

A. & M. College Commencement

The Baccalaureate Sermon Sunday and the Alumni Address Last Night. Program of Further Exercises

The commencement exercises at A. & M. College form one of the leading features of what is taking place in Raleigh this week. The baccalaureate sermon was preached in the Presbyterian church Sunday by Rev. Jos. Rennie of Norfolk, and the alumni address was delivered in the hall of the agricultural department last night. The exercises for today will be as follows:

The alumni association will meet this morning at 10 o'clock in Primrose Hall. Annual dress parade and appointment of officers for next year will take place at 5:30 this afternoon on the college campus.

The commencement oration will be delivered by Hon. Walter H. Page at 8:00 this evening in the Academy of Music.

Textile exhibit, mechanical exhibit, electrical exhibit, in the textile, mechanical and electrical buildings, open all day.

No special invitations are issued, but the public is invited to all the commencement exercises.

The Baccalaureate Sermon

An immense congregation packed the Presbyterian church Sunday morning to hear the annual sermon by Dr. Rennie. The gifted and eloquent speaker, close for his text the 14th verse of the 4th chapter of James: "Whereas ye know not what shall be on the morrow, for what is your life? It is even a vapour, that appeareth for a little time, and then vanisheth away." Dr. Rennie's sermon was based upon the single word "life," which he treated under three propositions, viz: (1) That life is effervescent, passing, brief. (2) That life is useful or harmful. (3) That life is immortal. He said:

"It needs no argument to show that the lives which we are living today are brief, of short duration. They come and disappear as the morning mist. One-half of the human family die in infancy. These lives were similar to and effervescent as the morning mist. Sometimes the mists defies the penetrating rays of the sun until noon. So the lives of many people reach manhood and womanhood, then lie down and die. Sometimes the mists defies the sun for days—they hang in the heaven as clouds, but finally the sun bursts forth in all its brilliancy. This figure will illustrate the lives of those who reach the allotted age of three score and ten before they succumbed to grim death.

"Life is like a span which is only the width of the hand. Compare this to the immeasurable distance between the earth, stars and the sun. It is like a mist that comes today and is gone tomorrow.

"The years come and go; the months and days pass quickly, but finally after many and varied experiences life comes to its sure solemn end. The time will surely come when we will do our last deed of charity, conduct the last business transaction, have the last opportunity to do good, receive the last kiss and when the last breath is gone we raise our eyes to the horizon—and life has passed before us and has gone like a mist.

"Life is either useful or harmful, as the mist. Wrapped up in every life are the many possibilities of sin, misery, pain and woe, or the opportunities of infinite happiness, peace, deeds of kindness and charity.

"The mist rises in the evening hours and distills as it rises. Next morning you see it nestle down in the grass, reflected upon by the sun's rays, resembles millions of lustrous, beautiful and radiant diamonds, giving new life, new glory, to everything it touches. This is the transforming power possible to life—to come in touch with fevered and famished humanity, giving forth health, faith, hope and love.

"Such a man's life in college, business and society is too strong to be led aside. Too noble, faithful and loyal, to be led in shame and disgrace—but on the other hand, throws his protecting arm around society and saves society, his brothers and friends.

"The mists fall as rain, refreshing and cleansing. It renders the world bright, clean and pure. So men and women of certain character sow seeds of purity and nobility wherever they go. By them the world is cleansed of evil, sin and corruption. For doing this your opportunity is now passing.

"Some lives are as harmful as the mist. The mists fall as flakes of snow, covering the earth in a mantle of beauty; but yet it is a mantle of death, oppressive, forbidding cold, penetrating. Such are some lives—attractive by beauty, power and wealth—but they are wrapped in a mantle of death.

up with the thought of worldly gain. What right has a man to gain an end to tread upon the rights of another man? What right has a corporation because it is a corporation to be soulless? This world is not all business, but charity, love and truth in dealing with men must characterize our lives.

EVOLUTION IN EDUCATION

Subject of the Alumni Address Delivered Last Night

Mr. J. S. Cates delivered the alumni address last night. He was gracefully introduced by Mr. C. D. Welch, who presided at the meeting. Mr. Cates said:

During the nineteenth century we have in a very beautiful way been told the story of the evolution of life. And this is a story which has appealed to all thinking mankind. With the little knowledge given us of astronomy by Kepler and Galileo and their contemporaries, and with the more recent discoveries of natural science workers in other fields, all finding harmonious workings of natural forces to produce great ends, we had become more to believe in the natural explanations for all phenomena, and the evolutionist found the human mind in a peculiarly plastic condition for the acceptance of this new theory. Indeed, humanity has arrived at a stage when the mysterious and seemingly unexplainable are no longer necessarily ascribed to the direct operations of a supreme ruler, but rather to the expression of Nature's God in Nature's laws, though these laws may be as yet to us unknown. We can all no doubt remember how a long time ago when of a summer's afternoon the lightnings flashed and the thunders rolled, how our grandmothers would in hushed tones add the romping children be still while God was speaking. When Ben Franklin flew his first kite in the clouds he was rebuked by the old school for tampering with the affairs of Deity. Today we no more regard the phenomena of electricity, with all its wonderful applications as a direct expression of a supernatural power than we do the water which turns the mill wheel. Indeed the more we learn of created things, the more we are brought to believe in the manner of creation being but the operation of natural forces, and we shall hope in this way to explain many things that are now unknown—who knows but what the mystery of life itself may yet be understood?

But with the general acceptance of the theories of evolution, and with a full realization of the effect these theories have had on our stock notions and upon our work, we sometimes still fail to bear in mind that this process is even now in its most active stage around and upon us. The traveler looking down upon the mighty gorge of the Colorado river hardly thinks of the fact that the same force which has not only been acting since first the condensed waters fell back on the earth, that is even now daily at work at the bottom of the gorge. So, too, the science student is sometimes slow to realize that the same process which brought out primeval man from the chaotic mass of lower life, which stood him on two feet and gave him the use of his hands, or if we hold that primeval man stood on two feet from the beginning of his existence, a creature of spirit, favor and direct creation, it matters not, as both schools of historical knowledge this same process has gone steadily on upon the mental part of man's existence, has taught him to think, has increased his store of knowledge, and has in every generation steadily applied this knowledge—changing his conceptions of life as well as his manner of living. These changes are becoming more and more marked with each succeeding age. We define evolution as a gradual merging from the lower to the higher form, and since man's physical type has become fairly well fixed, the developing process has been transferred to the mental part of his being and has there gone on with greatly accelerated results. This mental development may very well be classified under two heads. First, the store of knowledge, which we call instruction, and second, the developed thinking and reasoning capacity, which we call education. It is easily seen that these two should properly go hand in hand. But strange to say the world has been slow to realize this obvious fact. The speculative philosophers of former times gave but a small place to the acquisition of knowledge. Only a few centuries ago it was held that the reasonings of great minds should not be degraded by actual trial, and at that time scholastic honors were won by memorizing blindly the line of celebrated thinkers of previous times.

It is interesting to note the most radical point at which we changed from this attitude. This was the point of the introduction of the inductive methods of reasoning. Here fact was brought to put in the lead, and philosophy left to follow. The development of this Baconian philosophy has made present times a contrast to the dark ages. Here is the foundation of our modern scientific research which we have to thank for the comfort of every home, which has made possible the concerted action of a great people in national affairs, and which has put this little world of nations in communication one with another, who can say that it has not at the same time exerted fully as appreciable effect in strengthening man's mental powers, giving him thinking ability, in leading him to more exalted ideas of the divine harmony of all created things, broadening his existence in every way. In short, who shall say that this knowledge has been attended by culture as only.

It is only in comparatively recent times that the evolutionary thought has evolved the general acceptance of the evolutionary theory in our educational institutions. But while the process has been working out its acceptance of the theory it has at the same time been working out more substantial changes and today as an embodiment of the ideal of knowledge both fruitful and cultural we have the present system of technical schools.

Flske has said that "The glorious consummation towards which organic evolution is tending is the production of the highest and most perfect physical life." It might be added that an equally glorious consummation toward which all material evolution is tending is the production of the materialistic development of a country upon which this most perfect physical life must depend for its existence.

Culture has been defined as being "A pursuit of our total perfections by means of getting to know on all matters which most concern us the best which has been said and thought in the world, and through this knowledge turning a stream of fresh and free thought upon our stock notions and habits, which we now follow staunchly but mechanically, vainly imagining that there is a virtue in following them mechanically."

that a nation is but a reflection of its educational system. If this system meets the demands of the times, that nation is progressive; if this system fails, then that nation must take a low place. This holds equally well with educational institutions and with individuals.

One problem now deserving the consideration of the directors of our technical schools especially is language study. During recent historical times our attitude toward this subject has undergone most profound change. When the Grecian civilization had reached its heights the language of the Greeks became of international importance, and for a long time after the decline of this civilization it formed a large part of the education of the thinking people of the world. Upon the fall of the Roman empire Latin was added, and in a way supplanted Greek in importance. Ever since the English speaking people have had schools these two languages have formed a large part of the subjects taught. But has it not of time occurred to us that this is but a wanted homage which we have unconsciously paid to the greatness of these ancient people. True, during olden times, before scientific investigation had piled up such a mass of knowledge over which the poor student must blunder, there was little save languages under which the young mind might expand, and this in a way could account for the one time universal pursuit of these studies. But now the reverse is true. The present cumulus of scientific facts, leaves the student but little time for the lore of the ancients. On the other hand there is an increase—

(Continued on 6th page.)

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Since we can in a way direct our educational evolution, and the many material things which it involves, it is of the utmost importance to ourselves and to our posterity that this development be quickest made, and be made along least resistant lines. If these early horsemen had properly studied the conformation of the racer; if five hundred years ago the correlation between form and speed had been known, no doubt the best performance of Maud S. or of Crescius might have long been antedated, and perhaps today it might have been for the young man out driving to have told life's sweetest story while the breeze from a two-minute gait fanned the blushing cheeks of his companion. If these educational directors of olden times had but realized the correlation between the material development of a country and a culture of a people; if instead of vainly striving for culture itself, they had sought the seemingly less direct but more sure way of lessening the drudgery necessary to gain a livelihood that this culture might have a chance for existence; if instead of vainly striving to turn the baser metals into gold these bright minds had at this time devoted their energies to a study of the best use of these baser metals, no doubt the great mechanical outburst of the nineteenth century might have long been antedated, and perhaps even now the wonderful predictions for "one hundred years hence" might be blessing the existence of this generation.

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BARRY BYNUM AGAIN

Barry Bynum says he has found a delightful new drink—a combination Fruits and Kola. It is served at only two fountains in Raleigh. It has no name, but each purchaser of a glass may suggest one, and from such suggestions a name will be selected on June 6th. The person offering the winning name will get a "season soda ticket" free. Just call for the "new drink at either of

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