in his sketch of Dr. Simmons which appeared in the *Wake Forest Student* of June, 1889. He says:

"She was a helpmeet indeed, one whose devotion to their common interest and to him through all the vicissitudes of a married life of thirty-six years was so marked as to have elicited favorable comment from all who witnessed it. Intrusion into the sacred precincts of home is not usually warrantable. But it may not be unbecoming to say that as a guardian angel she watched his going out and his coming in, anticipating his wants and needs, both personal and official, lived to smooth his pathway and strove for him

To chase the clouds of life's tempestuous hours,
To strew its short but weary way with flowers,
New hopes to raise, new feelings to impart,
And pour celestial balsam on the heart.

"In bodily weakness an everfailing aid, in sickness first and last a tender companion and untiring nurse, his death alone put an end to her solicitous ministrations."

After the death of her husband on March 3, 1889, Mrs. Simmons found her chief joy in the championship and love of her children... . So long as any of them were able to join with her in keeping her home, Mrs. Simmons lived at Wake Forest. In her later years she lived with one or another of her children.

As a member of the Wake Forest community Mrs. Simmons exercised a most wholesome influence. She loved every one and was loved in turn. She was one of those rare women who are never expected to take sides in petty social wrangles, whose opinion every one respects and fears. She had a way of doing good. The colored people were not left out of her scheme. She sold them land to build their homes. She was interested in their housekeeping, their temporal and spiritual welfare. One of her last words was that they should be asked to attend her funeral services.

She lived and died in a happy youthful Christian spirit, meeting her end with resignation and a Christian's hope. The time of her departure had come and she regarded it without trepidation. "Do not send for Ada Lee (Mrs. Timberlake)," she said when she knew she was dying. "Let her stay at Wake Forest and prepare for our coming."

The funeral services were simple. Very fittingly they were in the College Chapel. A few songs that she loved; a letter from Dr. W. B. Royall; a tribute to her contribution to the life of the College from President Poteat, who declared: "I am unable, I find myself quite unable to think of the College of the seventies and eighties apart from Mrs. Simmons, and her gracious memory will, through the coming years, add to the virility of its service and the fragrance of all womanly graces." Dr. Cullom followed, dwelling upon her genuine Christian piety, her helpfulness, and her love for the church. Then we laid her body to rest.

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[There are several lists of names in this volume which are not used in the index given below, since their inclusion would greatly add to the number of pages, but it is hoped that it will be easy to use these lists for information often desired. The names in several of the longer lists are in alphabetic order. The more important are: those of graduates, pp. 140, 182 n, 357-362; of Anniversary debaters and orators, pp. 383-406; of editors of the *Wake Forest Student* and of *The Student*, pp. 404-06; of teachers in academies, mostly in North Carolina, 1865-1905, pp. 444-553; of beneficiaries of the Board of Education, pp. 490-496]

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