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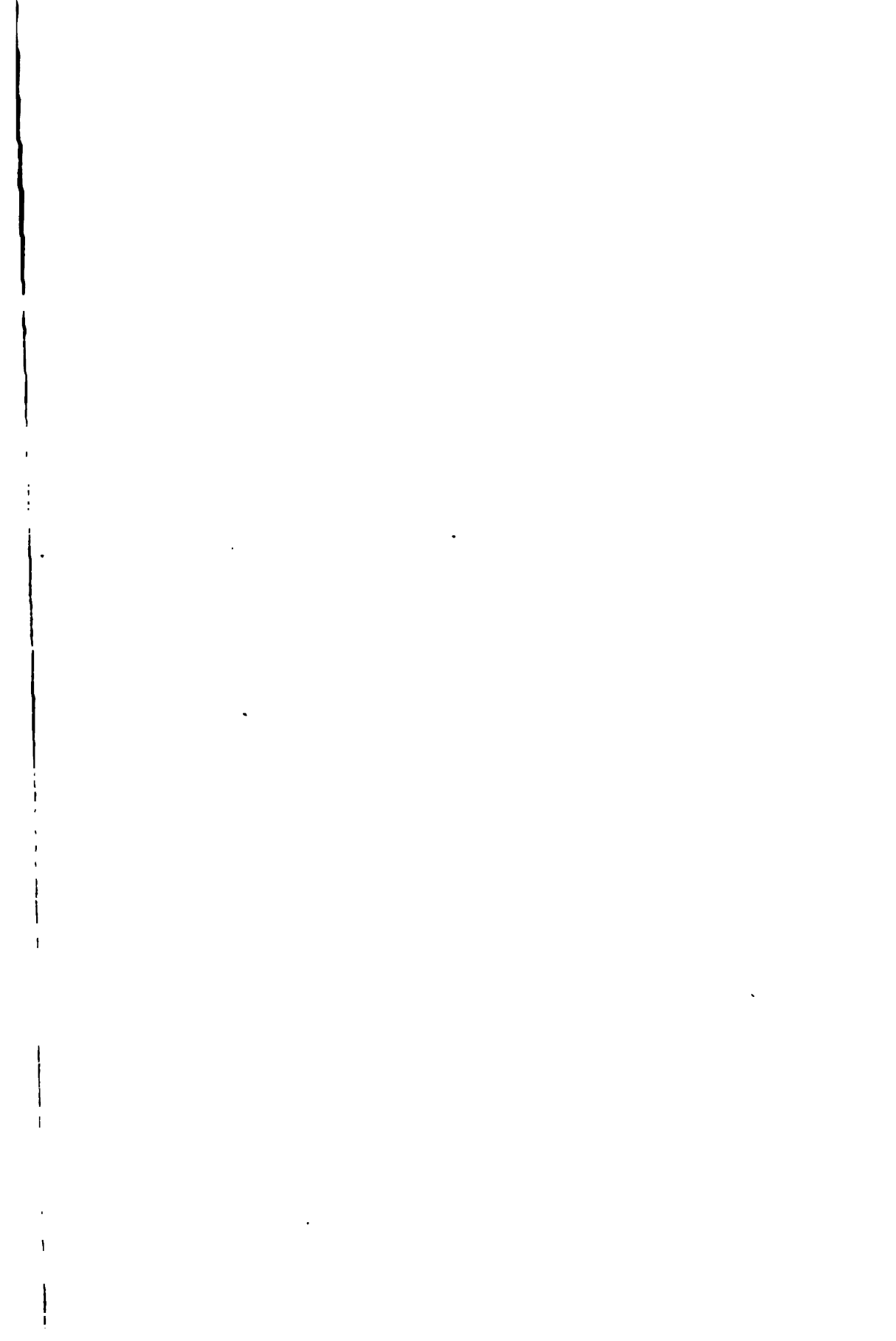
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A MONTHLY REVIEW
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VOLUME XXXI

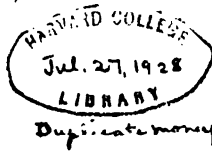
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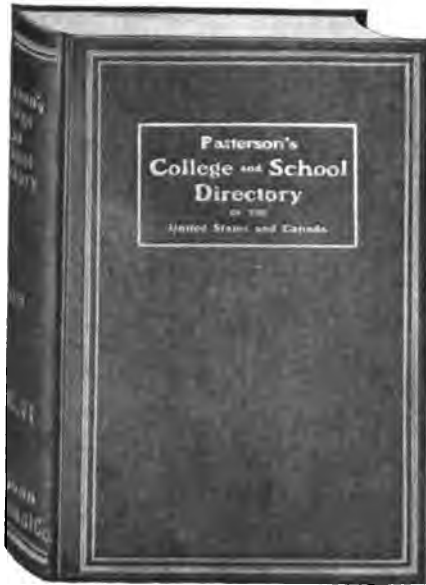
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THE ATTACK ANSWERED

By EDMUND J. JAMES

PRESIDENT OF UNIVERSITY OF ILLINOIS

VARIOUS savage attacks have been made upon the American college and university during the past year or two. They have come from many different quarters, seem to be inspired by many different motives, and one is almost tempted sometimes to think that they are the result of a preconcerted movement.

One of our sensational magazines has published a series of articles, the purpose of which was to stir up the slumbering feelings of fanaticism and passion and concentrate them upon the American college. Some of the best friends of the American college have made extremely severe criticisms, and even prominent university presidents, like Wilson of Princeton and Eliot of Harvard, have either directly or indirectly lent the great weight of their influence to the dissemination of a notion that somehow or other our institutions of higher learning are in a bad way.

As a student I began my college career at Northwestern University, continued it at Harvard, and finished it at various universities in Europe. I taught for thirteen years in the University of Pennsylvania; for six years in the University of Chicago; for two years and a half was president of Northwestern University, and am entering upon my sixth year as president of the University of Illinois. I am therefore familiar by actual personal contact with a wide range of institutions East and West. I have studied with some care the social and intellectual conditions of several of the important universities in this country and in Europe.

I have no hesitation whatever in saying that the American college of today and the American university of today are as far ahead of the institutions with the same names of seventy-five and fifty and even thirty-five years ago in the United States, as our modern steam engine is superior to the steam engine of those days, or our modern thresher and reaper to the embryonic specimens of the same machines known to our ancestors.

The average student of today at Harvard, at Pennsylvania, at Northwestern and Illinois is a distinct improvement upon the average student in those same institutions thirty-five years ago. The most common complaint is perhaps that extravagance, dissipation and concentration of interest in trivial or relatively unimportant things are characteristic of the college today to a degree which was not true a generation ago. I have no hesitation in saying that in spite of the increasing luxury in some of our larger institutions, the aver-



age college student of today has a keener intellectual interest, he is less dissipated, he is more interested in large things than were we men of this generation when we were in college getting ~~our~~ training. Even Princeton and Harvard, bad as they may be, are better than they were in the 60's. I have asked a number of men who took their course at Princeton and Harvard in the latter part of the 60's and the early 70's and who have since sent their sons through the same institutions, whether in their opinion Harvard and Princeton were better or worse places for their sons than they were for them, and with one exception the uniform answer has been, "they are better institutions today, and they have done better things for my son than they did for me."

I do not think that it is too much to say that among the undergraduates in Harvard when I was one of them, the notion of productive scholarship was absolutely unknown, whereas a very considerable number of the undergraduate body today in Harvard is looking forward to making careers in distinctly intellectual and scholarly lines of a type the very idea of which was foreign to the youngsters of the early 70's.

Of course, every generation has its own difficulties to deal with. The enormous increase in the number of students makes new and peculiar troubles. The enormous increase in wealth has opened up new obstacles to the higher life, and the opportunities for certain kinds of flagrant dissipation are much more numerous than they were forty years ago. It is the duty of our institutions to work against these tendencies. They should set higher standards and strive towards them. But those of us who are discouraged by our failures to attain complete success in our endeavors in this line, certainly ought not to let our sense of failure blind our eyes to the enormous advance made in the last generation by our higher institutions of learning.

In my opinion the colleges and universities, in a word, the higher institutions of education in the United States, have made vastly greater improvement in the last forty years than the church, than the government, either in its local or federal form, or even than business in certain directions. The growing dissatisfaction of the American people with mean standards in business, religion or scholarship has been largely occasioned by the leaven set to work in the mass of the American people by this ever increasing tide of graduates which our American institutions of higher learning are turning out.

The very best answer to all this multiform attack and the evidence as to how the American people, down in the bottom of the national heart, feels on this subject is to be found in the ever increasing numbers of our young people who year by year, in spite of all advice to the contrary, are crowding the halls of these institutions.

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WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

A critic of the American spirit has said that we do one of two things: we overdo or we underdo. This critic may be right or he may be wrong. Critics usually are right or wrong. But to an onlooker who merely watches the swinging of the pendulum there seems to be some truth in the words of the critic. We seem to be runners after the new and the different. The pendulum swings far to the right, and then slowly perhaps, but nevertheless surely, it swings just as far to the left.

Are We A Nation of Extremists

With the opening of this school year the far swinging of the pendulum was never more truly emphasized. To go back a few years all will remember that manual, industrial and vocational training was talked of as a "fad," which brings quite forcibly to mind the words of another critic—or shall we call him philosopher?—who said that there are three stages in the development of American institutions: first, ridicule; then criticism; and last adoption.

After much ridicule and much criti-

cism we are adopting with extraordinary enthusiasm manual, industrial and vocational training in the schools. The pendulum has swung so far to one side that in some sections there seems to be grave doubts as to the benefits of any other kind of education. There is abundant opportunity for someone with a heart that is warm and a head that is cool to ask: Are we a nation of extremists?

The school systems of the country are being overhauled and in and out of college the talk is all for "bread and butter education," for "practical education," for "the education that trains men and women to make a living," just as if all education did not have to do with bread and butter, was not practical, and did not train men and women to make a living.

Has the pendulum swung too far? Are we overdoing one side of education? And if we are now beginning the overdoing of the "practical," will there be an underdoing of the "theoretical?" These are a few of the questions the more conservative are asking themselves. No one denies the advantages

of manual, industrial and vocational training, but in the development of the individual for the affairs of life scholastic attainments should not be frowned down nor relegated to the rear. In America today there are thousands of young men who in the technical training of the shop are very superior, but being deficient in the scholastic side of their education they are denied the big positions. Educators agree that an education which develops an all around individual is the best education. We need to know how to do things, but to know why we do them is quite as important. There never was a time when America needed more leaders who tempered enthusiasm with common sense.

One trouble is the American is in a hurry—he can't wait. He must be a shining light, shine brighter than his neighbors, and shine with super-brilliance immediately. He wants to take a shortcut to greatness, and he has got the idea that the much-discussed "practical" education is the rapid transit to success. Every day we see the young man not yet out of high school who wants to be turned into a first-class lawyer or doctor, and wants the turning done while he waits. Others have an idea that a few months of industrial training will fit them to be captains of industry.

Has the pendulum swung too far and five years hence will it need to start on the return trip? All education is worth while. The world does not want all muscle, neither does it want all brains. We need the practical, and we need the theoretical. When our enthusiasm carries us too far we sometimes find ourselves stranded and are forced to walk back. We may call a rush this way and then a rush that way "originality," but it must not be forgotten that in the rushing there is much waste.

Professor Alfred Flaussner of Austria has just completed a tour of America, and his special study while here was industrial education. In view of the foregoing we may take a moment to look at ourselves with European eyes. "The principal difference I have noticed in

both the American schools and factories compared with those of Austria," said Professor Flaussner, "is that the American proceeds to do things first in a practical manner, while in Europe theory is given pre-eminence. If an American wants a steam engine he first builds the steam engine and then formulates the law, while the European will first work out the laws by which an engine should be built and then proceed to build it. In America one university will have branches of nearly all of the arts and sciences, while in Austria, as a general thing, there will be a dozen universities in different places, each teaching but one study. This difference can be accounted for to a large degree because of the fact that America is a young country and naturally does things in an original way."

We are a nation of tradesmen, and we are proud of it. And why should we not be? If industrial education teaches the youth of America that it is not a disgrace to work it will be worth all it costs, even though some of the scholastic attainments be lost. He who realizes the "dignity of labor" is in a fair way to appreciate the academic side of education, and is better able to put to good use all the higher attainments that he is capable of absorbing.

Industrial Education Plans At Work

We are to have more industrial education during this school year of 1909-10 than in all the years that have come and gone. This being true it is well to consider to what extent it is being carried. Hundreds of cities are reorganizing their school systems that industrial education may be given great prominence. Several states are undergoing a change, thereby effecting the schools of the entire commonwealth. One state that is leading in this change is Massachusetts, where the board is charged with the supervision of trade education.

These changes are bound to have their effect upon the colleges and universities, for in a revision of the school sys-

tem that will admit of industrial training there must follow a revision of the cultural system. If the revision fails to qualify students for the colleges then there must be a revision of the revision or the higher institutions must turn to revision. Many educators express the fear that in the schools trying to do so much they will do so little. "Make haste slowly," caution the more conservative.

The plan now being worked out in Massachusetts is not merely the extension of industrial training, but a complete reshaping of the present cultural education so as to give it a distinct leaning toward the industrial side. In explaining the Massachusetts idea a writer in the *Boston Transcript* is quoted: "We must meet the conditions as they exist. A very large proportion of the rising population must earn its living by manual labor. Yet there is, so far, only the weak beginning of a system for producing the skilled workers that the industries and the trades of the state require." Further on he states: "The instruction in the non-industrial schools needs to be reshaped so as to make prominent the idea that industrial labor is the future work of nearly all the pupils in the public schools, and to connect the studies now purely cultural more closely with the actual requirements and conditions of the industries.

"Manual training, of the sort our schools now provide is, according to this view, a merely cultural aspect of a purely cultural system, not only lacking any element of real industrial training, but being from its methods open to the same charge aimed at purely academic courses—that it actually prejudices the average pupil against the idea of industrial labor. The original argument for manual training was that it would develop some of the manual skill required in all trades, and in addition give the pupil a 'respect for the dignity of labor', and some understanding of the spirit of industrial work. As a preparation for the trades and industries, manual training has failed to justify the special claims once made for it, and it is easy to see how it has also

failed to breed 'respect' for the labor and conditions of the trades. The boy who learns to make mitre-joints, mortises and dovetails almost infallibly feels that he knows all the difficult part of the carpenter's trade. He has got his knowledge and skill in a few hours' daily work spread over a year or two; he feels that he can do the hard part easily. He has no conception of what it means in practical difficulties to build even a respectable hen-house—in most cases he couldn't do that task himself. The inevitable consequence is that he considers the carpenter's trade a thing unworthy of his own powers. This, be it remarked, is not an imaginary picture of the processes of the boy mind; the same thing holds true for smatterers, of whatever age, who do not get down to work under business conditions. How to displace this influence of manual training, and how to secure a distinctly vocational flavor in cultural studies is a problem not yet worked out, even tentatively; but the intention to secure it is here, and is full of significance to the future of the schools. The revision of manual training holds important possibilities for the future of the normal schools."

As very many children annually leave the schools to enter the ranks of labor, the idea is to help change them, in so far as is possible, from the unskilled to the skilled worker.

If the Massachusetts plan and the plans being started in other sections of the country accomplish what their promoters expect of them in a few years we will have more skilled workers and a less number of incompetents. All of this involves so many things, such as compulsory education being made to cover more years, independent trade schools, teachers who must be skilled workers before they are teachers, a general wage increase through more efficient workmen, a restoration of the apprentice system which unionism has been largely instrumental in abolishing, etc. The success of the plans means an educational revolution. The most that we can do is to wait and watch.

While we are on the subject of industrial education suppose we follow it to the end. A press view may be of interest. Keeping in mind the oft-repeated statement that the press is a moulder of thought, this may have something to do with the enthusiasm which has swung the pendulum far to one side. As many editors seem to find a certain kind of pleasure in decrying the training that placed them in editorial chairs, they are inclined to favor industrial education. Perhaps the decry comes from a reflection on lost opportunities, and the editors realize what good tradesmen they would have made. They should know best, and we would not be guilty of clouding their reveries. Once there was a writer who lived on a farm, and his neighbors called him an author; but the publishers to whom he tried to sell his writings called him a farmer. However, as an author who is an author once said, "That is another story." And it has nothing to do with industrial education, nor what the papers say about it, the press sayings, let it be known beforehand, being many and varied.

The Press On Industrial Education

The Chicago *Record-Herald* believes in industrial education, but it also believes in being conservative, and when the enthusiasts grow excited and claim that technical training will make "captains and generals of industry," this newspaper points out that "lectures, text-books and laboratories do not create imagination, genius, nor the power to command or direct men." It holds that "special training can do much," but not everything. It calls attention to Germany's extraordinary industrial and commercial advance and gives credit for the same to her admirable system of industrial and technical education, and concludes with the thought that "neither conservation at home nor competition in new markets is possible without industrial and commercial training—training for all the divisions of the industrial hierarchy."

The Chicago *Post* calls attention to the fact that, at least in the city by the

lake, "manual training and domestic science have had a tendency to keep the pupils in school," and presumes that the same is true elsewhere. There has been a decrease in the "dropping out" of pupils, especially boys, and the *Post* holds that by "making the courses more vital and more useful" there will be an increase in the number of boys and girls who pass through the grammar grades and go on up to the high schools.

In a long editorial the New York *Times*, while heartily in favor of industrial training, points out a weakness that deserves serious consideration. "Much of the industrial education smacks of old-time business college methods. The students do not really do things, they only play at doing things. And this is a weakness, for until things are made for their real value the pupil knows he is playing, and play robs work of its serious side. To build a brick wall and then tear it down does not make good workmen. It makes them shiftless and unappreciative of the work they should appreciate most." And the *Times* concludes: "Make things, but make them to wear for all time. Open a market and sell them—do anything to impress upon the pupil that he is doing actual work and not playing at work." The point of view is not original with the *Times*. Many educators have realized all the *Times* has said and more, and that this realization is being put into practice we have but to remember the work now done at the University of Cincinnati, in the public schools of Freeport, Illinois, and the advance made along these lines in a large number of our leading colleges and universities.

Many newspapers agree that technical education is worth while, but hold that at last the real industrial training must be secured in the shop. This leads these same papers to suggest a remedy, which includes the thought of the New York *Times*. The remedy is this: Establish market places for the sale of school and college made goods, and in the case of buildings, roads and other construction involving the students of engineering, forestry, agriculture, etc., let the work

be real, and let the results of their work contribute to the welfare of the commonwealth. The *Omaha Bee* attempts to show how such a plan in operation would give the students just the training they need, and at the same time would add to the enrichment of the state. This is the plan of the Roycrofters, and the *Detroit Free Press* is of the opinion that if the idea can be made a success in a private community interest way it can be turned to successful account in a broad public interest way.

The *Milwaukee Free Press* has this to say: "The youth for whom the local school is the Omega of his education, and who looks upon it as the means for enhancing his bread-winning capacity, is as much entitled to equipment in the higher reaches of his vocational studies as is the more favored delver in the cultural branches."

What a fine thing it will be when we know enough about the other fellow's

**Industrial Training
and the
Public School**

work to better understand our own and to better appreciate his. Education is understanding—understanding of ourselves, understanding of others. So it is not strange that in the growth of industrial education many see the prophesy of better understanding—a gradual bringing together of all classes. As students pass from the school to the shop and back to the school, as the heads of industrial enterprises grasp the reins of management with a knowledge of tools and of work and workers, as educators and tradesmen mingle in common, as unionists and those yet to be exchange ideas—as all these things and more are crystalized through the development of manual, trade and industrial education, the three slightly different but the three closely allied, it is not difficult to understand the reason for the enthusiasm that has swung the pendulum afar.

Educators have bestowed more thought on industrial education than upon any other educational subject of the year. In early September, at Indianapolis, Dr. Paul H. Hanus, professor of education

at Harvard, discussed industrial training, and many of his words are to the point:

"The public schools exist, as we know, to develop in every individual gradually as he grows to maturity what is known as social efficiency; that is, a person who understands his private and public responsibilities, including his duties to his vocation and his duties to the state—his duties to his immediate neighbor, and his duties to his collective neighbors known as society.

"A man is socially efficient when he is a good citizen. The first element of good citizenship is self-support and the capacity for increasing usefulness, and hence an increasing wage or salary—call it what you like—as time goes on. If that be the function of the public school system, and if the public school system as at present organized fails to fulfill this function, it is our duty to scrutinize the shortcomings; and, having discovered them, it is our duty to try to remove them. I want to point out that in the matter of training for self-support the public school system is doing almost nothing to develop social efficiency for the great majority of the public school population—and that means, of course, the great majority of our population."

After pointing out that about 17,000,000 children in this country never reach the high schools and that half of this number never complete the grammar grades, Professor Hanus asks: "How much social efficiency, due to their education, can those people have?"

"We are the only progressive nation among the important nations of the world," says Professor Hanus, "which does not take pains to keep its children—its adolescents—between the years of fourteen and twenty under some kind of systematic education so that their early education may not be dissipated; so that it may be deepened and strengthened; and so that at the same time each of them may be made more competent to do a certain piece of the world's work.

"In Germany, in France, in England, there exist the so-called continuation schools. They are called that advisedly,

because they continue the education of the pupil after he goes to work. In important parts of Germany these schools are not night schools, they are day schools, and the employers are by law compelled to give their employees time to attend these schools. Each apprentice attends the school suitable for his particular calling. There are forty different kinds of these trade schools, these industrial continuation schools, in Munich."

After finishing the work of the industrial continuation schools the boys enter the army. Professor Hanus does not believe in colossal armies, but he emphasizes the pains with which Germany continues the education of its children beyond the age of fourteen.

Professor Hanus continues: "There are very few youths who resist the evil influence of the shifting life of the unskilled worker. Such a youth does not know what it is to become attached to an employer, to a locality; to look forward to founding a home there; to making himself a member of that community not only for his private work, but for his larger duties of citizenship. All that he does not develop. On the other hand, he drifts, and too often the experiences to which he is subject further unfit him for steady occupation.

"Now my point is that in this respect the public school as it is now constituted can do a great deal more than it has done hitherto. How many of our teachers ever think that one of their important duties to the children is to give them vocational enlightenment. I mean, how many of them ever answer the question, 'Have I taught my pupils what a career means and what preparation for that career means, on what success in that career depends, and finally what success there means?' So many teachers have regarded such instruction as outside their function altogether, that very little of it is done in schools.

"Again, I think every subject should be taught with reference to its vocational and general social significance. That sounds somewhat pretentious, I am afraid, but it is easy to see what it

means. I think it is possible to teach every subject with reference to its significance outside the schools. What do we teach in school? Arithmetic, history, geography, grammar, nature study, the natural sciences, and the rest. What are these things? Each one of them is a bit of organized human experience put into such a shape that it can be assimilated by the pupil at the stage of development he has attained. I am afraid that is not the way we teach those subjects. I am afraid we teach them as if they had little or nothing to do with human experience; and yet it seems clear to me that if a teacher cannot teach the subjects with reference to their social significance, with reference to their place in the world out of which they come and on which they must have a bearing, that teacher ought not to teach them at all. My point is that unless you can make the geography significant, the history significant for the life of the child, unless you can teach these things to him in such a way that he feels the school to be not only a part of life, but that part which makes all the rest of it more valuable, the school is not what it ought to be.

"I think history and civil government ought to be taught among other things to show how democracy has evolved, and how precious a thing it may become.

"I think also that nature study and natural science should be so treated. Why cannot we begin natural science with the study of the push button, the camera, the electric light or the lighting of a match? In this way the pupil will see the significance of the physics and chemistry he studies. These illustrations show what I mean by the contention that all studies should be taught with reference to their social significance.

"Work is not a curse, but a blessing. Drudgery is a curse, but work is not. I am distinguishing now between merely mechanical activity and intelligent work. In the long run there is no such progressive satisfaction as successful work. Don't misunderstand me, I think you must have fun, too; but my point is that the kind of work I am talk-

ing about will give you a chance to have fun, and that it will be worth all the more because you have earned it. Men need to be prepared for their leisure quite as much as for their work.

"Now I have been saying that the public schools may by vocational enlightenment do for the pupils what they have not done. If the teachers themselves cannot give this enlightenment they should get one who can. The children ought to make excursions to the factories and shops and wharves and farms where the world work is going on, so that they may understand the significance for them of the skilled occupations."

He believes that the public schools ought to give in every grade all kinds of manual training that its bearing upon industrial education may be made clear. And he thinks trade schools should be provided for the boys and girls fourteen years old who want to learn a trade, and that these schools should be parallel to the high schools, but independent of them.

In conclusion Professor Hanus said: "I think that under public auspices, wisely administered, as they can be, such schools are much more likely to preserve and protect the interests of all than they would be if they were carried on by organized labor on the one hand, or by organized capital on the other. We must have an institution in which the interests of both will be equally cared for. I am not saying the interests of both are not protected in such an institution as this because I don't know anything about it; but in the long run the educational institution of all the people will be a public institution—the public school system, so extended as to cover all the educational needs society has."

When both the educator and the laborer endorse the idea of industrial education it is proof that

**Labor Indorses
Industrial
Education**

it has passed the "fad" stage. Educators without number

have given industrial training their heartiest endorsement, and in many colleges

and universities the technical schools have reached a high state of practical efficiency. And now comes the National Civic Federation with an endorsement in the form of a plan to establish industrial schools. The only bad feature of the plan is that the Federation seems to overlook the fact that many industrial schools are already in existence. There has been issued a call for a meeting, to provide "some means by which the sons and daughters of workingmen may fit themselves for employment in mechanical and industrial work."

John Mitchell has this to say of the Federation's plan: "In a general way we aim to make the industrial educational systems of the various localities distinct from cultural education.

"We do not plan anything in connection with the primary school system at all. We aim to take hold of the children when they finish the primary schools at about the age of fourteen and give them a four years' course in our schools.

"These schools would have to be part of the educational system in a way because they would be public schools supported by the public. The subjects to be taught will depend upon the industrial circumstances of the locality. For instance, where there is a shoe manufacturing vicinity there should be a shoe trade school; where there are textile works there should be textile schools."

John Golden, president of the United Textile Workers of America, and who was one of the Massachusetts commission appointed to investigate conditions looking toward the industrial education plan now being inaugurated in that state, adds to the endorsement of labor: "Some people are under the impression that organized labor is opposed to the movement for industrial education. Such, however, is not the case by any means.

"Organized labor realizes just as keenly as anybody else that this movement in the interest of industrial education is not a fad, but a stern reality, and an absolute necessity.

"Organized labor, however, is strongly opposed to some forms of industrial

education, namely, that represented by the trade school that guarantees to turn out a young man in a few months' time as a full-fledged tradesman. The result of such schools has been to flood the labor market with 'half-baked' journeymen, to put a premium on securing the job, instead of a premium on the skill necessary to do the work.

"I believe we should get right hold of the boy of fourteen when his mind is becoming impressionable, when he is just beginning to feel that he wants to do something tangible. Teach him the 'why' and the 'wherefore' of certain things and the very best way to do them."

In the *New York Times* of August 28 there appeared an exhaustive article

College Education and General Culture

by President Arthur Twining Hadley of Yale on college education and general culture.

Dr. Hadley asked the question, "How far has the American college met the demands of the nation for culture?" and then replied with a very full and complete answer. Before asking or answering the question he began by stating what a university really is, and what its purpose should be.

"The university is at once a place of technical education and a centre of general culture," writes Dr. Hadley. "But though these two elements are always present, they may be combined in varying proportions." Then after stating that the German university is primarily a place for technical training, and that the English university is primarily a center of culture, he went on to say that the American university attempts to meet both of these needs in approximately equal proportions. "But," replies Dr. Hadley, "the American university cannot retain this double function without intelligent effort on the part of those who know what culture means and appreciate its real importance. There is a vigorous movement, whose strength those of us who live in the East do not always realize, to approximate our American system of higher education to the German

type—to make our universities almost entirely places of technical training, and leave to the high school and academies the work of caring for general culture.

"Several causes have combined to give force to this demand. To begin with, it is in line with a general movement which is going on throughout the country as a whole, in other lines besides education. For at least fifty years we have been developing our skill as producers much more than our intelligence as consumers. We have been increasing our industrial output without correspondingly improving our civilization. We earn our money by processes vastly more complex and intelligent than we formerly did. I wish I could feel sure that the wisdom with which we spend our money had increased correspondingly. Intelligent consumption is a neglected art. The individual buys not what he wants, but what he sees most prominently advertised. We see the same course of events in educational matters. The learned professions have become more learned; the public has made no corresponding progress in appreciating their results. The physician of today is far better trained than his fathers in pathology and pharmacology; but have the consumers of medicine shown an improvement in intelligence proportionate to that which was offered by the producers? In this matter, as in every other, we are prone to lay too much stress on the training of specialists and too little on the education of the people."

As to the question of how far the college has met the demands of the nation for culture, Dr. Hadley's answer is this: "From the social and ethical standpoint it has met them extremely well. The boy who goes to a good college has his mental and moral horizon broadened by seeing other boys of different types and antecedents, who are as a rule animated by high ideals and who heartily despise shams of every kind. American college democracy is no mere name, but a real thing, and the scale of values which it inculcates upon the student is essentially sound. The small minority of college students which

uses its wealth foolishly may at times give a wrong impression to outside observers as to the character of college men and college standards; but in the college world itself it does not count, or serves at most to give the other students a salutary lesson what to avoid.

"As we pass from the social and ethical aspect to the purely educational one, the results of the American college course have not been quite so satisfactory. Its lessons regarding intellectual values have not been so good nor so well learned as those concerning social and moral ones."

Dr. Hadley recognizes the difficulties which educators encounter, but he believes they are not insurmountable. Continuing, he says:

"In the first place, I would have every boy who goes to college impress himself with the idea that he is being trained for public service in some form or other. The great difficulty with many of our college boys today is an absence of motive for their study. While they are in the high school they study because they have to. When they go to the technical school they study because it will help them to make a living. But in the college course, which lies between the two, there is no compelling influence toward study, either present or future. The student consequently often contents himself with the required minimum and devotes the rest of his energy to the social or athletic side of college life.

"Let him once understand that the college is preparing him for citizenship and he will have some definite motive for arranging and pursuing his studies. He has more liberty than he had in the high school; he will use that liberty most wisely if he understands that it is given him as a training for citizenship. He is brought face to face with more kinds of intellectual interest than meet him in the professional school. If he understands that an appreciation of varied kinds of knowledge is necessary to make him a broad-minded citizen instead of a specialist, he will welcome the opportunity for a larger culture of which he is otherwise somewhat impatient.

"In the second place, I would have the culture courses of the American college so arranged as to assist the student in making an intelligent choice of a profession. This is not so difficult as it sounds. The old theory that each student had a special adaptation for particular subjects, and that the college had to provide as many different courses as there were different careers in life is now abandoned. We are learning that there are three or four main types of mind. There is a scientific type, which is interested in the orderly arrangement of facts, and which subdivides itself according as a boy is possessed of mathematical or non-mathematical tastes. There is a literary type, which is concerned not with the arrangement of facts, but with the expression and communication of ideas. There is a practical type, which cares not so much for the arrangement or the expression as for the utility of the things learned. Each type of mind is fitted for a certain group or profession.

"If you train a college boy in the methods appropriate to his profession, without attempting to choose prematurely what his exact calling will be, or to specialize on any particular set of topics which you think he will use in after life, you can make a course broad enough to meet the needs of general culture and yet give the student a large part of the interest which attaches to professional training. You can teach him to study things that he is not going to use by methods that he is going to use. The latter element provides the mental discipline of the old curriculum; the former gives us the breadth of the elective system, without involving us in its weaknesses."

Before Dr. Charles W. Eliot of Harvard was designated "President Emeritus" he delivered one of his practical talks which he was pleased to term "Education for Efficiency," by which he meant education for "effective power of work and service during a healthy and active life." You may remember the

Education
for
Efficiency

talk—many of us do. The talk is given renewed emphasis by having been placed within the covers of a small, neat volume. And so a digest of this talk is herewith given that all may consider its salient points.

Education is not an affair of youth, but "really should be the work of a whole life; efficiency increasing with a man's active years." He has watched for more than fifty years successive ranks of men educated at Harvard, and the result is that he is optimistic concerning the effects and potentialities of education. A comparison of the educated man of sixty with the same person at twenty is "wonderfully encouraging and stimulating with regard to the average effects on human beings of education and the discipline of life." He is convinced, however, "that the bodily excellences and virtues count very much toward this favorable result." In a review of the life failures he has witnessed "the only cases of hopeless ruin were those in which the body has first been ruined through neglect or vice."

What education should first do is to train the bodily senses, including care of the body. He believes one of the extraordinary neglects in education heretofore has been failure to train the senses of sight, hearing, smell and taste. Next ought to be imparted the "habit of quick and concentrated attention, without which there can be no true economy of time." The real difference between adults in mental efficiency is a difference in "their power of concentrated attention." An educated man will dispatch his daily work quickly; he will do in one minute work which an inferior man may not do in less than five minutes or five hours; his thoughts "will not be a rope of sand, but a chain of welded links." To arouse, awake, inculcate, and train this power of concentrated attention in childhood and youth "should be a principal object in education for efficiency."

The efficient man is also a man who thinks for himself and can think hard and long—a process which requires motive and will power. To train the young

mind for the power of consecutive thinking is "the gravest problem in education for efficiency." In the art of using other men the successful faculty is that which discerns quickly and surely excellences and virtues rather than weaknesses and sin. It is this faculty of discerning and using conspicuous merit in others that distinguishes the most successful administration and rulers. No man or woman possesses perfect beauty of character, but most possess some beauty and some solid virtues. The true teacher deals with "superiorities." Will-power in the individual "is the taproot of all growth in character and efficiency" and this should be cultivated "not by reaching it with authority, but by giving it play and exercise through liberty." Education for efficiency should supply every pupil with "the motive power of some enthusiasm or diversion."

"The real motive power in every human life and in all national life is sentiment; and the highest efficiency can not be produced in any human being unless his whole character and his whole activity be dominated by some sentiment or passion. A life without a prevailing enthusiasm is sure not to rise to its highest level. The youth has a vision of the life he would like to live, of the service he would choose to render, of the power he would prefer to exercise; and for fifty years he pursues this vision. In almost all great men the leading idea of the life is caught early, or a principle or thesis comes to mind during youth which the entire adult life is too short to develop thoroughly. Most great teachers have started with a theory, or a single idea or group of ideas, to the working out of which in practice they have given their lives. Many great preachers have really had but one theme. Many architects have devoted themselves, with inexhaustible enthusiasm, to a single style in architecture. Some of the greatest soldiers have fought all their battles by one sort of strategy adopted in their youth. Many great rulers have harped all their lives on only one string of national or racial sentiment. Among men of science the instances are innumerable in which

a whole life has been devoted to the patient pursuit of a single vision seen in youth."

After a summer of criticism directed at the morals and behavior of college students, Professor

**College Behavior
and
Morals**

Charles Fordyce assumes the role of critic, and while he

thinks that what is needed is not censure but enlightenment, he covers pretty much the entire field of behavior of the student body and praises as well as condemns. He thinks that the crusade against existing evils has not penetrated as deeply into collegiate circles as into the arena of the business world, and with this satisfaction resting upon us we present a digest of his thoughts on college behavior:

"A careful study of the problem leads one to believe that students have the opinion that they are granted a species of conduct not enjoyed in the world outside; that the cheating in the classroom is less disgraceful than cheating in the counting-room; that it may be a crime for John Jones to endorse a check with the name of another whose credit in the bank is good, thereby securing money that his own name would not merit, yet that he may secure with impunity value on the professor's classbook by signing his own name to a Greek translation whose value is earned by another; that the law prevailing in the streets may consign to prison a poor hungry tramp who takes a loaf of bread, but exonerates a collegian who has pilfered from the banquet tables of loving friends a dozen souvenir spoons; that civil authorities may arrest and imprison a group of drunkards who obstruct the street and disturb the quiet of the night, yet laugh at the college gang who make the night hideous with their unearthly howls and cries; that it is a crime to bet on a New York race track, but simply a display of college spirit to bet at the annual college debate, oratorical contest, or intercollegiate football game; that the academician who inflicts wounds upon the newcomer, torturing him until he reaches a

feverish heat, then plunges him into a tank of cold water, laying the foundation for pneumonia, leading ultimately to death, is less responsible than the highwayman who takes more directly the life of his victims.

"Have not the patrons of our schools a right to hope that the moral upheaval that is at work to eradicate the evils in the business and political world may arouse college authorities to correct the inconsistencies prevalent in our higher institutions of learning? Should it not become clear that cheating is cheating, whether in the classroom or in the counting-room; that stealing is stealing, whether engaged in by the student or the civilian; that gambling is gambling, whether indulged in by the sport on the New York race track or by those matriculated in the Christian college? The adjective 'college' before the word 'ethics' does not grant the student a freedom in conduct not conceded in the market place or in the church pew. It is time that the moral wave that has given business men a new sense of honor should sweep through the college halls, for out of these halls are the ethical issues of the commercial, social and political world.

"It is significant that the leaders in almost every avenue of life are the men and women who have had the good fortune to enjoy the blessings of higher education; since these college-bred men hold most places of honor, trust and influence, it is imperative that the seats of learning should be dominated by the best of moral forces; we should adopt the maxim of the Prussians that "whatever you would have appear in the life of a nation you must put into its schools."

"There is certainly no excuse for the laxity in morals found in our colleges; for there is no place in the world so favorable for the development of a keen sense of duty as here; men in the contests of commercial life are apt to make pecuniary rewards the goal of effort, but the man in quest of scientific and literary facts seeks them independent of the warping effects of monetary returns; the statesman is apt to be reduced to the level of the politician as a result of induce-

ments incident to securing office, but the student in search of historic truth is impressed with the fact that largeness of life and high altruistic motive, rather than greed for gain or office, are the factors that have inscribed names on the roll of fame. A man successful in any profession is apt to have all interests increasingly centering in a selfish life, but the student's mental and moral horizon continually enlarges as he learns that the good and great of all ages have devoted their energy to the service of others. It is true, as we should expect, that students as a rule have a high sense of honor; their ethical life usually conforms to the highest criteria; there are reasons for believing that many of the evils in university circles are, at the outset, less a matter of ethical dictate than of prevailing custom and sentiment.

"Let one college community establish an annual 'shirt-tail parade,' or a similar diversion, and others will soon adopt the weird ceremony, without even weighing the consequences on their scholastic life; let one team win the day in the athletic field by a new species of stratagem, whether honorable or dishonorable, the new tactics are likely to be incorporated in the manoeuvres of other teams. Equally dishonorable are many of the customs in the classroom where cribbing and other forms of deception go on under the eye of the school authorities.

"The need of a quickening of the conscience of student bodies, of a crusade against these low standards of conduct is everywhere felt, proof of which is evinced in the recent establishment of an International Committee on Moral Training. The Commission has already collected data, throwing much light upon the causes of lax moral conditions; it finds, in general, that too little attention has been given by faculties and school authorities to the subject of ethical standards; that in our higher institutions of learning, in particular, there has been a gradual lessening of the grip on the deportment of the student body, that faculties have too often been content to give students undue freedom in fraternities, in other organizations, and on the ath-

letic field; that out of this freedom evil customs have grown that are now so firmly entrenched that they are hard to control.

"American colleges demand—first, a tightening of their grip in the matter of general control. In their earlier history, our schools adopted the old English system by which they exercise a firm grasp upon the student body. This system became so burdened with petty restrictions that it grew more and more objectionable to the governed until it has been practically abandoned with no substitute; as a result, we are in many cases without any clearly defined method of procedure. The union of faculty with representatives of the student body is giving desirable results in Southern institutions and in many of the North. Most of the leaders among our students are mature men and women who are not only students but responsible citizens, worthy of confidence and ready to respond to appeals to manliness and the sense of honor. Such have probably a stronger influence over many of their companions than does the faculty itself. It is for the few thoughtful and more impulsive that disciplinary measures are created. The student leaders are usually closely associated with this disorderly minority whom they may easily check. The author's experience of ten years as dean of one of our Western colleges has led him to believe that fraternal organizations may be valuable agencies in matters of discipline, as they can exercise a wholesome influence over, at least, their own members; doubtless every college officer has seen the wisdom of utilizing these organized forces. Through this co-operation with the students much may be done toward the establishment of a more wholesome set of regulations for conduct on the athletic field, and in the matter of elevating the standard of authorship of papers in the classroom.

"The writer is convinced that indolence and general dissipation of mental power are responsible for many of the evils above mentioned. Laziness weakens one morally as well as mentally; a loafer is incapable of ethical growth because his

mental fibre is too dormant to assimilate moral nourishment; vigorous, persistent work of any sort begets concentration, self-reliance, and tenacity of purpose, all of which have a moral import. The principal value of athletics lies in the fact that nothing but the student's best efforts have a reflex psychic influence of incalculable worth. A considerable per cent of our students do not go to college but are sent; they struggle into the institution with no serious intentions of work; as a rule they come from opulent homes, dress attractively, and flit about as society leaders. Their example is deleterious to students of laudable intentions who are often thwarted from their course by these so-called society leaders. A large body of the students yield to the dissipations of loafing and of social life, neglect their studies, and then come up for examination unprepared where the temptation for deception is strong. Three-fourths of the cheating in the classroom is doubtless created by a lack of preparation to meet assigned tasks.

"Finally, let me say, that the ultimate solution of this problem lies with the faculty itself, for just as the foundation of the house asserts itself all the way from cellar to garret, so does the character of the faculty limit and determine the atmosphere in which the student lives. 'As is the teacher so is the school,' is an old proverb from whose truth we can not escape.

"Many of our instructors not only lend nothing to the uplift of the moral atmosphere of the institutions served, but rather detract from it. There is scarcely a college where there are not petty factions in which jealousy, selfishness, and unlawful ambition lead them into measures to satisfy personal ends. The student body soon learns of these disgraceful conditions and are, many of them, drawn into the unholy clique to lend their aid to the contention; an atmosphere of general dissension is soon created, and students following the example of faculty acquire the habit of gratifying unlawful ambition at any cost. A teacher's power is infinitely more in what he is than in what he teaches.

"It is this contact of student life with that of the faculty that counts for more than all else in the morals of our institutions. Really the strongest lessons that we teach are the lessons we do not teach, but those that emanate from our personality. It is this subtle influence of heart upon heart, and soul upon soul, that counts for ethics in the college hall, without which all formal instruction is worthless."

Clark University set aside two weeks in September for a celebration of the twentieth anniversary of its founding. The celebration was not of the ordinary kind, and so attracted educators, government officials and men and women interested in the higher development of humanity and the world's institutions. They came from all parts of America as well as from abroad, and the exercises included a series of lectures and discussions in each of the departments of mathematics, physics, chemistry, biology, psychology, pedagogy and history. There were also several academic and social sessions.

Clark is slightly different from other American universities. Set apart for distinctively advanced work, and refusing to cater to any of the social features of American academic life, this school has gone on its way, under the presidency of Dr. G. Stanley Hall, contributing quietly but effectively to research work and training specialists.

A long list of world-famed educators gave lectures or took part in the daily discussions. Among these were five former members of the Clark faculty, Professors Michelson, Bolza and Whitman, now of the University of Chicago; Professor Franz Boas of Columbia, and Professor Henry S. White of Vassar. Others were Dr. H. S. Jennings of Johns Hopkins, Dr. L. William Stern of the University of Breslau, Dr. Henry H. Goddard of the Vineland Training School, Professor F. B. Dressler of the University of Alabama, Professor Hodge of Clark, Dr. Willard S. Small of the Eastern High School at Washington, Dr.

Helen S. Putnam of Providence, Dr. Leo Burgerstein of Vienna, Dr. Ed. Sigmund Freud of Vienna, Professor Guy Montrose Whipple of Cornell, Dr. Edwin A. Kirkpatrick of the Fitchburg Normal, Professor Colin A. Scott of the Boston Normal, Dr. J. Carleton Bell of the Brooklyn Training School for Teachers, Professor James Pierpont of Yale, Professor Vito Volterra of the University of Rome, Professor Percival Lowell of the Massachusetts Institute of Technology, Professor A. D. Mead of Brown, Dr. C. G. Jung of the University of Zurich, Professor E. B. Titchener of Cornell, Professor E. H. Moe of the University of Chicago, Dr. Adolph Meyer of Johns Hopkins, Dr. Elmer Ellsworth Brown, Professor Paul H. Hanus of Harvard, Professor Paul Munro of Columbia, Professor Seashore of the University of Iowa, President Nichols of Dartmouth, Professor J. W. A. Young of the University of Chicago, Professor Edward Franklin Buchner of Johns Hopkins, Emma Goldman, Professor Anna J. McKeag of Wellesley, Dean Thomas M. Balliet of the University of New York, Professor Baldwin of Swarthmore, Dr. John P. Jones of India, Professor A. L. P. Dennis of Wisconsin, Professor W. F. Chamberlain of Rutgers, Congressman Charles G. Washburn, Dr. J. D. Burks of the Bureau of Municipal Research, and a number of other men and women of prominence, including practically the entire faculty of Clark University.

All in all the celebration brought together one of the most notable gatherings of educators ever assembled in the United States.

Pedagogy was one of the important subjects at the Clark exercises—a subject which holds a position of importance at all educational gatherings. Some very eminent educators consider pedagogy a waste of time, whilst others equally eminent consider the subject one of great importance. These two viewpoints have been held for a number of years, and unity

**Education
as a College
Subject**

of opinion is not yet. The Clark discussion brought out some new facts and opinions, ably presented by leaders in the profession of teaching.

Professor Buchner opened the subject by pointing out that the first normal school was founded in 1839 in Massachusetts, that the first chair of education was established forty years later at the University of Michigan, and that the first college department of education, the Teachers' College of Columbia University, was founded twenty years after that, drawing the hopeful lesson that, as these gains have been progressive, so has each been made in less time than the one that preceded. The success of education as a college subject depends, Dr. Buchner thought, on the interest the college takes in its students and on the man who puts it into the college.

"The Place of Pedagogy in Colleges for Women" was presented by Professor Anna J. McKeag of Wellesley. From one-half to one-third of the graduates of women's colleges enter upon wage-earning occupations. For this reason, Professor McKeag thought it injudicious to attempt to differentiate between vocational and non-vocational courses. It was expedient to catch in the net as many as possible of the women who did not expect to become teachers; for of such shall be our future school committees. "We are only beginning to develop our technique," the speaker admitted, but she outlined a course in secondary education which might be profitably given to graduate students, and summarized briefly, as follows, the policy she thought desirable, at least for the present, in colleges for women:

1. The undergraduate introductory courses should be given to professional and non-professional students in the same classes.
2. Work in observation of children and schools should form a part of such courses.
3. Informational, cultural and inspirational aims should not be neglected.
4. More narrowly technical courses are best given to graduate students.
5. Our departments should include a sufficiently large teaching staff to make possible to instructors

a personal knowledge of the capacities and aims of students.

Dr. Thomas M. Balliet, dean of the University of New York, suggested that, since colleges prepare for professional schools of law, medicine and theology, they might as properly train for schools of education. He would make a distinction between undergraduate and graduate work—experienced teachers to take graduate work, the undergraduate to be given that which will most help him in the schoolroom.

Discussion was then in order, and President Hall of Clark, speaking on invitation, developed the thought of advance which other speakers had touched upon, and recalled an interesting episode. As a young professor at Harvard, some twenty-five years ago, President Eliot unexpectedly notified him to be ready on the following Saturday to begin a course of lectures on pedagogy for Boston teachers. Opening that course, a few days later, Dr. Eliot said in substance, "Ladies and gentlemen, I do not believe in pedagogy. I never have. Here is a young man who has come from a place (Germany) where they make such things. You are going to listen to him for twelve consecutive Saturdays. At the end of that time you will know whether there is anything in his subject, as some people believe, or nothing in it, as I believe."

This passage in President Hall's brief address was capped, a little later, by Professor Norton, in terms that tactfully brought out the change of sentiment amongst distinguished educators. "When, some years ago," said Professor Norton, "I went to President Eliot to ask his advice about taking up instruction in pedagogy, he said, 'You know you are undertaking work much despised by academic persons?' 'Do you believe in this work and in its value?' I asked, and he answered, 'I do.'"

There was a pause. The chairman had a few minutes to spare and he asked again for volunteers. It was the psychical moment, and Emma Goldman, who was present, and who had been wanting to speak, came forward. She was brave,

though a bit nervous, and she propounded a series of conundrums addressed by name to the speakers to whom she had listened.

"Is not pedagogy today filling the mind of the child with predigested food, instead of aiming to bring out his individuality?" Miss Goldman demanded. "Is it not most important that he should learn his own ability and be equipped to understand his relation to the world about him? Do not women's colleges neglect to take up the most important subject, that of sex psychology, and so unfit their graduates, who become teachers, to get in touch with pupils? Does not successful teaching depend on individuality rather than method?"

There were more questions, many more. One brave man undertook to deal with the assortment tagged to his address. "No—yes—yes—no," he said. The chairman ended the episode to general satisfaction. "I suspect," he said, "that our friend has moved to please herself and divert us by asking the safe questions that answer themselves."

Dr. Leo Burgerstein, who came from Vienna to attend the celebration at Clark University, delivered a **Co-Education and Hygiene** lecture on "Co-Education and Hygiene," with special reference to European experience and views. Dr. Burgerstein is one of Europe's foremost authorities on hygiene, and his words were listened to with much interest. After stating that he was mainly interested in the hygienic aspect of the question, and its practical consequences for schools, he said he thought it would be admitted that female nature is not artificially inoculated by education, the development of the faculty of speech, for instance, being quicker in female than in male children, and the selection of games is another, yet it was true that far too little work has been done in the matter of exact university investigation. The results would be far more trustworthy where the girls and the boys have been developed under analogous psychical conditions. It is co-education

schools themselves that would be our greatest help.

"Experience shows that the differences in the fitness of the female scholarship are not so great as in the male. There have existed a number of male youthful prodigies in mathematics or musical composition, and a further proof of the greater variability of male children is that the unfavorable abnormalities are also more frequent with the male than with the female. Warner has made an investigation on 50,000 children, nearly the same number of each sex, and found that, in round numbers, 21 per cent of the boys but only 16 per cent of the girls are in any way defective. The classical country regarding co-education in high schools in Europe is the grandduchy of Finland in Russia, a country of very great culture, in which co-education has existed since 1885. An experienced female teacher in one of the oldest schools there says quite openly that boys show more aptitude and inclination for one special subject or another, whilst girls generally try to study all subjects in an equally careful and diligent way. Girls are more easily influenced by suggestion than boys; and it may be a consequence of the greater suggestibility that the power of application for work comes more easily to girls than to boys. Walking through the corridors of the Vienna University one may get from the number of lady students that one sees there the impression that there must be a high percentage of female students, but statistics show that there are only five and one-half per cent. The fact is that ladies are more regular in coming to the lectures.

"As to work done in single subjects of instruction in high school course, we know almost nothing definite. Regarding the total result of school work, I know of no positive information except that coming from the co-educational high schools of Finland. It shows always the better results with girls. When we look at that, there is no reason to be adduced against co-education in high schools; the only question is the difference in the ability of the two sexes at

the same age. The completion of growth in boys requires a longer time than in girls, and the difference between the physical condition of boys and girls shows itself very distinctly in their ailments, probably also in their mortality. As to the latter, I know only the statement of Hartwell of Boston that, whilst the latent mortality among boys is during the thirteenth, fourteenth and fifteenth years, among the girls it is in the twelfth and thirteenth years. In every year, using illustrations from Sweden, Denmark and Finland, the percentage of sickly girls is much higher than that of boys; and a critical study of statistics based on physical aspects shows unfavorable conditions for the girls, with regard to the power of resistance against noxious influences. In the school régime, therefore, the observance of the rules of school hygiene for girls should play an important part. There are hardly any serious reasons forthcoming against co-education in high schools, but the physical state of development of girls speaks decidedly against burdening them with such a burden as the boys have to bear now in our European high schools.

"Another question as to co-education is the morality question. In Northern Europe nothing objectionable or improper has been noticed. Some other possible psychical influence, which has to do with special secondary sexual characteristics, may be expected to work favorably in its effects with co-education. The girls may learn from boys to criticise their subjects of study and become influenced by the specialistic tendencies of the boys; they may learn to be more independent, and capable of deciding for themselves, and get rid of superfluous shyness. On the other hand, the greater refinement of the girls may have a propitious influence on the boys, in causing them to cultivate more moderation and gentleness. It may be that co-education will also have a good influence on the views of parents. Up till now girls have not been given enough freedom of mind and body in Europe.

"In every case, we must always come

back to the fact that the power of resistance is weaker in girls and their course of development different from boys. There cannot be any doubt that therein lies an important argument against co-education, based on the present curriculum in our European boys' high schools. There should be a tendency to give such a character to the curriculum that release from hard work could be obtained at certain times by girls, without necessitating a dropping behind in the studies. Notwithstanding all the difficulties I suppose we shall get before long a co-educational system in high schools in central Europe. It would be against hygienic principles to oblige girls to learn in such schools everything that boys are obliged to learn in these days, but one could arrange things so that just in those subjects to which the greatest number of hours are devoted each week in school, and for which therefore most preparation is required in the home work, the curriculum should be made lighter for girls and adapted in respect to quality and quantity of work, so that the resistance of the sex and its oscillations in the different stages of age are taken into consideration. Co-education should be considered everywhere as an important public matter, and the higher education of the female sex should have regard not only to advantageous knowledge, but also to physical soundness and improvement."

The Clark celebration furnished lectures on and discussions of subjects of

**Some Subjects
Discussed at
Clark University**

interest not only to teachers but to many men and women who think. In this review

there is space for only the briefest word touching the many subjects that, in several instances, were discussed at great length. The subjects follow in the order in which they came up during the exercises of the celebration. At times there was an almost unanimity of opinion, at other times opinion was at wide variance.

Dr. Jennings raised the question whether animals have souls, and Pro-

fessor Hodge commented briefly upon the conclusions suggested, which was that, if some have, all have. Dr. Goddard brought out the value of experiments upon feeble-minded children, prompting remarks on corset-wearing girls and cigarette-smoking boys.

Professor L. William Stern of the University of Breslau gave two lectures on "The Psychology of Testimony." In the first lecture he accounted for the origin of applied psychology and illustrated its methods, preparatory to the second lecture, which showed that "false witness" may be borne because of errors in observation—due to the emotional state of the observer, or to his preoccupation—errors in memory, or errors in form of statement. Dr. Stern's conclusion was, that witnesses who told their own stories were more likely to tell the truth than were cross-examined witnesses. With the lapse of time after the event, the probability of error increased; but more serious dangers might arise from "lack of will," involving too great credulity with reference to the ideas which offered themselves, and too little self-criticism in the case of uncertain recollections, and, therefore, impaired resistance to the suggestions of a questioner who desired a story told in his own way.

Dr. Ed. Sigmund Freud of Vienna gave a series of five lectures on "The Psychology of Everyday Life." Students of Dr. Freud's books on psychic analysis have doubtless fancied him a cold and cheerless person, but that prepossession vanishes when one confronts the man, bent and gray, but wearing the kindly face that age could never stiffen, and hears his own stories of his patients. Dr. Freud is modest withal, and gives Dr. Breuer, his colleague, more credit than, perhaps, is due a man who was willing to let a discovery sleep for ten years or so.

Dr. Titchener contributed an interesting and valuable paper on "The Past Ten Years in Experimental Psychology." Dealing mainly with results, he compared conditions of the past and present, paid tribute to Ebbinghaus and other masters, and, touching upon the subject

of animal psychology, suggested that experimenters in this field frequently achieved valuable results, though frequently misunderstood. Admitting the advance in experimental psychology, Dr. Titchener concluded that if one were asked to sum up the work of psychology in ten years he would say that, in the direction of gain, psychology had leaned very definitely toward application. Experimental psychology can no longer hold its men. The reason for this is that many men drift into the psychological laboratory without any previous thorough course, and they come late in life. Another thing to be remembered is the natural indolence of mankind. Many men only stop in the laboratory on the way to other things. So, therefore, psychology lies at the crossroads, and those of us who dwell there can only be thankful to those who stay but a season and give their help, and be ready to bid "godspeed" to the casual visitor.

Professor Lowell's illustrated study of the planet Venus was one of the most important lectures of the conference. He began by pointing out the need of specialization in the astronomic field, reminded his hearers that the special object of the Lowell Observatory at Flagstaff, Arizona, is the study of the planets, and rebuked "the popular fallacy that our gaze is concentrated on Mars, and that we are particularly concerned with its habitability."

Venus, said the speaker, in substance, is the planet which stands orbitally next the earth in the solar family. To us she is by far the most brilliant star in the firmament, a splendor which is partly the result of nearness to ourselves and nearness to the sun—such nearness that she may almost always be seen in the daytime in clear air. Situate about seven-tenths of our own distance from the sun, she gets about double the amount of solar radiation that falls to our lot, so that her surface is proportionately brilliant. Being also relatively near us, she displays a correspondingly large disc. Yet, from the time when Galileo first saw her phases, little was learned of her for two cen-

turies and a half, and even the little she seemed to show proved misleading. It was not till Sciaparelli attacked the subject, choosing daylight for his observation time, that that most eminent astronomer solved one riddle, the length of her day. By repeated scanning during several hours at a stretch, he learned that the periodic punctuality of the same features, night after night, was not because they managed to so nearly keep pace with our own, but because they failed to move at all in the meantime—that, in other words, her day must be immensely long.

Interesting as this information is, it is second to what we learn in consequence about the body itself. To have the same hemisphere exposed everlastingly to sunlight, while the other is in perpetuity turned away, must cause a state of things of which we can form but faint conception. Baked for æons, without let-up, and still baking, the sunward face must be a Tophet; reversely, the other must be a hyperborean expanse to which our polar regions are temperate abodes.

Again, Venus, we know, has an atmosphere. Now, the intense heating to which the centre of her sunward side is exposed must expand the air there, causing it to rise funnel-wise in a world-wide western cyclone. To fill the space thus depleted, currents must set in toward the centre from all points of the compass, their place in turn being occupied by draughts from the dark side. Meanwhile the heated air would spread like an umbrella round into the cold hemisphere, there to descend and replace the outgoing superficial current back to the sunlit face. A regular aerial round of travel is thus started, which the same forces that began it must keep up. These winds would account for the markings, the tongues of shading that make in from all parts of the lighted rim toward the centre. For the power of these winds must be enormous, and sweeping in originally through valleys or mountain passes, the points offering the easiest access, they must eventually have polished these surfaces till they

present an appearance unlike the rest, becoming visible to us across millions of miles of intervening space.

For more than a year, or to be exact, since July, 1908, Professors Ernest

**Education
in Oriental
Countries**

DeWitt Burton and Thomas C. Chamberlin, together with Professor Chamberlin's son, Dr. Rollin T. Chamberlin, have been studying educational conditions in China and other Oriental countries. Their investigations were carried on under a commission from the University of Chicago. Professor Burton's journeys and investigations included Turkey, Egypt, India, China, Korea and Japan. Of these countries Turkey, Egypt and Korea were very briefly visited, two months were given to India, six months to China, and six weeks to Japan.

Professor Chamberlin's studies were confined to China, in which country he spent four months.

Mr. Burton reports having found a keen interest in questions of education in all of the countries visited. In India the British government is endeavoring to carry out the reforms and improvements in its educational system inaugurated in Lord Curzon's administration. There is a great desire for education on the part of the young Indians, but chiefly with a view to obtaining the salary and prestige of a government office. In China the old education has practically passed away, and the government is making strenuous, and on the whole remarkably successful efforts to build up a system of education modeled on that of Europe and America. In all the larger cities of China buildings have been erected, teachers and pupils gathered, and schools of the modern type organized. In not a few cases, as for example at Foo-chow and in the far west at Chentu, the old examination halls have been torn down to make place for schools modeled on those of the West. The schools founded by the various missionary societies are doing excellent service, many of them much more efficient work than that by the govern-

ment schools. But neither the mission schools nor the new government schools are adequate to supply the demand for the education of the Chinese youth who have begun to recognize the fact that their country has entered upon a new period of its history and that the new conditions demand a new education.

In Korea, likewise, the old education has passed away, but the government having as yet made but little progress in supplying education of the modern type, the large majority of the schools now in existence are those established by missionary societies. There are about sixty government schools in Korea and sixteen hundred Christian schools.

In Japan governmental education is thoroughly organized and efficiently carried on. Elementary education is compulsory, and over 95 per cent of Japanese children attend school, at least from four to six years. The greatest defect, perhaps, of Japanese education is overspecialization. Education of the type found in American colleges, aiming at broad outlook and a generous culture, scarcely exist as yet in Japan.

Political affairs lay outside of the scope of the Commissioners' investigation, but the commission could not but form some definite impression as to the situation. In all the countries of the farther East there is a very friendly feeling toward America, and a seemingly general conviction that the United States has no partisan end to serve in her dealings with these countries. The commissioners declare that no country is in a better position to exert a helpful influence or to render friendly service to Oriental nations than our own.

President Jacob Gould Schurman of Cornell returned last month from a summer spent in Europe.

**Research in
German
Universities** He had much to say of the European universities, particularly those of Germany. Comparing German universities with those of other countries, President Schurman said that the activity of the Germans along lines of scientific research, and the sums of money

expended thereon, were facts that lingered in his mind more impressively than anything he had gathered in the course of a summer spent, for the most part, in scholastic circles.

The main idea among German teachers and scholars in general was pursuit of accurate knowledge of the facts and principles of life, and neither money nor time was spared in the quest. One of the results was an inspiring atmosphere of progress along all pathways that universities of other countries, save those of Switzerland—which are following closely in German footsteps—had yet a great deal to do if they would become as efficient as those of the Teutonic empire.

“American universities are improving in this respect, but we are still a long way behind Germany. I think the same may be said of English universities; they are not doing as much for research as could be done. Yet, on the other hand, the large universities of neither England nor the United States are endowed by their respective governments. Behind the university at Berlin is the Prussian government, while the University of Leipsic has behind it the province of Saxony.

“At the five hundredth anniversary of the founding of Leipsic University this summer the king of Saxony was a prominent celebrant, and for the day on which was celebrated the *Kommers*, or beer festival, a pavilion which broadly speaking seemed sufficiently large to hold the good citizens of the kingdom, was erected at a cost of \$40,000.

“Everywhere was the spirit of advancement in research, and I firmly believe that if Germany has advanced in the past twenty-five years it is due in large measure to this. Knowledge thus obtained has been freely applied to the arts not only of peace but of war, so that as the cause of learning moves ever forward the people at large, to say nothing of the government as a whole, share in the accruing benefits.”

Mr. Schurman regards this investment of money and of time, both of which are extremely large, as well worth while. In

Switzerland, particularly at the University of Geneva, he found much of the same spirit.

Does it pay? This is the eternal question—with the dollar mark intertwined with the interrogation point. Since this commercial age has made the dollar sign the sign

The Money Value of Schooling

of all success, the question, does it pay? is perfectly proper. Young men and women and the parents of young men and women when considering the problem of education naturally ask each other, “Is it worth while?” And why shouldn’t they? Life is too short to be wasted in fruitless effort. Life is not half long enough to accomplish the things that one aims to accomplish—the things we think are worth while—and so to those whose thoughts of knowledge have never extended much beyond the “Three Rs,” it is not strange to hear them ask, “Does it pay?”

Over and over again the word has been sent out, “Yes, it pays—education always pays.” This sounds well, but to many mere say-so is not entirely convincing. They require something more—they want figures—and here they are:

Some figures have been compiled, and what is true of one section of the country is true of another. The table prepared by the Massachusetts State Board of Education shows the weekly earnings of children who left school at fourteen until the end of their twenty-fifth year. Those who left school at fourteen began at \$4 a week and at the end of the twenty-fifth year were receiving \$12.75 a week. Those from the high school began at \$10 a week and at twenty-five were receiving \$31 a week. The total earnings of the elementary school boy in the twelve years were \$5,722.50, while those of the high school boy in the eight years were \$7,377.50.

Sometimes the man without education succeeds and sometimes the man with education fails, but neither the success of the one nor the failure of the other count in the final estimate of the value of knowledge.

OF CURRENT INTEREST

MORE SIMPLIFIED SPELLING

THE list is growing all the while. Three years ago, when the Simplified Spelling Board started its reform, there was a list of 300 words. Now the list contains 3261 words that the Board thinks are in need of a change. The number of persons pledging themselves to enlist in the crusade against unregenerative English speech is keeping pace with the increase in simplified words, so states the secretary, Dr. Charles P. G. Scott. Every day from twenty-five to fifty pledges are received, the number being 25,000 to date.

The Simplified Spelling Board has agents wherever English is spoken. In London two of its members have formed lately the Simplified Spelling Society of Great Britain. In Maine a state centre has been organized, and in New York its officers are hard at work to form the 25,000 signers, by means of the Simplified Spelling Bulletin, the new quarterly organ of the Board, into a Simplified Spelling Alliance.

Dr. Scott is authority for the statement that there are 250 periodicals in forty-one states and territories which have taken up the spelling reform to a greater or lesser extent. Among these eighteen dailies, twenty weeklies and twenty-four monthlies have adopted the list of 300 words, while two dailies, four weeklies and five monthlies have gone considerably further.

The latest list contains, in round numbers, 1100 separate words, simplified in the root, and 2200 inflected forms, in which the change appears only in the inflection. It contains, in addition to the former list, words having -ea- pronounced -e-, and so simplified as in *hed, helth, spred*, etc.; pret-

erits and participles ending in -ed pronounced -d, and so simplified as in *armd, burnd, fild, livd*, etc.; words ending in -ice pronounced -is, and so simplified as in *coppis, cornis, crevis, justis*, etc.; words ending in -ve pronounced -v and so simplified, preceded by l or r, as in *delv, solv, carv, serv*, etc.

This list is intended as a present guide for teachers and pupils, and for persons who adopt the simpler spellings in their personal, official or business correspondence.

Nearly 7000 teachers, superintendents and college professors have signed the cards of agreement to use the shorter forms of spelling recommended by the Board. Every large university and college is represented, states Dr. Scott.

The National Education Association has indorsed simplified spelling, and nearly 1000 of its active members have signed the card of agreement.

Individual public and private schools in the following states teach the simpler spellings as reported by the officers of the Board: Colorado, Illinois, Iowa, Kentucky, Massachusetts, Minnesota, New Jersey, New York, North Dakota, Pennsylvania, South Carolina, South Dakota, Tennessee, Washington and Wisconsin.

The Iowa State Normal School and the Illinois State Normal University use the full list of simplified spellings in their catalogues and other publications. Other normal schools in Colorado, Minnesota, Pennsylvania and Wisconsin use simplified spelling in a greater or less degree, and are preparing the graduates to teach the new forms along with the old wherever as teachers they may be permitted to do so.

The State Teachers' Associations of Illinois, Iowa, Minnesota, South Carolina and Wisconsin have approved simplified spelling. The State Teachers' Association of Tennessee has recommended it to the attention of teachers.

The officers of the Board are at present at work compiling a "Manual of Simplified Spelling," dealing with about 25,000 words.

TAKING THE CENSUS

ENUMERATORS to the number of about 65,000 will be needed for the thirteenth decennial census of the United States and also Hawaii and Porto Rico. This is 11,000 more than were employed in taking the census of 1900, the increase being due somewhat to the change of a working day from ten to eight hours.

In the work of taking the census next year the teacher will play a very important part. Among the supervisors already appointed such names are found as Professor Willard E. Hotchkiss, head of the department of economics at Northwestern University; Professor Allan H. Willett, who holds the chair of political economy and statistics in the Carnegie Technical School at Pittsburg; Professor William B. Bailey of Yale, Professor J. L. Coulter of the University of Minnesota, Professor H. C. Taylor of the University of Wisconsin, Professor G. F. Warren, Jr., of Cornell, Professor Thomas M. Carver of Harvard, Professor Arthur J. Boynton of the University of Kansas, Professor C. W. Doten of the Massachusetts Institute of Technology, Professor E. D. Howard of Northwestern, Professor W. M. Persons of Dartmouth College, Professor Horace Secrist of the University of Wisconsin, Professor Mattoon M. Curtiss of Western Reserve University, Professor Henry A. Baker of Washington University.

E. Dana Durand, the Director of the Census, was until recently a professor at Cornell. In the appointment of the supervisors one is given an idea of the

extent to which teachers will be employed in the work of the census.

The present census law requires that the enumeration of the population shall be taken as of the 15th day of April, 1910, and the enumerators must forward their returns to the supervisors within thirty days from the commencement of the enumeration, except that in any city having 5000 inhabitants or more at the preceding census, the enumeration shall be completed within two weeks. In looking over the details of the estimates, Oklahoma and Washington are conspicuous, as they will call for about a 300 per cent increase over the 1900 force of enumerators. Pennsylvania will continue in the leadership, having slightly the largest number of enumerators; the 1910 force being estimated as 5200 against 4720 in 1900. New York is second with a probable 5000 for 1910 as compared with 4541 in 1900. Next will come Illinois, then Ohio, Texas, Missouri, Massachusetts, Indiana, Michigan, Minnesota and California, all needing 2000 or more enumerators each. Noteworthy increases in population will, in 1910, occasion about a 50 per cent increase over the 1900 force in California, Florida, Georgia, Massachusetts, Montana, Nevada, New Jersey, New Mexico, North Dakota, Texas, West Virginia and Wyoming. There will very likely be no material increase in the number of enumerators for Vermont and only a small additional force for Arkansas, Iowa, Maine, Oregon, Rhode Island, South Dakota and Tennessee.

SPORTS FOR THE BLIND

WHAT the blind youth needs is confidence if he is to make his way in the world. And the teachers of the blind claim that nothing gives the sightless so much confidence in himself as athletics and outdoor competitive sports. The thought here occurs that the youth blessed with good sight may gain confidence through athletic competition, but that is for future discussion. There is no reason why a young

man built for a good runner should not excel as a runner, though he be blind, provided he has the assurance in running that there are no obstacles in the way.

In the education of the blind greater attention is being given to athletics, and national meets are expected to be annual events of the near future.

Director Edward E. Allen of the Perkins Institution says that people are too apt to think of the blind man as "the man they see on the corner, but blind men have attainments which can help them to get on in the world if they have confidence. We don't want the blind to stay at home. They must not stay at home. They must get out in the world, and confidence in themselves will make them succeed there."

Mr. Allen states that in the social life of the blind student the improvement through athletics has been most marked. For blind students to stand around and talk of their affliction or go by themselves and brood is, according to Mr. Allen, an evil that works untold injury, while wholesome play saves the young people from the habit of introspection, and makes desirable the periods of recreation for the joy that Stanley Hall likes to talk about.

The delight of the blind youth, even as bystanders at their sports, is most fascinating to observe. It illustrates that psychic power of the blind to understand through other senses than those of the eye. Little children show this as well as grown up pupils in their eagerness over such games as they are able to play. Their games have not, of course, as great variety as among seeing children, but there are many in which they participate with great zest.

The difference necessary in play with them is illustrated by football, which, among the blind youth, is not at all the scientific game, though the blind boy gets great enjoyment from the pastime of kicking the balls. Sides are chosen and it is a real game, though not the Rugby.

In the athletic meets of two years past nine events have been featured: Fifty-

yard dash, standing broad jump, three standing jumps, running broad jump, shot put, standing high, baseball throw, three-legged race and sack race.

The meets that have been held are not convocations, as is usual with interscholastic contests, for each school of the national association performs on its own ground, but as these scores are immediately wired over the country the returns are generally all in by sunset of that day, and that night the school can celebrate its victories with as much eclat as if there had been a general convocation.

Fellows who make records subsequently have their names engrossed on shields that hang for that purpose in the gymnasium, and there for the rest of the year, or until the meet of the following spring, they can note their individual glories and the honors of the school.

It should be borne in mind that practically all the popular games are played in a slightly different way at the institutions for the blind. For example, hockey is played on a platform, and instead of a wooden ball, which might fly off, and which more than that is not sufficiently distinctive in its thud, there is a tin can. Noisy, quite, but the cheerful din only adds to the merriment of the pursuit, and has given this game as much popularity with the blind student as it holds in more classic form with seeing youth.

Apparatus now so much in vogue for playground meets a peculiar need with the blind children. While it supplies for them all that in general is claimed of it for any children, these big substantial toys make up somewhat for the limited variety of games. Thus the great plank swing has become an important rendezvous of the school life. It was important, however, in the installing of this apparatus that an iron railing should be placed to ward off danger for those not in the swing, and who do not realize its nearness while standing in the vicinity of a swing in motion.

The use of apparatus has minimized the need of discipline. Boys of that age

which is most resourceful in mischief are the very ones who now crowd the play apparatus, "and they do so," Mr. Allen says, "because swimming and climbing and coasting are more attractive than pacing up and down piazzas or lounging in basement lavatories." The normal life of any boarding school is only safe when wholesome pleasures are provided for free hours, and the school is proving that troubles of every kind may be more effectively lessened by the attractions of playground apparatus than by the warfare of rules and regulations. The sports of the girls, though quite distinct, are by no means undeveloped, and to see them at play is to view an inspiring picture of rhythmic girlhood.

Since the relation of athletics to the commercial future of the blind man is so definite, as Mr. Allen has pointed out, it is of interest to observe that parallel with the introduction of physical education another innovation of importance is a course in business principles. On business habits and methods so much of success in life depends that courses having for their end the understanding and practice of these qualities have been recommended by the American Association of Workers for the Blind.

There was a day not many years ago when the blind were expected to make their living with music, with the making and selling of brooms, or on the street corner with face upward and hand extended. Happily that day is swiftly passing. Outside of England the countries of Europe regard with suspicion any attempt to introduce athletics and sports into the schools for the blind. "They might get hurt!" is the cry, which to the teachers of the blind in the United States sounds like a joke.

Did not Victor Hugo say something that is just here worth quoting? Either Hugo or another quite his equal said: "There is no such thing as blindness when we have faith." Through athletics grows faith, and through faith grows the power to see. And that is applicable to persons of sight as well as to the sightless.

RAILWAYS FURNISH SCHOOLS

A NOVEL system of special education for the children of Cape Colony is in operation, and the success of the schools is marked. They are called railway schools and are for children living in out-of-the-way places. The schools also have been utilized to some extent by railway employees in centres of considerable population.

Statistics of these railway schools for 1908 show that there are forty-one schools on the railways, with total enrollment of 2135 pupils. Many of these children would have no educational advantages if it were not for the railway schools established especially for them. The expense to the Cape government railways for these schools was \$28,367 for the year 1907.

Whenever railway employees in isolated places can guarantee an average attendance of ten children or more, not otherwise provided for by the railway schools, the railway department and the education department, acting conjointly and each furnishing half the expense, provide suitable premises and a certificated teacher at a salary of \$390 \$487 a year and quarters.

Children of railway employees are carried to and from these schools free of charge, and are charged slightly lower fees than in the regular government public schools; they must also provide their own books and stationery. No objection is raised to the attendance of the children of farmers who also may be living beyond the convenience of any government public school. An official of the railway, known as the education officer, acts as manager of all the railway schools, and where there are a sufficient number of parents they form local committees to assist him in managing the affairs of the school. He is always more or less guided by the opinions of the station masters or head officials of the railway. The schools are inspected regularly by the inspectors of the education department, and the children are advanced ac-

ording to the standards of the public school system.

Children attending these railway schools range in age from five to fifteen years, over twenty per cent of them being over fifteen. They are taken as far as the seventh standard, which comprises a knowledge of the following subjects: Arithmetic, Euclid, algebra, grammar, history, dictation, composition, writing, reading, botany, geography, sewing, Dutch, French and Latin. The schools are supplied with libraries, furnished by the railway and educational departments. There are as many as 1665 industrial and 381 mercantile continuation schools, of which 1514 industrial and 222 mercantile receive support from the state. The industrial continuation schools have 298,740 pupils, the mercantile schools 43,100 male and 4622 female pupils. At all but sixty-eight of the industrial and fifty-four of the mercantile schools attendance is compulsory. In addition there are 402 training schools with 22,168 pupils, supported by guilds and associations, i. e., barbers, smiths, painters, etc., and 120 training and continuation schools for the female sex, assisted by special appropriations from the state.

ORATORY AT OXFORD

FOREMOST and most representative of the debating societies at Oxford University is the Union. It is the fountain-head, as it were, of university oratory, yet many of the smaller debating clubs exert an enormous influence in the training of the rising politician and orator. Mr. Grevais Rentoul, writing in the Oxford and Cambridge *Review*, has this to say of debating at Oxford:

Some of the finest speeches I have ever heard from undergraduates in Oxford, speeches which approached most nearly to the standard of true oratory, have been delivered in one or the other of the smaller debating clubs, where the attendance often did not number more than twenty or thirty in all. There, however, speakers seemed more inclined to "let themselves go," and less afraid

of appearing foolish, which is the great bugbear of most undergraduates. For unless the orator does "let himself go," he cannot impress his personality upon his hearers, and it is essential he should do this if he desires to be really effective, no matter what style of speaking he particularly favors.

Whether a speaker excels in closely reasoned argument, or is distinguished by a power of invective, or is a master of ready repartee, or is able to attract his audience by a fund of humor, or hold them spellbound by the impressiveness of his delivery, the greatest orator is he who is able most powerfully to impress his personality upon those who hear him. And it is certain that the best speakers in the undergraduate ranks, during the time I had an opportunity of judging, were those possessed of that elusive and subtle trait which, for want of a better word, we call a "personality." Among a certain section in Oxford, too, to be impassioned is considered "bad form," and yet, as one writer has said, "Passion is as necessary to oratory as imagination is to poetry, or as the light of heaven is to the splendors of a summer day."

Since the speaking at Oxford is almost entirely such as would occur in debate, and therefore is essentially controversial, not only the Union, but also the smaller clubs as well, try to follow as best they can the procedure of the House of Commons. The president is, however, endowed with almost autocratic powers, and does his best to prevent the debate, as far as possible, from degenerating into mere personal abuse, and to help to concentrate the speaker's attention on the subject under discussion, though I cannot say that in either of these respects he is invariably successful.

With regard to the style of oratory most prevalent at the university, as far as matter and arrangement are concerned, it is again the Parliamentary model that is followed. Any attempt at what we may call "platform speaking" is strictly taboo, and any excessive embellishment of a speech by means of

poetic fervor or of patriotic sentiment is met with scorn. And no doubt it is a good thing that little opportunity is given to speakers to become victims of their own "exuberant verbosity," towards which there might certainly be a leaning among the 'varsity speakers were it not nipped in the bud.

THE TENT SCHOOL

ONE of the sanest as well as one of the most interesting movements in the educational world is the effort to make robust, and at the same time educate, tubercular children. The stamping out of tuberculosis is but a matter of education. And so every experiment tried is watched with increasing interest. The movement is world-wide, and every month brings to light some new idea. All working for all, all will benefit all.

During the summer that has just passed Chicago tried a miniature tented city, fully equipped for a fight on the plague. Thirty alert, enthusiastic, but tainted, children appeared for rollcall. The novelty of the experiment proved attractive to the little ones.

"While each child selected for the new school is in some degree infected with tuberculosis," said Dr. S. A. Gardener, "the disease has not progressed in any of them far enough to give the infection to others. This plan is a great forward step in the cure and combat of the disease. A careful record of each child will be kept, and these records will be examined by a medical expert at least once a week. The records will show the condition of the heart, lungs, color, eyes, teeth, temperature and also the general physical condition."

One of the nurses of the Chicago Tuberculosis Institute was in attendance part of each day and saw to it that the physician's instructions were carried out. She also visited the homes of each child and saw that the good work of the day was not offset by neglect at night. She instructed the parents in the care of the child and tried to get their cooperation in the work of the school. The last incident of the school day was a shower bath

for each pupil. This came after supper in the mess tent, and then the children were placed on cars and sent home.

This was the daily routine at the school:

Morning

- 8.20—Arrive at school.
- 9.00—Breakfast.
- 9.30—Wash teeth.
- 9.45—Dish washing.
- 10.15—Play.
- 10.30—Gardening.
- 10.45—Story telling.
- 11.00—Light gymnastics.
- 11.45—Breath exercise.

Afternoon

- 12.30—Noon meal.
- 1.00—Clean teeth.
- 1.15—Reclining chairs.
- 2.15—Sleep an hour.
- 3.15—Light gymnastics.
- 4.15—Recreation.
- 6.00—Supper.
- 6.30—Shower bath.
- 6.45—Return home.

The menu consisted of cereal food, with cream and sugar, soft boiled eggs and milk for breakfast; boiled rice, boiled potatoes, whole wheat bread, stewed prunes, milk and peanut candy for dinner; scrambled eggs, jam, bread and butter, graham crackers and milk for supper.

"We will save thirty lives in thirty days," said Superintendent W. E. Watt, who is in charge of the experiment, at the opening of the school. "We are planning for ten additional schools of this kind, and we will keep the children out here in the open until severe cold compels us to withdraw for the season.

"We will soon have all the infected children segregated and will teach them how to battle with the disease. We feel certain that almost all the cases can be cured. Of course this condition cannot be brought about at once. This season we hope to strengthen the children, harden them and increase their power of resistance. Early in the spring they will return to tent life again and the work will continue."

A BRIEF ACCOUNT OF ANCIENT SCHOOLS—WRITTEN A. D. 2300

By CARL HOLLIDAY, M. A.

Editor's Foreword.—Professor Holliday has written in an unusual and an original vein. Looking at the people and the institutions of today from the vantage ground of four hundred years hence enables him to employ a gentle touch of satire, underneath which are certain lamentable facts. Professor Holliday occupies the chair of English in Southwestern Presbyterian University, and is a writer of much distinction, being the author of "A History of Southern Literature," "The Cotton Picker and Other Poems," "Three Centuries of Southern Poetry," "The Literature of Colonial Virginia," "What to Read in Public Schools," etc. By placing the mirror at just the proper angle, Professor Holliday makes it possible for us to see ourselves as generations yet to come may see us when they look backward.

RECENTLY, while I was looking over some ancient books dealing with education, it occurred to me that it might be interesting to the readers of this good year 2300 to be told something about the schools of early days, say about the year 1900. With this idea in mind, I set myself to the pleasant task of investigating the old records and volumes in the Government Library of our city, and, hoping to surprise the enlightened folk of my own times, I myself became amazed at the crudeness, the barbarity, the absolute cruelty of the former methods of training children.

I found that the school-buildings were indeed strange contrivances. They were frequently built three, four, or even five stories high, and even in that unobservant age, the dangers of fire were so evident that each teacher was required to put the pupils through what were known as "fire-drills." My readers may wonder why, in the face of such perils, the structures were erected in such a fashion. So far as I have been able to discover, the reason lay in the stinginess of the public.

They could not spare the land! Space in the cities was indeed rather high even in that day; but the price was as nothing compared with the values now set on the same areas by the Government Commissioners of Valuation. And yet the public of the twentieth century cooped the children in tall "fire-traps," lest the city tax be increased a few cents per individual! Indeed it was not until near the close of the century that various states began to make one-story school-houses obligatory. Think of it! Instead of entering the low, broad structures of today, looking out upon shady lawns and playgrounds, the poor little rascals of those ancient times climbed up above where the tree-tops should have been (but were not), and regularly practised saving their lives from dangers brought on by the close-fisted citizens.

As I read I wondered if our little ones of today thoroughly appreciate the wide school-yards with their grass and trees and fountains. In the year 1900 such a thing was almost unknown in a city! Some little area was now and then left about the building, and fre-

quently a wee bit of play-space was reserved in the basement or on the roof; but it was not until about the year 2000 that it was made unlawful to place another structure within three hundred feet of a school-house, and even then some of the old-fashioned people complained that the world was being given up to the children!

And can I describe to you the interior of one of these ancient schools—the barrenness, the soul-killing regularity, the utter desolation of it all? The boys and girls were required to sit in what were called “desks” (a wooden seat with a writing-board attached to the seat in front), and these desks were screwed to the floor! I found in the records of the proceedings of the Boston School that in the year 1940 a gentleman asked the members if their chairs, and dining-tables and pianos were screwed to the floor in their homes; but they informed him that regularity in the seating had to be preserved or else there could be no discipline. Ah, discipline was a great matter in those days! The pedagogues of the twentieth century forgot that soul-growth and not discipline was the aim of education.

These “desks” were all built alike, looked equally ugly, and apparently were an invention of His Satanic Majesty. They were placed in regular rows so that every pupil had to look squarely to the front, and woe to the youngster who turned his eyes to the right or to the left. The cruelty of the system is nothing short of astounding. Children were compelled to sit thus as high as four hours at a time; The hard boards of which the seats were made must have caused a most distressing pressure on the hips; the lower bowels often became contracted; the average child became afflicted with constipation; and hemorrhoids became so alarmingly common that unscrupulous companies were allowed to post great advertisements of “cures” upon walls along the highways. Then, too, the lower part of the body began

to show signs of poor development, and boys grew to manhood with some of the most important organs unma-tured. Upon the girls this constant sitting had such a disastrous effect that the very nation was threatened with extermination! The hips and waist, through lack of exercise, were stunted, and when these girls married they underwent such torture in giving birth to their offspring that death to both mother and child was frequently the result, and many women refused for this reason to enter the matrimonial state. What was perhaps worse, many married women refused to bear children, and the American people were so threatened with what was then called “race-suicide” that Theodore Roosevelt, president of the United States from 1902 to 1909, made the subject the theme of several lengthy addresses to the nation. After all, however, it was but the demand of Nature; she knew that these girls were not physically fit to become mothers.

Strange to say, no training was given at the public school of that day in those subjects dealing with fatherhood and motherhood. True, physiology was taught in most institutions; but when the course reached the sexual organs physiology immediately went out of business. It was considered indecent to teach the young such things! Of course Nature was wiser than the teachers, and out on the streets the boys and girls managed to pick up some knowledge along this line; although such scraps were thoroughly mixed with dangerous misconceptions and the foulest obscenity.

But to return to those strange schoolhouses. How the little ones kept from going stark mad would be the wonder of our days. The walls were almost invariably a glaring white or a dirty gray, and were as blank as a desert! The idea had not occurred to school boards that a tint of green or other restful color might save many an eye and brain. There was absolutely no place for the eye to rest

itself; all was alike. Doubtless you are thinking that the tired youngsters could at least gain refreshment by gazing now and then out the windows; but no, the windows in numerous schools were purposely placed above the heads of the children so that their attention might not be distracted from their books! Even if they could have looked out they could have seen no flowers, no trees, no fountains, no birds—only tall, grim store-houses and ugly, smoky factories. Oh, it was pitiful. Seldom indeed were there any pictures on the walls, and such as there were were not in colors, but simply plain black and white copies. The custom of painting patriotic scenes and beautiful views upon the walls did not prevail until about 2020, and even then some parents angrily declared that the children were sent to school to look at the books and not at the walls! They had not discovered that an ounce of inspiration is worth a pound of fact. Growing flowers and potted ferns and palms may have been in the rooms, as now; but I could find no record of such a thing. The floors were as ugly as the walls, were always made of wood (doubtless to help the children in their fire-drills), and were never laid in the artistic patterns now seen everywhere. Ah, I wonder what the poor little boys and girls of the twentieth century did with the eyes God gave them to find beauty with!

And how those eyes must have suffered! Because of the custom of building school-houses several stories high, each room did not have a glazed skylight as now, and the light came in, day after day, from a row of high, uncurtained windows. The result of this was numerous cross-eyed, wall-eyed, and weak-eyed children, and the condition became so pitiful that about the year 1910 many cities appointed school inspectors of eyes. But it was not until long afterwards that the true remedies were applied. Even after the children left the school-room there was little eye-rest; for in those days it was

customary to make pavements of white or light gray concrete, and to walk a mile on these during a bright day was nothing short of torture. Toward the close of the twentieth century the green and dark blue pavements so common now came into use. One of the comic papers of 1990 stated that in earlier days aldermen painted the town red, but now were painting it green. I tried to discover the meaning of this; but nowhere could I find that aldermen had been so lavish with paint, except white-wash, which was mentioned by numerous papers.

A most cruel requirement of the early twentieth century was that of night work on the part of the boys and girls. Whereas now it is against the law for parents to allow a child under fifteen to read at all after nine o'clock, the children of those days were loaded with studies to be carried on at home, and in the higher grades the young people oftentimes boasted of sitting up until one and two o'clock to prepare for examinations. I happened to find in a newspaper printed in 1908 that a member of the Texas legislature proposed a bill to make such night-work unlawful; but his colleagues declared that this was only a blow at a business concern known then as the Standard Oil Company, and his bill was laughed down. Almost a century later the wisdom of his idea was realized by all thinkers.

As I read these musty old records I wondered why everybody did not go blind in those times. All school books were then printed on white paper, and often a glossy white at that. The letters were invariably in black. Thus the little fellows read and read until they must have been haunted by specks of black and white. To-day only a minute per cent of our college boys and girls are bothered with spectacles; but some pictures I found among the records lead me to believe that the student body and especially the professors of the twentieth century were partners in a glass factory.

In those strange years the preservation of health was a very important matter. That rare disease known as tuberculosis or consumption was most common then, and children afflicted with it sat in the same room as the other children! In 1909 an "open-air" school for such unfortunates was established in Chicago, and the newspapers of that year show that numerous taxpayers looked upon it as a downright waste of money. The lack of playgrounds, the scarcity of trees and plants, the dust caused by un-oiled streets and by the use in the schools of chalk for writing on "black-boards" (boards painted black or pieces of slate), the defective heating systems, the germs hidden in dirty wooden floors, and the custom of sleeping with closed windows, all these at length made this disease such a scourge that about the year 1950 the whole nation spent millions upon millions in destroying the sources of the pestilence. To add to the painfulness of school life in that era, there was a horrid custom known as "vaccination" forced upon the people by one school of physicians. This was a process of injecting poison into a child's system to make him immune to a now extinct disease called "small-pox." When thoroughly mingled with the blood, this poison made most people exceedingly ill, and in some cases caused paralysis or such violent blood-poisoning that even amputation of limbs was necessary, and indeed death sometimes resulted. About the same time that consumption was so vigorously attacked (1950) an opposing school of physicians became so powerful that they prevailed upon the legislature to make vaccination unlawful, in the same manner as the other school had made non-vaccination unlawful. It was found that absolute cleanliness would exterminate the disease, and between 1950 and 1975 the filth of ages was so thoroughly destroyed that this hideous plague has not been known in America since the

latter date. Oh, the good old times, when our ancestors maltreated, tortured, and murdered their offspring!

It is a curious fact that members of school boards were then elected by popular vote, and not chosen by civil-service examination, as is now the law. Some of these gentlemen were so ignorant as to cause even the school children to laugh at their mistakes! I found in a Tennessee newspaper of 1910 that one candidate for membership announced that he did not have much "book larnin" (knowledge gained from books), but that he had a lot of "horse-sense" (commonsense) and would see that the children learned their three "R's" (reading, 'riting (writing), and 'rithmetic). No salary was given for serving on a school board. Think of it! Those in charge of what is now considered the most important department of government received absolutely no pay! No educational qualification whatever was required. The only essential was popularity with the crowd! The outcome of this may easily be conjectured. Superintendents who had made a life study of education were considered fanatics and hobby-riders, and children's souls were dwarfed through the stubborn ignorance of these "popular" supervisors. As the office paid nothing, the members devoted but a few hours of each month to educational matters, and generally these brief periods were given up to haggling over financial affairs. I found in the newspapers of the early twentieth century a vast amount of scandal about these boards. Frequently, I noted, they were accused of getting a "rake-off" from publishing houses, desk-makers, architects, etc. All this may seem exceedingly strange to us to-day; for not many know that not until 2025 did the government take over the printing of all school books, and not until ten years later did it begin to furnish all building plans and materials at actual cost price.

Owing to the low salary paid teach-

ers—in 1900 it averaged but \$25.00 a month in states south of the Mason and Dixon line—the vast majority of instructors were women; for married men could not maintain a family on the wages offered, while many women to secure “pin money” (money for luxuries, dainties, etc.) accepted—seemingly without conscientious scruples—the miserably low remuneration. During the first decade of the twentieth century the female teachers of New York City demanded higher wages; but, upon being warned by a professor of education that if decent salaries were granted, their places would be offered to men with families to support, they speedily dropped the matter, and the old miserly method continued until near the year 2000. At this time, however, the newspapers complained bitterly that the boys in the higher grades were becoming “sissy” (effeminate) and that feminine ideas and ideals were ruining the manhood of the nation; and a commission appointed by the government to investigate the subject presented such a drastic report that the various states raised salaries to so tempting a point that men returned to the profession. In the earlier days of this change men attempted to teach all grades, but made such fools of themselves in their efforts to teach the smaller children that the women gradually regained those classes where some imitation of mother-love is essential. Thus it has remained to this day.

It may seem ridiculous and yet it is really true that in the twentieth century laws had to be made compelling children to go to school! Part of the resistance came from the parents, but most of it from the children themselves. Whereas the child of today loves the activities of education and looks upon the school as his second home, I find that the normal boy of four centuries ago dreaded and even hated the institution! But have we not seen enough to warrant this feeling? One or two educators of the

time ventured to say that if the school were made as pleasant as the woods and the rivers, the boy would not play “truant” (run away from school for a day); but such men were long looked upon as irrational enthusiasts. One glance at the curriculum of that century would cause the modern boy to run forever, and one day of it would probably make him a suicide. In practically every school the studies were all “book-studies” and enormous tests of the memory. As indicated above, the pupils sat in hard desks four or five hours and told, not what they had discovered, but what they had read. History, geography, literature, science, mathematics—the same question was asked, “What did the book say?” Many of the more normal children rebelled against this method, and these were known as “bad” boys and girls; and such “bad” youth were beaten with tree switches until out of sheer pain, but not from conviction, they submitted to the unnatural and barbarous system. In only one city (New York) was it against the law for the teacher thus to punish children, and even there instructors frequently presented petitions to the school board, begging the privilege of giving the youngsters just a little spanking (vigorous paddling on the hips with the hand or a board). The board had the wisdom, however, to believe that if the methods were right the boy would be interested enough to do right, and the “privilege” was refused. At length it was discovered that the cramped position long maintained in thus sitting at a desk would make any natural creature restive or dull or vicious, and by the year 1975 all schools had adopted a curriculum in which each hour of mental work was followed by an hour of physical work, such as carving, moulding, gardening, etc. There was an astonishing decrease not only of misbehavior, but also of truancy, and I suppose there has not been a case of punishment or unnecessary absence in a hundred years.

Besides the total oversight of animal activities, there were other causes to make the school hateful. The end of all teaching in the twentieth century seems to have been facts, facts, facts. Inspiration was a neglected factor, and, so far as I have been able to discover, absolutely no effort was made to develop imagination. Indeed the proceedings of various learned societies show that the college professors often complained of the lack of this quality in the pupils sent up from the high schools; and yet I could not discern that these professors had any more of it than their pupils. During this century, too, there was a sad falling off of interest in idealistic studies, and professors of literatures, languages, etc. declared that their classes were being monopolized by sentimental or mannish girls, while the boys were all off tinkering with chemicals and dynamos! My investigations lead me to believe that this was the fault of the instructors themselves. In their search for facts—which are of minor value in literature and arts—they crushed all the rich blood out of the subject, and the boys did not care for the dry bones that remained. About the middle of the twentieth century professors of the various literatures began to call music, painting and sculpture to their aid, and now, as we know, every literary course has its musical recitals to illustrate such matters as the poetry of Shakespeare, Byron, Heine, and Tennyson. But these changes did not come without struggle. When in 1960 the University of Chicago appointed a musician to assist the instructors in literature the papers of the city announced the fact in sarcastic headlines, while one presented a hideous cartoon picturing a professor of English singing Omar Khayyam's Rubaiyat to accompaniment of an Italian organ-grinder!

This beautiful science and art of music had a prolonged battle to gain a respectable standing. So far as I have been able to discover from the

ancient file of college catalogues, only three universities of the twentieth century—Harvard, Yale, and Columbia—gave credit for musical studies, and this was in a comically shame-faced manner. Music, it seems, was looked upon as a fashionable frivolity for women, and most men received theirs through the now antiquated phonograph. Not until about the year 2000 was it thoroughly realized that this branch of learning had as important an influence upon the growth of the perfect man as mathematics, literature or history. About that date, however, the various states made the teaching of music compulsory, and for the past two hundred years every school building has had its school musician to play and explain the best music daily.

As I read the strange books and stranger newspapers of four centuries ago, the fact dawned upon me that then there were no school or church theatres. Could it be possible? Vigorous search brought to light the statement that in the first decade of the twentieth century a New York church had made a feeble effort along this line, but had been so violently condemned by the other churches that the effort was abandoned! Many preachers pronounced the histrionic art an invention of the devil! But as time passed, the kindergarten pointed out that children love to act; dances imitating the actions of animals were introduced; and from this strange beginning the little ones were allowed to progress until to-day I suppose there is no city school in the world without its theatre. Strange to say, in the ancient days students simply read and commented upon the dramatic masterpieces, and were not encouraged to act them!

Is it any wonder that boys ran away and risked receiving painful spankings (see definition above)? There was so little of genuine human interest. I found that young people were compelled to study zoology, and yet no

town was compelled by law, as now, to maintain a museum or zoological garden! Private concerns, called "circuses," collected large numbers of wild animals and gave exhibitions under vast tents, and these seem to have satisfied the human craving in the students. These strange shows apparently served a good purpose; but I was startled to learn that they were condemned by most of the clergy, and that some ministers lost their positions for being seen there by the church members! Such was the stupidity of the "good old times." Ought we to be surprised to discover that schools were then open but nine months in the year? It is a marvel that all the children were not dead or turned idiots even in that space. Not until 2020 was a public school kept open twelve successive months, and that was at Manila, Philippine Islands, by petition of the children themselves. I found this petition in a Manila newspaper, and one statement by those old-time children struck me as characteristic of the attitude of our own little boys and girls: "We want to continue going because there are so many interesting things we have not finished making, and because we know there are so many surprising discoveries in store for us."

College life four centuries ago must have been marvelously strange. The "book" method was rather strictly followed, except in what were called "technological" schools, and there it was all "machinery" method. In the twentieth century the college curriculum consisted of one long succession of book recitations, a method which produced such apathy among the students that the more brilliant instructors fled to other professions, and the dreary heaviness of the "college prof," as he was called, became proverbial. Toward the middle of the twenty-first century, however, these institutions, imitating the public schools, or more especially a once famous negro college

founded by the renowned Booker T. Washington, began to alternate mental and physical recitations, and this has ever since been the custom.

It may come as a surprise to find, also, that the higher degree, such as Master of Arts and Doctor of Philosophy, were then granted for routine work, narrow investigations, and often useless circulars or pamphlets known as "theses." No evidence of public service on the part of the applicant was ever demanded! Whereas today as all know, we require, besides the three years of broad cultural study, three years of successful public service in some worthy profession, the custom four centuries ago demanded absolute retirement from public life, the pursuit and capture of some tedious minutiae, and a "thesis," (a long, heavy, dry manuscript) on some subject of little human interest, such as "A Catalogue of Figures of Speech in Shakespeare" or "Psychological Aspect of the Tendency Toward Falsifying in the Pre-Pubescent Age" or "The Hereditary Tendency Toward Early Baldness in Certain Species of Guinea Pigs." This grinding out of scholarship continued until about 2040, when the stock of subjects in some branches grew so low that the professors decided that three years of successful service for the public was at least more interesting if not so toilsome as a thesis.

* * *

Ah, there were many strange facts I learned among those dusty old records. How ridiculous some of the Congressional speeches sound, with their boasts of education, enlightenment, culture! Surely we of the twenty-third century have reached a plane of mentality far beyond the comprehension of that dark and cruel era four centuries ago. For in its mistakes, its miserliness, its thoughtlessness, its savage unkindness that twentieth century must be classed among the Dark Ages of Education.

IDLE TALK OF THE IDLER

FELLOW of the universe, are you a Pearyite or a Cookster? You must be one or the other. Not to be is to be looked upon as a man without opinion—a sort of a convalescent intellect. Some very good men and women are the one and some other very good men and women are the other, and a few are both.

For once in his shiftless existence the Idler is truly glad that he is not a professor, and he is twice glad that he is not a scientist. Their troubles are only just beginning. One by one the professors and the scientists are being forced into making declarations, and it matters not to whom the savant pins his faith he is in for a good, sound drubbing. See what we less knowing ones escape. When the reports, the diaries, and all the other things in the collections of the two explorers are placed in evidence, think of the confusion. Methinks this mass of observations and notations will contain many headaches. The learned ones will view the remains with many expressions of deep wisdom, but as few have been to the Northmost point there must needs be a deal of scientific guessing.

To find out who reached the Pole and who did not and who "nailed the Stars and Stripes" to nothing will be very much like being on a jury. I was on a jury once—only once—and I never shall forget it. Everybody connected with the case was innocent except the judge, and he knew that all were guilty. But compared with the forthcoming sorting of the Cook-Peary evidence a jury trial is a vacation.

In an idle moment the Idler met Dr. Cook, and a friendship formed

during a warm day far, far from the land of ice has lasted through ten years. So if you will believe that my words are not tinctured with prejudice I will say that Dr. Cook is a plain, modest, unassuming man. His profession is that of physician, but he has been drawn into the field of exploration and has done what he has done for the same reason that teachers teach and that writers write. To explore to Dr. Cook is to live. Three years ago in an automobile ride from his Brooklyn home to Coney Island Dr. Cook outlined his plan to the Idler, which goes to prove that the explorer has given much thought to the way to the Pole, and that the dash was not the result of a sudden inspiration nor a piece of fool luck.

On the car the other day a bachelor said: "The trouble with Peary is that he is afraid of losing his meal-ticket." And then he exclaimed: "Why Peary has lived off the North Pole these twenty years!"

This bachelor is a layman and not a scientist, and so his opinion will not weigh in a consideration of the submitted evidence. I make my deduction that he is a bachelor from the fact that he used the term "meal-ticket." Married men do not know about such things. But being a bachelor he has no right to any consideration at all, and I apologize for mentioning him.

WOMEN are congratulating Mrs. Young and themselves on her election to the office of superintendent of the Chicago school system. Quite philosophically Mrs. Young asks that congratulations be deferred until after she has served her

first year. But that is not the American way of doing things. The American people are not given to taking commendatory chances, and so we toss our bouquets and do our shouting at the time of induction, just as we applaud the orator at the beginning of his address, never thinking that at the close of his final outburst we may feel like unobtrusive silence. But the entrance applause sounds well and gives courage, and no harm being done 'tis better to have heard the plaudits at the beginning than never to have heard them at all.

In the case of Mrs. Young, however, the women of the country see a recognition and a sign of more equal rights. That Mrs. Young is a woman of ability there can be no doubt, and practically all her life having been spent in the schools of Chicago, it is reasonable to suppose that she knows them and realizes their needs. Educators, the press and the public seem pretty well satisfied with her selection in spite of the branding of the Chicago choice, by the president of the St. Louis board of education, as "plain tomfoolery." He reasons that because no woman ever has filled such an important position —. But bless you, women are doing many things that never before were done by women, and it is not unreasonable to predict that in the days that are yet to come women will do more and better things than we can possibly think of.

She is "on the rack." Her work is being watched. There is no doubt of that. And strange as it may seem, more is expected of her than would be expected of a man in the same position. For her own good as well as for the good of her climbing sisters she must establish a new record. Women ask that she reverse the opinion of the St. Louis school official.

Mrs. Young has before her the task of trying to satisfy a board of education, 308 supervising officers, 5800 teachers, 300,000 pupils, and the fathers and mothers of all these pupils. It is a task, surely. And when the task is

done—let us hope well done, even to satisfying the St. Louis president—may she receive more congratulations, sixty-four cheers and as many bouquets—one for every Young year, or year Young. Which is correct?

THE Pearsons idea is a very good one, and call him what you will: "The Sage of Hinsdale," "The friend of education," "The patron of the small college" or anything that happens to please your fancy—it does not matter—Daniel K. Pearsons has a most excellent brand of philanthropy. He has given away nearly \$5,000,000, the greater portion of it going to small colleges in the West and South.

On the fourteenth day of next April Mr. Pearsons will celebrate his ninetyeth birthday, and at the same time will make his final bow as a philanthropist, retiring to the sweet rest and quiet of a comparatively poor man. When the end of all things earthly arrives there will be no lawyer fees or court costs to be deducted from the Pearsons estate. The Pearsons idea of philanthropy precludes the after-death tangle. He is his own executor while strength and mental vigor permit; he gives to those that most need help and that pay the best dividends, socially, in good citizenship, in culture, in character; he encourages centers of light and humanity in remote and sparsely settled sections.

Mr. Pearsons believes in education, and for a quarter of a century he has been contributing to it. He says it is a strenuous task to give away money, and so many of us have so little to give we will not attempt to dispute his assertion.

Perhaps to give makes a man youthful—who knows?—for if ever there was a man of whom it might be said, "He is ninety years young," that man is Daniel K. Pearsons. His walk is brisk, his maner alert, his mind works with absolute precision, and the ninety years have left few traces of their passing. Then he believes in

people, and that may have something to do with keeping him young. I suppose to be a good giver one must be a good believer in men and women.

On the day of his relinquishment of the role of philanthropist it would be fitting for the friends of education to assemble at the quaint old house perched on the ridge at Hinsdale, Illinois, and help to make merry a birthday that few of us are ever permitted to celebrate. 'Tis true that he asks "nothing for his duty beyond the doing it," but the sweet remembrance of appreciation would help to make sweeter the days of rest. And may those days be very, very many, and may they be very, very happy.

LIBRARIANS, be they in charge of public or college library, in city or village, meet with a volume of interesting experiences, were the experiences written out and placed on the printed page. You may remember of hearing of the lady who asked for "Her Ben," with the insistent librarian contending that what the reader of fiction really wanted was "Ben Hur." This being one of those commonly called "back-handed jolts," with the joke on the librarian, it would not find its way into the aforementioned volume were such a volume being prepared for publication.

But other experiences just as good would be recorded, and also a few dreamings. Surrounded as they are by all the thoughts of all the authors of all the years it would be strange were librarians not given to romancing. Dr. Crothers of Boston relates a conversation he overheard once upon a time. Says Dr. Crothers: "When somebody asked a well-worn copy of Bacon who wrote Shakespeare's plays the volume simply stiffened up its back and said, 'Search me.'"

At the last meeting of the American Library Association there was an exchange of experiences and a genial flow of "shop talk." Miss Askew, the agent of the New Jersey Library Com-

mission, related an experience among the charcoal burners of Jersey which seems to me is worth the time it takes to repeat it.

"One woman came to me," said Miss Askew, "who looked as though she had never had a happy moment in her life. 'Miss Askew,' she said, 'can't you send us some books about duchesses and queens?' Did I send them? I went to New York and bought a lot of paper covered novels, every one of which had at least either a duchess or a queen in it, and sent them to them. I thought if these people could be happier by reading about grandeur of which they had not the faintest conception, it was my duty to make them happy. And I did it. I might have sent them 'Agnes Strickland's Lives,' but I didn't."

And there was not a librarian present who did not applaud.

ONLY good stories grow better with repetition, and this is a good story. At one of the recent teas to the undergraduates of Bryn Mawr, a pleasant feature at this college, Miss Carey Thomas, the president, who has endeared herself to thousands of young women, told the story.

Miss Thomas was talking of the French language, designating it as the "language of elegance." "It is quite indispensable abroad," said Miss Thomas. "Master it and avoid the error committed by a Bangorian."

And then came the story: "The Bangorian entered a Bouillon Duval in Paris and stared confusedly at the menu. To him a caneton a la presse only differed from a supreme de sole in price. He twiddled the menu in his fingers, turned unconsciously to the back, which contained the advertisement of the big department store in the Rue de Bac that is called the Bon Marche, and ordered of the waitress—in French, but I translate him:

"One paper of pins, two saws, one box of envelopes, a clock and—er—a boa."

AROUND THE CAMPUS

WITH the opening of the school year and the "rushing" and "hazing" season full upon us, the argument over the good and the evil influence of fraternities and what is to be done with "frats" has bobbed up with renewed vigor. Like the poor the fraternities are ever with us, and like the question of the tariff the "frat" problem will never be solved to the satisfaction of everybody.

President Jacob Gould Schurman of Cornell, who has the habit of saying precisely what he thinks, says that "Fraternities do not study enough. If fraternities are to prosper in the universities you must find some way of getting more work done; the intellectual life must be quickened. One evil of the fraternity system is the tendency to divide into groups. To me nothing appears worse than to see on the one hand a center of men in comfortable and sometimes palatial houses, while on the other are the great number of poorer students. Guard against competing to have a larger and more luxurious house than any other on the campus.

"It is not easy for men to work when their main purpose is to live in fine houses, to have a good time and to give what is left to the professors. The university does not exist for that. The percentage of students forced to leave college each year is larger in fraternities than outside. Now and then you hear of a house being not merely desolated but even emptied. That makes the fraternity systems and its enjoyments hardly worth while."

President Cyrus Northrup of the University of Minnesota agrees with President Schurman, and Russell H. Chittenden, director of the Sheffield Scientific School of Yale, where there are

six societies owning their own homes, representing property of a very high value, and where the school is beginning to build its own dormitories, makes the statement that "the interests of fraternities and scholarship are antagonistic."

Dr. John P. D. John, formerly president of De Pauw University, recently declared that "the discriminative tendencies of college fraternities are unreservedly wrong and should not be allowed to exist in any school."

The Western State Normal School of Michigan opposes strenuously any effort on the part of students to form secret societies there. The Oklahoma Agricultural and Mechanical College has placed its veto on fraternities on the ground that "they are undemocratic and interfere with the real work of the school." Wittenberg College is opposed to fraternities, and requires every student to sign a pledge not to join any secret organization. It is believed that this is the beginning of a general movement in all Lutheran colleges against all fraternities.

It is said that without fraternities there would be very little hazing, and hazing is universally condemned. The University of Maine has joined the ranks of the educational institutions which are endeavoring to abolish hazing, and President George Emory Fellows has notified the undergraduates that hereafter that practice will not be tolerated. Students presenting themselves for registration this year are required to sign a card reading "I, the undersigned, hereby agree, as long as I am a student at the University of Maine, to take no part in hazing," before they will be admitted.

About ten or twelve years ago in the university there were several hazing out-

rages. Good order was finally restored only by the students signing an agreement not to engage in hazing while connected with the institution. This method of requiring a pledge from each student was continued for several years. Within the last four or five years, however, the practice of hazing has been on the increase, and several disorderly occurrences are said to have resulted from it.

On "frat rushing" President William H. P. Faunce of Brown University has this to say: "Boys are pledged to life-long associations before they have been in college forty-eight hours. Indeed they are often pledged months before they arrive at college, with no knowledge of what or whom they are joining. I beg all the alumni to aid the university authorities in stopping the demoralizing and dangerous scramble for new men which marks the opening of the college year."

The war on high school fraternities and sororities continues unabated. Out in California an anti-fraternity law was passed by the state legislature, and students in all schools are required to sign a statement that they are not members of secret societies. The high schools of Denver asked the students to sign a similar statement, one hundred refused, and they were suspended. Boys and girls of Ohio are refusing to obey the "anti-frat" law, and much trouble is expected. The same kind of a law exists in Michigan, Illinois and Indiana. Alfred R. Urion, president of the Chicago Board of Education, has given his ultimatum, "Quit 'frat' or quit school." Mrs. Ella Flag Young, Chicago's new superintendent, is very strong in her opposition to fraternities. The National Education Association at its last meeting officially pronounced against the high school secret societies.

William Hard, writing in *Everybody's*, draws a very amusing as well as interesting picture of how many high school fraternities are organized.

"A couple of Western boys go East for vacation. They meet some other boys and learn that there is such a thing,

really, for practical purposes, as the Greek alphabet. They also learn that their new friends, organized into a company, own three of the letters, which are certainly good to look at—much resembling chewing gum trade marks. The new friends offer to lend them the letters, teach them how to shake hands in a complicated way, write the translation of the letters down on a slip of paper so that they won't mislay them in their minds, and send them back West to found a chapter of Pi Phi Psi.

"Returning home, the boys pick out a few agreeable associates of their own social species, hold an initiation, teach the new members the principles of Pi-Phi-ism by dropping oysters at the end of strings down their throats and then jerking the strings and pulling the oysters up again, devise a few new complications in the art of handshaking, have their coats cut five inches lower in the front than at the back, have buttons sewed on the flaps of their pockets, turn up ten inches of their trouser legs, take a pair of scissors and clip off the whole breadth of the rims of their soft felt hats all the way round, slit holes in the remaining fragments of the hats and twine their fraternity ribbons through the holes, invest some of their father's money in an enamel, gold and diamond Pi Phi Psi label, hook the label to their waistcoats and paralyze the high school corridors between classes with a burlesque of a stage imitation of a college boy's imitation of a human walk."

The Lake Mohonk Conference on International Arbitration offers a prize of one hundred dollars for the best essay on "International Arbitration," open to any undergraduate student of any American college or university. For the purposes of this contest the term "International Arbitration" may be held to include any subject specifically treated in the "Conventions for the Pacific Settlement of International Disputes," adopted by the first and second Hague Conferences, or in the "Draft Convention Relative to the Creation of a Judicial Arbitration Court," agreed to at

the second Hague Conference. The term "undergraduate student" applies only to one who, in a college or scientific school, is doing the work prescribed for the degree of bachelor, or its technical equivalent. Essays must not exceed 5,000 words (a length of 3,000 words is suggested as desirable) and must be written, preferably in typewriting, on one side only of plain paper of ordinary letter size (8x10 inches), with a margin of at least one and one-fourth inches. Manuscripts not easily legible will not be considered. The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, class, college and home address, and sent to H. C. Phillips, secretary Lake Mohonk Conference, Mohonk Lake, N. Y., to reach him not later than March 15, 1910. Essays should be mailed flat (not rolled). The award of the prize will be made at the meeting of the Mohonk Conference in May, 1910, to which the winner will receive an invitation.

The Harvard Stadium is completed, the finishing touch being the colonnade around the top. The colonnade is of cement erected over the broad walk. On the inside of the walk the roofing is supported by cement columns set about fifteen feet apart, while the outside support consists of a solid wall, broken at intervals of 100 feet by small windows for air and light. Running about the edge of the roof of the colonnade on the inside is a fresco of a series of cubic blocks interspaced. The columns are also very simple, and after the Doric style of architecture, strictly in keeping with the general effect of the Stadium. In addition to the general improvement in the appearance of the Stadium from the addition, the colonnade will serve a most valuable end, that of providing shelter from rain during the contests. Formerly for one to escape the downpours which seem to make it a point to let loose on the days of games, the spectators were obliged to retreat underneath the structure, where, of course, it was impossible to get a view of what was going on in the arena. It will now

be possible, however, to get under the cover of the colonnade and view the contest from probably the best point in the Stadium.

C. E. Hammett, director of the department of physical education at the Tome School, will have ready for publication shortly an exhaustive investigation into the effects of middle and distance running upon school and college athletes. Mr. Hammett has secured the co-operation of the leading colleges and secondary schools, and has been in correspondence with a large number of athletes, men whose track activities cover a period extending back over thirty years. The investigation has revealed a number of most interesting and unexpected facts, and when its results are published, they will be of interest not only to the general public, but particularly to school boys and college men who train for distance running. Although not directly germane to the subject under investigation, collateral information regarding the jinrikisha men of Japan has been secured through E. G. Babbitt, the American vice consul at Yokohama, and through the courtesy of Mr. G. Lockwood Kipling, Mr. T. C. Lewis, late director of public instruction, United Provinces, India, and other crown officials in the British Postal Service, whose interest was enlisted through Mr. Kipling, very interesting facts have been supplied about the dak runners of India.

The General Federation of Women's Clubs is to give an English scholarship for American women. The scholarship of \$1,500 is to be held at either Oxford, Cambridge or London University for the year beginning October, 1910, and will be awarded to an American woman, who must not be over 27 years of age when she enters upon the scholarship and must be unmarried. The candidates must be graduates of American colleges, and during October, 1909, must take the same qualifying examinations that are provided by the Rhodes Trust for the college men who compete for the Rhodes Scholarships. Admission to the

examinations will be allowed only upon the written certification of education of the General Federation of Women's Clubs.

The extraordinary frequency of cases of suicide among the pupils attending the German schools of the higher and lower grades has become a subject of genuine concern to educators and medical men. Accordingly, Professors Albert Eulenburg, the well-known nerve specialist of the University of Berlin, has been making an especial study of the subject with a view to finding, if possible, what remedial feature can be taken. Professor Eulenburg's researches, which cover a period of years, have led to the astonishing disclosures that the number of cases of youthful suicide in the German empire average fifty-three a year, or practically one each week. Out of 1,258 cases, which he investigated, he found that 473 made away with themselves either because of fear of impending punishments or because of anxiety regarding examinations or despair of failing to pass. Traces of mental derangement were discovered in only 120 cases, or hardly 10 per cent of the whole number. In 350 cases the causes promoting to self-destruction had to be set down under the category "motives unknown." Dr. Eulenburg comes to the conclusion that the responsibility for these shocking conditions is divided between the children's parents or guardians and defects in the school system, lack of proper supervision at home bearing the brunt of the blame. He recommends, however, changes in school methods, including a reform of the system of examinations.

The University of Notre Dame has found it expedient to establish a bureau of employment in order to secure positions for students of limited means to defray their college expenses by clerical and other employment in South Bend and Mishawaka, Indiana. The housing of students in South Bend marks an epoch in the history of Notre Dame.

Previous to last year all who attended the university were obliged to live on the campus. The enrollment during the last year, however, became so great that a number were lodged in the city.

Syracuse University has a concrete Stadium that is a marvel in architectural beauty. Like a gigantic oval basin hewn from the bed rock of Mother Earth it nestles in a natural hollow between surrounding hills. The grand-stand is 196 feet long and has a seating capacity of 10,000. The whole structure is made of reinforced concrete supported on piers of the same material which extend down to a firm foundation; so while having the appearance of resting upon the earth immediately underneath, like the *stadia* of antiquity—which it surpasses—it has as solid a support for its tremendous weight as a sky-scraper. Since completion its exposed surface has been waterproofed with a paraffine preparation to protect it from any possible devastating effects of penetrating moisture. The approximate cost was \$700,000, and work was started in the autumn of 1905.

Vassar College, at commencement time, received through Baroness Uriu, whose husband is vice admiral in the Japanese navy, a gift from the Empress of Japan of a solid silver bowl. The bowl is as thick as a silver dollar, and is about twelve inches in diameter and ten inches in height. It is decorated in enamel and hammered relief work, representing in color the favorite flowers of Japan, the wistaria and chrysanthemum, a heron and the official mark of the royal house.

The children of France are often on their way to school a little after seven o'clock in the morning, and quite as often have not concluded their lessons earlier than nine o'clock in the evening. Young men in the higher classes frequently have appointments with their tutors at five o'clock in the morning in summer time.

POPULARITY OF PRIVATE SCHOOLS

By EDWIN L. BARKER

TWENTY years ago the number of private schools was small; ten years ago there was noted a decided increase; and today, so our reliable guide, Patterson's College and School Directory, tells us, America is supporting something like 8000 permanently established educational institutions exclusive of the public schools.

There was a time when many of the more prominent educators looked askance at the private school. But that time is not now. Educators have learned better. They are always learning. That is why they are educators. An educator who does not learn is not long an educator.

The private and special schools have their place in American life. Instead of doing harm to the older or more advanced institutions or to the public schools, or depleting their registrations, the growth and higher development of the private school has done much good and has increased the number of students in our land. Just as the newer baseball league not only has not robbed the older league of its patronage, but has increased the public interest and has been the means of developing better games and strengthening the attendance of all associations, so have more schools made many, many times more students. Like all things else in the world education begets education. Every young man and woman who goes away to school helps to create in others a desire to go away, and every graduate who returns home incites a number of his fellows to strive for graduate honors.

More schools have created a greater desire for education, and this desire has led to the establishment of more schools. The one is a boomerang to the other.

To be sure there are schools which do not live up to their catalogues. But where there are so many fine schools the whole matter is merely one of discrimination, just as is the selection of butter and eggs or cottons and woolens. Most of the fine schools issue fine catalogues, and some of the schools not so fine make their show on the printed page. The former have something to display; the latter make a display to try and convince the innocent that they have something. They say fine feathers make fine birds, but methinks a buzzard draped with ostrich plumes would be none the less a buzzard. So go deeper than beautiful printing and consider well the faculty, what the school has done, who its pupils are and have been, and if perchance there is a doubt ask a friend who knows, and if friends who know are not to be found, consult an agency rich with age. Only reliable agencies grow old. The other kind pass with the schools that have little to offer save beautiful samples of printing. Each year records a few passings, none of which is included in Patterson's 8000.

Hundreds upon hundreds of private and special schools are doing a great and fine work. Their pupils are everywhere, and are a credit to the institutions which developed them. Some of the most competent, sincere and painstaking teachers are found in the private and special schools.

The American desire for specialization is one reason for the rapid growth of the private school. Another reason is the healthful influence which the private school is able to throw about its pupils by keeping in close touch and by constantly watching over them. There is a time in the lives of most boys and girls when just the right influence means everything in the shaping of their usefulness to society. This influence and the hand that shapes the right way are some of the chief characteristics of the best private schools.

The little red schoolhouse is a memory. With its passing has come our present broad system of education—from kindergarten to university—and in this system the private and special schools are important factors. They enable students to specialize in art, music, oratory, the drama, languages, professions—to specialize in every line of endeavor for which the world is calling and for which there is a demand for competent men and women. Then there are the boys' and girls' boarding schools, sometimes called "finishing schools," secular and denominational, where students are given an education plus special studies, exercise, outdoor life, and the niceties that contribute to the making of real ladies and gentlemen.

It has been said that one can tell a college boy and girl wherever one sees them. This is more than true of the private school boy and girl. They possess a wholesomeness and charm that is delightful to behold. Their bearing, their speech, their manner is not surpassed even by their more advanced brothers and sisters of the higher institutions.

It needs no argument to declare that the youth of the military academy, well set in shoulders, bearing in his physique the careful training of the gymnasium, ready and willing to obey the orders of his superiors and possessed of a sound education, is better fitted to face life's battle than he who, to his own misfortune, has lacked the

opportunity to obtain these qualifications. So dominant are the advantages of this character that the world recognizes, almost at a glance, the difference. The public school gives as far as it is able; but it can not, through the very nature of its being, give what the private school does. The military or boarding school, having complete control of the child, has the greater advantage of inculcating into him that high code of honor, that underlying principle of the true American gentleman, which stamp him through life.

Once upon a time argument was advanced that the private school was in direct opposition to the spirit of democracy, which should be the basic feature of the American youth or maid. But results have laid low this argument, for whatever tends toward the betterment of the American is not un-American.

Unfortunate, indeed, is the American parent who, through this mistaken sense of democracy, and who, having it within his power, refuses to give to his child those qualifications tending toward his higher well being. The son who has to inherit millions must necessarily be educated along lines distinct and separate from him who has to earn his bread by manual labor. The girl whose position in life demands her to hold sway over functions of an elaborate nature must be taught certain things not necessary in the training of her who plans to enter one of the trades or professions that she may earn her own livelihood.

The success of the private school depends entirely upon results. Parents are not compelled to send their children away to school, and so upon the advantages to be gained has been builded the private and special institutions as we know them to-day. That the results are satisfactory and that the advantages have proved more than worth the money expended in securing them we have but to remember the 8000 schools which the country has accepted and is supporting.

GENERAL COLLEGE NEWS

REPORTS from East, West, North and South make good the prophecy of months ago that the school year of 1909-10 would be the best in the history of American educational institutions. The opening of the universities, colleges and private schools show a very large increase in matriculations. In spite of the criticism of the past year the people are alive to the necessity and the benefits of education. If the large registrations this year are in any part due to the criticisms that have helped to fill the public prints, let us have more of the adverse comment.

It is too early to give the number of new students for the year, but when the figures are compiled they will tell a pleasant story of educational growth. The capacities of a number of colleges have been taxed to their limit, and a few have had to send out notices that no more students will be admitted.

There was a great deal of building during the vacation period, and the registers show that the additional room was not planned in vain. There will need be more building another year.

Every institution of higher education that is deserving of the name does not want for students. Institutions that are lightly attended will be found to be light in something else—either in academic ideals, in real results, or in business management. And one is as essential as the other. It is one thing to have a good institution; it is quite another thing to have the world know about it.

There never was a time when the school was so much a part of the very soul of the nation as now. The growth in this direction is little short of wonderful, and each step forward is made lasting by the hearty co-operation of the

people—a co-operation that is made hearty by actual results.

Anyone passing hurriedly through or rather over the mountain town of Mount Washington in the extreme Southwestern corner of Massachusetts would hardly expect it to appeal to educators and capitalists as far away as Cleveland, as a favorable spot for establishing an educational plant at an estimated expense of nearly a hundred thousand dollars. Such, however, is the latest report from that quarter. The scheme comprehends three schools, the Berkshire Hills School, the Berkshire Forest School, and the Berkshire Farm School. About a thousand acres have been acquired for this purpose. The first of these schools is to be a college preparatory institution; the second for boys from twelve to fifteen years of age, and the third for those from nine to twelve.

The dispute over the endowment of the German College at Mt. Pleasant, Iowa, between that institution and Iowa Wesleyan University has been settled by the bishops of the Methodist Episcopal church. The funds were equally divided, each institution receiving \$15,745. The German College will now leave Mt. Pleasant, to be merged with a like institution at Warrenton, Mo.

The American University at Washington, D. C., is beginning the erection of buildings to cost \$2,000,000. The Methodists hope to crown their educational system with this post-graduate institution. In two respects the American University will be unique, in that it will be the only educational institution in the United States which will confine its instruction to post-graduate studies, and will not have any undergraduate schools

attached to its scheme of education, and that the university will not enroll any students until every building is erected and the total assets, property, and endowment amount to at least \$10,000,000. The buildings now being constructed are for the law department, the colleges of medicine, technology, art, and a great museum.

As final preparations were being made for the opening of the fall term, Lebanon Female College, Lebanon, Tenn., was completely destroyed by fire August 30, entailing a loss of more than \$50,000, with but \$25,000 insurance.

Columbia College, at Columbia, S. C., an important Methodist school, was burned to the ground September 9. The buildings destroyed cost \$200,000, and insurance to the amount of \$85,000 was carried on them. A new pipe organ just installed was destroyed, and only one of the forty pianos was saved. Temporary quarters have been secured for the present, and meanwhile the college is to be rebuilt.

The report of the State Board of Education of Connecticut, just made public, presents some interesting facts. The normal schools are graduating about 240 to 250 a year, and the report says that the expense would be very little more if the graduates numbered 700 to 800. One reason that more teachers do not take the normal course is that towns pay good wages to beginners who have had no training, and "even to the audaciously ignorant." Since 1883 the state has put \$500,000 into seven buildings for normal schools. The tests of the eyes of scholars show that in 1908 out of 142,537 scholars examined 12,213 were found to have defective vision. Laws forbid exempting children from school attendance after fourteen years of age in case they are unable to read in any language at all. In 1907-08 there were 370 such children, who were refused the desired permission. Of these illiterates less than one-fifth of one per cent were of Connecticut stock. There are 1,526 schools in Connecticut, with an enrollment of 188,487 and an average

attendance of 139,646. In 1908 there were registered in the high schools 11,229 pupils. In that year there graduated from such schools 1,360 pupils, and of these 786 entered neither college nor normal school. The high schools have 6.1 per cent of the registered pupils and receive 10.3 per cent of the state appropriation for educational purposes. The pressure of town pupils upon city high schools is getting so heavy that it is likely that soon some of the large schools will refuse to receive outsiders.

Another structure will soon be added to the group of buildings already completed at the Catholic University, Washington, and is to be known as the Polish College of St. John Kankius. The building will be of granite five stories high, besides the basement, and the first floor will contain a chapel, sacristy, office rooms for the rector of the institution, two parlors, and two classrooms. There will be a large library, a recreation hall, a commencement auditorium, and an up-to-date gymnasium. The upper floors will contain the class-rooms and private living rooms. Only the main part of the building is now being erected, and that will cost \$200,000, and will be free of debt when completed. The wings will be added as the necessity for more room arises, the cost of the wings being \$100,000 additional, making the entire cost of the building \$300,000. The college will be in charge of a Polish order of priests, missionaries of the Divine Love of Jesus, founded fifteen years ago in Italy by Rev. A. Anthony Leechart, who is the present superior general. The mother house is in Rome, but the order has houses in France as well as in Italy, whence they came to America.

Eastman College at Poughkeepsie, N. Y. has reached the fiftieth milestone in its history, and during this month of October the event will be celebrated with appropriate exercises. During the fifty years more than 50,000 students have attended the college and no less than 25,000 of the graduates are living, and are now engaged in every phase of activity

in all sections of the world. In the autumn of 1859 Harvey G. Eastman came to Poughkeepsie and started his school. Addresses are to be made by Dr. Frank W. Gunsaulus, Rev. S. Parkes Cadman, Senators Thomas P. Gore and Jonathan P. Dolliver, Governor Robert B. Glenn of North Carolina, and President Edwin A. Alderman of the University of Virginia.

Union College at Mt. Vernon, near Halls, Tenn., opened its doors September 6. The college is unique. It is six miles from a railroad, surrounded by forests, fields and orchards. There is a magnificent brick structure, with all the equipment and appliances of the most approved modern college. It is an attempt to apply the principles of unionism to modern school methods and will be watched with a great deal of interest. The catalogue announces that all the common school branches will be taught, and in addition special attention will be given to scientific agriculture. They have farms in connection with the college, where scientific experiments in agriculture, horticulture and floriculture will be conducted. A large dormitory will accommodate the boarding male pupils, while every home in the community will be open to the young ladies who may attend the school. Professor J. S. Rozier, a graduate of the University of Alabama, is the principal.

When the United States formerly occupied Porto Rico, which consists of ten islands, only about 15 per cent of the people could read and write. Now the percentage has increased to between 25 and 30 per cent and some claim even a greater percentage. At the time of the occupation of Porto Rico there was but one public school. Now there are 1,700 public schools, over all of which floats the American flag. Of the teachers about 1,200 are natives and the rest are Americans.

Webster City, Iowa, wants a college, and offers a fine site of seventeen acres and other inducements to a school in search of a location. Full particulars may be had by addressing the mayor.

It is interesting to note that just as Massachusetts has thought out a plan to have a peripatetic college, to go to the people in the smaller towns and villages, instead of colleges that will have the people go to them, Dr. Russell H. Conwell is proposing a similar plan for Temple University toward which he has given a fortune earned by his lectures. Dr. Conwell's idea is to have a local college installed in the school building of town or village during the hours when the public schools are not in session, and that it would be self-supporting. The plan would not be to make the educational advantages a charity, for the prospective students do not want this, but to bring into their immediate vicinity opportunities to improve their minds and gain better positions or fit themselves for more useful lives. The Temple University management has nothing to gain in this movement but the satisfaction of seeing a good work done, and offer their services free to any one interested in the project, and they will aid as far as possible by advice or oversight any institution started or maintained on this plan.

New York University has established a department of journalism, to be conducted by men who are practical journalists. The courses comprise news writing, including some practice in copy reading; current topics and sources of information; editorial and business management; advertising and circulation; the writing of special articles and editorials; the law of libel and copyright.

The destruction by fire of Westminster College, at Fulton, Mo., September 10, removed one of the old historic colleges of Missouri, a building from whose portals many men have passed forth into the world in their young manhood to later gain fame and fortune in various walks of life. The fire was caused by an electric light wire, and the loss, aggregating \$75,000, was confined to the main building.

Montgomery, Alabama, is to be the location of the new half million dollar woman's college to be built under the

auspices of the Alabama and North Alabama Southern Methodist Conferences. The Alabama Conference Female College at Tuskegee is to be closed, and the new school will be the largest of its kind in the state. The new school will open in September, 1910. Dr. W. E. Martin, president of Sullins College at Bristol, Tenn., has accepted the presidency of the Montgomery college, and at the close of the next school year will take up his new work.

Cornell University has abolished the office of matron of Sage College, the dormitory of the women students, and has created two new offices in its place. One is that of adviser of women in the entire university, whose functions generally will correspond to those of the dean of women in state universities. She will have general supervision over the co-eds. The trustees have appointed Mrs. Gertrude Shorb Martin, wife of Director C. A. Martin

of the college of architecture, to this position. The other office is that of matron, or house mother of Sage College. She is to be nominated by the adviser, and under the authority of the adviser will have charge of the chaperonage and social life of Sage College.

Eastern College, the main building of which was completely destroyed by fire last Christmas day, has been moved from Front Royal to Manassas, Virginia. A gentleman of Manassas offered the college a beautiful campus of fifteen acres in the heart of the city. The offer was accepted and a group of buildings is now being erected.

The new manual arts building of the State Normal University of Illinois is completed and was dedicated June 2. Addresses were made by State Superintendent F. G. Blair and Professor Charles A. Bennett of the Bradley Polytechnic Institute.

DONATIONS AND BEQUESTS

SOME idea of the amount of money being given to educational institutions may be gleaned from the statement made in the Annual Register of the University of Chicago, which is authority for the announcement that since the founding of the university John D. Rockefeller's donations amount to \$24,000,000. His original subscription, twenty years ago, was for \$600,000, and the increase shows his interest.

Donations and bequests to schools during the past month have been reported as follows:

To Trinity College from B. N. Duke, \$200,000, to be used in the erection of two new buildings and the support of five new professors.

To Morningside College from James J. Hill, \$10,000; from Nancy Heilman, \$15,000; Andrew Carnegie, \$50,000; John D. Rockefeller, \$50,000. These do-

nations complete an endowment fund of \$250,000.

To Dartmouth College from Stephen M. Crosby, \$50,000, for the completion of the memorial building.

To St. Joseph's College, Dubuque, Iowa, from Mrs. Mary Mulveil, \$7,000, for the chapel.

To Syracuse University from Mrs. Russell Sage, \$50,000, to be used for the teachers' college.

To Lombard College from the Fisher estate, \$12,000, which is added to the endowment fund.

To Eureka College from the late Stephen A. Hoyt, \$20,000. It will help pay the current expenses.

To Illinois Wesleyan University from Andrew Carnegie, \$30,000, for the erection of a science building.

To Berea College from Dr. William P. Wesselhoef of Boston, \$5,000.

AMONG THE FACULTY

THE faculty changes this year have been very many—so many that one scarcely knows where are located a number of professors. It is claimed by those who like to make and keep such records that more changes have been made this year than ever before. If this be true, no doubt the truthfulness of the statement is due to the large growth in the institutions of higher education. More students call for more and larger schools, and more and larger schools call for more and better teachers, a demand for more and better teachers increases the difficulty of finding them, and the greater the difficulty in locating those who are recognized as efficient the more changes are made among those already standing in the light of recognition.

There never was such demand for real competent teachers as now. From kindergarten to university the demand is not for the mediocre, but for the best. It is the way of all things that grow. The country is recognizing the benefits of education, and such recognition always is followed by criticism. Schools are not seekers after criticism any more than are other institutions, and so to minimize adverse comment the better instructors are sought.

This constant seeking after the more competent is sure to have its influence on the salary question. To quote the words of President Mathew W. Buckingham of the University of Vermont, "The day is coming, and it is not far off, when the great royal, the great imperial public will have its eyes opened to see who are its true servants and its real benefactors, and they will raise the cry, 'what shall be done to the men whom the people delight to honor?' And then the schoolmaster—and by his side

the schoolmistress—will get their long overdue applause and honor and reward."

Dr. W. S. Neighbors, of Baltimore, has been elected president of Sullins College to succeed Dr. W. E. Martin, in September, 1910. For the present Dr. Neighbors will serve as associate president, and a year hence Dr. Martin will assume the presidency of the new half-million dollar Methodist Woman's College, now being built at Cloverdale, Alabama. The new president of Albright College is Dr. John Francis Dunlap, of Williamsport, Pa., who will be inaugurated this month. Professor Thomas C. Miller, ex-state superintendent of West Virginia schools, is the new principal of the Shepherd College State Normal School, succeeding the late Professor John G. Knutti. Professor John Orville Newton, for several years at the head of the science department of Maine Wesleyan Seminary and Woman's College, Kent's Hill, Me., has been elected vice-president and principal of that institution. Professor H. G. Brownell, formerly principal of the Louisville Manual Training School, has been elected president of the Bethel Female College at Hopkinsville, Ky. Dr. John A. Marquis, of Beaver, Pa., becomes the president of Coe College, succeeding his classmate and friend, Dr. McCormick. Dr. Homer M. Cook has resigned from the presidency of Northwest Missouri Normal and Professor H. K. Taylor, of Kentucky, succeeds him. Rev. G. E. Ackerman, of Hedding, N. H., has assumed the presidency of Cookman Institute at Jacksonville, Fla., succeeding Rev. James T. Docking, whom the Freedman's Aid Society made president of Rust University, taking the

place of Rev. Frank R. English, resigned. On account of ill health President R. E. Hieronymus has resigned from Eureka College, and Professor A. C. Gray, dean of the Bible department, is made acting president. Dr. W. R. Hutchinson, for two years president of Acadia University, has resigned and will assume an active pastorate.

Professor Edmund Clark Sanford, head of the college department of Clark University, has been elected president to succeed the late Carroll D. Wright. Professor Sanford was born in Oakland, Cal., Nov. 10, 1859, and graduated from the University of California in 1883. He received the degree of Ph. D. from Johns Hopkins University in 1888. Upon the founding of Clark University twenty years ago he joined the faculty, and for twelve years has been head of the department of experimental psychology. He has held various offices of trust, including the presidency of the American Psychology Association. He is also the author of "A Course in Experimental Psychology" and has written various articles on that subject.

Dr. Irving King, who has been assistant professor in education at the University of Michigan for the past two years, has been called to the department of education in the State University of Iowa. Dr. King is a graduate of Earlham College, Indiana, and received his Ph. D. degree from the University of Chicago in 1903. He has been an instructor in Pratt Institute, Brooklyn, and in the Oshkosh, Wisconsin, Normal School, as well as at the University of Michigan. He is the author of a very important book entitled "The Psychology of Child Development," published by the University of Chicago Press. Dr. King will offer several new graduate courses besides assisting in some of the undergraduate work.

Professor Albert A. Michelson, of the University of Chicago, who recently was awarded the Nobel prize for the excellency of his research work in the field of light waves, is the recipient of another honor, one which, it is said, has seldom

been awarded to an American scholar. He has received the honorary degree of doctor of philosophy and master of arts from the University of Leipzig, Germany. The degree is in recognition of the Chicago man's work on light, in particular in spectroscopy and in solving the question of the relative movement of the earth through ether. This scientist is also well known for his establishment of the length of the standard meter in light waves and for much other research work in the field of light. Another foreign honorary degree received by Mr. Michelson several years ago was doctor of science, awarded him by the University of Cambridge.

At the celebration of the twentieth anniversary of the founding of Clark University the following degrees were conferred: Doctor of Laws: Percival Lowell, non-resident professor of astronomy at the Massachusetts Institute of Technology; Ernest Fox Nichols, president of Dartmouth College; William Fogg Osgood, Harvard University; James Pierpont, Yale University; Herman Carey Bumpus, director of the American Museum of Natural History; Leo Burgerstein, University of Vienna; Carl Barus, Brown University; Franz Boas, Columbia University; Sigmund Freud, University of Vienna; Herbert Spencer Jennings, Johns Hopkins University; Carl G. Jung, University of Zurich; Adolph Meyer, Cornell University; L. William Stern, University of Breslau; Edward Burr Van Vleck, University of Wisconsin; Robert Williams Wood, Johns Hopkins University. Doctor of Physics: Vito Volterra, University of Rome; Albert Abraham Michelson, University of Chicago; Ernest Rutherford, University of Manchester, England. Doctor of Letters: Edward Bradford Titchener, Cornell University. Doctor of Biology: Charles Otis Whitman, University of Chicago. Doctor of Mathematics: Eliakim Hastings Moore, University of Chicago.

John Paul Goode, assistant professor of geography at the University of Chicago, has been appointed at the instance

of the Department of Commerce and Labor to assist in conducting through the United States a committee of leading Japanese business men, who have come to examine into American business institutions. The party will remain at least two months in the United States, examining into industrial and commercial affairs. Professor Goode was selected by the department on account of his intimate knowledge of economic conditions in this country, a clear insight into which it is desired shall be afforded the Japanese visitors. Professor Goode came into prominent notice in 1908 through his report to the Chicago Harbor Commission on "The Development of Commercial Ports: What the Ports of Europe Are Doing," which was submitted after an exhaustive examination of the subject in all the European ports of any importance.

Professor P. C. Somerville, who, for the past few years, has filled the chair of English at the Nebraska Wesleyan University, has accepted the same position in Illinois Wesleyan University. Professor Somerville had done great work in the educational field of Nebraska and the department of English in the university has made rapid progress under his direction. He is an Indianan, and is a graduate of De Pauw University and the University of Chicago.

Professor Louis J. Michael, chief chemist of the United States Experiment Station at Ames, Iowa, has accepted a position with the Russian government to teach American methods of raising corn and other agricultural products in the province of Bessarabia. He will be expected to teach methods which will result in getting the largest crops from the lands. Corn there is sown on the surface of the ground by hand, and the yield is from five to seven bushels an acre. By sowing and cultivating according to American methods, the yield per acre ought to be as great as it is in Michigan, which averages thirty-seven bushels an acre. Professor Michael is only thirty-two years old, and was formerly an instructor in the Michigan Ag-

ricultural College and Columbia University.

Dr. Guy Potter Benton, president of Miami University, has been granted a leave of absence, and in early October will sail for Europe, where he will remain until next May. Dr. Benton will rest and at the same time study European educational methods. During his absence the affairs of Miami will be administered by Vice-President Brandon.

Kuno Francke, curator of the Germanic Museum at Harvard University, has returned to Cambridge after a year's leave of absence spent in Germany. Professor Francke has obtained many valuable gifts for the museum; Hugo Ledar, the sculptor of the colossal statue of Bismark, at Hamburg, has given a cast of his monumental "Fighting Man," at the University of Breslau. The prince regent of Bavaria has presented a cast of the equestrian statue of Konrad III, at the Bamberg Cathedral; the Swiss National Museum has given a cast of St. George on horseback, from the cathedral at Basle, and Henry W. Putnam, of Boston, has donated twenty color reproductions of the masterpieces of Jan Van Eyck, Rogiera, Vanderweyden and other Flemish artists. Arrangements have been completed for official co-operation between the museum and the Prussian government.

J. A. Powell, of the University of Chicago Press, has been appointed director of publicity for the university. Hereafter any news which is to be regarded as official will have to come from him. As he himself puts it, his duty will be to see that the public gets the news which he thinks it should get and in the manner in which he thinks it should be given out. Educational institutions are more and more seeing the value of a publicity department, and Mr. Powell is well qualified for the important position of publicity director.

Dr. James Mark Baldwin, Princeton '84, has been chosen to direct the educational system of the Republic of Mexico. As head of a national university, to be founded in Mexico City under gov-

ernmental auspices, Dr. Baldwin will direct the whole system of schools maintained by the government. Dr. Baldwin has been at Johns Hopkins for five years. In 1889 Princeton conferred upon him the title of doctor of philosophy. In 1900 he was made honorable doctor of science by the University of Oxford, and in 1901 doctor of laws by the University of Glasgow. The South Carolina College gave him a similar title in 1905.

Miss Mary Rippon, for thirty-two years head of the department of German in the University of Colorado, and the oldest active member of the faculty, has resigned. Miss Rippon came to the university in 1878 from Detroit, Mich., where she was professor of German in the high schools, and with the exception of a two years' leave of absence, which was spent in Europe, she has been head of the German department at Colorado.

Dr. Oskar Eckstein, research assistant in chemistry at the University of Chicago, and inventor of a new method of extracting gold from the ore, has been called to the scientific department of the Imperial University of Peking, China. The University of Chicago scientist will be instrumental in forming a scientific school at the Chinese institution and will have the chair of chemistry. It is expected that a number of American teachers will be asked to join the Peking faculty by the Chinese department of public instruction. Dr. Eckstein received his education in Munich and Geneva and came to the University of Chicago five years ago, where he was research assistant to Professor Julius Stieglitz, of the chemistry department. For the past two years he has specialized in commercial chemistry, and is said to have become wealthy since his invention of the new gold process.

H. H. Stoek, B. S., E. M., has been appointed professor of mining engineering at the University of Illinois. He will be in charge of the department, the establishment of which was authorized by the last legislature. Professor Stoek is a high authority on the subject of coal mining. He was graduated from the

Washington, D. C., high school in 1883, and from Lehigh University in 1887. He received the degree of E. M. from the latter institution in 1888. In 1885 he was assistant in the department of mineralogy at the National Museum in Washington, and later he was instructor in mining, metallurgy and geology at Lehigh University. Since 1898 he has been editor of *Mines and Minerals*.

Under the provisions of the Carnegie pension fund adopted by Colorado's last general assembly, Alfred E. Whitaker, who for fifteen years has been in charge of the University of Colorado library, retires this month for a well-deserved rest. Graduating from Amherst College in 1866, Mr. Whitaker studied for the master's degree, which he received from the same institution in 1871, and three years later came west to accept a position as librarian of the Mercantile Library at San Francisco.

Professor J. C. Monnet, who has been law professor in Columbian University law department, Washington, D. C., during the past year has been elected dean of the law department of the University of Oklahoma. Professor Monnet graduated from the Harvard Law School in 1908 with high honors and took his bachelor and master degree as well as his first law degree at the State University of Iowa. He practised law in North Dakota for eleven years, and consequently has excellent knowledge of legal conditions in the East as well as the West.

Dr. Howard V. Canter, who has been appointed an associate professor in classics at the University of Illinois, is noted as an educator and modern classicist, and comes to Illinois from the University of Missouri, where he was instructor in Latin. He first specialized at Washington and Lee University, and later at Johns Hopkins he took his doctorate with high honors. He has been a teacher in the Lexington, Va., public schools and high school, was classical master of the University High School at Baltimore and professor of Latin and Greek in Notre Dame, of Maryland.

Dr. Walter Lichtenstein, librarian of Northwestern University, became registrar of the college of liberal arts and of the new school of engineering at the university with the beginning of the new scholastic year. He was graduated from Harvard in the class of 1900, received his degree of doctor of philosophy from the same institution and is still curator of the Hohenzollern collection of Harvard University. The doctor was appointed librarian at Northwestern a year ago.

Miss Helen Donovan of Rochester, N. Y., formerly at the head of the dress-making department of Mechanics Institute, has been selected by the Milwaukee Board of Education to be head of the new Trade School for Girls. Miss Donovan has been teaching dressmaking at the State Agricultural School at Ames, Iowa, during the past few years. After leaving Mechanics Institute she took several courses of designing and practical work at Teachers' College, Columbia University, and, while there, received the offer of the Iowa school's position, with a large salary. Her salary in her new work will be \$2,000. In addition to her duties as principal, Miss Donovan will conduct classes in dressmaking. Other appointments for the school are teachers in cooking, in applied art and design and an assistant dressmaking teacher.

At the University of Chicago, professors have recently been appointed from among associate professors as follows: Ferdinand Schevill, history; Robert M. Lovett, English; and associate professors have been appointed from among assistant professors as follows: Carl Kinsley, physics; Charles B. Child, zoology; Anton J. Carlson, physiology; H. Gideon Wells, pathology; Philip S. Allen and Francis A. Wood, Germanic languages and literature.

Dr. Paul Gerhardt Woolley, at present professor of pathology in the University of Nebraska, has accepted the position of professor of pathology in the Ohio-Miami Medical College and pathologist to the Cincinnati Hospital. Dr. Woolley is a native of Illinois, and a grad-

uate of the University of Chicago and of the Johns Hopkins Medical School. After serving as assistant at the Hopkins for a number of years and practicing medicine for some time, Dr. Woolley went to Manila to organize the pathological laboratory of the government hospital there. He was called next by Mr. Strobel, then official adviser to the King of Siam, to aid him in the work of organizing the medical service of that country. Dr. Woolley built laboratories and introduced the use of preventive methods against anthrax and smallpox, the bubonic plague and other tropical diseases. He was soon appointed chief medical adviser to the government of Siam, and in that capacity established a medical and sanitary service for that kingdom. Having been appointed a delegate to the International Tuberculosis Congress at Washington, he returned to this country and last autumn accepted a position in the University of Nebraska.

Professor Frederick Starr of the anthropological department of the University of Chicago has gone to Japan on a year's leave of absence. Professor Starr has two objects in view: (1) by the aid of competent native readers to get at the valuable anthropological, ethnographical, and archaeological material contained in Japanese libraries—a mass of important matter almost unknown and inaccessible to the outside world; (2) to make one of the most complete photographic records of Japan yet taken—of the scenery, life, arts and industries, architecture, etc. Moving-picture apparatus, a stereoscopic outfit, and high-grade cameras will be carried to the field, a regular photographer accompanying Professor Starr upon his entire expedition.

One of the oldest teachers has retired at the age of eighty-five, and the Carnegie Foundation has granted him an annual pension of \$865. He is Professor Charles Edwin Loos. He has been a teacher in American colleges for sixty years, and at one time was president of Transylvania University, in

which lately he has served as professor of Latin and Greek.

The Paris Academy of Sciences has awarded a prize of \$140 to Professor E. W. Brown of Yale for his researches relative to the theory of the moon. The Academy also has awarded \$200 to Lieutenants Jeance and Colin, of the French Navy, for their improved apparatus for wireless telephony. The Academy has allotted \$800 of the annuity of \$20,000 settled on the institution by Prince Roland Bonaparte for the encouragement of research, to Professor Cayeux of the school of mines, University of Paris, to enable him to proceed to the United States to continue his researches in connection with deposits of ancient minerals.

Columbia University announces these important appointments for this year: Professor Karl Runge of the department of mathematics in the University of Gottingen, has been appointed Kaiser Wilhelm professor at Columbia for the next scholastic year. Other lecturers from abroad will be Emile Boutroux of the Paris Sorbonne; Professor Jespersen of the University of Copenhagen; A. L. Smith of Balilol College, Oxford, and J. S. Reid of Trinity College, Cambridge.

The appointment of Dr. George Thomas Moore as plant physiologist at the Missouri Botanical Garden and as professor of plant physiology and applied botany in the Shaw School of Botany at Washington University, marks the inauguration of a policy for widening and developing the Shaw School of Botany. Professor Moore graduated from Wabash in 1894, did graduate work at Harvard, where he received his master's degree in 1896 and his doctor's degree in 1900. He studied with Winogradsky at the Institute for Experimental Medicine in St. Petersburg, with Grann at the Bergen Marine Biological Laboratory, and has done much special research in foreign laboratories. For a time he was in charge of the department of botany at Dartmouth College, but severed his

connection with that institution to become algologist and physiologist in the United States Department of Agriculture. He has been long in charge of its laboratory of plant physiology; for the last 15 years he has been connected with the Marine Biological Laboratory at Woods Hole, Mass., and is now in charge of the botanical laboratory there.

Dr. William W. Foster of Albany, N. Y., succeeds Dr. George D. Crissman, resigned, as president of Beaver (Pa.) College. For twelve years Dr. Foster was president of Rust University, and resigned his position there to take up the work at Beaver. He is a graduate of Moores Hill College and Boston University.

OBITUARY

Miss Maria Parloa, widely known as a writer on the art of cookery, home economics, domestic science and kindred subjects, died last month at her home in Bethel, Conn. Miss Parloa was born in September, 1843, in Massachusetts, and began teaching at a very early age. She contributed to various leading magazines and wrote a number of books, including "The Appledore Cook Book," "Camp Cookery," "First Principles of Household Management and Cookery," "Miss Parloa's New Cook Book and Marketing Guide," "The Kitchen Companion," "The Young Housekeeper," "Household Economics," etc. For many years Miss Parloa had been connected with the *Ladies' Home Journal* as one of its editors, conducting a department devoted to the subjects which she had made her life study.

Dr. William Thayer Smith, dean of the Dartmouth Medical School, died at Hanover, New Hampshire, September 17, in his seventy-first year. He was born in New York city on March 30, 1839, the son of the late Rev. Asa Dodge Smith, D. D., and Sarah Ann (Adams) Smith. His father was once president of Dartmouth College. Dr. Smith, following his college days, took up the study of medicine in the Dart-

mouth Medical School and later continued in the medical department of the University of New York. He became professor of physiology at the Dartmouth Medical School in 1885, serving until 1907, when he was made professor emeritus in this department.

Dr. Benjamin Francis Cabell, for twenty years president of Potter College, died suddenly at Bowling Green, Ky. Dr. Cabell was born in Campbellsville, Ky., on June 6, 1850, received his early education at Bellford, Ind., and later was graduated from Wesleyan University, at Delaware, O. In 1875 he accepted a professorship in Warren College, now Ogden College, at Bowling Green, and two years later he became president of Cedar Bluff College, Warren County, Ky. He was inaugurated president of Potter College in 1889.

Professor W. C. Stevenson, until recently head of the department of commerce and finance of the James Milliken University and a former president of the

National Commercial Teachers' Association, died at his home in Decatur, Illinois, September 20.

Professor E. B. Bierman, former president of Lebanon Valley College at Annville, Pa., and one of its founders, died suddenly August 27, aged seventy years. Professor Bierman was known throughout the state as an educator, and at various times in his career was connected with high schools and colleges in Pennsylvania.

Professor H. H. Rangeler, for several years at the head of the normal department of Findlay College, Ohio, died September 13, a victim of the white plague. Professor Rangeler was born in Ohio in 1877, and attended Findlay College and graduated from the Valparaiso University. Afterward he taught in the Boys' Military Institute at Franklin, Ky. Then he served as principal in the normal department of Western Union College at Lemars, Iowa, and later was employed in Perry Normal College at Perry, Iowa.

EDUCATIONAL MEETINGS TO COME

DURING the next few weeks a number of important meetings of educational associations will be held in different parts of the country. The increase in the number of associations interested in the advancement and welfare of education, and the constant growth in the attendance of members and friends at the meetings of these associations point to a greater interest in the affairs of school and college.

October 8-9—Eastern Illinois Teachers' Association at Danville, Ill.

October 8-9—National Association of State Universities at Cambridge, Mass. Secretary-Treasurer, President George Emory Fellows of the University of Maine.

October 28-30—Minnesota Educational Association at Minneapolis. Sec-

retary, Professor J. M. Guise, St. Paul.

October 28-29—Kansas State Teachers' Association at Topeka. President, C. S. Risdon, Independence.

October 28-30—Maine State Teachers' Association at Lewiston. President, Supt. W. H. Brownson, Portland.

November 1-3—South Dakota State Educational Association at Lead.

November 3-5—Nebraska State Teachers' Association at Lincoln. President, A. L. Caviness, Lincoln.

November 4-6—Wisconsin Teachers' Association at Milwaukee. Secretary, Katharine R. Williams, Milwaukee.

December 1-3—National Society for the Promotion of Industrial Education at Milwaukee, Wis. Secretary, Prof. James C. Monaghan, 20 West 44th street, New York City.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE OCTOBER MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

DESERT FARMING WITHOUT IRRIGATION, by John L. Cowan. *Technical World*. The results of "dry farming."

HOW TO PLANT THE HARDY BORDER IN FALL, by Robert Cameron. *Garden and Farming*. The way to insure the best results.

NOVEL METHOD OF PLANT FORCING, by Dr. Alfred Gradenwitz. *Technical World*. The forcing is accomplished by baths.

THE PRICE OF THE LOAF, by Charles Moreau Harger. *Outlook* (Sept. 25). The wheat crop.

THE TASK OF THE FOREST SERVICE, by Overton W. Price. *Independent* (Sept. 2). The author is the Associate Forester of the United States and his article is timely.

GETTING A "PIECE OF LAND" IN THE WEST. *Pacific Monthly*. Farms and how to get them and what they are worth.

UNCLE SAM, REAL ESTATE AGENT, by C. J. Blanchard. *Pacific Monthly*. The government acres and the disposition of them.

ARTESIAN WATERS IN THE WEST, by N. H. Dorton. *Pacific Monthly*. The deep wells and their use in irrigation.

ART

FLOWER PAINTING, by Rhoda Holmes Nicholls. *Palette and Bench*. Encouraging students to paint flowers.

HUDSON-FULTON LOAN COLLECTION. *Independent* (Sept. 23). The paintings of these two men in the Metropolitan Museum.

MAGAZINE AND BOOK ILLUSTRATION, by Corwin Knapp Linson. *Palette and Bench*. Mediums and materials and the preparation of drawings for reproduction.

PROGRESS IN AMERICAN PORTRAITURE, by Elizabeth Luther Cary. *Cosmopolitan*. With many reproductions of paintings.

THE ART OF MAKING SILHOUETTES, by V. H. Wood. *Palette and Bench*. A good lesson for those interested.

THE SCENIC ARTIST AT WORK, by Shirley Burns. *Green Book*. How he works and what his work means to the theatre.

THE STORY OF DUTCH PAINTING, by Charles H. Caffin. *St. Nicholas*. This time it is about Rembrandt, "painter of the soul."

THE TRUE IMPRESSIONS IN ART, by Birge Harrison. *Scribner's*. A technical article for those interested in pictures.

BEST MAGAZINE FICTION

A DOCTOR OF MEDICINE, by Rudyard Kipling. *Delineator*. Second of a series of tales of Dan, Una and Puck of Pook's Hill.

TWICE AS MANY AS BEFORE, by George L. Parker. *Delineator*. A story about a preacher.

THE GREAT EVICTION, by George Randolph Chester. *Cosmopolitan*. The fourth of the ring of "The Cash Intrigue" romances of finance.

THE HOUSE NEXT DOOR, by J. Hartley Manners. *Green Book*. A novelization of the now popular play.

MELISSY, by William MacLeod Raine. *Lippincott's*. The scene and characters are Arizona.

THE CAVE MAN, by Gelett Burgess. *Smart Set*. A complete novel of New York fashionable life.

THE VENTURERS, by O. Henry. *Everybody's*. This author's stories always are good.

THE FAMILY, by James Oppenheim. *Everybody's*. It contains the usual Oppenheim thrill.

FROM A TO Z, by Susan Glaspell. *American*. An outcome that was tough on the girl, but best for all.

AN EXTRA TURN, by Robert Barr. *American*. A school teaching experience.

SENTENCE DEFERRED, by W. W. Jacobs. *Strand*. One of his interesting character sketches.

LADY MERTON, by Mrs. Humphry Ward. *Ladies' Home Journal*. The beginning of a new novel.

THE INSOLENCE OF NEW YORK, by F. Hopkinson Smith. *Ladies' Home Journal*. It is filled with insolent characters.

THE FORBIDDEN GUESTS, by John Corbin. *Ladies' Home Journal*. A little play between a woman, a nurse and a doctor.

THE ADVENTURES OF A SUBURBANITE, by Ellis Parker Butler. *Country Life in America*. One of his humorous sketches.

AN UNOFFICIAL LOVE STORY, by Albert Hickman. *Century*. The scene is Canada.

THE UPLIFTING OF EFFIE, by Florence Martin. *Century*. About plain people.

ON KINDILINI, by John Fleming Wilson. *McClure's*. A story of the sea.

THE MAN WHO WENT BACK, by Woolsey R. Hopkins. *McClure's*. A prison story.

THE HIGHBROW, by Angelia Morgan. *Metropolitan*. Of New York life.

THE DEATH OF WILKINS MICAWBER, ESQ., by John Fleming Wilson. *Pacific Monthly*. Of special interest to those who have read Dickens' "David Copperfield."

EDUCATIONAL

A BOY'S MOTHER AND HIS TEACHER, by Arthur P. Irving. *Ladies' Home Journal*. How the two can work together.

DANIEL K. PEARSONS, by Wilbur D. Nesbit. *Munsey's*. The beloved benefactor of small colleges.

GREAT AMERICAN UNIVERSITIES, by Edwin E. Slosson. *Independent* (Sept. 2). This time it is the University of Illinois.

HOW A LIBRARY WOKE UP A TOWN, by Sarah B. Askew. *Suburban Life*. The changes the library made.

LEARNING IN LOMA LAND, by Katharine Tingley. *Metropolitan*. About theosophy and the Raja Yoga Academy.

MISUNDERSTOOD CHILDREN, by Elizabeth Harrison. *Ladies' Home Journal*. Second article gained from kindergarten experience.

ORIGIN OF THE COMMON SCHOOL, by Diederich Knickerbocker, Jr. *Van Norden*. How, where and by whom.

THE ARCHITECTURE OF OUR UNIVERSITIES, by Montgomery Schuyler. *Architectural Record*. The place it occupies.

THE COLLEGE SITUATION IN UTAH, by Nolan R. Best. *Interior* (Sept. 9). A long article on conditions and how they came so.

THE CONSOLIDATED RURAL SCHOOL, by William Atherton Du Puy. *New Idea*. What it is and what it is worth.

THE PASSING OF THE LITTLE RED SCHOOLHOUSE, by Caroline Bartlett Crane. *Designer*. And what has taken its place.

TEACHER AND CHILD, by Rabbi Stephen S. Wise. *Pacific Monthly*. What a teacher needs to do the best by the child.

FINANCIAL

BANKS FOR ALL THE PEOPLE, by C. M. Keys. *World's Work*. Turning the poor man's honesty into credit at the bank.

IS A CENTRAL BANK DESIRABLE? by A. Barton Hepburn. *Century*. The rigidity of the United States currency contrasted with the flexibility of the currency of other nations.

THE MOST POWERFUL MAN IN AMERICA, by Burton J. Hendrick. *McClure's*. The man of the article is the late Mr. Harriman.

THE PERILOUS GAME OF CORNERING A CROP, by Isaac F. Marcossou. *Munsey's*. The chances that are taken.

THE STORY OF SUGAR, by Judson C. Welliver. *Hampton's*. The great fortune that has grown from \$9,000,000 to \$260,000,000 largely upon fraud.

THE WAY OF THE SALARY LOAN SHARK, by Richard Barry. *Pearson's*. His methods exposed.

HISTORICAL

A REVIEW OF PRESIDENT HAYES ADMINISTRATION, by James Ford Rhodes. *Century*. In the light of thirty years.

DON GASPAR DE PORTOLA, by Donald E. Smith. *Sunset*. Portola discovered San Francisco Bay one hundred and forty years ago, and the event is celebrated this month.

DUTCH NEW YORK, by Elizabeth Wallace. *Outlook* (Sept. 4). The old families.

GROVER CLEVELAND, by Richard Watsonilder. *Century*. Conversations and letters.

FINDING THE HUDSON, by Hamilton Wright Mabie. *Outlook* (Sept. 25). In keeping with the Hudson-Fulton celebration.

HISTORIC BOYHOODS, by Rupert Sargent Holland. *St. Nicholas*. The boyhood this month is that of Frederick the Great.

RETROSPECTIVE OF AN ACTIVE LIFE, by John Bigelow. *Metropolitan*. The Trent affair.

THREE OLD DUTCH ROADS, by Aymer Embury. *Country Life in America*. And the houses along them.

THE SOUL OF JOHN BROWN, by Eleanor Atkinson. *American*. Recollections of the great abolitionist by his son.

THE MOST DRAMATIC EVENT IN MY LIFE, by Rear-Admiral Robley D. Evans. *Delineator*. A very exciting naval experience.

THREE CENTURIES OF NAVIGATION. *Scientific American* (Sept. 25). Tracing the evolution from 1609 to 1909, including the Fulton steamboat.

INDUSTRIAL

AUTOMOBILE INDUSTRY IN AMERICA, by William Brown Melony. *Munsey's*. Its marvelous growth.

A TEXAN SNAKE FARM, by Isaac Powers Kline. *Wide World*. Information about the catching and taming of rattlesnakes.

HOW TO HAVE GOOD ROADS, by D. Ward King. *Technical World*. Mr. King is the originator of the split-log drag that makes silt roads good.

MY REMINISCENCES. *Strand*. They are of Sir Thomas Lipton.

FROM THE BOTTOM UP, by Alexander Irvine. *World's Work*. The fourth article is about the Gordon relief expedition.

HOW SUDD CHOKES THE NILE RIVER, by Day Allen Willey. *Scientific American* (Sept. 11). Description of the growth of "sudd."

LIVING GUARANTEED TO EVERY HONEST MAN, by Anne Hard. *Technical World*. What is to become of the masses when they are too old to work?

AMERICA'S HARDEST WORKING RIVER, by Winthrop Packard. *Technical World*. The river is the Blackstone in New England.

PROTECT THE WORKMAN, by John Mitchell. *Outlook* (Sept. 11). The able leader discusses the laborer and his wages.

SITTING UP WITH THE MOUNTAIN DIVISION, by Henry M. Hyde. *Technical World*. Rail-roading in the mountains.

THE TRAIL OF THE HUNGER TAX, by Charles

P. Norcross. *Cosmopolitan*. It is about the indictment of the American Sugar Refining Company.

PROOFREADING AND TYPESETTING, by Anna Steese Richardson. *Woman's Home Companion*. How it is done.

THE STRIKE-RIOT IN PENNSYLVANIA, by Rev. Lyman Edwyn Davis. *Independent* (Sept. 2). The McKees Rocks affair.

THE WORLD'S TRADE, by O. P. Austin. *Youths Companion* (Sept. 2). Mr. Austin is chief of the Bureau of Statistics and presents some real facts.

WORLD'S BEST ALCOHOL MADE FROM SAWDUST, by H. G. Hunting. *Technical World*. The process of making it.

WATER POWER AND THE "PORK BARREL," by John L. Mathews. *Hampton's*. The series reaches its highest point in this article and deals with navigable rivers.

THE BIG SHOW AT PITTSBURG, by Eugene Wood. *Success*. The spectacular side of steel making.

THE LONGEST AQUEDUCT IN THE WORLD, by Burt A. Heinly. *Outlook* (Sept. 25.) Across the Mojave Desert and how it was built.

THE REAL MASTERS OF THE RAILROADS, by Arthur I. Street. *Metropolitan*. Who they are and why.

SHALL WOMEN WORK? by Elizabeth Robins. *Metropolitan*. An interesting discussion of the question.

THE METHOD BEHIND THE SMOKER'S COUPON, by Rufus H. Gilmore. *Pearson's*. The business idea that prompts the giving of coupons.

THE HEROES OF THE GUNNISON TUNNEL, by A. W. Rolker and Day Allen Willey. *Everybody's*. The making of the tunnel and what it means in the irrigation of Western lands.

THE RECLAMATION OF THE OLD COLONIAL FARMHOUSE, by Chas. Edw. Hooper. *Country Life in America*. How to remodel to suit modern requirements.

THE EUCALYPTUS INDUSTRY IN CALIFORNIA, by F. A. Pattee. *Pacific Monthly*. Its growth and worth.

LEGAL

BUSTING THE FIRST TRUST, by John L. Mathews. *Success*. How Chief Justice Marshall broke up the Fulton-Livingston steamboat monopoly.

LITERARY

MR. DOOLEY ON THE MAGAZINES, by F. P. Dunne. *American*. One of his unique philosophical discussions.

THE REAL ROBERT ELSMERE, by Charles S. Olcott. *Outlook* (Sept. 25). The hero of Mrs. Ward's novel.

THE NOVELS OF THOMAS HARDY, by Professor William Lyon Phelps. *North American Review*. An analysis of the work of the great Wessex master.

TOLSTOY IN THE TWILIGHT, by Henry George, Jr. *World's Work*. The great Russian in his last days.

THE COUNTRY EDITOR, by Hon. John A. Johnson. *Youth's Companion* (Sept. 9). Governor Johnson was a country editor himself.

MEDICAL

BRAIN BUILDING, by Sir James Crichton-Browne. *Youth's Companion* (Sept. 23). The foods to eat that will build the brain.

MENTAL HEALING OF TODAY, by H. Addington Bruce. *Outlook* (Sept. 4). The different sciences are discussed.

HOW I GOT WELL. *World's Work*. The patient tells how he hunted for a cure for tuberculosis and found it.

NERVOUS POISE AND HOW TO GET IT, by Rev. Samuel McComb. *Harper's Bazar*. It concerns the Emmanuel Movement.

SHORT CUTS TO HEALTH, by Dr. Woods Hutchinson. *Woman's Home Companion*. Things to do to enjoy health.

THE VAMPIRE OF THE SOUTH, by Marion Hamilton Carter. *McClure's*. The hookworm and what it has done to some of the inhabitants of the Southern states.

WHAT I AM ASKED ABOUT FLETCHERISM, by Horace Fletcher. *Ladies Home Journal*. He tells what to eat and how to eat it.

TWO RECENT MEDICAL OUTRAGES, by Arlington Wells. *Physical Culture*. Big mistakes made in diagnosis.

HOW TO KEEP WELL IN THE WOODS, by Dr. W. R. C. Latson. *Outing*. The way to take care of yourself.

MUSIC AND DRAMA

A REALIZATION OF "MACBETH," by Alvan F. Sanborn. *Independent* (Sept. 16). The single performance at the Abbey of Saint-Wandrille with only fifty spectators present.

"A MUSICAL STORY BY CHOPIN," by Fannie W. Marshall. *St. Nicholas*. This year is the hundredth anniversary of his birth, and so the article tells of his life.

HOW I DEVELOP A STAR, by David Belasco. *New Idea*. The star is a theatrical star.

MISSISSIPPI BOAT THEATRES, by Raymond S. Spears. *Harper's Weekly* (Sept. 4). The unique theaters that travel up and down the river.

SOME ACTOR-MANAGERS I HAVE KNOWN, by Percy Burton. *Strand*. They are of the English stage.

STRAIGHT TALK TO STAGE-STRUCK GIRLS, by Paul Armstrong. *Success*. Some good advice.

SUNBEAM, by Frederico Mariani. *Smart Set*. A play in one act with four characters.

THE THEATER'S NEW RIVAL, by Day Allen Willey. *Lippincott's*. It is about the moving pictures.

UNKNOWN WIVES OF WELL-KNOWN ACTORS, by Ada Patterson. *New Idea*. A little private information.

THE THIRD DEGREE. *Current Literature*. Complete outline of Charles Kein's play which has for its theme an exposition of police methods.

POLITICAL

DOM MANUEL OF PORTUGAL, by F. Cunliffe-Owen. *Munsey's*. The youngest king in Europe.

BRITISH RULE IN INDIA, by Sydney Brooks. *Century*. Its successes and its failures.

HAVE WE A NAVY? by Ambrose Bierce. *Everybody's*. The answer is that he thinks we will have.

COUNT TOLSTOY AND THE FIRST RUSSIAN DUMA, by George Kennan. *Outlook* (Sept. 18). A discussion of and reply to Theodore Roosevelt.

THE BEAST AND THE JUNGLE, by Judge Ben B. Lindsey. *Everybody's*. The beginning of a remarkable series on the rottenness of municipal politics. Every citizen should read this.

CAN THE BLACK MAN STAND ALONE? by Edgar Allen Forbes. *World's Work*. Liberia as it is today.

THE TARIFF MAKE-BELIEVE, by President Woodrow Wilson. *North American Review*. He criticises the recent tariff bill.

THE SUMMER CAPITAL, by Mabel T. Boardman. *Outlook* (Sept. 25). President Taft at Beverly.

THE CALL OF THE WEST, by Governor John A. Johnson. *World's Work*. A plea for greater political influence by the great producing West.

STATES WITH IDEAS OF THEIR OWN, by Philip L. Allen. *North American Review*. He shows the tendency to originality in the legislative system of the different states.

THE STARTLING GROWTH OF STATE POWER, by Hannis Taylor. *North American Review*. The great development within recent years.

THE SEIZURE OF THE PEOPLE'S WATER POWER, by Willard French. *Independent* (Sept. 16). In which is contrasted the policies of the Roosevelt and Taft administrations.

THE RECOLLECTIONS OF A WOMAN CAMPAIGNER, by Minnie J. Reynolds. *Delineator*. Some experiences in Colorado.

THE KING OF THE BELGIANS. *Metropolitan*. An interesting description of King Leopold.

THE OMINOUS HUSH IN EUROPE, by H. R. Chamberlain. *McClure's*. An outline of the situation between England and Germany.

LIBERIA AND THE AMERICAN RACE PROBLEM, by Joseph W. Holley. *Interior* (Sept. 23). American development of the African republic is urged.

WHAT EIGHT MILLION WOMEN WANT, by Rheta Childe Dorr. *Hampton's*. What they have already achieved in their struggle for legal equality with men.

SOME LESSONS OF THE RECENT WAR GAME, by Edwin Emerson. *Independent* (Sept. 2). The recent maneuvers around Boston.

WHAT DO THE NEWPORT SUFFRAGE MEETINGS MEAN? by Ida Husted Harper. *Independent* (Sept. 9). Many people have many meanings.

WHY I WAS REMOVED, by Theodore A. Bingham. *Van Norden*. The reason for his removal from the New York police department.

RELIGIOUS

CHRIST IN MODERN THOUGHT, by Rev. Philip S. Moxom. *North American Review*. Summing up the part played by Christ in the thought of recent times.

THE PROBLEM OF PROTESTANTISM, by Samuel W. Traut. *Christian Standard* (Sept. 18). A plea for united work.

THE SINFULNESS OF SIN. *Interior* (Sept. 23). An editorial discussion.

THE DISINTEGRATION OF THE JEW, by Ray Stannard Baker. *American*. One of the spiritual unrest series.

WHY AMERICA HAS NOT SIX CARDINALS, by Salvatore Cortesi. *North American Review*. The number of Catholics in a country does not determine the number of Cardinals.

WHAT IS THE MATTER WITH THE CHURCHES? *Delineator*. A symposium by leading American churchmen, each with an opinion all his own.

SCIENCE AND INVENTION

CLIMBING THE HEIGHTS OF AIR, by Chester Carton. *Technical World*. The work of Professor David Todd at Amherst.

FORTS UNDER THE SEA, by Captain Thomas Q. Ashburn. *Sunset*. The placing and exploding of submarine mines.

HOW ANIMALS FIND THEIR WAY HOME, by Professor John B. Watson, of Johns Hopkins. *Harper's*. The psychology of it.

FULTON'S INVENTION OF THE STEAMBOAT, by Alice Crary Sutcliffe. *Century*. The second papers: the American boat, the Clermont.

EUSAFIA PALLADING, THE DESPAIR OF SCIENCE, by Hereward Carrington. *McClure's*. About this wonder-worker in the realm of the psychic.

FARTHEST SOUTH, by Lieutenant Shackleton. *McClure's*. The dash for the South Pole.

COUNTING OUR PEOPLE BY MACHINE, by M. Hamilton Talbot. *Scientific American*. (Sept. 11). The counting machine will be used in taking the census.

OUR FIRST ARMY FLYING MACHINE, by C. H. Claudy. *Technical World*. The Wright Brothers and their machine.

MARS, by Waldemar Kaempffert. *Cosmopolitan*. Things known and surmised.

SPLENDID VISITOR FROM AFAR, by Theodore M. Raulein. *Technical World*. It is about famous comets.

MEASURING A RIVER'S FLOW, by S. May Ball. *Scientific American* (Sept. 4). How it is done.

GERMAN MUSEUM OF MASTERPIECES OF SCIENCE AND INDUSTRY. *Scientific American* (Sept. 4). In which is shown the evolution of many things.

THE LIFE STORY OF THE PUSS MOTH, by John J. Ward. *Strand*. About its evolution.

TO THE RESCUE, by Lyman Beecher Stowe. *Outlook* (Sept. 25). Rescuing miners in time of fire and explosion.

A HOLE THROUGH THE EARTH, by Camille Flammarion. *Strand*. A fantastic idea of how the hole could be made.

THE CONFIDENCES OF A "PSYCHICAL RESEARCHER," by Professor William James of Harvard. *American*. He states his conclusions and describes the field wherein scientific conquests of the future will be achieved.

THE AERIAL TOURNAMENT AT REIMS, by George F. Campbell Wood. *Independent* (Sept. 16). Complete description.

THE ADMIRALS OF THE AIR, by Augustus Post. *World's Work*. The Wrights yesterday and today, followed by "The Navigators of Europe."

HIEROGLYPHS OF THE HEAVENS, by Esther Singleton. *Scientific American* (Sept. 4). With illustrations.

THE MEANING OF DREAMS, by H. Addington Bruce. *Success*. How modern science is writing a dream book of its own.

MAKING COLLISIONS IMPOSSIBLE, by Sidney S. Carlyle. *Technical World*. The automatic stop and cab signal.

WOMEN INVENTORS AND DISCOVERERS, by James Johnson. *Cassier's*. Who they are and what they have done.

FINGER-PRINTS, by Charles B. Brewer. *Century*. The growth of the system and its uses.

BOOMERANGS, by Day Allen Willey. *St. Nicholas*. How they are made and used.

SOCIAL

BARBAROUS MEXICO, by John Kenneth Turner. *American*. The beginning of a series about despotism and slavery in this country, the first dealing with the slaves of Yucatan.

BEATING MEN TO MAKE THEM GOOD, by Charles Edward Russell. *Hampton's*. The second article, and in it are signs of a better era for those that go wrong.

A NEW HELICON HALL, by Upton Sinclair. *Independent* (Sept. 9). He talks of the new home colony.

CHOOSING THE ORNAMENTS FOR A MODEST HOME, by Alice B. Muzzey. *Suburban Life*. What to choose and what not to choose.

EXIT THE BLACK MAN, by Harris Dickson. *Hampton's*. The physical effect which freedom has had upon the race.

MAKING THE HOMES OF THE NEW NORTHWEST, by F. G. Moorhead. *Delineator*. 30,000 of them a year spring up in the open.

MARRYING ONE'S DAUGHTERS, by Anne Shannon Monroe. *Delineator*. The need of a mother's tact and devotion.

NEW LUXURIES KEEP THE PEOPLE POOR, by C. F. Carter. *Technical World*. The amount of money spent is large, the bill for amusements alone being enough every year to pay the national debt.

OAK RIDGE, by Dalton Wylie. *Country*

Life in America. A description of the country seat of Thomas F. Ryan.

PARADOXICAL MR. MAXIM, by Bailey Millard. *Suburban Life*. The inventor of deadly explosives is a man of peace.

THE CONQUEST OF POVERTY. *Metropolitan*. The beginning of a campaign for the cure of poverty.

THE LAND OF LOVELY LADIES, by E. Alexander Powell. *Everybody's*. The land is the Caucasus and Central Asia.

THE BAD BOY OF THE STREET, by Jane Addams. *Ladies' Home Journal*. Who they are and why they are.

THE SOCIAL ENGINEER IN PITTSBURG, by Paul U. Kellogg. *Outlook* (Sept. 25). Round about the steel mills.

THE EUROPEAN IDEA OF THE AMERICAN GIRL, by Ruth Cranston. *Independent* (Sept. 9). The author has been traveling in Europe and has collected much data.

THE NEGRO IN A DEMOCRACY, by Ray Stannard Baker. *Independent* (Sept. 9). The author is a well known student of the negro and social conditions.

THE CONFLICT OF COLOR, by B. L. Putnam Weale. *World's Work*. This is the second article and treats of the yellow world of Eastern Asia.

THE STATE INSURANCE OF GERMANY, by Madge C. Jenison. *Harper's*. How it is conducted.

THE VICISSITUDES OF A COLONIAL FARMHOUSE, by Jared Stuyvestant. *Country Life in America*. Remodeling that marred and then made the house.

THE STORY OF THE NEGRO, by Booker T. Washington. *Outlook* (Sept. 4). The first of a series of six articles in which is told the story of the race. Interesting and full of fact.

THE HOUSE IN THE TREES, by Henry H. Saylor. *Country Life in America*. A house that attains the full expression of its owner's personality.

THE SCIENCE OF MANHOOD. *Literary Digest* (Sept. 25). Dr. Caleb W. Saleeby, the author, believes in quality and not quantity.

WHAT OTHER NATIONS DO WITH THE OLD, by Richard Washburn Child. *Everybody's*. About the pensions of European countries.

SPORTS AND ATHLETICS

MARTIN SHERIDAN, by Robert Edgren. *Munsey's*. The world's champion all-round athlete.

SOME RECOLLECTIONS OF SPORT, by Arthur Conan Doyle. *Strand*. A good article on the world's sports.

STORIES OF FOOTBALL STRATEGY, by William T. Reid, Jr. *American*. Inside history of how some big games have been won and lost.

COLLEGES DEVELOPING A RACE OF GIANTS, by Sidney Cummings. *Physical Culture*. What athletics are doing for students.

POLO, THE KING OF SPORTS, by Arthur Ink-

ersley. *Physical Culture*. A strenuous game and one which demands great activity.

GAME BIRDS AT CLOSE RANGE, by Herbert K. Job. *Outing*. Many birds are described.

MEXICO'S UNHUNTED WILDERNESS, by Dillon Wallace. *Outing*. Description of the country and the game to be found there.

TRAVEL

A HIMALAYAN ARCADIA, by R. H. Tyacke. *Wide World*. A description of the Kulu Valley in the Central Himalayas.

A WANDERER IN ASIA MINOR, by Edward Noel. *Wide World*. A trip from India to England on a motor-cycle.

EXPLORING THE GLACIERS OF THE HIMALAYAS, by Fanny Bullock Workman. *Harper's* The author is an officer of public instruction of France.

FROM THE HARZ TO HILDESHEIM, by Robert Haven Schauflyer. *Century*. More about romantic Germany.

NEW STEAMBOATING ON THE BIG MUDDY, by Charles Dillon. *Technical World*. The floods of the Missouri river.

OLD EDINBURG, by Archibald Henderson. *Harper's*. A description of the city.

THE GUM HUNTER, by D. W. O. Fagan. *Wide World*. The predicament of being trapped in a tree top in New Zealand.

THE SEVEN BRIDGES OF KONIGSBERG AND OTHER PUZZLES, by J. F. Springer. *Scientific American* (Sept. 11). An interesting and puzzling group of bridges.

TWELVE HUNDRED MILES IN A PAPER BOAT, by L. M. Williams. *Wide World*. The boat was made of old newspapers.

WHY I CLIMB MOUNTAINS, by Annie S. Peck. *Designer*. Miss Peck has been climbing for a number of years and has much to tell.

WITH PEN AND CAMERA IN NIGERIA, by Frederick W. Emmett. *Wide World*. The second article on this interesting country.

AFRICAN GAME TRAILS, by Theodore Roosevelt. *Scribner's*. The beginning of Mr. Roosevelt's own story of his trip to Africa.

COMFORT WHILE YOU TRAVEL, by Edward Hungerford. *Outing*. The luxury to be found on railroad trains.

BOOKS AND BOOK TALK

SOME of this information you may have, some of it you may get, but it is good to have it all together. Our favorite authors—were they married or were they not? We often ask the question. Here is the answer, and whether literature is the result of celibacy and unhappy marriages or celibacy and unhappy marriages are the result of literature we will leave to those who love to delve into the deep and mysterious.

Shakespeare—Married at eighteen, with hasty irregularity, a woman of humble origin, eight years older than himself. The union seems to have been unsympathetic, and the terms of the poet's will point to an estrangement between husband and wife.

Milton—Married three times. The poet's first wife left him after a few weeks. He wrote tracts on divorce, and paid his addresses "to a very handsome and witty gentlewoman" until the wife returned.

Dryden—Married; unhappily.

Bunyan—Married twice; satisfactorily.

Hobbs—Unmarried.

Peyps—Married. Unfaithful to his wife, and frequently quarreled with her.

Samuel Butler—Married late in life.

Newton—Unmarried.

Locke—Unmarried.

Swift—Secretly married to a woman with whom he never lived, and whom he hardly ever saw except in the presence of a third person.

Defoe—Married; had several children. Little known of the circumstances of his domestic life.

Addison—Married three years before his death. The marriage "is generally said to have been uncomfortable."—*Dictionary of National Biography*.

Steele—Twice married; happily, in spite of irregularities of conduct.

Congreve—A bachelor and professional "man of pleasure."

Otway—Unmarried. Life wrecked by an unhappy passion.

Pope—Unmarried.

Prior—Unmarried.

Fielding—Married twice. Devotedly attached to his first wife; after her death married her maid.

Richardson—Unmarried.

Smollett—Married; satisfactorily.

Samuel Johnson—Married a vulgar and affected widow twenty years his senior; marriage considered a grotesque affair by Johnson's friends and contemporaries; childless.

James Tompson—Unmarried.

Gray—Unmarried.

Hume—Unmarried.

Sterne—Married; got on badly with his wife, and had various love affairs and sentimental philanderings.

Adam Smith—Unmarried.

Boswell—Married; frequently unfaithful to his wife.

Goldsmith—Unmarried.
 Gibbon—Unmarried.
 Sheridan—Married; not unhappily.
 Cowper—Unmarried.
 Burns—Married to a woman who had been his mistress; occasionally unfaithful to her afterward.
 Crabbe—Married; satisfactorily.
 Bentham—Unmarried.
 Wordsworth—Married; satisfactorily.
 Scott—Married; not quite sympathetically.
 Southey—Married twice. First wife became insane. Married his second wife at the age of sixty-six, just before complete failure of his own mental faculties.
 Coleridge—Married; unsatisfactorily. Husband and wife became almost completely alienated, and lived apart.
 Shelley—Made an imprudent marriage early in life. Separated from his wife, who committed suicide.
 Keats—Unmarried; tormented by an unhappy love affair.
 Byron—Separated from his wife after a great scandal, and entered into various irregular unions.
 Charles Lamb—Unmarried.
 Hazlitt—Married twice. First wife divorced him; second refused to live with him.
 Leigh Hunt—Married; not quite happily.
 Thomas Moore—Married; satisfactorily.
 De Quincey—Married; happily, as far as the husband's habits permitted; wife died at the age of thirty-nine. "One can suppose that hers had not been the easiest or happiest of lives."—Professor Mason.
 Macaulay—Unmarried.
 Edward Bulwer Lytton—Separated from his wife.
 Newman—Unmarried.
 Carlyle—Married; bickered a good deal with his wife.
 John Stuart Mill—Married.
 Herbert Spencer—Unmarried.
 Darwin—Married; satisfactorily.
 Ruskin—Marriage annulled.
 Landor—Quarreled with his wife, and lived many years apart from her.
 Dickens—Separated from his wife.
 Thackeray—Wife became insane.
 Charles Reade—Unmarried.
 Froude—Married; satisfactorily.
 Matthew Arnold—Married; satisfactorily.
 Kingsley—Married; satisfactorily.
 Tennyson—Married; satisfactorily.
 Browning—Married; satisfactorily.
 Rossetti—Unhappy married life; ended by wife, two years after wedding, dying of overdose of laudanum.
 Edward FitzGerald—Separated from his wife.
 James Thomson ("B. V.")—Unmarried.
 William Morris—Married; satisfactorily.
 Walter Pater—Unmarried.

ROMANTIC LEGENDS OF SPAIN, by Gustavo Adolfo Becquer, translated by Professor Katharine Lee Bates of Wellesley and her mother, Cornelia Frances Bates, is a beautiful book with beautiful illustrations and as interesting as it is beautiful, which for the benefit of those who have not seen a copy may be interpreted as saying much. Becquer is regarded as the most individual author of Spain, and is sometimes called the Spanish Poe. The volume contains twenty-one short stories and they cover a wide range of the imagination, with a strong dwelling in the realm of the supernatural. The legends tell of magic armor inhabited by fighting demons; of haunted lakes and rivers; of a cathedral organ whose keys are still controlled by a ghostly musician; and many another bit of folk-lore of old Granada. Thomas Y. Crowell & Company, New York; 300 pages; \$1.50 net.

WHEN AMERICA WON LIBERTY, by Tudor Jenks, is a companion to his "When America Was New." While written primarily for young people, the volume is not without interest for all, and presents much of the home life, manners and customs of the colonists in a picturesque way, and makes good supplementary reading for the student of American history. It carries the reader through the Revolution and leaves the nation facing its unknown destiny. Thomas Y. Crowell & Company, New York; 290 pages; \$1.25.

MEMORY, by Henry Dickson, is a brochure beautifully done in souvenir style. It is a lecture delivered before the Metaphysical Society of Los Angeles by Mr. Dickson, who, perhaps, knows more about memory and its laws than any man in America. The lecture interestingly treats of memory, without which life would be pretty much a blank. Dickson School of Memory, Chicago; 32 pages.

WAVERLEY SYNOPSIS, by J. Walker McSpadden, is a guide to the plots and characters of Scott's novels. In this little pocket volume is compressed the essential facts of 12,000 large pages. The little volume not only gives the plots of Scott's stories, but the characters, the scene of each story, date of authorship, date of publication, and much other valuable information. Thomas Y. Crowell & Company, New York; 286 pages; 50 cents.

PRIMER OF AMERICAN LITERATURE, by Abby Willis Howes, is a guide for the student of the writings of our own authors. There is set forth the general characteristics of literature in the colonial period, the revolutionary period, and in the nineteenth century with its varied and rapid development. Each important author is described, with salient biographical details, an account of his writings, and discriminating comments on his style and works. The style is clear and simple, and the book is suited to the use of pupils in elementary and high schools. D. C. Heath & Company, Boston; 156 pages; 50 cents.

THE ETHICS OF PROGRESS, by Charles F. Dole, treats of a tremendous question. The question is not "Is it against the law?" or "Does the church forbid this?" or even "What says public opinion?" It goes far deeper, to the very roots of conduct, showing the will and desires of one man as related to every other man whom he may ultimately influence, born or unborn. The author sets forth a simple, vital principle of conduct which shall make for the good of both the individual and the race. It should interest the thoughtful reader irrespective of creed, for the problems discussed by Mr. Dole enter into the daily life of all the people. Thomas Y. Crowell & Company, New York; 404 pages; \$1.50 net.

SWINBURNE'S DRAMAS, selected and edited by Professor Arthur Beatty of the University of Wisconsin, include "Atalanta in Calydon," "Erechtheus" and "Mary Stuart," and also some notes and valuable information. The three dramas are given in full, with every aid for the student or general reader. The plays selected represent Swinburne at his best and contain some of his finest lyrical verse. Professor Beatty's introduction is timely and worth while, summing up, as it does, Swinburne's career and probable place in literature. Thomas Y. Crowell & Company, New York; 406 pages; \$1.50 net.

GENERAL PHYSICS, by J. A. Culler, professor of physics in Miami University, is for college students, and deals with the subjects of mechanics and heat. Dr. Culler will be remembered as the author of Culler's Text-Book of Physics, which is used in many high schools. His General Physics serves as a treatise as well as a text-book, the constant aim being to say just the words that will give the student the greatest understanding of the subject. The book is valuable not only for classroom work, but as a constant reference in the laboratory. It is well printed and well illustrated, and the appendix places in easy form a number of tables and much reference matter that is easy to get at and is of great help. J. B. Lippincott Company, Philadelphia; 311 pages; \$1.80.

STORIES AND RHYMES, by Carolyn Sherwin Bailey, is delightful reading for a child. There are a number of poems and short stories of the kind that hold the youthful mind, and they will give not only pleasure but instruction as well. The book is beautifully illustrated, and any boy or girl between the ages of ten and fifteen will be pleased with the contents. Milton Bradley Company, Springfield, Mass.; 194 pages; \$1.

THE GREAT WHITE PLAGUE, by Dr. Edward O. Otis, is for everybody who wishes to know about the cause, prevention and cure of consumption, and since the disease claims more than 200,000 each year in the United States alone, it would seem that there are plenty who want to know. The author has written for the everyday reader, and he gives specific di-

rections for eating, sleeping, breathing, and daily habits and exercise. The teacher who is engaged in imparting information on the prevention and cure of consumption will find this volume a great aid. Thomas Y. Crowell & Company, New York; 330 pages; \$1 net.

HOW TO IDENTIFY THE STARS, by Professor Willis I. Milham of Williams College, is a compact volume of much worth. The little work begins with a terse chapter on "The History and Number of the Constellations," giving the name, genitive, meaning, and "proposer" of each. The recognized methods of designating a star, star magnitudes and colors, "The Method of Locating the Stars and Constellations" and "The Method of Further Study" also are simply, effectively discussed. The Macmillan Company, New York; 75 cents net.

A HISTORY OF NORWEGIAN IMMIGRATION TO THE UNITED STATES, by Professor George T. Flom of the University of Illinois, but who until recently was for nine years a member of the faculty of the University of Iowa, is the first full and reliable information on the subject that we have. He traces the immigration to Illinois, Wisconsin, Iowa and elsewhere with great accuracy. In discussing the causes of Norwegian immigration Professor Flom denies that religious persecution was a primary or even an important cause. The main motive, he finds, was "the hope of larger returns for one's labor." Published by the author at Champaign, Ill.

THE SYNTAX OF HIGH SCHOOL LATIN, edited by Professor Lee Byrne, Central High School, St. Louis, contains statistics and selected examples arranged under grammatical headings and in order of occurrence by fifty collaborators. This volume supplies the need of a reliable basis for instruction in Latin in the secondary schools, and enables the teacher to eliminate much of the heretofore wasted effort. The University of Chicago Press, Chicago and New York; 56 pages; 75 cents net.

EDUCATION IN THE EAST, by President Charles F. Thwing of Western Reserve University, while not written as an educational work is nevertheless educational. It is a very readable study of the relations of education and civilization in the countries of the Far East. Dr. Thwing made a tour of these lands where he studied the various conditions and educational systems. He points out what has been done and what may be done and the effect of it all. Houghton-Mifflin Company, Boston; \$1.50.

THE GREAT ENGLISH LETTER-WRITERS, by William J. Coningsby Dawson, comprise two volumes, and are the first of a series to be known as the Reader's Library. Scholars, litterateurs and unclassified lovers of humanity will appreciate these books, as they start an excellent survey of English literature, the chosen method being to assemble under generic

titles the best specimens of the various branches, in a way which shall be equally well adapted to special and general uses. Harper & Brothers, New York; two volumes, \$1 each.

ROADS OF DESTINY, by that popular short-story writer, O. Henry, is most welcome. The book contains twenty-two of his latest and best stories, and there are as many aspects of life as there are narratives. Doubleday, Page & Co., New York.

PLAYS, by John Galsworthy, three of them, two dramas and one comedy, are worth reading by those who do not read plays "as literature." They will find literature here, and they will find themes of import, strong characterization, and a faithful holding of the "mirror up to nature." Mr. Galsworthy has not written to amuse; he has written to interpret life. G. P. Putnam's Sons, New York: \$1.35 net.

THE ANCIENT GREEK HISTORIANS, by J. B. Bury, Regius professor of modern history in the University of Cambridge, offers the course of Lane lectures delivered at Harvard in the spring of 1908. The author says: "The book amounts to a historical survey of Greek historiography, down to the first century. B. C., and such as it is, I dedicate it to Mr. Gardiner M. Lane, who founded the lectureship some years ago in the interests of humanistic study." The Macmillan Company, New York; \$2.25 net.

ARE THE DEAD ALIVE? by Fremont Rider, contributes something to the discussion of ghosts and spirits and the after-death problem just now so prominent. Mr. Rider has presented his theme comprehensively, with consistent impartiality and with keen analysis. Whether one has a mystical bent or the reverse, there is no gainsaying that Mr. Rider's is a thoroughly interesting book. B. W. Dodge & Co., New York; \$1.75.

THE UNIVERSITY OF VIRGINIA, by David M. R. Culbraith, will be welcomed by the alumni and friends of that institution. The volume is filled with memories of her student life and professors. The seven chapters devoted to

the founder, Thomas Jefferson, are of interest to readers everywhere, the incidents having been obtained by the author from the aged librarian. Neale Publishing Co., New York; \$5 net.

THE KINGS AND PROPHETS OF JUDAH, by Professor Charles Foster Kent of Yale, belongs to the Historical Bible series. It covers the most important period of Hebrew history, the three and a half centuries from the division of the kingdom to the captivity in Babylon and the end of the Hebrew state. The purpose of this series is to present the results of modern biblical research in a form at once popular and practical. In this admirable volume, arranged for use in classes as well as for individual study, we see the decay of the Hebrew nation and the emergence of those civic and social ideals which survive in our Christian civilization. Scribner's Sons, New York; \$1.

CHOOSING A VOCATION, by Frank Parsons, is a book describing in detail the theories and working methods of the vocation bureau in Boston, and is addressed primarily to vocational counselor, or those in charge of such present or projected institutions elsewhere. This bureau is in no sense an employment agency, but is designed to help the applicants to choose an occupation as nearly as possible in line with his natural aptitudes, abilities, ambitions, etc., that the chances of misfit or failure in the business life may be reduced practically to a minimum. Believing that this highly important issue in life is amendable to scientific methods, Mr. Parsons has made a profound study of the conditions of efficiency and success in different industries, professions, etc., and as a result has developed a most exhaustive schedule of personal data by means of which the applicant is subjected to an almost alarmingly searching examination, physical, mental, moral and aesthetic, that his interests, resources, capacities and limitations may be as far as possible revealed to the counselor before he undertakes to advise him. Houghton-Mifflin Company, Boston; \$1.

PUNGENT PRESS BRIEFS

In Dr. Eliot's list of books necessary for the essentials of a liberal education we fail to note the Football Guide for 1909—*Puck*.

President Faunce of Brown University says the colleges of this country are turning out illiterates. He will have to admit, however, that most of them are good, big husky illiterates.—*Chicago Record-Herald*.

"Is your friend a Catholic or a Protestant?" "Neither," was the answer. "He's a Harvard man."—*New York Times*.

If you don't like Dr. Eliot's new religion,

put it back on the five-foot shelf.—*Atlanta Constitution*.

When one considers Dr. Eliot's five-foot shelf of books and his new religion, one wonders what would have happened if he had been sent as ambassador to the Court of St. James.—*Rochester Herald*.

College boys, according to the statement of a Kansas farmer, make the best wheat harvesters. Thus we see that it is still possible to say something good of almost any class of people.—*Chicago Record-Herald*.



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OUTLINE STUDIES IN THE SHAKESPEREAN DRAMA. With an index to the characters in Shakespeare's plays. By Mary E. Ferris-Gettemy, M. L., former principal of the High School, Galesburg, Ill. Illustrated. 361 pages. Cloth. Price, 75 cents.

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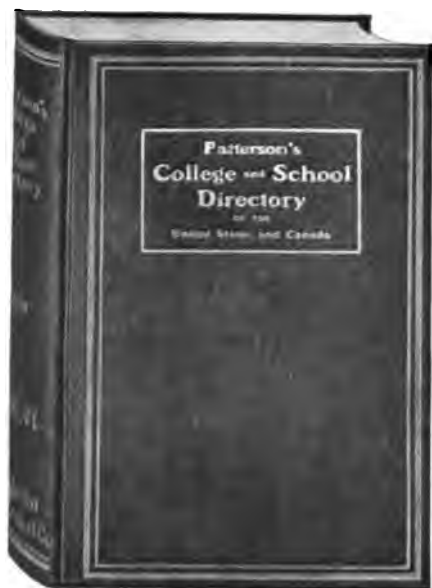


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WESTERN DEMOCRACY

By FRANK STRONG

CHANCELLOR OF THE UNIVERSITY OF KANSAS

THE West has for many years been the seat of purest democracy in the United States. In spite of economic and social changes, it has continued to cling to the democratic ideal. These aspirations have been strongly reflected in western colleges and universities, and it is probably safe to say that their atmosphere has been more strongly democratic than that of the older and larger institutions of the East. The amazing growth of wealth in the West, due to the prosperity of the agricultural classes, seems liable to work a change in the aspect of our student life, unless we can maintain the ideals even though we cannot maintain the conditions of former days. Life in the West is growing more and more complex. Those who are becoming newly and rapidly rich are finding it difficult to maintain their equipoise. It therefore is the duty of the western college or university to aid strongly in maintaining the old simplicity of life and the ideals which lead the university community to judge a man for what he really is in his conduct and life.

MATRICULATION SERMONETTES

THE American college undertakes to train its students for the duties of a free citizen. It is easy to enter into the life of a college so fully that we follow the crowd in whatever it does. The practice of taking one's ease and going with the crowd may or may not bring its penalty today. It must bring its penalty sooner or later. These temptations which now meet us are essentially the same in kind as those which will meet us in our several lines of business and professional work. If we take life easily and shift upon the crowd the responsibility which each man ought to assume for himself, we are preparing to succumb to life's trials.—PRESIDENT HADLEY OF YALE.

IT may be said that there are a great many difficulties and distractions which must be met by the student. However, in after life the man has to do his best thinking amid confusion. The doctor can save a life by the quick application of knowledge and skill, although the stricken man's loved ones scream with pain at the thought of death. Education is simply intellectual walking and nothing else. The mind which can make progress toward a desired goal and still retain its balance is educated. A man must have his mind so trained that he can follow a certain line of thought without going into the ditch; he must be able to walk, intellectually speaking.—PRESIDENT MCCONNELL OF DEPAUW.

DO not make secondary things primary, or primary things secondary. That is the art of life. There are in college two distinct classes, those that "make good" and those who do not. The first are those who take relaxation after work, the second generally before. Now is the time to progress. How many men there are who mark time, who might be improving. Of course, pressing forward in scholarship is a high aim. Culture is essential to a college. Men coming to college are not "kids," but are old enough to know how to act. Last year the cry was that the freshmen would be too fresh without hazing, now is the chance to prove that false.—PRESIDENT HARRIS OF AMHERST.

I WANT you to come out of college a thinker. The one great way of making yourself a thinker is to think. Thinking is a practical art. It cannot be taught. It is learned by doing. I want you to go from college a combination of a good worker and a good loafer. To be able to loaf well is not a bad purpose of education. The loafing that carries along with it the freedom from selfishness, appreciation of others' lots and gentlemanliness, is worth commending. Loafing that follows hard work and prepares for hard work is one of the best equipments of a man. I want you to have good habits of working. Take time in large pieces. Do not cut up time in bits. Adopt the principle of continuous work.—PRESIDENT THWING OF WESTERN RESERVE.

DO not form the habit in college of spending large sums of money. When one has learned the value of money and has a large degree of earning power, this matter will usually take care of itself. College students are not, as a rule, large money earners, and are usually spending money earned by others. It is a safe rule not to spend much money until you have learned how to spend it.—PRESIDENT SWAIN OF SWARTHMORE.

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THE MONTH'S REVIEW

WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

October, the month of rosy tints. It was the rosiest the world of education has seen these many years. With more new students than were ever before matriculated, and with the halls of learning larger and stronger and better than ever, throughout the country everywhere the friends of education saw the rose tint of a great educational growth. But why not call October the inaugural month? During its brief passing there occurred the inauguration of many school heads, the inauguration of new classes, the inauguration of new courses, the inauguration of the football season, and the inauguration of class "rushes."

The Inaugural Month

October was a good, big, fine month. May there never be an October a whit less.

The class "rushes" rushed with all the strength of yore. But the practice of "hazing" is growing weak, and all good citizens are glad. It is hearing the voice of disapproval, and the day is not far off when to "haze" will be regarded, even by students themselves, as a crime.

Many of the student councils have so decreed and have warned the undergraduates against the practice.

There is a difference between fun and brutality. Students are not a privileged class—they are citizens in the making—and when they stoop to rowdyism they may expect to be regarded as rowdies. Those who do not go to college judge the higher institutions of learning by the conduct and efficiency of those who do go. If the student display is bad the public regards the institution from whence he comes as bad. High school boys and girls are excused on the ground that "boys will be boys" and that "girls will be girls." But when these boys and girls reach the halls higher up they no longer are boys and girls—they are men and women. If there they forget to lay aside their youthful pranks, and if the officers in charge forget to remind them that in the college and the university rowdyism has no place, if, in short, the institutions which should develop the best citizenship, for any cause within itself, allows that citizenship to pass out into the world

undeveloped, then there should be no surprise at the criticism directed by a waiting public.

That new courses are constantly being inaugurated, and that these courses are more and more including the vitally practical as well as the vitally theoretical, serves to make good the claim that the higher institutions are becoming, slowly perhaps, but nevertheless surely, half the soul of the nation.

Opinion as to the good and evil of football is pretty well divided, and to repeat the pros and cons of the subject would be but to repeat much of the argument advanced during the years that are gone. Although football is not given a place in the announced curriculum, it has come to be as much a part of our school life as are the prescribed courses of study. It is enough to say that the present will be one of the most active football seasons in the history of the American college.

A number of formal inaugurations of presidents of colleges and universities occurred during October, all of which were largely attended by representatives of other colleges and universities, each installation bringing together a notable body of American educators, as well as, in some instances, a number of men high in the educational circles of Europe.

Of international moment were the inaugurations of Dr. Abbott Lawrence Lowell as president

**Presidents Lowell
and Nichols
Inaugurated**

of Harvard and Dr. Ernest Fox Nichols as president of Dart-

mouth College. The former was inducted into office October 6, and the latter on October 14. The exercises were of a most impressive character, and such as have been seen by few of the present generation even in New England where the pageantry of educational activity is not so uncommon as in other parts of the country.

Would you like a picture of the Harvard exercises? The procession which moved across the campus to the open-air place of inaugural held within its ranks representatives of the largest uni-

versities of America and of many nations, the governor and state officials of Massachusetts, representatives of the army and navy, many distinguished men from various walks of life, and the officers and professors of Harvard, with Ex-president Eliot at the head and President-elect Lowell at the foot of the long-winding column. The Harvard colors were everywhere, and great crowds of students, alumni, friends and citizens filled every foot of space round about the campus.

The inaugural ceremonies were opened with the singing of "Laudate Dominum" by the alumni chorus, after which there was a prayer. Then Dr. Lowell was escorted to the president's chair and officially notified that he had been duly elected president of Harvard College. The badges of authority—the college charter, seal and keys—were placed in his hands, he accepted the responsibilities, and resumed his seat. Then Gounod's "Domine Salvum Fac Praesidem Nostrum" was sung, and a few minutes later President Lowell began his inaugural address. At its conclusion there was another choral number, Schubert's "Great Is Jehovah," after which President Lowell conferred the honorary degrees, and then the ceremonies were brought to a close with the benediction.

There were banquets, luncheons, concerts, student celebrations, receptions and all the customary events of such occasions.

Harvard is America's oldest college, and President Lowell is the twenty-third occupant of his present position. He is a Harvard man and for nearly two hundred years his ancestors have graduated from this school.

Dartmouth College has been called "Doctor Tucker's Dartmouth." And within the quotation there is much meaning. When Dr. Tucker assumed the presidency of Dartmouth sixteen years ago it was a small New England college. Today, with the transfer of management to Dr. Nichols, the college is a great one. Few institutions have taken on so much of the personality and so many ideals of its leader as has Dart-

mouth. President Nichols is a western man whose career as an educator is identified with the East. For several years he was a teacher at Dartmouth, and so is not a stranger to the college nor to the ideals of his beloved predecessor. The new president is the tenth to occupy that position at Dartmouth since it was granted a charter by King George III back in 1769.

President Lowell devoted almost the whole of his inaugural address to the present condition of the college and its future, laying special emphasis on the more effective oversight of the freshmen. That the freshmen and their control and welfare are foremost in his mind we have but to remember that he has on numerous recent occasions discussed at some length the problems surrounding the students just entering into the life of the college.

The saying of Aristotle that man is a social animal suggests to the new president that American colleges exist primarily to develop youth as social beings. Recalling how the old-time colleges accomplished this, he notes some of the influences of the present day, especially in the larger universities which tend to break up the old college solidarity. It is in discussing measures for arresting these tendencies that President Lowell logically reaches his freshmen programme.

Boys often go to college from a large preparatory school where they have made a little group of friends. Unless endowed with an uncommon temperament, President Lowell says, such boys are liable to remain in a clique of associates with antecedents and characteristics like their own; while other boys, who have come almost by themselves to college, if shy and unknown, may fail to make friends at all. In either case the boy misses the broadening influence of contact with a great variety of young men, and the college itself thereby falls short of its national mission of throwing together youths of promise of every kind

from every part of the country. If a large college fails to give its students a wide horizon, so that their friendships are based on natural affinities rather than similarity of origin, the purpose of its existence is in part defeated. Since friendships are formed most rapidly at the threshold of college life, the new president believes it clearly desirable that freshmen should be brought together as a class much more than they are now.

Specifically President Lowell proposes to bring the freshmen together in a group of dormitories and dining-halls under the comradeship of older men who appreciate the possibilities of college life. Already an arrangement has been made, in this direction at Harvard, by which selected seniors are acting as freshmen advisers. The instructors who for some years have been performing this duty, find the number of inquiries so great that they are obliged to limit each freshman's call to approximately seven minutes. The senior adviser will now help in the preliminary discussion of the freshman's problems, referring to the advising instructor only those which require a more authoritative judgment. This change, in its way, is an adaptation to American conditions of the wholesome influence that the elder and established boys in the English "public schools" have long exercised upon the newcomers.

This detail is merely illustrative of Mr. Lowell's policies. He says that of late years the diligence of the freshmen has also been stimulated by more frequent examinations, but this alone, he believes, is not enough. The change from the life of the preparatory school to that of the college is still too abrupt, and the liberty which the university offers in many instances proves demoralizing. The freshmen quadrangle, with the supervision which it would represent, Mr. Lowell thinks, should enable Harvard to recruit its students younger. The present entrance age, he believes, is due less to the difficulty of preparing for the examination than to parental apprehensions as to the nature of the life which the freshmen lead.

It is also evident from President

Lowell's address that he feels the need of a greater emphasis upon scholarship. He contrasts the intense enthusiasm for their studies of the law school men, whom he finds discussing law questions in season and out, with a certain indifference among the undergraduates. The former are studying the same subject, and so have a common ground of equipment. President Lowell believes no sensible man would propose to set up a fixed curriculum in order that all undergraduates might be joint tenants of the same scholastic property, but he does maintain that the intellectual estrangement need not be so wide as it now is. He pointedly asks: "Might there not be more points of intellectual contact among the undergraduates, and might not considerable numbers of them have much more in common?" These questions reveal with fair clearness the new president's attitude toward the elective system. This is further emphasized by his suggestion that the exaggerated prominence of intercollegiate athletics is due not to any conviction on the part of undergraduates or the public that physical is more valuable than mental force, but rather to the one common interest which athletics offer for the display of college solidarity.

Throughout the inaugural address the idea of making the university a more effective contributor to the national aspirations of the American people stands out distinctly. President Lowell's own studies in the field of government have made him keenly sensitive to the relation of educated men to the public affairs of the country. He acknowledges that America has not yet contributed her share to scholarly creation, and that the fault lies in part at the doors of our universities. He believes the universities should strive much more zealously than now in the impressionable years of early manhood to stimulate intellectual appetite and ambition. He also feels that they should do more to foster productive scholarship among the members of their teaching force.

We quote the closing words of President Lowell's address: "If I have dwelt

upon only a small part of the problems of the university; if I have said nothing of the professional and graduate schools, of the library, the observatory, the laboratories, the museums, the gardens, and the various forms of extension work, it is not because they are of less importance, but because the time is too short to take up more than two or three pressing questions of general interest. The university touches the community at many points, and as time goes on it ought to serve the public through ever increasing channels. But all its activities are more or less connected with, and most of them are based upon, the college. It is there that the character ought to be shaped, that aspiration ought to be formed, that citizens ought to be trained, and scholarly tastes implanted. If the mass of undergraduates could be brought to respect, nay, to admire, intellectual achievement on the part of their comrades, in at all the measure that they do athletic victory; if those among them of natural ability could be led to put forth their strength on the objects which the college is supposed to represent; the professional schools would find their tasks lightened, and their success enhanced. A greater solidarity in college, more earnestness of purpose and intellectual enthusiasm, would mean much for our nation. It is said that if the temperature of the ocean were raised the water would expand until the floods covered the dry land, and if we can increase the intellectual ambition of college students the whole face of our country will be changed. When the young men shall see visions the dreams of old men will come true."

The Boston *Transcript*, which is very close to the ex-president, the present president and all that pertains to the life of Harvard, comments thus: "In the final years of President Eliot's administration Harvard went its way under a long-established order to results that it had long proved its power to accomplish. Under President Lowell, so far as his inaugural address indicates the future, it is likely to stir with the new vitality of new ambitions."

Dartmouth is an arts college. Its new president is distinctly a scientist, a man who possesses not a single arts degree. Therefore the inaugural address of President Nichols was awaited with much interest. There was no disappointment. His generous praise of the humanities, and his expressed belief that the sciences were being overdone relieved any fear that the policies of Dr. Tucker were to suffer any radical changes.

President Nichols in his address indicated that he possessed what the successful teacher must have, clearness of vision. He chose to speak not as an administrator, but as a college teacher.

After stating the position occupied by the college in the American educational system, and after tracing its development during the last half century, he stated that "natural science got under way earlier by establishing the doctrines of evolution and energy. The bearing of these broad principles soon became as necessary to our modes of thought as they were immediately recognized to be for our material development. Today there is no branch of knowledge which has not in some way been extended and enriched by the philosophical bearing of these wide sweeping laws, which at first were the individual property of natural science.

"What response did our colleges make to this revolution in thought, this sudden widening of intellectual and spiritual horizons, this modern renaissance? For a time practically none, for the curriculum was strongly entrenched in an ancient usage. Forced by a rising tide, the colleges first made a few grudging and half-hearted concessions, but still held for the most part firmly to their creed. But times changed, professional schools and real universities came into existence in America, and more kinds of preparation were demanded of the college. Finally in an awakened consciousness some colleges made the mistake inevitable after too long waiting, and not only established the newer subjects in numerous courses, but took the headlong plunge

and landed in an unbridled elective system. Under this unhappy system, or lack of system, for every student who gains a distinct advantage by its license several of his less purposeful companions seek and find a path of least resistance, enjoy comfort and ease in following it, and emerge at the other end, four years older, but no more capable of service than when they entered."

His attitude toward athletics is one of sympathy with that phase of college life, not for the excitement of contest and the pride of proved superiority, but for its value in bringing out the better and higher qualities of manhood, loyal effort on the one hand and self-restraint on the other. He is a believer in the discipline of defeat, as well as the inspiration of victory. The severest test of a gentleman, he says, is his ability to take defeat.

President Nichols's contention that science is being overdone was made plain in these words: "The public has lately taken a wide but too often untutored interest in natural science. A just appreciation of the enormous difficulties which fundamental investigation encounters, is rare, and the limitations of our present methods of analysis are little understood outside the walls of the research laboratory and the mathematician's study. The study of science may do for the student other and better things than those he anticipates, yet many will be inevitably disappointed at the problems which the study of science will not solve. Enthusiastic parents, heedless of taste and fitness, too often urge their sons into scientific pursuits. May not science be spared by some of her too enthusiastic publishers and over credulous admirers, who urge popular and sensational courses in science in place of fundamental instruction now given. How much longer must newspapers and magazines give money and valuable space for worse than useless matter only because it masquerades in the garb of science."

He spoke of the undergraduate, and laid the cause of much public criticism at the door of those students who enter

college without ideals, stating that it is an "open question whether the college has any obligation to help a small group of men who care so little to help themselves. In the English system the answer frankly given is that the college has none. In this country the numbers of this extreme type in most colleges are, as yet, small, but the range between it and the real student is long, and young men who are learning less than they might are scattered all the way between."

President Nichols had this to say of the teachers: "As with the undergraduate, so with the faculty, many a reformer has singled out the weakest member and has seemingly affixed this label to all. But has he forgotten that there are mediocre lawyers, physicians, preachers, engineers, business men, all making a living from their various occupations simply because there are not enough men of first-rate ability to supply the world's needs? Teaching cannot stand alone but must share the lot of other professions. In a generation the monetary rewards in most occupations have advanced more rapidly than in teaching where they never have been adequate, and colleges have felt a relative loss. Teaching is to many a very attractive career, not because of the leisure for idleness which it is supposed by some to offer, but because of its possibilities of service to the wholesome life and highest welfare of society and the state. The teacher who takes his calling seriously and fulfils its high demands spends less time in idleness than his apparently more busy brethren in trade. That he must give many hours to wide-ranging thought and reflection has often misled the public into thinking him an idle dreamer. But dreaming and visions are a part of his business, though the dreamer to be worthy must dream straight and the vision must be clear. Judged by the higher standards, there are unquestionably a few uncertain and indifferent teachers in our colleges. There always have been. The proportion of men of first-rate ability has improved, but there is need of further improvement. As soon

as the public will give the colleges sufficient means to command the men they want, all cause for criticism will be removed. We need special knowledge in college teachers, but not specialized men. Whatever the subject, it is the whole man that teaches. While being taught the undergraduate observes the teacher and takes his measure in several well defined directions; the richness of his knowledge, his enthusiasm for learning, his way of putting things, his sense of humor and the range of his interests. Nothing gives a teacher more authority and command over the imaginations of his students than a well-earned reputation for fundamental scholarship and research, and nothing so much stimulates the undergraduate's ambition for sound learning and intellectual achievement as sitting at the feet of a master who has travelled the road to discovery."

"Premature specialization injures the student by depriving him of adequate literary culture. It retards the progress of science by tending to isolate one scientist from another." The foregoing quotation is from the inaugural address of the president of the British Association for the Advancement of Science delivered at the annual meeting held at Winnipeg, Canada, last August. Dr. Henry Mitchell MacCracken, chancellor of New York University, uses the quotation as a text for an article on "Certain Perils Which Threaten Colleges."

Dr. MacCracken declares himself a champion of the university schools as well as of the colleges. After speaking of the loyalty of average Americans to the ideal college, he says there is just reason for the devotion if the college conform to the true college character. "The ideal undergraduate college is a superior school of preparation. The ordinary preparatory or high school is a lower school of preparation, fitting students for entering the college of arts. In the case of most candidates for law, medicine, or technology the high school

fits them for entering also the university professional school. It fits the majority of its graduates for entering the office, the manufactory, or other place of business. But the college as a superior school of preparation ought to fit elect students for the most wise choice of an avocation and for beginning the most intelligent, vigorous and thorough training for the top rounds of the vocational ladder. A college commencement ought to mean a commencement not of the practice of a life vocation, but of training for the practice of a life vocation. On the other hand, a university commencement ought to mean a commencement of the full practice of a life vocation."

Then coming to the perils which threaten the ideal college, as he has defined it, Dr. MacCracken says there are two: "The superior school of preparation of elect students not for life's avocations, but for choosing an avocation, and for entrance upon intelligent and successful training for life's avocation." The first, he says, is the peril described by the president of the British Association, which is due to premature specialization, promoted by the making of scholarships dependent upon success in a single subject.

"A like peril is threatening American colleges," declares Chancellor MacCracken. "The cause is not the superabundance of specially endowed scholarships, but it is a financial cause just the same. It is the resolve to save money; to get all the advantage that attends the position of college graduate, and yet cut down the genuine college work if possible one half. The college is the superior school of preparation of elect students. Let it be agreed that one year of what was college work fifty years ago is now done by the high school, and that three years ought to suffice for the degree of bachelor of arts; still, many declare this is too long. Cut down, they cry, the work of this superior school of preparation to two years, the freshman and sophomore. Then it may be made possible to compel every man who will study law or medi-

cine or engineering first to take these two years. Then we shall have the glorious result of uniformity, we shall be able to have all our physicians, lawyers, engineers, dentists, veterinarians and pharmacists, graduates and bachelors of arts. 'Great is the uniformity Diana' of Americans. If you cannot level men up, level them down. Instead of accepting the existing facts that some very intelligent men enter upon their training for life's avocation from the ordinary school of preparation, namely public, high, or secondary school, and others from what is or ought to be the superior school of preparation, the Arts College—they insist that there be only one standard. This spirit of ultra 'standardization' is akin to a certain spirit in the commercial world which, for lack of a better term, might be called 'Standard-oil-ization.'

"This spirit may have its field in business which deals chiefly with things. It is not suited to education which deals with free persons. America wants to provide for both ordinary and superior training. She does not desire a uniform preparation for all who may be candidates for what are popularly known as the learned professions. She would rather emphasize the line between the ordinary school of preparation—namely, the public high school or academy, and the superior school of preparation—namely, the college of arts. The latter should consist of only elect students, 'elect' because they crave a higher intellectual drill than the secondary school affords; 'elect' because they endure college drill in each of the great fields of language, science, and philosophy; 'elect,' because they seek broad spiritual and aesthetic as well as intellectual discipline.

"The existing movement to induce a larger number to enter college by organizing a curriculum confined to freshmen and sophomore years, and making these years largely specialized in the direction of life avocations threatens to destroy the American college as a superior school of preparation with a three or

four year curriculum. It is the greatest peril which threatens the American college and American education."

The second peril is the permitting of American colleges to retain the form of higher schools of preparation, but losing in more or less degree the power thereof. In indicating the conditions which form this peril Dr. MacCracken names some of the measures used by the University of New York in meeting said conditions. They are as follows: (a) Each freshman is required to pursue studies in each of the three great divisions of learning. (b) To this end each freshman must come prepared in a brief prescribed list of studies, rather than in a miscellaneous elected list of subjects. (c) Each student is assigned an experienced professor as his special adviser to see that he follows faithfully a curriculum suited to his needs. (d) Every month every student's progress is recorded and when necessary his parents are called into consultation. (e) After the freshman year every student must follow not a specialized subject, but a group of subjects chosen by him from among eight or more college groups. (f) The faculty controls college athletics so far as they can affect the student's education. (g) Faculty supervision of every student organization is maintained. (h) Co-operation is invited of alumni who have like aims with the faculty in removing hurtful conditions in fraternities and other student organizations. (i) The college strives to educate the student in his spiritual as well as his intellectual capacity, and mainly by seeking men of spiritual nature for professors. (j) The college faculty employs sharp excision upon every student who is found likely to spread contagion.

Dr. MacCracken is emphatic in stating that when "home and high school have neglected to detect the plague spot in a youth, they must not ask the college to be a healing hospital. A corollary from the above rules should be the limitation of the maximum of students under one faculty to 300, say 100 freshmen, 75 sophomores, 65 juniors and 60

seniors. If there must be more than 300 undergraduates, let there be a second college with its own administration."

Just now the press seems to be assuming a more hopeful attitude towards the future of the university and college, and is recognizing that the educational institutions are being more and more closely linked with every form of world's work. It appears that President Lowell's inaugural address at Harvard helped to bring a ray of optimism into an editorial attitude that of late has been growing rather pessimistic.

"Now that the nation has worked out the elements of its civilization, so to speak," begins the *New York Press*, "the emphasis will be put upon the amalgamation of these elements into the compound that we call 'sweetness and light.' We want now to feel the broad human meaning of all of our special activities—we want, in other words, culture. We are eagerly striving for it in the arts, in music and in public life and public morals. Mere business is giving way to regulated and civilized business, mere politics to ideals of public service." And then this paper concludes: "In our foremost university necessary specialization and effective development have now something else added—an attempt at general culture, an attempt to strengthen those influences which will enable youth to live for a time in a world of spiritual and intellectual contemplation of the general knowledge of civilization and the general elevated ideals of mankind, and to connect these ideals with contemporary and national life in its wider aspects. This is the general aim of the new president, one quite abreast of the new spirit in the country."

One newspaper attempts to criticise the pomp and dignity attending the inaugural ceremonies at Harvard and Dartmouth. "And why not?" asks the *New York World*. "With the growth of the universities as factors in national life the investiture of a new college ex-

ecutive has become an event of public importance. The colleges are no longer cloistered seats of learning aloof from secular influences. They are an integral part of the body politic. From their faculties are chosen ambassadors and state officials. Their presidents participate in public affairs and exercise a greater authority than senators in shaping opinion."

The Boston *Herald* believes that Dr. Lowell's address helps to "reaffirm that in education the vital factor is the 'human touch,' as between students and students, and students and teachers," while the Philadelphia *Inquirer* suggests that Harvard's new head may be the man to help the freshman "find a definite place in which he may grow and where he will secure exactly the inspiration and help which he needs."

The New York *Sun* says the address touches "our young barbarians, all at play," to quote from Matthew Arnold, and points out that the problem is "how to be cultivated though athletic," a problem which both the older and the younger institutions are facing, "and so whatever is done at Cambridge will be watched at other capitals of football, and will be forgiven by doting parents." The Pittsburg *Chronicle* thinks "Harvard's new president has the right idea of twentieth century needs in education," and the New Haven *Union* points out that President Lowell is trying to do what leading educators everywhere recognize, viz.: "To bring the college and the professional schools into closer relation without destroying the identity of either."

The Chicago *Record-Herald* speaks of the "awakening of the colleges," and then takes delight in the signs which point to a greater effort on the part of educational institutions to "prepare more pertinently for actual life," referring as evidence to Cornell's new "sanity science and public health," Wisconsin's "methods of discovering and prosecuting crime, the functions of the police, prosecuting officers, and jury, and the defects in the administration of criminal laws," Har-

vard's "psychological conditions of modern government," and other advanced steps. The New York *Globe* talks in like vein, taking up the monetary side of education. After calling attention to the large sums of money being given to educational institutions, and how the number of contributors and the size of the contributions are increasing, the *Globe* concludes that "everywhere there is indication that college and university feel the vigor of new life and stronger purpose," and adds: "The more prosperity and strength they enjoy the better. For just now the higher educational institutions are undergoing a treatment of searching self-criticism. There is no danger of dry rot or smug self-complacency. Presidents of the greatest and most successful universities are dissatisfied with the work their institutions are doing, and have resolved upon sweeping improvement. Students and faculty are to be manhandled if need be. Athletics is to be made to know its place. Scholarship is to be fixed on the upward track again, and the intellectual and moral qualities of the student are to be nurtured to the end that they may some day compete with his physical prowess."

"What is education?" was asked of a boy, and he replied, "Why education is—is education." Then

**Of Value
to Yourself
and to Others**

the same question was put to a man, and his reply was very similar to that of the boy. "Education?" he asked, and then answered: "Everybody knows what education is. Education is—is education." This is very much like saying that Mars is Mars, which leads a newspaper to remark that "we talk of education as we do of the stars, and seem to know just about as much about it."

Like happiness education should be a part of life—here and now—everyday—all the time—not some goal toward which people strive.

The New Bedford *Standard*, with the aid of a University of Chicago professor, seems to give a pretty fair and general

idea of what education really is or, at least, what it should be.

Prints the *Standard*: We hear the word "education" spoken freely in these days and see the various sorts of "education" discussed over and over again in print; and the word is used so conclusively that no doubt a good many people think that the sort of education referred to—which is, after all, only elementary schooling—is all there is to education. What the schools can help do is only the merest beginning. At the best they can only open the minds of the pupils to the vast array of knowledge that the world holds for them; or give to them a glimpse of the possibilities of industrial activity. The schools are the opening wedge to learning, but they must be followed up by an every day round of study and thought and experience year in and year out to carry education to such degree of fullness as may come to the individual; and of the three factors that education resolves itself into, the personal experience and the application of it is much more than a third of the whole.

The test of education is the use to which knowledge is put. Said in another way, the test is the sort of person education makes of you. A professor in the University of Chicago brought this out with unequivocal force when he told his pupils that he would consider them educated in the best sense of the term when they could say yes to every one of thirteen questions he put to them. The first, and the second, and the third were:

Has education given you sympathy with all good causes and made you eager to espouse them?

Has it made you public spirited?

Has it made you brother to the weak?

We fancy we hear many a voice let out in protest that public spirit and sympathy and brotherly kindness are quite outside the realm of learning; that they relate to the spiritual world rather than the mental. But learning has to do with the morals as well as the mind. Still less of books does question No. 4 savor:

Have you learned how to make friends and keep them? Do you know what it is to be a friend yourself?

And no page of text ever taught the knowledge that makes possible an affirmative reply to the next three questions:

Can you look an honest man or pure woman straight in the eye?

Do you see anything to love in a little child?

Will a lonely dog follow you in the street?

What a test of education! But the Chicago professor requires more than broad mind and tender heart and friendly spirit and pure thought and gentle act:

Can you be high-minded and happy in the meaner drudgeries of life?

Do you think washing dishes and hoeing corn just as compatible with high thinking as piano playing or golf?

Are you good for anything to yourself? Can you be happy alone?

Can you look out on the world and see anything except dollars and cents?

Can you look into a mud puddle by the wayside and see the clear sky? Can you see anything in the puddle but mud?

Can you look into the sky at night and see beyond the stars? Can your soul claim relationship with the Creator?

To be useful and high minded and happy—for the last is no less an obligation upon the worthy than to live up to the other requirements; and to see God in everything—but what has all this to do with reading and writing and arithmetic, and geography and history, and drawing and woodworking, and Latin and Greek and French and German, and the sciences, and literature and machine work and engineering and medicine and the law? These are the rudiments of education, are they not? These, from the worldly view, but even then only along with the essentials underlying the Golden Rule. When it comes to the final test of your education, the question must be, sure enough, not How much do you know of language and literature, the sciences and the industries, but, What of your soul?

The thoughts of a new leader are always welcome. To be sure Richard C.

**Education
of
the Future**

MacLaurin is not a new leader. He is very much an old leader or he would

not recently have been elevated to the important position of president of the Massachusetts Institute of Technology. In the position of president he stands as a leader in a new sense, and while his words are flavored with no greater wisdom than heretofore they carry more weight because of his added responsibility in helping to shape the destiny of one of the nation's important educational institutions. Before the New England Association of Colleges at Boston last month President MacLaurin had as a topic "The Influence of Science Upon Education," and he said, in substance:

"None of us needs to be reminded that the last century has been preeminently the century of the science of nature. But there were giants of old; and it is merely because we are standing on their shoulders that we can see so much farther than could they. It is in the popular appreciation of science rather than in science itself that the last century has proved absolutely revolutionary. This revolution in public opinion has been brought about, not so much by scientific discoveries themselves, as by the application of these discoveries. Man rules nature by obeying her; and he must first discover her laws before he can have any real dominion over her. So it was that Faraday's researches brought about ere long the invention of dynamos; and similar discoveries by other men of science led in due time—as every school boy knows—to a series of inventions of all kinds that have completely changed the conditions of our daily life.

"Of course so mighty and revolutionary a movement could not but effect education. It has done so profoundly; and we might well divide the history of education for the last century into three periods, during each of which some one of the great movements of scientific

opinion just referred to has been specially prominent. In those three periods science has successively affected our views as to (first) the content, (second) the method, and (third) the aim of education.

"Science is almost wholly responsible for the improved social conditions that have made the education of nearly all the youth of the country possible. The educational revival that marked the transition from the pre-scientific to the scientific era was due to the great social changes brought about by the applications of science to industry. These changes slowly but surely undermined the older extreme individualistic theories. Under the new conditions the mutual interdependence of different men and different classes became so obvious that it could not be ignored. Hence the demand for popular education became irresistible; and it was seen to be a necessity to educate the working classes to enable them to cope successfully with the new conditions. From this time education ceased to be the privilege of a few and came to be regarded almost as the birthright of all.

"As regards higher education in this period, the main battle was fought over the content of education. Except for occasional attacks from the champions of modern literature, the upholders of strictly the classical traditions had been in undisturbed possession of the field for centuries. Now, however, arose a small army to press the claims of science. It was during this period that there began that movement which is proving itself of greater importance than any other as a condition of progress—I mean the rescue of the sciences from mere culture and intellectualism and the harnessing of them to clearly conceived human purposes. In the field of education this movement gave rise to the establishment of schools of technology.

"The period to which I have just referred was one in which the main influence of science on education was directed to its content; but this led naturally and inevitably to a new era in which the

method of teaching was emphasized. What we now know familiarly as the method of the laboratory constitutes perhaps the most striking peculiarity of scientific training. Its essence is the bringing of the mind directly in contact with fact, and practising it in drawing conclusions from premises surely established by immediate observation.

"The last great influence of science to which I need refer is one that is rapidly gaining in power, and one that when thoroughly dominant will bring about a new epoch in the history of education. It deals with the aim of education, and going thus to the root of the matter must radically affect our views as to both the content and the method of education. The movement has gained strength with each advance, and the wonderful improvements that science has effected in the machinery of social life have helped to bring home to great numbers of thinking people the fact that most of the problems of social betterment are primarily scientific problems to be solved by application of the principles learned in the pursuit of natural science. And so we find that today science has become much more ambitious than of old. It claims the whole world for its parish, and so far from contenting itself with work in the laboratory, it goes out into the market-place and into public life and seeks to make its influence predominant in the world of business and of government.

"Now if this be the true view of the aim of education, it seems of the highest importance that it should be generally recognized and acted upon by teachers. Of course there is nothing novel in this doctrine, but in actual practice it is almost wholly neglected; and I have yet to hear of a systematic effort to carry it throughout a scheme of education. I feel sure that even in the teaching of science we are still too much under the influence of the classical tradition. We must be bold enough to smash up the idol of knowledge; for science is particularly apt to make too much of mere knowledge. Before the best results can be obtained it

will be necessary to spend the same labor and the same ingenuity in making the teaching of science effective for the great end that I have mentioned as was spent in earlier days to derive culture from the classics. Of course this will make a heavy demand upon the teacher, for it is clearly infinitely harder to instill a scientific spirit into a boy through the medium of chemistry and make him thereby a more useful citizen, than to rub in a few facts as to the constitution of water or the preparation of chlorine. The teacher of tomorrow must be even broader than today, and he must have a still stronger hold on the respect of the community. He must be preserved as much as possible from narrowing influences and permitted to soar so freely that he has a wide horizon and some prevision of the day that is to come."

Professor Hugo Munsterberg of Harvard, who has the habit of saying things that are true and to the point, which, by the way, is a very good habit, in the *Atlantic* for October said much about the position scholarship occupies in the American mind. Mr. Munsterberg's words were anticipated some months ago by a less-learned gentleman who remarked that the schoolboy of ten or twelve knew vastly more of "the great American game" and its players than did he of other great American games, which were quite as interesting and decidedly more important. The conservatism displayed in the age limit of "ten or twelve" places an unwarranted stigma upon the youth of America, and proves conclusively that the gentleman had not followed his subject to the end.

Professor Munsterberg goes much farther, and in the question of "What's the matter?" his words help to form a large sized answer.

"If we are sincere," says the Professor, "we ought not to overlook the fact that the scholar, as such, has no position in public opinion which corresponds to the value of his achievement, and to the mental energy which he needed for it.

Standing of Scholarship in America

The foreigner feels at once this difference between the Americans and the Europeans. The other day we mourned the death of Simon Newcomb. There seems to be a general agreement that astronomy is the one science in which America has been in the first rank of the world, and that Newcomb was the greatest American astronomer. Yet his death did not bring the slightest ripple of excitement. The death of the manager of the professional baseball games interested the country by far more. Public opinion did not show the slightest consciousness of an incomparable loss at the hour when the nation's greatest scholar closed his eyes. And if I compare it with that deep national mourning with which the whole German nation grieved at the loss of men like Helmholtz or Mommsen or Virchow, and many another, the contrast becomes most significant. When the president of Harvard University closed his administrative work, the old Harvard students and the whole country enthusiastically brought to him the highest thanks which he so fully deserved. But when, the year before, William James left Harvard, the most famous scholar who has worked in this Harvard generation, the event passed by like a routine matter. At the commencement festivities every speaker spoke of the departing administrative officer, but no one thought of the departing scholar. And that exactly expresses general feeling."

Dean Davenport of the college of agriculture of the University of Illinois is one of America's most interesting and forceful educational writers. He has just published a book on "Education for Efficiency," and it is filled with the kind of thoughts that make people think. He begins by saying "the inclination of all people of all classes is to be educated." This has brought about a demand that the policy of education "shall be administered with at least some reference to the probable occupation of the student," and as the questions involved are new

and puzzling educators must be careful in making decisions. He holds that we are at "a juncture in our educational evolution," and "the results of our decisions will be felt for all time."

"It is like this," writes Professor Davenport: "The greatest trouble with our educational system today is that it is laid out too much on the plan of a trunk-line railroad without side switches or way stations, but with splendid terminal facilities, so that we send the educational trains thundering over the country, quite oblivious of the population except to take on passengers. . . . We do our utmost to keep them aboard to the end, and we work so exclusively for this purpose that those who leave us are fitted for no special calling, and drop out for no special purpose, but roll off like chunks of coal by the wayside—largely a matter of luck as to what becomes of them. I would reconstruct the policy of the system . . . to the end that those who do not complete the journey may find congenial surroundings and useful employment in some calling along the line."

A brief survey of the book may be found in these few main theses:

"American education aims to be universal education. But universal education means more than admitting everyone to the schools. It must serve all the people in their needs for everyday life. It must touch and uplift not only all classes of men, but their industries as well.

"The purpose of the school is to make men ready for life. They must be educated for efficiency and service through vocational studies.

"Industrial education should be a part of the general school system, not separated in independent schools. To teach all subjects to all men in the same school is the great opportunity of America.

"To establish separate trade schools is temporarily easier, but it would be an inexcusable educational blunder, and a great handicap to future generations.

"To preserve a homogeneous people in America, and to avoid class and trade

lines, all should be educated under one general school system.

"The separate industrial school gives us a trained operative rather than an educated citizen.

"By grafting industrial education on our school system, we can turn out people who are both efficient and cultured.

"Industrial courses carried on side by side with academic work broaden those who go into professions as well as those who go into trades.

"The high school must add vocational courses or face a permanent decline under the onslaught of independent vocational schools.

"The proper blending of vocational education with the non-vocational courses is the way to keep the boy in school.

"One-fourth of the time of school children should be devoted to something distinctly vocational. This work should be businesslike, not dilettante. Utility does not lessen the educational value of a study.

"Occupations and industries are fast gaining their places in the universities. Elementary education also is in this sense becoming universal to a sufficient degree. The weak place is the secondary school, which touches the young people during their formative period, and should therefore offer them a real preparation for life.

"Agriculture, which engages the time and attention of half of our people, deserves an important place in the school studies."

College women of the United States owe much to the great suffrage leaders.

**The College
Equal Suffrage
League**

College women acknowledge the debt, and so do others who know. The persist-

ent efforts of the leaders are largely responsible for the higher education of women. What is more natural than that college women should be inclined to pay the debt they owe by taking an active part in the suffrage movement? One of the most important steps yet taken in the

history of woman's suffrage was the uniting of the college women of the country. This was accomplished at the recent convention of the national association in Seattle.

Professor Frances Squire Potter was made corresponding secretary, and through the generosity of Mrs. O. H. P. Belmont new national headquarters were opened in New York City last month. Professor Potter until recently held a full professorship in the department of English in the University of Minnesota. She is a writer of much distinction and an eloquent speaker, and has studied and traveled in Europe. With four small children dependent upon her, Mrs. Potter commenced her educational work, and her many achievements are a source of joy to the motherhood as well as to American women in general. She has made a study of economical and sociological problems, and is intensely interested in the bestowal of scholarships, as she is in everything she undertakes. Professor Potter has succeeded in every important work she has ever attempted, and says the only thing which can defeat the movement for woman's suffrage will be the women themselves.

There are no greater bodies of united thinking women than the societies of our great educational institutions. And there are no more powerful federations than the wage-earning women of this country. In New York City alone there are between twenty-one and twenty-three thousand self-supporting women who are affiliated with the suffrage movement. These two great new groups are ready for a new service and through the plan which she has conceived and called "Political Settlement," Professor Potter hopes to influence these groups and to establish "votes for women" in every state in the Union. Primarily, the plan is not to govern the untrained but to provide for them a definite political education which will fit them to govern themselves.

The college women, alumnae, and self-supporting women are to form groups for mutual helpfulness. The supposition

is that in starting they will not be provided with funds, so unpaid helpers will give a portion of their time. They will choose a local center as a beginning and will study ward maps of their locality and become conversant with the ward divisions and locate the influential political forces. As their numbers will be small in the beginning, they will concentrate on the most important ward, making a house-to-house canvass, keeping a record of the political convictions regarding suffrage, of every voter in the ward, as well as the opinion of his wife and children. They will develop a lecture system, a system of progressive educational tracts aimed to convert the ignorant and the bigoted. They will promote public debate and social discussion. As the interest grows other wards will be added and the entire state included, all uniting in a concerted campaign to defeat opposers of suffrage for legislation and elect supporters of suffrage. All but the four states which have granted equal rights to women, will be canvassed to ascertain the number of tax-paying, professional and business women, and to enlist their services.

In promoting this great work Professor Potter and the association she represents will not be antagonistic to other kindred movements, but will sustain a dignified, constructural attitude, in open-minded service to their great aim for a practical application of politics in making a democratic government a success. New York City has been chosen as the first field for action on account of the splendid material ready for utilization there. In turn, each of the great colleges in the country will be visited by Professor Potter, and a local campaign started. The college women of Seattle took the initiative in the work, printing and distributing 10,000 copies of Professor Potter's illuminative speech before the Seattle convention.

The colleges have produced some brainy women, and with these women enlisted in the cause of equal rights there is sure to be greater pressure brought to bear on a question that is absorbing serious attention.

The eyes of the educational world have not turned their gaze from Mrs. Ella Flagg Young since the day she was elected superintendent of Chicago's public school system. There is a deal of watching to see what this quiet, modest, little woman will do. Well, she is doing things, and the strangest part of it all is that the board of education concurs in her suggestions without a word of protest. Other Chicago superintendents have achieved reputations for fighting, but thus far Mrs. Young's administration has been as tranquil as an afternoon at home. If woman in office has a tendency to do away with wrangling and "political policy dickering" and tends to promote harmonious work and advanced methods, may other cities follow the lead of Chicago.

During the short time Mrs. Young has been in office she has made a record. A few of the more important innovations inaugurated by her are:

A new course is "Chicago." It comprises what every citizen should know about the city in which he lives. This study is located in the eighth grade, and displaces the subject of algebra during that year. In that location it is available to the pupils of the age able to comprehend the subject, and it comes at the period when the number reached is much larger than would be in the higher grades. The course includes not only the extent of the city and all physical facts pertaining thereto, but very much of its municipal government. It is a line of practical education that is needed. It is in the direction of making more intelligent and better citizens. It is important to know about other countries and cities, but quite as important to know about your own country and your own city.

She has inaugurated a plan of direct co-operation between the school and Chicago manufacturers for the benefit of "the boy who works." Boys in factories may attend school half the time and work half the time. Through the generosity of several leading manufacturing firms

**Mrs. Young
and
Her Work**

the boys are to receive regular pay, although the wages will be slightly lower than if they were constantly employed in the shops. The boys are to sign contracts whereby they are to be employed in pairs, one of each pair attending school, while his partner is at work.

What Mrs. Young is pleased to term "School democratizing"—the installation of cooking-class facilities—has been introduced, and already nine of the city's "academic" high schools are placing the young woman who expects to get a job or "just keep house" on equality with the student who is getting ready for Wellesley or Vassar.

Mrs. Young is being highly praised by the press of the country and by the taxpayers of Chicago, and it begins to look as if the St. Louis school official who characterized her selection as "tomfoolery" will be forced to find another word that is more expressive.

It is generally recognized that much of the success of the work of the college

**The Doctrine of
Formal
Discipline**

depends much on the success of the work that has been done in the secondary school.

And how the latter may be made efficient and at the same time meet the requirements of the former in the fullest sense is the greatest problem confronting educators. The high school must prepare for life's battle those who do not go to college as well as those who do go. So, the problem being a large one, and it being viewed from many sides by many people, it is not strange that it is a subject for discussion at almost every educational gathering.

At a meeting of city superintendents of schools, held last month at Madison, Wisconsin, Professor M. V. O'Shea spoke on "The Doctrine of Formal Discipline," which was declared by those present, including State Superintendent Cary, to be the most interesting discussion of the subject they had ever heard.

In substance Professor O'Shea said that from a theoretical standpoint it was explained that unlike the muscle of the

body the mind cannot be specifically trained by specifically applied exercises usually known as formal discipline. In the extreme, special brain areas may be developed so far by special exercise that they will dominate mental function, and actually weaken all mental processes except the one specially developed.

It was related by Mr. O'Shea that, according to this theory, one whose perception is very keen in botany may be physically blind in any different field or one may have a good memory for faces, but a very bad memory for names. Special training, as in mathematics, if carried too far will unfit one for the everyday adjustments of life, instead of improving the mind. The ultimate result of the principle is that the special studies a child has had in the school limit his capacity for effective adjustment to those special lines outside the school, except insofar as the home, the street, the playground, and so on, have trained him in a broader way.

Taking up the practical phase of the formal discipline problem, Professor O'Shea argued that it is rapidly losing its prestige in American education, notably in the elementary schools and in the university colleges of engineering and agriculture. To this extent he criticized high schools for still adhering to formal discipline whereby the vitality and effectiveness of its work is lost.

In advocating improvements in the high school curriculum the speaker stated that in order to push forward in the development toward a dynamic as opposed to a formal disciplinary educational regime, from the kindergarten to the university, it is necessary to make linguistic study less prominent in the high school and college, to reduce requirements in mathematics to those who will pursue scientific or technical education, to abandon formal processes and problems in arithmetic, to teach the correct spelling of a thousand or fifteen hundred ordinary words in the elementary school, to revolutionize the study of geography to a vital and real knowledge, to better

teach writing, drawing, music and nature, to lay more emphasis on the study of history and literature, and to replace formal arithmetic, grammar and geography with manual training, domestic science and industrial subjects.

If half the reports be true then there is urgent need for moral training in the schools. Most of the

**Students
and the
Drink Habit**

attacks have been made on the morality of the students in the universities and colleges, while the reports have to do with the pupils in the grammar and high schools—the boys and girls who are still under parental discipline. This has a tendency to prove that the attacks on collegiate young men and women are not very well founded. The private and parochial schools are quite free from criticism.

It may be remembered that some weeks ago Dr. Alexander MacNicoll of New York read a paper before the American Medical Society in which he stated that, after studying 30,000 children of all ages, he had arrived at these startling figures: In New York City "fifty-eight per cent drink some form of alcoholic beverage occasionally or at regular intervals; 37 per cent drink one glass of beer a week to five glasses of beer a day; 21 per cent drink wine or spirits. In some groups the percentage of occasional and regular drinkers runs as high as 79; of these attending schools 40 per cent are backward in their studies.

Dr. MacNicoll was much criticized, but he held fast to his contention. Now comes Mr. F. C. Mackereth of London with a more startling statement: "Some months ago I obtained figures from a few of the London county council infant schools, and found that in each no less than 40 per cent of the infants under eight years of age drank alcohol more or less regularly. There appears to be no doubt that a similar state of things exists in every part of Christian Europe, except in the countries of the

farthest North, and it will be interesting to find out whether the figures I obtained from schools chosen haphazard are true of the rest of the country. In one school of some 300 infants I found that 11.8 per cent drank alcohol daily, and 34.1 per cent drank occasionally."

"Some time ago," said Mr. Mackereth in an interview, "Dr. Doczl, the representative of the Hungarian government at the twelfth international congress on alcoholism, read a paper on 'Alcohol and Its Effects on the Child,' in which he showed that the Hungarian government had caused most carefully prepared statistics to be obtained as to the drinking habits of Hungarian children. The investigation was carried out in a thorough manner, and it was found that 36 per cent of the children who drank alcoholic drinks were inattentive, nervous and careless, 15 per cent were melancholy and shy, 30 per cent were coarse in habits and manner, not particular, were vindictive and given to theft, 15 per cent were immoral, and only 20 per cent showed no signs of any evil effect. In Vienna it was found that 32.2 per cent of the boys and 33.2 per cent of the girls drank beer, and 11.3 per cent of the boys and 13.1 per cent of the girls drank wine.

"If the same proportion of children in London elementary schools drink alcohol to the same extent that was found to obtain in the two schools from which I obtained figures, there must be nearly 300,000 child drinkers in London. It is highly probable that a similar condition of things prevails in both town and country districts, and if this is so there must be some 2,000,000 elementary school children in England and Wales who more or less regularly drink alcohol.

"There is a very strong case for a national inquiry, especially in view of the fact, for which we have the authority of Dr. James Kaye, medical officer to the West Riding county council, that out of a school population in England and Wales estimated at 6,000,000 there cannot be, at the lowest computa-

tion, less than 4,800,000 children in our elementary schools who cannot be described as sound in body and mind. It will hardly be questioned that those infirmities, at some stage or other, were caused to a large extent by alcoholic drinking."

With these figures before us it is plain that what is needed is more of the right training or discipline or example in the home, then more of the same in the public schools. If habits have been acquired before students enter the colleges, surely these institutions should not be blamed. Strict discipline is one of the marked characteristics of the private school, and there temptations are reduced to the minimum.

In an article which discusses at some length the limitations of education, the

**Limitations
of
Education** *Interstate Medical Journal* has this to say:
"Every now and then

there is an unwise assertion that the educational system is a failure, and a demand is made that it be replaced by an industrial education as at Tuskegee—the school to take the place of the old-fashioned apprenticeship, and the graduates turned out to make a living—a stride toward Socialism. Yet there is just enough anatomical basis for these criticisms to cause us to pause and determine whether we are correct in thrusting higher education upon those unable to accept it, and whether the money had not better be spent upon the lower grades beyond which such a huge proportion of children never pass, reserving the higher courses for the few able to pass rigid tests as to ability. Perhaps a study of ethnic types in the high schools, colleges and universities will throw light on the subject. It is a huge uncultivated field bound to give rich returns, as we may find that most of the types in the higher schools are descendants of immigrants from countries where there is a large number of higher schools

per million of population and that our lower types have no use for the higher schools for the same reason here as in Europe—inability to use them.

"At least one thing is certain—the extreme necessity of training what brain exists in each little citizen. The public school system must be developed more and more. But we must strongly combat the popular delusion that such education causes an effect in the way of increased number of cells and fibres, for Donaldson (*Growth of the Brain*) shows that the cells cease their multiplication before birth. Even if there was an increase, there is no evidence that such acquired characteristics are ever transmitted. Pedagogues quite commonly assert that education for two or three generations will markedly increase the intelligence of the descendants, but there are no facts whatever upon which to base such an opinion. Indeed, Greece was on the down grade at her greatest pedagogic period. Education is a process of making a better society out of the material at hand by enhancing the economic value of each unit—eugenics does not enter the question at all. In Europe, apparently, it is intelligence which is developing education, and not education which has evolved the larger and better brains which characterize the higher races."

The foregoing clipping is in keeping somewhat with the thought of a number of specialists in education, who claim that the higher educational advantages are not for the many, but for the few. In other words, they say a college or university education is positively detrimental to the greatest welfare of certain individuals. Keeping this idea in mind, the great question then becomes, "Whom shall we educate?" The seemingly dull child frequently becomes the brilliant man, while just as often the bright boy in school is never heard of in after life. Until science can see further and determine the future, the only safe way is to educate all and take chances on some of the effort being wasted.

OF CURRENT INTEREST

EDUCATIONAL DAY

ONE day of the Hudson-Fulton celebration last month was known as "Educational Day," and it was in the hands of New York's schools. This day partook somewhat of the idea that Superintendent Ella Flagg Young of Chicago hopes to see made a part of the public school curricula: the teaching of something of the history and geography of the city and state in which pupils live.

The games and plays participated in by the children of the different grades were apportioned in this way:

Kindergarten—Indian games.

First Year—Indian life (with a possible dramatization of "Hiawatha" portions).

Second Year—The River, represented symbolically.

Third Year—The building of the Indian canoe.

Fourth Year—Hudson's arrival at Manhattan Island—Dramatization.

Fifth Year—How the English obtained the River from the Dutch—scenes and tableaux.

Sixth Year—

(a)—How the English lost the River.

(b)—How Fulton opened the River to commerce.

Seventh Year—

(a)—The River in literature.

(b)—The usefulness of the River.

Eighth Year—Preservation of the River.

The dramatic sense, its use and development being more and more regarded as an essential in the education of the child, was given large scope for exercise, since all sorts of historical plays were possible with the subject

matter at hand. The younger pupils took part in the plays, and while their make-believe is imitative, it taught them that there are Indians, steamboats, Hudson rivers and so on, and naturally makes them curious to see such things for themselves. With the seventh grade, the higher interests of literature and written facts are introduced by means of quotations and compositions. And, finally, in the older children, an attempt was made in every New York school to instil the idea of forest preservation and the conservation of the natural resources and natural beauties of the state.

As an illustration of the fun and the good of it all, suppose we take one of the plays given by the kindergarten and the first-grade pupils of one of the East Side schools in New York City. It pleased so well that it had to be repeated. First entered a wee mite of a Yiddish child not a day over five, clad as Uncle Sam, with an enormous high hat, properly starred, and enormously long coat tails, starred and striped, and rubber boots to serve as the conventional cowhides. He swept the audience a long bow, and announced in a high, querulous voice that this celebration was giving him an awful lot of trouble. Then he summoned Columbia, who entered, clad in a flag. He told Columbia that he was born on July 4, 1776, and how old was she? Being a lady, she resented the question, but said that she had had a great deal of experience, and had accomplished a few things. Uncle Sam tossed his coat tails scornfully.

"What have you done?" he asked.

Columbia waved her hand, and there entered two little figures sewed up like

Eskimos. Each bore a white pole, and one was labeled "Cook," the other "Peary." They laid their poles at Uncle Sam's feet, while the school, which evidently reads the newspapers, shouted with laughter.

Uncle Sam again tossed his coat tails scornfully. "I thought you were the Gem of the Ocean," he remarked to Columbia. "When did you go into the lumber business?"

This brought down the house, even the teachers. Only the infant actors retained their gravity.

Columbia intimated that she wasn't in the lumber business; she was after glory. But Uncle Sam would have none of that. "I fear you are a very sentimental dame," he said. "Now let me show you something worth a dozen North Poles."

Immediately the kindergarten entered, half of them dressed as braves, half as squaws, pitched a wigwam, and settled down to camp life. The braves did a war dance, the squaws sang their papooses to sleep and hulled real corn. Then Henry Hudson entered, at least two feet and a half high, with a white ruff at least two feet and a half wide. Finally the ponderous figure of five-year-old Robert Fulton appeared, clad in gray beaver and knickerbockers, and to him Uncle Sam pointed in pride, while the two rival explorers looked duly abashed. The whole company, in their high, piping voices, began to sing "Columbia, the Gem of the Ocean," and the entertainment was over.

The humor of this little play, the adorable aspect of the tiny little actors, their enjoyment of it, with only their fellows for spectators, so that there was no adult adulation to spoil them, the dramatic sense cropping out in every gesture they made, all combined to delight the older children as much as the teachers. And through all the pleasant plays and exercises of the morning, the real object of them, the celebration of the deeds of Hudson and Fulton, had not been forgotten—had been constantly insisted on. In fact,

only in such a way that it seemed part of the fun. When you reflect that similar exercises were held all over the city and state, reaching not the mobs of adults intent upon a holiday, but thousands and thousands of impressionable children, often children of foreign birth who need some strong and picturesque object lesson to connect Hudson and Fulton with the grim realities of East Third street, Manhattan, and other teeming quarters of the slums, which constitute their circumscribed and only world, the exercises in the schools may be truly called educational, and to a thoughtful mind not the least inspiring feature of the great celebration.

TOOTH BRUSHES FOR PUPILS

SUCH an announcement ten years ago would have been a signal for merry jests and much laughter. Today the announcement has more or less the appearance of a nod of approval. Thus on the growth in we given evidence of public and the all that pertains to the welfare of the education of the children of the nation.

The announcement comes from Dr. E. Brunswick, New Jersey, where Dr. Irving Cronk, the medical inspector, has asked the board of education to provide every public school pupil with a tooth brush and the board is inclined to consider the suggestion favorably. Dr. Cronk reports that much of the ill health of children comes from unclean teeth and that it is best for the public schools to make clean teeth obligatory.

To all who are familiar with the youthful mind, and particularly the mind of the average boy, there is no need to state that the American youth has an aversion for clean teeth quite in keeping with his objection to clean face and clean hands. As to the latter, there are no records to prove that unclean face and hands greatly impair the health, and as the boy grows older and vanity takes possession of him, more or less, he ceases to regard soap

and water as implements of torture. But the care of the teeth is another story. The world does not see all our teeth, and it is a peculiar streak in the makeup of many people to regard that which the world does not see as a matter of small import. We are pretty good actors—most of us—and we try to keep the stage set for the gaze of the passing throng. Never mind what is behind the scenes, think many. And this is all wrong. Nothing is truer than that old saying about our being what we are because of what we have been. A clean face is important, a clean body is just as important, and so are clean teeth. Cleanliness is a matter of habit. If a child in the school is given the habit of clean teeth, the habit will cling to him out in the work-a-day world, and he will be better and stronger because of what he has done.

There are no jests following the announcement from New Brunswick. The announcement is being passed along that other schools may adopt the plan.

Neglected teeth are bad teeth, and bad teeth cause many bodily ills. The schools should teach for stronger and more healthy bodies as well as for stronger and more healthy minds. Of course, the mind being a part of the body, it is not possible to have the one healthy without the other being healthy. The colleges of dentistry and the dental associations are advocating the necessity of broad publicity on the care and preservation of the teeth. Heretofore the only advice given was that offered by the dentist to the patients who visited his office. Credit must be given the dentists of the country for being among the first to suggest the need of general instruction in the care of the teeth. And where should this instruction begin but in the school?

ROCHESTER'S SOCIAL CENTERS

CITIZENS of towns and cities throughout the country are manifesting an interest in the plan of making the school buildings serve

as homes for civic clubs and social centers. The plan originated in Rochester, New York, and is meeting with wonderful success. It is a union of hearts, an exemplification of the idea that we are all going one way and that it is better to go hand in hand.

When one views the magnificent school buildings that are the pride of every town and city in the United States, and then considers that they are used but a few hours each day during five days a week during forty weeks a year, and then thinks what might be done in them during the time they are closed, it is surprising that, with the American spirit of greatest returns, this property has not long ago been put to its fullest earning capacity.

After visiting the civic clubs of Rochester, Governor Hughes said: "I am more interested in what you are doing, and what it stands for, than in anything else in the world. You are buttressing the foundations of democracy." And Lincoln J. Steffins is quoted: "If the movement is successful it will mark a new era in municipal progress. I have successively pinned my faith to three hopes of salvation for the city. First, I hoped in the leadership of some one man for each town, but I saw that good men weaken and die and that their ideals do not live forever after them. Next, I thought that salvation of the city would come through all of the 'good' people banding together and fighting shoulder to shoulder to lift the bad people. But I found that it would not work. The hypocrisy which permeates the ranks of those whom it is conventional to call 'good' people always works disaster to such movements. Lastly, I come to hope in all the people getting together. I am convinced that it is the only way; not 'good' nor 'bad,' but just people uniting upon common ground for the common interest."

Edward J. Ward, supervisor of the Rochester Board of Education, illustrates how this ideal of the union of all sorts of people, without regard to

class or creed or station, has been realized in the civic club movement. The first men's civic club to be formed was that which uses No. 14 school building for its meetings. Among the officers of that club were a well-to-do physician, a journeyman printer, a banker and a labor leader. The officers of one of the women's civic clubs are a negress, two Jewesses, two Catholics, a Unitarian and a Presbyterian.

No. 14, where the civic club movement began, is located in a district which, more than any other, is in the mid-ground of the social life of Rochester. Natives and foreigners, wealthy and poor, people of all sorts, live about it. The movement has extended until there are now seventeen of these civic clubs, and they flourish in every section of the city.

The growth of the civic club movement has been entirely spontaneous, and has been due primarily to the desire on the part of the people of the various communities to find a common ground for the understanding of public questions.

From the beginning there has been absolutely no limitation upon freedom of discussion, and the clubs have uniformly shown a desire to have every question fairly presented from both sides. For instance, at the time of the conviction of Gompers, Mitchell and Morrison, one of the clubs arranged to have a labor leader present the union position. The following evening was given up to the defense of the action of the court by a leading manufacturer. Each of these men came to hear the other speak, and the audience for each meeting represented both classes. In a similar way the saloon question, the question of direct nominations, woman suffrage, newspaper policy, free text books and many others were taken up. The keen interest manifested in these discussions of public questions is illustrated by a remarkable incident. A seasoned reporter who had been sent to "get" one of the meetings became so much interested that he not only

forgot to take notes, but actually rose and took part in the discussion.

The meetings of the clubs are not all of them given up to the discussion of general public topics. Questions of local interest are also threshed out. It was soon after the organization of the first club that the alderman of the ward who had been invited to speak on "The Duties of An Alderman," responded to the vote of thanks tendered him at the close of his address by saying:

"You have given me a vote of thanks. I feel that I want to give you a vote of thanks for the privilege of speaking to you and hearing your frank discussion of my words. If you have been benefitted by my coming here, I have been benefitted more. If every member of the Common Council and every other public servant had frequently such opportunities as this to discuss public matters with those to whom he owes his appointment it would mean that we would have much better, more intelligent representation of the people's interest and a cleaner government."

Two years ago delegates from eleven organizations, representing more than fifty thousand citizens of Rochester, united in "The School Extension Committee," and asked for an appropriation for equipping one school building with gymnasium, baths, library, game and reading rooms, and keeping it open every evening for the use of the people of the community, three evenings of each week for the men and boys, two evenings for the women and girls, and one evening for an entertainment, followed by a social hour for all together.

The experiment the first year was regarded as so successful that the appropriation the second year was doubled and three buildings were equipped and opened.

From the beginning there was no "charity" nor "uplift" idea in the usual senses connected with it. It was, to use the phrase of a citizen, spoken on the night of the opening of the first social center, simply a means of the "peo-

ple's getting their money's worth out of their own property." It is in this common sense, democratic spirit of social exchange that the success of the movement lies.

The most remarkable and satisfactory thing about the movement in Rochester is the fact that while the recreational and entertainment features have been limited to the social centers, the adult civic club movement, especially of men's organizations, has spread beyond the bounds of the social centers to include every section.

This is the feature that impressed Governor Hughes, this demonstration of the fact that people are eager to come together for open, frank discussion and that when the restrictions are removed and the idea of one group of people lifting another group or teaching another group is absent, men are just as ready to meet in the great school buildings in the city as they were in "the little red school house back home."

A REMARKABLE STUDENT

SINCE the beginning of the world every age has produced its quota of prodigies. One of the most wonderful of the present era is Master William James Sidis, who has just matriculated at Harvard at the age of eleven. Last June Norbert Wiener, fifteen years old, graduated from Tufts College, but Master Sidis is even more remarkable.

In years a mere fledgling—though for that matter a pretty robust fledgling, as he is tall and well put together—young Sidis is intellectually far in advance of many adults, and in some branches of learning possesses a knowledge excelled only by specialists. It speaks volumes for his mental calibre that he is beginning as a freshman at a point reached by few undergraduates of any age, namely, the study of quaternions, one of the highest forms of higher mathematics.

From his infancy he has been what

is commonly known as a "mental prodigy." Entering grammar school when six years old, he electrified teachers and pupils alike by passing through seven grades in less than as many months. Becoming a student at the Brookline High School at eight, he was in three months assisting the mathematical master to correct the papers of boys twice his age. His specialty is mathematics, though it is claimed that he is equally proficient in other studies. He is not in any sense a "lightning calculator," but uses pencil and paper and frequently makes mistakes as we all do.

Young Sidis simply has an insatiable thirst for knowledge, just as some other boys have a similar desire for play. He could spell, read and write at the age of three. At three and a half he began typewriting. At five he took his first lessons in arithmetic, but, oddly enough, was for some time quite backward in this study in which he is now so advanced, and while at the grammar school was weaker in arithmetic than in anything else. In his grammar school period he developed a distinct gift for oratory, and became the child "star orator" of the school. Today he declaims in Greek, with, it is said, a high degree of eloquence. This past summer he has been busily engaged not only in studying Greek, and other languages, but also in charting the heavens according to a plan of his own devising.

The claim of most prodigies is "inherited talent," but the parents of Master Sidis disapprove any such claim in his case. Both parents are exceptionally gifted—they are doctors of medicine—and say that the boy is a product chiefly of a special education. Dr. Sidis believes that any boy might be similarly developed if given the training his son has received. What he has done, he says, is merely to make a practical application in the up-bringing of his boy of certain little-known psychological laws that were brought viv-

idly to his attention in the course of his work as a psychopathologist. Most important among these is the so-called "law of reserve energy," which Dr. Sidis himself discovered at the very time that its discovery was also being made by the famous psychologist, William James—after whom, it may incidentally be said, William James Sidis is named. According to this law, every human being possesses a great reservoir of latent energy, upon which he does not draw in times of crises or other exceptional moments, with sufficient frequency to make its presence certain. Thus, as Professor James said a year or so ago, in describing the law of reserve energy:

"Everyone knows what it is to start a piece of work, either intellectual or muscular, feeling stale—or 'cold,' as an Adirondack guide once put it to me. And everybody knows what it is to 'warm up' to his job. The process of warming up gets particularly striking in the phenomenon known as 'second wind.' On usual occasions we make a practice of stopping an occupation as soon as we meet the first effective layer (so to call it) of fatigue. We have then walked, played or worked 'enough,' so we desist. That amount of fatigue is an efficacious obstruction on this side of which our usual life is cast.

"But if an unusual necessity forces us to press onward, a surprising thing occurs. The fatigue gets worse up to a certain critical point, when gradually it passes away, and we are fresher than before. We have evidently tapped a level of new energy, masked until then by the fatigue-obstacle usually obeyed. There may be layer after layer of this experience. A third and fourth 'wind' may supervene. Mental activity shows the phenomenon as well as physical, and in exceptional cases we may find, beyond the very extremity of fatigue-distress, amounts of ease and power that we never dreamed ourselves to own—sources of strength habitually not taxed at all, because

habitually we never push through the obstruction, never pass those early critical points.

"It is evident that our organism has stored-up reserves of energy that are ordinarily not called upon, but that may be called upon; deeper and deeper strata of combustion or explosible material, discontinuously arranged, but ready for use by anyone who probes so deep, and repairing themselves by rest as well as do the superficial strata."

It is Dr. Sidis' belief that the reason people do not more frequently make use of their "hidden energies" is because they have not been trained to do so, and that such training to be most effective should begin in early childhood. This will not, in his opinion, entail any "forcing" process on the child. On the contrary, he is convinced that the modern practice of letting the child's mind lie fallow for the first few years of his life is utterly and indefensibly wrong. No one can keep a child from thinking, from using his mind, Dr. Sidis says, but unless he is taught how to think correctly he is certain to form bad thought habits which the training of later years may never completely overcome. Nor, to be sure, does he feel that the training which most children receive in later life, the training of the school room, is at present adapted either to develop the highest power of a child's mind or implant in him a love for knowledge and a firm grasp of the principles of correct thinking—of reasoning, in the truest sense of the term.

Accordingly, as soon as his son was old enough to utter the first incoherent sounds which precede real talking, he set to work, as he phrases it, to train him in the right use of his mental faculties. Every day, for an hour or more, he played with him with a set of alphabet blocks, forming and reforming them into word combinations, using them to spell out the names of simple and familiar objects—such as "cat" and "door"—and showing him how they could be rearranged to spell out other names. In this way he taught him before he was

three to talk, spell and read simultaneously; and also developed in him an almost instinctive appreciation of the principles of reasoning—close and accurate observation, analysis and synthesis, and the drawing of correct inferences from what he observed.

Later, as the boundless curiosity, which is one of the most conspicuous traits of childhood, began to show itself, he gave it every encouragement. In his view, the parent who represses his child, who refuses to answer "foolish questions," or puts him off with evasive or incomplete replies, is making a grave mistake. He is unconsciously sealing up the channels to the child's "hidden energies," is accustoming him to the misuse of his mind, is allowing him to slip into the fatal habit of letting others do his thinking for him. Dr. Sidis, in opposition to this, answered all his son's questions frankly and fully, at the same time dextrously contriving to turn his interests in the directions which he believed would be most useful to the boy.

And the more he learned the more he seemed to want to learn. Study became, and has remained, as much a pleasure and delight to him as the ordinary games of childhood. He finds as much satisfaction in solving a problem in physics as in playing a game of dominos. But, according to those well acquainted with him, he also enjoys the dominos as intensely and perhaps more so, than the average boy of eleven. Fairy tales, tales of wonder and enchantment, of romance and battle, appeal to him just as they do to the small boy who can find nothing whatever enjoyable in his school books, and who struggles desperately with the mysteries of the multiplication table.

What the future holds for this singular lad must, of course, be left to conjecture. But it is certain that his career at Harvard will be watched with interest by a wide circle of observers, curious to see whether he will vindicate his father's ideas and gain a place in history as the first representative of the results of a novel theory and method in education.

TO PROMOTE RURAL EDUCATION

MODEL country schools is a matter which the United States Department of Agriculture is taking up for the good of the rural communities. The department has some well-defined ideas, and it hopes to see a general consolidation of the rural schools and an agricultural school in every congressional district in the country.

The plans of the department are to be laid before the governors of the various states this winter. The programme does not call for any federal aid; the thought is that the work shall be taken up by the states. Willet M. Hays, assistant secretary of the department, who was at the head of the Minnesota Agricultural College before he came to Washington, is devoting special attention to the campaign the department is starting. He has written out his views at some length for the benefit of state officials and educators in different parts of the country who are specially interested.

In discussing the subject, Mr. Hays said: "A movement is well begun to organize, as a part of our great American school system the secondary schools so as to meet especially the needs of country life. This movement contemplates that, below and leading to our more than sixty state colleges of agriculture already established, we shall have three hundred or four hundred agricultural schools, practically one for each congressional district of ten or more counties, either separate or as a strong department of an existing institution. But vastly more important is the larger movement to establish a system of consolidated rural and village schools, and of courses in agriculture in town and city schools so near the homes of the farm youth that something of instruction in agriculture, in home economics and in social and civic affairs, as well as in the accepted subjects of a so-called general education, shall be taught to all the boys and girls of the

farm. To meet this first need the consolidated rural school in the open country and the consolidation of rural schools about the villages and cities is rising rapidly into prominence along with the vocational high school, and many city and non-public schools of secondary and higher grade are seeking to add agriculture to their courses of study."

Already, Mr. Hays points out, there have been 600 successful experiments at complete consolidation of rural schools, and practically no failures. "Speaking in round numbers," said he, "we have 300,000 little rural schools in America, 200,000 of which are in neighborhoods with productive soils and could be united into 30,000 consolidated rural schools. Owing to difficulties of consolidation, in probably one-third of our rural area we shall have remaining about 100,000 little rural schools, or one-third of the whole, in communities too isolated or too sparsely settled for practical consolidation.

All the states combined, he says, do not have more than 25,000 students in well organized collegiate and secondary agricultural courses; and since so many of the rural schools are so poorly equipped, restricted in time, and taught by teachers not well trained for their work, these schools as a whole are poorly performing the task which modern conditions properly place upon them. He thinks the time has come when the farmers require the best of high school facilities for their children. In referring to the experiment of consolidating rural schools in Iowa, where the idea seems to have first taken root, Mr. Hays says that in some cases only the older pupils are taken to a central township high school, the little rural district school being retained for smaller children and the older pupils supplying their own conveyance to the central school. In other cases only a few one-room schools are consolidated, teams being employed at public expense to haul the children from abandoned school districts to a school with one or more rooms. But in six

hundred cases, all told, schools have been abandoned in entire townships, or better, as Mr. Hays believes, in a more naturally chosen area of twenty to forty miles square, regardless of government township lines, and all pupils ride at public expense to a consolidated school. Here the eight grades are accommodated in three rooms and two or more high school grades are cared for in one or two additional rooms.

In some notable cases, these consolidated schools are situated in the center of a ten-acre tract of land, so divided as to give half to combined campus and half to field plats for instructional purposes.

Mr. Hays thinks that the experience in Minnesota, Wisconsin and some other states has shown conclusively that the agricultural high school can aid in curing the weakest spot in the public school system, the lack of vocational preparation of those who are to manage the farms and the farm homes. "It is not asserted that these schools can do the bulk of the teaching," says he. "This they must share with the consolidated rural and village schools, and with the isolated district school, and the city high school; and to the two first named they must leave the larger part of the actual work. But the agricultural school can do the best work in educating the teachers and leaders along technical lines, and they can establish high standards for all the schools named.

Mr. Hays thinks that the state normal schools are rapidly getting ready to join in building up the rural schools along lines of a higher order of country life efficiency. He says it is conceded that the large and important task of supplying trained teachers for approximately 30,000 in consolidated rural schools, for thousands of town and city schools, for 100,000 rural schools in isolated and sparsely settled communities, for 300 or 400 large agricultural high schools, for 150 state normal schools, and for sixty state colleges of agriculture, must be taken up in a practical way and solved within the next decade.

A NEW PROFESSION

ELECTRO-CHEMISTRY is its name, and the Massachusetts Institute of Technology, under the direction of Professor Harry M. Goodwin, has just established a course covering this branch of science. Only those possessing marked ability in mathematics and with a distinct aptitude for experimental work are advised to take the course. Abundant opportunities are open to graduates, those who will complete the course next June having already the choice of several positions with manufacturing concerns, and the scarcity of men makes the salaries far higher than in any other branch of applied science.

The profession of electro-chemistry is one of comparatively recent origin, being one of the youngest of the professions in applied science. It has arisen as a natural result of the rapid development of the electro-chemical industries both in this country and abroad, and it was to meet the rapidly increasing demand for men properly trained in these industries that the electro-chemical course was originally established. These industries embrace those in which electrical energy is utilized, either directly or indirectly as the source of power in affecting chemical changes, and those in which chemical energy is transformed into electrical energy.

"With the realization of cheap electrical power in enormous quantities like that developed at Niagara Falls," says Dr. Goodwin in his description of the new course just published, "the possibility of manufacturing on a commercial scale many substances, which a few years ago could only be produced at a prohibitive cost, or which were entirely unknown, has become an accomplished fact. The calcium carbide, aluminum, graphite, carborundum and caustic soda industries are all instances of the remarkable electro-chemical development of recent years; while many other chemicals are now most economically produced by electro-chemical means. The application of electro-chemistry to metal-

lurgical industries is also making rapid advances, not only in the refining of metals but also in their reduction from the ores. One of the most important of the recent developments is the application of the electric furnace to the production of high-grade steel."

Although new at Technology this year, the course was preceded by an option in the course in physics which was established in 1901, containing the essentials of the curriculum of the new department. Although only twenty-two men graduated in this option in the following eight years, their success in finding positions led to the establishment of the new course, which is the first of its kind in the country.

On account of the recentness of the conception of the new science of electro-chemistry the study of it is largely experimental, and little information has been written on the subject. On this account it requires a student of broad inventive powers and a mind bent towards research. While more lenient in its requirements than some of the other courses at the Institute, the new course is said to be the hardest to accomplish of any.

POOR SPELLING OF STUDENTS

THE question being asked is what is the matter with our spelling?

It would seem that the matter is that the pupils in our schools are not being taught to spell. Perhaps, after all, the old way was the best, and we need a return of something like the spelling bee method.

Poor spelling is a subject for discussion in and out of educational circles. Freshmen at Northwestern University were called upon, after having been divided into eleven sections, to spell words in common use, each section having one hundred words. Here are some of the words propounded, with the spelling of the students:

Irregular—Earegular, iregeler, iregealor.

Accessible—Excessable, assessable, axsesble.

Counterfeit — Counterfit, conterfit, counterpheet.

Apprentice—Aprantase, aprentis.

Chivalry—Shivaelry, Shivelrv, chifalery.

Magazine — Magazeen, magazeen, magizene.

Plumage—Plumnage, plumeage, plum-aeg.

Anthracite—Anthreecit, anthrisight.

Adage—Addage, addige.

Municipal—Munisipple, municiple.

Glacier—Glassear, glashier.

Intelligence—Enteligance, intelegence.

Professor J. Scott Clark, head of the department of English, said after the test that the present mode of education in grammar and high schools was responsible for the large number of poor spellers.

THE CROP OF CHILDREN

MOST important of all the crops that are raised is the crop of children. It is presumed that this statement will pass unchallenged. Professor McKeever of the Kansas State Agricultural College thinks so, and in assisting in the promulgation of knowledge that makes for better crops of wheat, corn, cattle, butter and the various products of the farm, he has called the attention of the farmers of the Sunflower state to another crop—a crop that leads all others in value and importance.

Professor McKeever fears that in his zealous endeavors to increase the yield of the soil the Kansas farmer is neglecting the proper rearing of his children. The professor believes that the child needs fully as much care and thought as wheat or corn, or marketable live stock, and in a series of bulletins he is scattering his views throughout the state. He is strongly opposed to raising children in the antique way, "by guess, hearsay and superstition," to borrow a line from his bulletin. He wants the Kansas boys and girls taught to work under sensible guidance. He finds that obedience is generally considered the first virtue from

a child, but he regards "blind obedience, unreasoning obedience, obedience to an ignorant or unjust dictator," worse for the child than the dangerous liberty that would follow the removal of all parental restrictions.

It can be assumed without further proof that Professor McKeever is engaged in a worthy work. It is a work that, while primarily designed to aid the parent in securing a better understanding of his duties toward his child, may also bring about a better understanding of the parent in the child's mind. That this will not always redound to the benefit of the father goes without saying. That there will be a tendency on the part of the intelligent Kansas child to quote McKeever to dad cannot be doubted. Whether the bulletin will have the strongest effect on the parent or the child remains to be seen. Anyway, the old and oft-repeated query, "What's the matter with Kansas?" has a new ring to it.

There is no reason why Professor McKeever's work should not be taken up by other states, and why confine it to the rural population? The city parent and the city child should be taken in hand. The city annually raises a great crop of children, and they should be quite as important as stocks and bonds.

THE OLD "GRAD'S" WILL

ALITTLE reminder of the loyalty of the old graduates comes to light through the death of Chester Dutton, who was until his passing, July 1, the oldest living holder of a diploma from Yale. He died at his home near Concordia, Kansas, at the age of ninety-five, and his diploma was dated 1841. And here comes his loyalty—proof of how four years at college instill into the souls of men and women a reverence for their alma maters that is one of the fine things of life. Mr. Dutton had his will written on the reverse side of his diploma.

Could any graduate find a better sheet of paper on which to write his will than on the back of his diploma?

SPECIALIZATION VS. EDUCATION

By CARL HOLLIDAY, M. A.

ONE of the strangest monstrosities produced by the nineteenth century was the uneducated specialist. He is still with us—may his tribe decrease! We may see him anywhere and everywhere: physicians who cannot write a good English sentence, civil engineers who never read a poem, professors of sciences who have not the slightest knowledge of Plato, teachers of English to whom a Chopin prelude is as so much Sanscrit, professors of mechanics who would turn up their scientific noses at Emerson's idealism if they knew anything at all about it. The professor of physics has to hunt up the professor of Latin to translate a sentence in the text-book; the professor of Latin has to call in the professor of astronomy to describe a constellation mentioned in a classic; while the professor of astronomy would collapse if asked to explain the Romantic movement. The teacher of mining engineering hears his wife speak of Botticelli and thinks it is one of Heinz's fifty-seven varieties of pickles; the instructor in poultry-raising asks the librarian for a copy of Scott's Emulsion. I myself heard a Harvard instructor who had made a specialty of Norman-French English confess himself unable to answer a simple question about Walt Whitman; he declared that he never had time to read much of Whitman.

Now, all this has a most destructive effect in college life. The old-time faculty was a most harmonious body, working for one common purpose—the all-round education of the student. But now there is scarcely to be found a more discordant, dissentious body than

the faculties of some of the larger universities of America. The professors do not understand one another's viewpoints; secretly or openly they make comparisons of the values of the various departments by the dollars and cents standard. Deep down in their hearts many of them believe their own department to be the only one absolutely essential. Suspicion too often takes the place of the former mutual admiration, and certain idealistic studies are tolerated simply because tradition demands them. The average modern university faculty frequently reminds one of a two-headed dog running both ways to get rid of itself. "Yes," once said to me a young teacher in a scientific department of Columbia, "you professors of literature collect a list of books, learn a few dates about some forgotten poets, and memorize some sentimental verses, and you call that mental training." To such a stage has our rage for specialization brought us!

Far worse than this, however, is the undeniable fact that our universities are turning out men who do not know how to live. Most Americans are not living; they are merely making a living. And that brings us to this question: Are we educating men's souls as well as their brains and hands? What is the purpose of education? Many answers to that question have been presented; let me offer one or two. I should say that the object of education is to enable men to work more quickly, accurately, and intelligently, and to enjoy in more varied and nobler ways the leisure thus gained. Or, again, the ultimate aim of all education is to gain an under-

standing of God. And, now, I do not mean this in a religious or doctrinal sense. Whether you look upon God as an extremely personal Being or as an essence or spirit pervading all things, you must admit that the discovery and comprehension of this Principle of Life is the most important, the last, the one great purpose of education. All inventions, all engines, dynamos, machines, bridges, roads, and conveniences are but servants of this great search. We invent these things simply that we may more hastily transact the material affairs of this world, and thus gain more time for higher spiritual investigations and reflections. Every university should impress upon its students this one fact above all others; that all scientific and mechanical pursuits are merely for the purpose of making conditions more favorable for the coming of geniuses and for granting men more leisure to enjoy their artistic and spiritual masterpieces.

To bring about this future ideal state it is absolutely necessary for the truly educated man of today to be one who can see keenly many phases of Nature and of humanity, and who can draw accurate and morally right conclusions from the data thus obtained. But let us face this question squarely. Are the greater universities and technological schools of America turning their educational efforts toward this goal? "No," too often says your scientific teacher of today, "this is all bosh." In former times the educated understood the "humanities," and the uneducated understood humanity; but the higher schools of today seem to be teaching an understanding of neither. They too often encourage simply a knowledge of engines, dynamos, and chemicals. Our boasted scientific training of the twentieth century deals neither with books nor men; it knows only steel, copper wire, and the resulting dollars.

And undoubtedly the dollars come. Today technical graduates are making fortunes undreamed of by graduates of the old-fashioned college. But what of it? We are training men how to

gain wealth; are we training them how to use it? A man can eat and drink just so much, and beyond that limit he brings ruin to his stomach; he can indulge passion just so far, and beyond that limit he endangers body and soul; he can buy luxuries, but after a time each luxury becomes commonplace. I sometimes wonder what many of our scientific and technical graduates are going to do with the fortunes which they are, without doubt, making. They have not been trained to love books; they would not know a fine picture from a chromo; their knowledge of music is limited to the rag-time of the hour. We are showing men how to grasp the material wealth of the world; are we showing them how to turn it into spiritual wealth?

Remember, I do not condemn work—and hand-work at that—in any college curriculum. Nature makes work a necessity; society makes it a duty; and habit makes it a pleasure. But too much handling of earth makes men earthy; too much communion with machinery changes the heart into a machine. I fear that the American graduate of today, losing sight of the fact that wheels and rods and wires are but slaves to future culture, is glorying simply in his tools and not in the idealistic products of these tools. The time is coming when the human soul will demand more teaching of general principles and less of practical applications.

Think you this present tendency will have no effect on the moral make-up of men? Let me draw you a comparison. I once attended a banquet given by a group of students in one of our largest technological schools. I declare to you that not one noble, uplifting thought was uttered that evening. In fact, every student seemed to labor under extreme difficulty in expressing his exceedingly commonplace ideas in passable English. Yet several in that group were to graduate within a few months. One year later I attended a banquet given by students of a much smaller in-

stitution, a college rather weak along technical lines, but very strong in its idealistic studies. The remarks made that evening were inspiring—perhaps a trifle too wordy, a trifle grandiloquent, but undeniably showing a redeeming power of thought. I have observed these two groups since. Though all are still young, I declare that I already see on the faces of several of these technical students marks of low indulgence; they seem to read little; they apparently know little of famous singers and great music; they have seen few good dramas. Several, however, have spoken with glee of questionable jaunts they have made. I have frequently asked about their salaries. Astonishing advances—pay that the students of the other college may never receive. But as I now and then meet the members of that second group, I note with joy the growth of peace and self-possession in their countenances, the spiritual light, the dignity of intellect, that surpass all wealth. Ah, are we educating souls? In olden days men went to college for inspiration, to find the greatest thoughts of the greatest thinkers of the greatest eras; now they go to make cheese and raise chickens!

There was once a stingy farmer who mixed saw-dust with his chicken feed. He thought it was a great joke on the hens. They continued to eat heartily and to lay eggs daily. But, lo and behold! when those eggs hatched, over half of them turned out to be wood-peckers! Pedagogues of America, beware lest, in your feeding of educational saw-dust, half of your students become wood-peckers and the other half blockheads.

A spirit of selfish, short-sighted commercialism is invading our educational system, and we are called upon to battle against the tyrant. Take a view of some of the greater state universities of this nation. They are steadily becoming huge factories—a hundred smokestacks, a mass of machinery, the grind and roar of wheels through all the day. Whenever I look upon these immense

plants, this thought thrusts itself before me: Are they preparing men for old age? Men may be too busy to be unhappy in youth; they may be too proud of achievements to be miserable in middle age; but an old age without intellectual diversions is the climax of distress. Oh that more men might appreciate the spirit of William Wirt, who in his last days was wont to exclaim, "All, all is vanity and vexation of spirit, except religion, friendship and literature."

This idea that education must be intensely practical in every phase is plain tommy-rot. Specialization is an essential trait of the post-graduate school; but it has crept down with life-sapping effect into the college, and now it threatens to descend into our public high schools. The cry is arising: Change the high schools into trade schools. Teach every child a money-making craft. There is a germ of truth in this demand; for every man, every woman should learn to work with the hand as well as with the brain. But beware lest, in our efforts to make producers, we send forth beings with undeveloped ideals, undeveloped emotions, undeveloped souls. The average man of today needs visions as much as he needs facts. Ah, these tyrannical facts. Some men weep facts and snifle figures. In our effort to serve the god of specialization are we creating ideals? The ox and his master are just as different as their ideals—and no more. The difference between a laborer and an artist is not so much a difference in their work as a difference in their love of it. No, no, says your modern pedagogue, it is not a matter of love or ideals; it all depends on methods. Oh, methods, methods!

"A centipede was happy quite
 Until a frog in fun
 Said, 'Pray, which leg comes after which?'
 This raised her mind to such a pitch
 She lay distracted in the ditch,
 Considering how to run."

Now, if I were to seek a cause for the oncoming deluge of specialism

should hark back to the German university system which invaded this country a quarter of a century ago. The universities of the Fatherland have done a wonderful work in their search for truth; but I declare to you that Oxford and Cambridge have sent forth more men who have moved the soul of humanity than have all the German universities combined. And, too, in imitating this Teutonic method, the American professor seems in danger of losing his power of discrimination. We are worshipping the big and not the great. We are prone to think that an exhaustive investigation of any subject is a mark of scholarship. A German philologist recently published in *Englische Studien* thirty-five closely printed pages on English school-boy slang as found in Kipling's works, and added an elaborate table of contents and still more elaborate comments on the phraseology, the inflections, and the word-formations of Kiplingese. Is this what a national system of education spends millions to produce? Let the university men teach, above all else, a proper valuation of the phases of life.

These, then, are the conditions which this tendency toward early specialization is bringing upon us. What can the university men do to counteract them? In the first place, let us demand less technique and more love. In the second place, let us demand less memorizing and more thinking. In the third place, let us demand less hair-splitting criticism and more whole-souled appreciation. Let us endeavor to teach languages, not for their own sake, but above all else as a means of revealing the thoughts of other souls. Let us render unto philology the things that are of philology, and unto literature the things that are of literature. Oh, it is a distressing sight to see a philologist dissect a poem! Let us also cease trying to prove a creed, a doctrine, an economic or social view by means of literature. True literature teaches no system, no science, no creed; it simply suggests and inspires. And, too, let us desist from

valuing literary training on a basis of cash-producing abilities. When the teacher of applied sciences sneeringly declares that the "humanities" do not put money into the boy's pocket, let us frankly admit the fact—and thank God for it. The student may make thousands from his chemistry and make not a penny from his Greek; he may create a fortune from his physics and not gain a dollar from his English poetry; he may become a millionaire from his engineering and obtain no cash from his German literature. But what will it profit a man if he gain the whole world and lose his own soul? For man is more than stomach and brains.

Of course, the world will ever demand practical men. We must not become too idealistic. I suppose that every poet's wife is disgusted when she discovers that he likes cabbage and onions. We must cling to the realities of life; but we must ever remember that they are but servants of the spiritual. Civilization does not consist of engines, telephones, and subways. Civilization is a state of mind. Aristotle never made a flying leap to evade an automobile; Socrates was never driven wild by his neighbor's phonograph. And, yet, I venture to say that all these gentlemen were eminently respectable specimens of civilized mankind. It is not inventions and machinery that denote civilization; it is the state of mind of the citizen.

Are we creating that state of mind, that ability to see the vision of the ideal, which is the product of real education? Let us, then, not be overcome by this mad cry for immediate practical productiveness; for it is far better to be a keen appreciator than an indifferent producer. Let us develop emotions as well as intellect, ideals as well as sense, souls as well as brains, dreams as well as cash. For the dreamless man is the unhappiest of all beings. In the midst of this concrete, this material-loving, this madly practical age, let us remember that we live

"In feelings, not in figures on a dial.
We should count time by heart-throbs."

GENERAL COLLEGE NEWS

THE extraordinary large student enrollment this year is due, no doubt, in great measure to two things: that success in the active pursuits of life is more and more dependent upon thorough knowledge, and that the efficiency of university, college, preparatory and private school is beyond question. There still is much pessimism abroad in the land, but there is more optimism. One of the best signs of growth and far-reaching worth and one which helps to strengthen the faith of the people in the nation's schools, is the frankness with which educators criticise their own shortcomings. The world always has pinned its faith to an institution that can see itself as it is, and while the present may be good, self-introspection points to a future filled with better things. All this serves to stimulate in the young manhood and womanhood of the country a desire to partake of the present good, and in partaking thereof be better fitted to help bring about and to share in the greater good that is yet to come.

All the figures are not in—perhaps they never will be—but enough are at hand to show something of the increase of students at the opening of the first semester of this good year 1909:

The University of Chicago has 2,218 students, with the largest freshman class in its history, and a gain of seventy-three over last year; Barnard College opened with 499, forty more than a year ago; Dartmouth's registration is 1,300, larger than ever before; Ohio Wesleyan shows an increase of 10 per cent, the number being 1,054; Ohio State University has beat its last year's record, the total being 3,200 students; the Tome School for Boys shows an

increase of nearly 50 per cent, pupils coming from twenty-five states; from fifty-six students in 1863 the University of Wisconsin has grown to 4,521, and from the present increase it is expected that the correspondence students will number 5,000 this year; Lafayette College reports the largest student body ever, there being 185 freshmen and 500 students in all; Culver opened with 330 cadets; Lehigh University has a registration of 700, including 200 new students; Western Reserve University will have an attendance considerably larger than that of last year, the figures at the opening being 1,067; Lawrence College has a freshman class of 193 and a total attendance of 650, of which 415 are in the four-year classes; the New York State College of Agriculture at Cornell is overcrowded, the regular four-year students numbering 500, while last year there were 365, and with the addition of those who will arrive in December for the winter course there will be 1,200 in the college; Toledo University would have been satisfied with fifty new students this year, and is overjoyed with 400; the University of Michigan opened with an increase of 356 in the literary department, with all other departments, except that of pharmacy, showing a slight gain over last year; Harvard's freshman class is a record-breaker, and the total registration is 3,994; Millsaps College has 300 students, the largest number in its history; Oberlin College began with a total registration in all departments of 1,706, a gain of fifty over the figures of a year ago, and the number will be at least 2,000 by the end of the second semester; Wellesley has 430 new students, making with the upper classes

a total of about 1,330 members of the college; the University of Maine started the year with 200 freshmen; the first day of registration at the University of Washington showed an increase over last year of 40 per cent; the day before the opening the Leland Powers School had reached the limit of its enrollment, with many names on the waiting list; the University of Missouri has 2,000 students. And so the tale of educational growth and prosperity might be continued at great length.

In a few instances there is noted a slight increase and in some cases even a small decrease in enrollments. These figures might look disappointing were it not for the fact that they are due almost entirely to higher entrance requirements. Yale, for instance, with its registration of 3,400 shows only a slight increase, and President Hadley ventures the prediction that the present figure is probably larger than it will be for a few years. The freshman class at Princeton is smaller than that of last year by eleven students, but the scholarship is much higher. The same story could be told of a number of our leading institutions, but in these cases the losses are regarded as gains.

The increasing interest in mining in the state of Illinois is manifesting itself in several ways. Early in the year a Mining Rescue Station was established at the University of Illinois. Since then mine foremen, fire bosses, and others have spent from two days to two weeks at the station receiving instruction in mine rescue work from Mr. R. Y. Williams, Mining Engineer of the United States Geological Survey. Shortly after the establishment of the rescue station, the General Assembly of the state authorized the establishment of a department of mining engineering at the university and made an appropriation for its support. In fulfillment of this expressed desire of the legislature, the trustees of the university recently appointed H. H.

Stock, B. S., E. M., to be professor of mining engineering in charge of the department.

California is soon to venture on an experiment with high school dormitories. The first test is to be made by Del Norte County, which lies in the extreme northwestern part of the state. A building will be erected in Crescent City upon the county high school grounds with accommodations for boy and girl pupils. The experiment is considered advisable because the children of the rural districts now labor under great disadvantages in their efforts to secure such an education as the high schools provide. They live in a thinly populated region, and their homes are so remote that it is impossible for them to make daily journeys to and from school. If they are to go on with their work, therefore, it is necessary for them to seek board and lodgings at private houses, and it is very difficult for them to secure suitable accommodations at reasonable rates. It is a clear case of an attempt to satisfy a need rather than to carry out a theory, and as the conditions are not peculiar to Del Norte it is expected that there will be other ventures of the same kind. The idea is new and the experiment is being carefully watched by all friends of education.

Florida is conducting an educational campaign which is to last until the end of the year. Many educators of experience and reputation are visiting the various sections of the state, and through lectures are arousing a general interest in education, pointing out its benefits to the people and the commonwealth.

Cooper Medical College has become a part of Stanford University, its acquisition and inauguration having occurred last month. This gives to Stanford a well-organized medical department.

The general statement of funds and assets of Yale shows an increase for the year from \$9,640,248 to \$10,835,673,

endowment funds increasing from \$5,250,804 to \$6,119,320. The greatest increase in form of investments is in realty bonds and mortgages, which rise from \$2,833,639 to \$3,737,747. The general expense account of the university for the year rose from \$1,163,608 to \$1,240,208, the credit balance, due to credit in the account of the law school, being \$13,938. Salaries for instruction rose from \$572,359 to \$596,692, and other salaries and wages from \$151,036 to \$162,658. Income from educational charges to students rose from \$508,922 to \$516,032 and on investments from \$455,287 to \$524,097.

The educational committee of the Cleburne, Texas, Board of Trade, has decided to make an effort to secure other institutions of learning, and is prepared to offer substantial inducements to get them.

To save the natural wealth of America by educating its people regarding the value of wild bird life, as the only sure check to the insect pests that are rapidly devastating the crops and woods of the country, is the object of a movement set on foot in New York. Headed by the National Association of Audubon societies, a campaign is to be begun in every section of the continent, which it is intended shall result in the establishment of a national university devoted to the conservation of American resources through the preservation of the pest-killing birds. To greatly extend the educational work that is now being pushed with all the funds at the command of the Audubon workers is designed to be the main aim of the proposed national university. Skilled ornithologists are to be employed in investigating, compiling and analyzing scientific data showing the capacity of various species of wild birds for destroying such pests as the gypsy moth, the boll weevil and the brown tail moth, whose ravages have been proven to cost the country one billion dollars in its crop yield each year. Men and women lecturers, trained at the proposed univer-

sity, will be stationed in every section of the continent to present to the people proof of their enormous loss in agricultural wealth, due solely to lack of knowledge of the work done by the feathered insect-eaters, that nature intended to check crop plagues.

Allegheny Observatory, the first of the new buildings of the University of Pittsburg to be completed, is being prepared for the accommodation of the third largest telescope in the country, which is now being made. When fully completed the telescope will have cost over \$100,000. It is expected that when adjusted photographs of the heavenly bodies, more satisfactory than any ever taken, will be secured. Special arrangements for photographing the stars and planets will be made. The telescope will be 47½ feet long and will weigh about eight tons. It will not be entirely completed before 1911. A delicate clockwork arrangement will be installed inside the supporting column of the telescope and will move it to correspond with the rotation of the earth, so that the telescope and the object at which it is pointed will be relatively stationary. The dome in which the telescope is to be installed is 62 feet in diameter, weighs six tons, and can be completely revolved by electric motor in two minutes.

The Carnegie Foundation Board has notified the trustees of Randolph Macon College that the Woman's College of Lynchburg, Virginia, has been dropped from the list of those entitled to the benefit of the Foundation's pension fund. This action was taken as a result of the trustees of Randolph Macon, a sectarian institution, having in June decided that the Lynchburg school was under their control.

The announcement that at the school of education of the University of Chicago a laboratory for the study of educational problems had been opened has been misinterpreted by certain newspapers, which grew jocular over visions of the testing of the mental

operations of mature students. So far from being a cause for merriment, the laboratory represents a serious step in the study of educational problems. The equipment will in some respects resemble that of a psychological laboratory, but there will be special devices for investigating the forms of mental activity developed in the child and the growing youths by all forms of school work. Such laboratories exist at a few of the leading universities in Europe, and are regarded as an important adjunct in the study of education.

Lawrence College has received a gift of a music building from the late Geo. F. Peabody of Appleton, Wis. This building is now in process of erection. It will contain a recital hall which will seat about 500 people, offices and twelve studios for professors. Mr. Peabody also left his homestead to the college and \$25,000 for the erection of an infirmary for girls attending the college. He made an additional bequest of \$5,000 to be expended in beautifying and care of the campus.

A course in church music on the organ, choir training and management, leading to the certificate as organist and choir master will be given this year at Columbia University. It will be in the extension course at Teachers' College, and will be under the direction of Dr. Cornelius Rübner.

The opening of Wellesley marked the merging of the Boston School of Gymnastics with the college. This brought about 150 new students to Wellesley. The principal change in the faculty, caused by the merging of the two schools, is the appointment of Miss Amy M. Homans to be head of the department of physical training, succeeding Miss Lucille Eaton Hill. Miss Homans was formerly a director of the Boston School of Gymnastics and she will have charge of the new gymnasium. Miss Hill leaves to become interested in playground work throughout Massachusetts.

With the close of the Seattle Expo-

sition the University of Washington comes into possession of one of the largest groups of buildings ever left to an educational institution. All the permanent exposition buildings now belong to the university. The forestry building will become a university museum; the A.-Y.-P. administration building will go either to the law school or to the business offices of the university; either the mining or oriental building will be used for an armory and drill hall; the good roads building is to be converted to the uses of the highway engineering college; the model dairy becomes the university carpenter shop; the caretaker of the grounds will get the pretty little American women's building; the department of journalism gets the educational building for a home; the chemistry, auditorium, machinery and power buildings will be made use of by the university; the big natural theatre, with its seating capacity of 17,000, is now a part of the university plant, and the board of regents will make an effort to save all of the shrubs, flowers and walks left by the exposition. The statue of George Washington, which was presented by the Daughters of the American Revolution at a cost of \$20,000, is to remain on the campus, and the bust of James J. Hill, paid for by the citizens of Minnesota, has been presented to the university. Many of the smaller buildings are to be turned into club houses for the use of the student associations. The Washington state building is to be the future home of the university library.

An institute devoted entirely to the study of children as regards their mental, moral and physical condition and development—one of a very few such in the world—has been established at Clark University. Ultimately the institute will consist of seven departments, each devoted to the study of a distinct phase of child life, but working together as a harmonious whole. At the head of each department will be an expert in that particular subject.

THE COLLEGE AND THE LYCEUM

By EDWIN L. BARKER

HORACE MANN called it "the people's college," and there never has been found a better phrase descriptive of the popular institution known as the lyceum. The lyceum combines much of the school, the church, the theatre, politics, art, science, literature, and various things commendable and otherwise.

"The people's college" is pat. The lyceum offers in a somewhat popular and diluted form a certain amount of instruction. In this respect it is similar to the university extension lectures, though without the educational strength of the extension system. The lyceum lectures, entertainments and concerts carry with them a flavor of the religious; they furnish amusement for the people of the cities who do not go to the theatre and for others in the small towns who cannot go. The lecturers discuss almost every topic under the sun; the entertainments range all the way from the reading of a great piece of literature by a master reader to the oldest tricks of the conjurer by a hard-working magician; the concerts furnish the music of the great composers well played and well sung, and also offer plantation melodies done by colored bands who strive to imitate the once famous Fisk Jubilee Singers, the original negro company which contributed so much toward the building of Fisk University. In fact the Fisk Jubilees were so worthy of imitation that enough original members of that famed organization may now be found in the traveling companies to complete the ensemble of a number of Fisk Jubilee Singers. It is great to have been

great, for the greatness of the great never departs.

Public speaking, songs and amusing entertainment are as old as the world, I suppose. But the combination of these into an institution known as the lyceum is little more than fifty years old. Fifty years has the lyceum as an institution invaded the cities and towns of the country, and during these years its apostles have been heard in school, in church, in hall—wherever sufficient numbers could be banded together to warrant bringing to their town the great and the near-great.

Like many another good institution the lyceum had its birth in New England. During the years preceding the Civil War when agitation was rife over the question of slavery, there was much speech making by men like Wendell Phillips, William Lloyd Garrison and Henry Ward Beecher. As the subject grew in intensity, citizens would come into Boston from the nearby towns and villages and secure one of the popular orators for a lecture. This led a literary man, James Redpath, to offer the use of his office as a meeting place where committees of citizens might meet the orators of the day and complete arrangements for the much-desired lectures. The fame of the meeting place, as well as that of the orators, spread and soon citizens too far removed to conveniently make the journey to Boston began writing Mr. Redpath to send them a lecturer. Life is but a bundle of habits, some of them loosely tied perhaps, and so as the question of slavery turned from one of discussion to one of action there were calls for lectures on other subjects.

You see the lecture habit had been acquired, and as books and magazines and newspapers and transportation lines to centers of intellectual stimulus were not so numerous nor so inexpensive as they are in this good year of naught-nine, what was more natural than the desire for a discussion of topics dealing with life and its problems?

From a meeting place to an agency for the supplying of that for which a demand had been created was an easy and most natural step. Mr. Redpath took the step. Soon the idea came to him that if the people of New England desired lectures and enjoyed them, would not the same be true of other sections were the idea properly introduced? Thus began the development of the present lyceum system which now covers the entire country. About this time the late Major James B. Pond, who introduced to American audiences more world celebrities than any man who ever lived, joined Mr. Redpath. Other agencies sprung up, and the institution known as the lyceum slowly took on the methods of modern business.

What was more natural than that the lyceum should appeal to the schools? Lecturing and teaching have been inseparable since the days of the ancient philosophers. Besides, to hear the words of a man who had done things was an inspiration to young and old alike. It ever has been, it always will be. In an easy and somewhat popular way these lecturers served the purpose of continuing the education of men and women after they had left school. Would it be going too far to suggest that the lyceum was the fore-runner of the continuation school?

Some years later the idea of Bishop John H. Vincent outgrew the old-time camp-meeting and gave to America the Chautauqua, which combines three essential points: a religious atmosphere, a system of reading courses, and a summer school. Again it might be worth while to ask if the Chautau-

qua idea played any part in the formation and growth of the reading courses and the summer schools now important features of our leading colleges and universities?

Bishop Vincent's Chautauqua, rightly termed the "Mother Chautauqua," reaches out over all the states. Her children are some five hundred in number, all of which bear the name of Chautauqua. Like the children of most parents some are good and some are not so good—some uphold the ideals of the parent Chautauqua, and others merely hold up the name. But even the worst of these is better than the street fair, and as all reach many people who otherwise might never be reached, they serve a purpose of more or less educational value.

As the school system developed and reached more people, and as newspapers, magazines, books, libraries and transportation lines multiplied and the cost of general and popular knowledge grew less, the lyceum became more of an entertainment institution, until today there are fewer lectures of a strictly educational character and a greater number of light concerts, novel performances and humorous dissertations. The increase in the number of offshoots from the "Mother Chautauqua" increased the demand for entertainers and popular lecturers, so that now the idea that originated in New England and the idea of Bishop Vincent are closely associated in the system known as the lyceum.

A lecture or lyceum course consists of from four to twenty numbers, and the "attractions," so-called, representing these numbers appear at stated intervals during the winter season in halls and churches under the auspices of various religious, educational, fraternal and civic associations. About one-third of the numbers of a course will consist of lectures and the other two-thirds of music and diverting entertainment. This is invariably the rule except in the institutions of higher education and with the associations having for their object educational en-

richment. Not all colleges and universities support lyceum courses. To be truthful there are hundreds of good schools that do not. But many do, as for instance the University of Michigan, where for fifty-six years the Students' Lecture Association has maintained a course. As a sample of such courses here is the one for the present season: Dr. Frederick A. Cook, Lieutenant Shackleton, Senator LaFollette, Maud Ballington Booth, Gerald Stanley Lee, Congressman Champ Clark, Lorado Taft, Seumas MacManus, University Oratorical Contest and the Donald Robertson Players. The price of a season ticket for all these attractions is \$2.50.

This course is popular without being frivolous. A study of the names reveals a sort of popular magazine educational value along the lines of science and discovery, of politics and questions of state, of sociology and reform, of art and literature, of oratory and dramatics, thus touching many sides of a many-sided institution like Michigan. The cost of such a course runs into the thousands of dollars and is possible only at a large university with a large student body. The smaller schools must be content with a course made up of attractions less prominent in the public eye, and be it said to the credit of the lesser lyceum lights that, in many instances, as platform speakers they are superior to their more illustrious colleagues.

As has been hinted, the world is more eager to pay for notoriety than for ability. In confirmation of this statement be it known that previous to his nomination for the presidency William Jennings Bryan had difficulty in securing lecture engagements at a fee of one hundred dollars, but after his nomination and defeat, even the second time, he found there were more places that wanted to hear him than there were days and nights in the calendar. He could ask his own price and get it. Mr. Bryan was never a hold-up man and so he took chances with lecture committees and accepted

as his share fifty per cent of the receipts, a plan which if adopted by the lecturer long on ability but short on fame would figure sure starvation. If committees preferred to take all the chances, they could do so and guarantee to Mr. Bryan the sum of five hundred dollars. Another piece of evidence, if you please. A few years ago Dr. Frederick Cook was giving an illustrated lecture on his expedition toward the South Pole. If he could receive one hundred dollars each for a few lectures during a season he considered himself very fortunate. Now the call of the people is so urgent that he is lecturing seven nights a week at a stipend of something like three thousand dollars. Dr. Cook is not more interesting now than then, and he has little to say that he has not said through the press. But he has fame. Ah! that is it—fame!

There is nothing stranger than the world in which we live except the people who live with us. If you have a desire to shine in a public way go out and get fame. It doesn't much matter how you get it so long as you get it. Ability is the long road, fame is the short cut, and the latter enhances the former to a degree that surpasses the vainest dreams of the possessor thereof. But I am moralizing and at the same time wandering, and so begging the reader's pardon and with his sanction we will return to our subject: the college and the lyceum.

Much of the growth of the lyceum is due to the college. Many of the managers of lyceum bureaus—the business end of the business—and the bureau agents that go into the cities and towns and personally arrange with the citizens for the courses are college graduates, and a few of them have been teachers. While in college these men—women too sometime

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the neighboring towns and organizing courses for some bureau. It may be worth mentioning that there is no better or more profitable vacation employment for students possessing the salesmanship temperament than the booking of winter lecture courses during the summer months.

The close relationship of college and lyceum is further emphasized by the number of heads of schools and professors who lecture during the winter in the courses and during the summer at the Chautauquas. The fees thus obtained enhance their salaries, the experience enlarges their vision, the success adds to the fame of the schools they represent, and the audiences are benefited by coming in contact with the thought and scholarship of the higher institutions of learning.

The Temple College has been largely built from the fees earned on the lecture platform by its president, Dr. Russell H. Conwell. President Guy Potter Benton of Miami University is quite as well known as a lecturer as an educator, and the same is true of Dr. Frank W. Gunsaulus, president of Armour Institute. Leland Powers, whose school of expression is among the first in the country, for more than twenty years has been regarded as the foremost dramatic reader in America. Professor George W. Vincent of the University of Chicago, a son of Bishop Vincent, does much lecturing and is active in the management of Chautauqua. The late Father Vaughan gave practically all his money to the education of poor boys, and his Shakespearean lectures are published in book form and used in a number of colleges and universities. Professor Henry Dickson of memory school fame and formerly head of the department of oratory at Norte Dame University is often heard in recital and lecture. Many members of the faculties of the higher educational institutions frequently lecture, taking for their subjects the themes with which they have

long labored and which have given them a standing in the educational world.

Instead of being didactic in a technical classroom way the educator tempers his lyceum lecture with a simplicity of utterance and the human interest side of fact. Thus he interests and holds his audience and, like the doctor who sugarcoats his pellets, imparts knowledge without the listener realizing that it is being imparted. And after all is not the knowledge we get we know not how or when the knowledge that serves us longest? I shall not attempt to answer the question; it is quite enough to ask it.

So, you see, the lyceum is just what Horace Mann said it was—"the people's college." It is a continuation school without text-books. It smacks of a little of everything that is considered worth while in the world—religious, educational, political, literary, musical, artistic, and what not—and tracing its derivation to so many sources, each recognized by the people as an institution of worth and power, the lyceum has never been recognized by these same millions as an institution in itself. And this is the saddest part of the story of the lyceum, which is known in a general way almost wholly by the distinguished men and women who have shed the light of their fame upon it, and not by its having given to men and women a prestige and reputation that is universal.

A university professor recently said to me: "The lyceum seems to be a strange mixture—a hodge-podge. There is the man of culture and beside him stands the uncultured man. What does the lyceum stand for?" My reply was that it seemed to stand for a great many things. Come to think of it, most institutions do this. The public wants what it wants when it knows what it wants, which is seldom. The lyceum tries to tell the public what it wants, and then tries to supply the want.

AROUND THE CAMPUS

HAZING has seen its best (or would it be better to say its worst?) day. It only tends to emphasize the brute that is in us, and so it will have to go. The heads of the leading educational institutions are against the practice, and the students are fast seeing the evil of hazing as others have seen it.

Last month several students were expelled from colleges and universities for disregarding the rules against hazing. The University of Michigan expelled two sophomores, the University of Illinois expelled two, Mullenburg College suspended thirty, the University of Maine suspended eighty, and other institutions have taken similar action. Expulsion, in these days of close affiliation and concerted action, means something, for let a student be expelled from a university and he immediately finds it very difficult to enter another institution of like grade. This was most forcibly brought to notice by the recent action of the University of Kansas in refusing to admit a young man expelled from another university for hazing.

In some states, as in Kansas, hazing is a violation of law and is regarded as assault and battery. In other states the enactment of similar laws is under consideration. "If there should be any failure to punish the young ruffians who are responsible for such disgrace, the taxpayers will take a hand at the next legislature," says the *Kansas City Journal*. "These taxpayers do not support institutions for the nurture of thugs and nightriders, nor do they send their sons to college to be insulted and maltreated."

The student councils in many schools are passing resolutions anent under-

class hostilities, as did Michigan when it called upon the members to cooperate with the faculty "in suppressing all hazing," and again at Bryn Mawr where the students decided "to give up once and for all the silly and ungenerous practice of teasing, embarrassing and hectoring the younger and inexperienced students. However slight this hectoring may have been, it was uncivilized and barbarous." The students of Stanford University set up the claim that hazing interferes with work and with athletics and concludes that "by intimidation the freshmen are prevented from participating in student life as they might otherwise do."

That hazing, as it has been practiced, works untold injury to the institutions of higher education is freely admitted. It brings down upon these institutions criticism that tends to drive the public away from the very places toward which it should constantly be drawn. The *Milwaukee Wisconsin* calls attention to the "no hazing" announcements sent out by various colleges and universities, and the *Pittsburg Dispatch* pertinently points out that when a school succeeds in doing away with downright brutality, "sometimes murder," it declares itself free from the evil practice. Perhaps it is better to be made a fool of and live than to go down as the victim of thuggery and be maimed or die. But to return to the *Wisconsin*, which sarcastically says there is "no hazing at Madison," and read this private letter received from an onlooker at the University of Wisconsin:

"This morning I stood on the campus and watched how a large body of upper classmen seized upon every new boy. The victims were forced into a

ring, made to sing, while their tormentors shouted 'Rotten!' forced to play silly games, to walk up hill backwards, and to prostrate themselves before any girl who chanced to be about, and upon their knees swear love and propose marriage; while the older fellows would jeer at them and laugh. I felt as if I were viewing a lot of Indians seated around a stump watching the writhings of their burning captives. Yesterday evening we saw a lot of these fellows take a man in his night-dress and run hooting and yelling with him to Lake Mendota. Each fellow had a lath to beat the defenseless victim. I say the state of things here is wrong—absolutely pernicious and degrading, and bad for many of those who look on as well as for the aggressors and their victims. When I expressed sympathy for a young fellow who had tried to go about his business and who was hauled into the ring, a young girl said to me, 'Oh, I think it's fun! I think it's good for them!'

The *Wisconsin* states that one of the regulations is that "no freshman shall carry a cane," and then adds: "When it is remembered that a cane may be used as a weapon of defense, and when it is observed that upper classmen frequently carry canes, the regulation assumes a cowardly aspect. Can it be that the freshmen are disarmed merely that they may be subjected to personal indignities without peril to the bullies of the upper classes?"

This same newspaper prints the sophomore warning to the freshmen, which reads: "Freshmen beware! We'll get you sure, you cowards! You idiotic imbeciles! Mendota's waters will wash your hides, you dirty curs! Expect no mercy from the mighty class of 1912." And the *Wisconsin* concludes by asking: "Can such things make for culture? Is this the university atmosphere, and is it wholesome and inspiring to the soul? Perhaps the situation may be viewed in a less depressing light with the aid of a sense of humor. But making all possible allowance for

the humorous element, is there enough of it to excuse the vulgarity and the poltroonery and the degradation?"

The foregoing is a fair sample of the free advertising being given America's higher institutions of learning by the press. This cannot help but work injury, and the only way to stop it is for the heads of schools to stop the hazing—both the brutal and the degrading. When fun degenerates into vulgarity it ceases to be fun.

Going the rounds of the press just now is an article to the effect that nowadays self-supporting students in American colleges are seriously handicapped socially as well as financially because of his association with menial tasks. Like much of the "stuff" that finds its way into the press, this statement is far from true. In many colleges self-supporting students are given every advantage and encouragement. Employment agencies are maintained, student loan funds have been established, and a number of institutions, like Northwestern University, for instance, issues a booklet telling how one may earn his way through college. The Ohio State University takes the time to refute the press statement by saying: "While the self-supporting student is not made a hero of, he is given every social, athletic and scholastic opportunity of which he is able to avail himself in the time at his disposal. He is in no sense isolated, for the democratic character of the institution allows no isolation that is not self-imposed. The literary societies, the department clubs and athletic associations are all open to him and he is able to make good use of these opportunities. Being associated with hundreds of students, a large per cent of whom are in similar financial circumstances, he is not even conscious of his position as being in any respect unusual." Union College states that there are plenty of opportunities for the ambitious student to earn his way, and points out that those who are self-

supporting are always among the first to contribute to any worthy cause, which alone gives them popularity among their fellows. If there is any discrimination made it is against the young man with too much money to spend, for as Professor Paul van Dyke of Princeton says, "if he is badly spoiled he is dropped," and if the boy who does not work but throws money about "has backbone enough left to escape that fate, he wastes a considerable part of his college course before he gets hammered into him, by humiliation, some realizing sense of what education is and what a college is trying to do." Many of our prominent graduates of our colleges worked their way through school, and instead of having cause to regret it, they are proud of the fact. A Kansas farmer on a large scale is quoted as saying that the best hands are college students who are working their way through school and want to make all they can during the summer. That statement in itself serves as a retort to the unthinking class who argue that college life unfits the boy for the practical work of the man.

Director of Census Durand believes that college students will make excellent census enumerators, and he proposes to suggest that educational institutions give leaves of absence in April next to such students as may care to join the army of 65,000 enumerators. Persons who accept this employment may earn an average of \$3 a day. The suggestion that college students may join in census taking is in furtherance of the policy which was arranged during the conference between the director and President Taft, when it was agreed that, especially in large cities, but little attention would be paid to political endorsements in making appointments of enumerators and special agents.

At almost the same hour that Abbott Lawrence Lowell was being installed as head of Harvard University, the ancient house at Stratford-on-

Avon, in which John Harvard, founder of the university, once lived, was dedicated with impressive ceremonies as a shrine for all visiting sons of Harvard and a rendezvous for all American travelers. The ceremony was the outgrowth of a suggestion made on Sir Thomas Lipton's yacht some time ago. At that time Marie Corelli, the novelist, proposed to Edward Morris of Chicago, that the house built in Stratford in the sixteenth century by Alderman Thomas Rogers, the father-in-law of John Harvard, which was for sale and likely to be demolished, should be rescued and preserved as a shrine for American tourists. Mr. Morris purchased the place for Harvard University. He named Miss Corelli and Sir Thomas Lipton, with others, as trustees. Miss Corelli supervised the restoration of the quaint building to its original state and organized the dedication ceremonies.

This year marks the fiftieth anniversary of the establishment of the first college gymnasium in America. Its first regular teacher was Edward Hitchcock, A. B., Amherst, '49, M. D., Harvard, '53, a son of President Edward Hitchcock. At this time, 1859, the elder Dr. Hitchcock was filling the geological chair, having resigned the presidency in 1854. The Barrett gymnasium was its name, and it was erected in 1860. Dr. Hitchcock became its director in 1861, a position he still holds, the dean of the Amherst faculty.

The National Municipal League has established an annual prize of \$100 to be called the William H. Baldwin prize, to be given to the author of the best essay on a subject connected with municipal government. For the year 1909-10 the competition will be limited to undergraduate students registered in a regular course in any college or university of the United States offering distinct instruction in municipal government. The prize will be awarded by judges selected by the executive committee of the league, and the name of the winner will be an-

nounced at the next following annual meeting. The executive committee of the league, acting in co-operation with the committee on the co-ordination of university and collegiate instruction in municipal government, has selected as the topic for next year's competition "City Government by Commission." Professor William Bennett Munro of Harvard, chairman of the committee, announces that he is prepared to give full information to competitors.

New York University has received a fund for the establishment of a prize, to be awarded primarily on a basis of manly character and influence and secondarily for marked scholastic ability. The prize, to be known as the Sherborne Vernon Damerel prize fund, will be awarded on commencement day by vote of the joint faculty to a member of the senior class of the university who has shown an earnest endeavor in his studies and a beneficent influence among his fellows, and who gives promise of a useful life.

The Chinese government has decided to maintain in this country 400 students, and as long as it lasts the money which the United States returned to China out of its share of the Boxer indemnity fund will be used to defray the expenses. After acquiring an occidental education the young Chinese will return home to take places in the civil service. One hundred will come each year for the first four years, and after that fifty each year. The course will be eight years, so that there will be about 400 here at all times after the plan is working. The boys will be sent here at the age of about 14. The Peking government has recently approved the rules and regulations for management and reelection of these students. A preparatory school will be established at Peking for temporary schooling of candidates for the American classes.

Wireless telegraph stations are being established at many schools for the use of the technical students. At

the Massachusetts Institute of Technology, two second-year students founded a wireless society and are equipping a telegraph station. Edmund Burke Moore and Edward Higley Guilford, the two men responsible for the adoption of this branch of applied electricity by the Institute, are considered phenomenons among the students. Both men have done considerable original work with wireless apparatus, lately developing instruments with a marked advantage over those now in use, and contributing scientific articles of value to several technical papers. The wireless society was formed at Technology a year ago with the avowed object of interesting the students and faculty in the advancement of wireless, and suppressing the various amateur interferences with government messages which were becoming so prominent last year. The society now has a membership of more than sixty. Worcester Polytechnic is to have a wireless station; so is the University of Pennsylvania. Columbia, Cornell and Princeton already have stations.

Twenty years is a very short time, yet were the figures, which could tell of the growth of American educational institutions, all compiled and set before one they would make the time seem much longer. Bucknell College furnishes a fair sample of the growth. In 1889 Bucknell had 8 professors, 8 students in the senior class, 71 students in college, 430 alumni and 54 courses of study. Twenty years later it has 25 professors, 89 students in the senior class, 547 students in college, an alumni of 1,347 and 263 courses of study.

Members of the faculty of the University of Nebraska can no longer accept money from students for services rendered. They cannot have any financial relations with students whatsoever. The rule was adopted in order to systematize the finances of the university and to protect the professors from all accusations of misuse of

funds or overcharging for necessary books and supplies.

Professor Dudley Allen Sargent of Harvard has something to say of the development and of the future of the student. "The average height of our student class has increased from 5 feet 7 inches to 5 feet 8 inches, and the average weight by from six to eight pounds, while the total strength has increased some 30 per cent. With this great improvement in physique, which means not only larger and stronger muscles, but better hearts, lungs, stomachs and brains, I believe there has been a corresponding improvement in mental and moral tone as indicated in the general reduction in the amount of vice, gambling, and intemperance now practiced by American students. This is certainly an achievement to be proud of, and it may be attributable not alone to better preaching or better teaching, but to the growth of interest in physical training and athletics." Of the future he says: "Sports will be more varied but less strenuous and intense. As the college comes into closer touch with the world and feels more keenly the demands for men of intellectual force as well as intellectual acumen, the value of physical exercise as a means of attaining fitness for efficient service will become more highly appreciated. Instead of visiting the athletic field, sitting on the benches, and seeing a few picked men run races and play ball, the vast majority of our students will get into the

game for the immediate joy and pleasure it affords. With the increase of intellectual activity among students, which is bound to come with the spirit of the age, formal gymnastics and the more strenuous contests will be less sought for in the colleges, and recreative sports and games will be more in demand."

Harvard has received \$30,000 from Mrs. Edith F. Perkins of Burlington, Iowa, widow of Charles Elliott Perkins, late president of the Chicago, Burlington & Quincy railroad, to provide for four annual scholarships designed to benefit residents of Iowa. They are to be known as the "Charles Elliott Perkins scholarships." One of the scholarships of \$300 is to be offered for undergraduates to bona fide residents of Des Moines County, Iowa, and graduates from the Burlington high school; two of \$300 are for undergraduates to graduates of Iowa high schools; one graduate scholarship of \$300 to a graduate of an Iowa college or university. Mrs. Perkins says in her letter of gift that she desires the scholarships to benefit those desiring a classical or liberal education, and that young men preparing for business or engineering would be encouraged by the scholarships to "precede their technical studies or combine them with such liberal studies as shall contribute to their breadth of view, sympathy with all humane interests and capacity for ultimate leadership."

NEW BUILDINGS

EDUCATION mad" is the way a certain German professor characterized American educational activity. It is a good madness to have. May the educational corpuscle find its way into the blood of all the people. To better take care of the madness there is an incessant activity in school and

college building. During the past month the following buildings have been reported in course of erection or in immediate contemplation:

Clayton College, Denver, administration building; State University of Iowa, new building, 74x215 feet, four stories high, devoted to physics; Boscobel Col-

lege, Nashville, recreation hall, 45x55 feet, one story high; Agricultural and Mechanical College of Texas, new engineering building; University of Chicago, Harper Memorial Library, to cost \$800,000; College of Idaho, administration building and girl's dormitory; University of the City of New York, enlargement of the medical school by adding a six-story annex, costing \$65,000; University of Oklahoma, new building, \$183,000; Woman's College at Cloverdale, Alabama, all new buildings; University of Pennsylvania, two dormitories, \$96,000; Ripon College, new gymnasium; Illinois Wesleyan University, science building, \$30,000; Lawrence University, college of music building to be known as George F. Peabody's Hall; new Lutheran college at Eureka, South Dakota, all buildings are to be erected ready for occupancy next year; a new college at Harlan, Iowa, by the president of the Inter-State School at Cedar Rapids, Iowa; University of California, chemistry hall, to cost \$200,000, also a new horticultural building, \$18,960, and a veterinary clinic building, \$7,600.

Princeton University opened three new buildings during October. They were Campbell Hall, a new dormitory presented by the class of '77, Guyot Hall, a natural science laboratory, and the Palmer Physical Laboratory. The three buildings cost more than \$1,000,000. Last month ground was broken for the Mack Auditorium at the University of Colorado. Trinity College has commenced the erection of a new college building, 70x150 feet, two stories and basement. The University of Texas is just beginning the expenditure of \$5,000,000 in needed buildings of various kinds, which, when completed, will give the university a plant modern in every respect. A new college, to be known as the Wayland Literary and Technical Institution, is being built at Plainview, Texas, by the Baptists at a cost of \$100,000, and will be ready to open in September, 1910. Work has been started on the new group of buildings which Boston Col-

lege is to erect on University Heights, Newton, Mass., the group consisting of fifteen in all. The Pennsylvania College for Women has completed its new dormitory, which is a large and very handsome home-like building. Libbey Forum the new building erected for the literary societies and Christian associations at Bates College, was dedicated last month; it is of brick and cost \$50,000. The new Synodical College at Talladega, Alabama, is to begin at once the building of a dormitory at a cost of \$50,000. Gratz College, one of the oldest Jewish colleges in the country, dedicated its new building last month; the college has an endowment of \$225,000 and is for the training of Jewish teachers. The Perry-Rainey Institute, a Baptist college, is spending \$17,000 in the erection of a new building planned to accommodate 500 students. The University of Cincinnati, is to have a marine aquarium, which is to be located on the West coast of Florida. Brenau College is planning to build a new dormitory so that students may reduce their expenses to about \$10 a month for board and room. The Alabama Normal College has just opened its new \$20,000 dormitory, which, by the way, is the third fine building built by this institution in the last two years. Wheaton College is making extensive improvements in its gymnasium. Buchtel College has just completed a new chemical building, toward the erection of which Andrew Carnegie gave \$25,000. Keeping in mind local conditions, as all institutions of learning are now doing, Buchtel has equipped the new building with laboratories and apparatus for special work in rubber and clay chemistry, as these are among the chief industries of its home city, Akron, Ohio. Dartmouth College laid the corner stone of what is to be one of the largest and best adapted gymnasiums of the college world, on Oct. 14, at the inauguration of President Nichols.

AMONG THE FACULTY

WITH the opening of the new school year came a flood of press articles on the teacher, his work, his position in the world, and all that. For the most part the articles inclined toward the sentimental. Sentiment is a jewel to be prized, and would that we had more of it in the affairs of business. The teacher appreciates sentiment and is happy in the thought that his work is of genuine service to the world. But when he compares the extra large amount of sentiment or praise or adulation—call it what you will—that constantly is being showered upon him with the small salary he receives, is it strange that he wonders why so much of the one is given him and why so little of the other?

It is idle to speak of the good done by educators unless we desire to view the subject in the light of the "old, old story," which is ever, ever new. The growth of education and the increased power of educational institutions have given to the teacher opportunities for good second to no other class of individuals in the universe. And with each passing year their work is more and more appreciated. Did not Superintendent Maxwell of the New York City schools recently show how kindly interest in pupils has opened the door of the home, with resultant influence upon the lives of the parents and, in some cases, upon the character of a neighborhood? Do we not every little while read of the appreciation that follows some teacher into retirement? The boys and girls of yesterday—the men and women of today—never tire of telling how much they owe "Prof." This and "Prof." That, and as proof of their sincerity we have but to scan

the list of donations and bequests to the colleges and universities. The graduates of yesteryear remember their alma maters in ways substantial, which, by the by, is proof positive of the worth of educational institutions.

The singing of praises and the tossing of sentimental bouquets is beautiful and is appreciated, and in a measure takes the place of almost everything except the wherewithal so necessary for the purchase of necessities, and mayhap a few luxuries. Every worker who does a work that is worth while puts his soul into his work, and that the results of his labor are appreciated suffices for all the pain and trouble. Monetary reward is also a way of appreciation—"substantial appreciation," as the papers say. The teacher seems to be receiving an uneven appreciation. He receives a more than plenty of well-sounding words, but not enough of well-sounding money. The Carnegie Foundation for the pensioning of teachers is the most substantial appreciation that has been put within reach of the teacher, and yet this acknowledgement of a debt the nation owes its educators has met with a large amount of condemnation.

What legislator or philanthropist has said: "Mr. Carnegie is right, our teachers are underpaid. They are entitled to more and we will see that they get it—not after they have grown old, but while they are at work, while they are best able to enjoy and to put to good use the increased remuneration." That is what teachers most need. They need full pay for full work—need it and deserve it—need it now.

The schools and the citizens are ask-

ing for better teachers. Well, better pay will produce better teachers.

The teachers are a great power. Sometimes it seems as if they do not fully realize this, and perhaps therein is where the fault partially lies. The world is slow to give that which is not demanded of the world. The teachers are hard at work, their minds are immersed in the studies to which they have consecrated their lives. Were they to band together in an effort to advance their salaries, and were they to put the same energy and thought into this that they put into the numerous things that are of untold benefit to the world, they would force the issue. And then we would have better teachers and greater benefits because those who work to bring forth greater benefits would be better taken care of while they do their work.

Is it too much to hope that in the near future, through publicity and united effort, the teachers themselves will cause those who do not take the trouble to think to regard teaching not as "a lazy man's profession," but as one that ranks with the greatest callings the world has evolved? Elbert Hubbard places the teacher as the world's greatest benefactor, and Hubbard is right—part of the time.

During the ceremonies at the inauguration of President Lowell of Harvard the following honorary degrees were given: Doctors of Letters—Hon. James Bryce, representing the University of Oxford; Joseph Bedeir of the College de France, Eduard Meyer of the University of Berlin, Professor Thomas Walker of the University of the Cape of Good Hope, Professor Edward Parmelee Morris of Yale, Professor Frederick Jackson Turner of the University of Wisconsin, Professor Francis Barton Gummere of Haverford College, Professor Henry Morris Stephens of the University of California. Doctors of Science—Professor William Napier Shaw of John Harvard's College, Professor John

Christopher Willis of the University of Cambridge, Professor John Harvard Biles of the University of Glasgow, Professor Hector Frederick Estrup Jungersen of the University of Copenhagen, Dr. George Alexander Gibson of the University of Edinburg, Dr. Jacobus Cornelius Kapteyn of the Observatory of Groningen, Dr. William Abbott Herdman of the University of Liverpool, Dr. William Berryman Scott of Princeton, Professor Arthur Amos Noyes of the Massachusetts Institute of Technology, Professor Edward Bradford Titchener of Cornell, Dr. Elihu Thomson of the American Academy of Arts and Sciences. Doctors of Laws—Dr. Otto Gierke of the University of Berlin, Dr. William Peterson of McGill University, President Nicholas Murray Butler of Columbia University, Professor Frank Johnson Goodnow of Columbia University, President Edwin Anderson Alderman of the University of Virginia, Dr. John Henry Wigmore of Northwestern University, President Edmund J. James of the University of Illinois, President Jacob Gould Schurman of Cornell, President Ira Remsen of Johns Hopkins, President Harry Pratt Judson of the University of Chicago. Doctors of Divinity—President Francis Brown of Union Theological Seminary.

The inauguration of President Nichols of Dartmouth College was an occasion marked by the conferring of degrees upon many college and university heads. Doctor of Science: Richard Cockburn Maclaurin, president of the Massachusetts Institute of Technology. Doctors of Divinity: Ozora Stearns Davis, president of Chicago Theological Seminary; John Martin Thomas, president of Middlebury College. Doctors of Laws: Jacob Gould Schurman, president of Cornell University; Charles Richard Van Hise, president of the University of Wisconsin; John Huston Finley, president of the College of the City of New York; William DeWitt Hyde,

president of Bowdoin College; Matthew Henry Buckham, president of the University of Vermont; William Herbert Perry Faunce, president of Brown University; Nicholas Murray Butler, president of Columbia University; Woodrow Wilson, president of Princeton University; Arthur Twining Hadley, president of Yale University; Abbott Lawrence Lowell, president of Harvard University; Charles William Eliot, president emeritus of Harvard University; James Burrill Angell, ex-president of the University of Michigan; Henry Brewer Quinby, governor of New Hampshire; William Jewett Tucker, ex-president of Dartmouth College.

Richard Cobb, for the past four years head master of Milton (Mass.) Academy, has resigned, and Frank E. Lane, senior master, becomes acting head master. Dr. Charles C. Creegan of New York City, who for many years has served as district secretary of the American Board of Foreign Missions of the Congregational Church, has succeeded Dr. E. M. Vittum as president of Fargo (N. D.) College, Dr. Vittum being forced to retire on account of ill health. Dr. Luella Clay Carson has been appointed president of Mills College in California; Dr. Carson was formerly head of the department of English of the University of Oregon. Dr. B. A. Kroeze, president of Whitworth College at Tacoma, has resigned to accept a similar position with the Jamestown (N. D.) College. Dr. P. H. Mell, for seven years president of Clemson Agricultural College, has resigned.

A number of worthy professors have been advanced to the position of dean this year. Among the announcements made is the name of Professor Frederick S. Jones of the University of Minnesota, who succeeds Dean Wright at Yale, thus returning to the university from which he graduated in '84. Another important change is made in the advancement of Professor George E. Fisher from a full professorship in

mathematics to the position of dean of the college department of the University of Pennsylvania, succeeding Dean Penniman; Dean Fisher graduated from Cornell in '87. Professor Stephen L. Goodale, a graduate of Colorado College and of the Colorado School of Mines, has been appointed head of the department of metallurgy and ore dressing in the school of mines of the University of Pittsburgh. Professor Julien C. Monnet of the George Washington college of law has been elected dean of the new college of law of the University of Oklahoma. Dr. John A. Spiker, a prominent Methodist minister, and a graduate of Ohio Wesleyan University, Garrett Biblical Institute and Taylor University, has become a member of the faculty of Oskaloosa College, and will be dean of the college. The University of Minnesota has elected Francis E. Shannon, head of the great lakes survey under the War Department, dean of the engineering department of the university. He succeeds Dean F. S. Jones, resigned.

On October 1 terminated Dr. James B. Angell's long term of office as president of the University of Michigan, and Dean Harry B. Hutchins of the law department became the acting head of Michigan at a salary of \$7,000 a year, till such time as the regents shall appoint a permanent president. "What will you do, Dr. Angell, now that your thirty-eight years of active duties are over?" the retiring president was asked. "I wish you'd tell me," said he. "For really I begin to understand today that that's a question which is going to cause me serious trouble. I realize now that I shall have to begin at once to think what I shall do with my time. I have never before had time to waste. Today I am officially dead, but I think I shall manage to begin to live when I have had time to collect myself and look around and see all there is for a man of leisure to enjoy. I'm going to find out that there is something in life to

be enjoyed when there is no weight of great responsibility on a man's shoulders." Many called at Dr. Angell's office to bid him an official goodbye, and the scenes were often affecting. Dr. Angell assumes the title of president emeritus and will continue to teach international law in the literary department.

Rev. J. Morgan Read, who graduated from St. John's College in 1882, was inaugurated as president of Pennington Seminary on October 13. Nearly all the ministers in the New Jersey Conference attended the inaugural services.

President Albert Ericson of the Swedish Theological Seminary at Evanston, Ills., twenty-six years at the head of that institution, has tendered his resignation on account of his advanced years and failing health. He will retain connection with the school as professor emeritus. Mr. Ericson was born in Sweden and is sixty-nine years of age. He was educated at the University of Stockholm and came to America at the age of eighteen. He was editor of the *Sadebudet*, a Swedish Methodist paper published in Chicago. After the Chicago fire he was pastor of a church in Brooklyn and later at Worcester, Mass., from which place he was called as president of the Evanston school in 1883. Rev. G. C. Wallenius of Batavia has been chosen his successor.

Mount Holyoke College has a valuable addition to its college buildings in Peterson Lodge, a home for retired members of the faculty, the gift of Mrs. P. S. Peterson of Chicago, president of the Mount Holyoke Alumnae Association of the Northwest. Four retired members of the faculty are living at the lodge: Miss Cowles, who was acting president of the college and is professor emeritus of geology; Miss Noble, for forty years art instructor; Miss Bowers, professor emeritus of English literature, and Miss Nutting, librarian for thirty years. There are also suites for six present members of

the faculty: Miss Bertha K. Young, professor of English literature; Dr. Underhill, college physician; Miss Julia E. Moody, instructor in biology; Miss Bertha H. Putnam, instructor in history; Miss Dorothy Foster, instructor in literature, and Miss Dorothy Hahn, instructor in chemistry. It is said that Mrs. Peterson, while staying at Pearson's Hall, one of the dormitories, was impressed with the need for such a building, and it resulted in her gift.

Professor F. M. Erickson of Ripon College has been appointed dean to succeed Professor E. W. Clark, resigned. Dean Erickson is at present the oldest active member of the faculty. He has been with Ripon for fourteen years, during eight of which he has served as registrar. In addition to his other duties Dean Erickson has been acting head of Ripon College since the resignation of President R. C. Hughes. He has been a busy man. Instead of having less work his duties have been piling up until at the present time he is virtually president of the college, dean, registrar, and must also attend to his duties of professor of Greek.

The professors in our leading educational institutions are more and more interesting themselves in politics in a practical way. Professor Merriam of the University of Chicago is a member of the council of that city, and now announcement is made that Professor Leslie C. Wells of Clark College is independent candidate for alderman of the city of Worcester.

Few realize the number of teachers required in the performance of the work at one of our large universities. When one considers that these figures are true of the University of Chicago, and then takes the time to consider the number of large institutions of learning in America, it will be seen that the magnitude of the system of colleges and universities is not generally realized. At the University of Chicago the members of the com-

bined faculties of the various colleges and schools number 415, being distributed as follows: Faculty of arts, literature and science, 288; divinity faculty and conference, 40; law faculty, 15; medical faculty, 72; school of education faculty, 80; university extension faculty, 157; university libraries, 37. A great many individuals serve on more than one faculty, so that if these were counted in each case, the number would be very largely increased. In addition to the regular faculties there are each year a number of special appointments for short periods of time. Finally, to these figures should be added the Fellows, of whom, in the year 1908-9 there were 96.

John Lee Mahin, the well-known advertising expert, has been appointed lecturer in the new department of advertising in the Northwestern School of Commerce, and will give instruction on the practical side of the subject. Professor Walter Dill Scott will have charge of the department, in which instruction in advertising will be undertaken on broad lines. The school, which is backed by Chicago business men, is just beginning its second year with a very much larger curriculum.

That Kansas can produce beautiful and useful ware made from the clays found within the state is believed to be certain. Professor Erasmus Halloworth is testing clays, and a laboratory of design has been established. This work in ceramics is in charge of Miss Maria Benson of the Newcomb Potteries at Tulane University. Miss Benson will carry on experiments looking to the manufacture of porcelain ware of artistic pattern, "Made in Kansas, U. S. A."

The University of Pittsburgh announces the following appointments: Professor J. C. Shadd, to be professor of physics; C. C. Vogt of Columbus, O., instructor in chemistry; Henry M. Shafer of Portland, Ore., professor of sociology and secretary of finance, and Will Grant Chambers of the State Nor-

mal School at Greely, Col., professor of education.

OBITUARY

Dr. David H. Cochran, president of the Polytechnic Institute of Brooklyn for thirty-five years, died in that city October 4, at the age of eighty-two. He was born in Springfield, N. Y., July 5, 1828, was graduated from Hamilton College in 1850, and immediately entered his career as an educator, being professor of natural sciences at Clinton Liberal Institute. After two years at Clinton he became principal of the Fredonia Academy, and then occupied the chair of natural sciences at the State Normal School at Albany, N. Y. In 1855 he was made president of that institution. In 1864 Dr. Cochran resigned from the presidency of the State Normal School to accept the presidency of the Brooklyn Polytechnic Institute.

Rev. Ignatius Renaud, S. J., one of the most prominent Roman Catholic educators in this country, died last month in Philadelphia, aged seventy years. At the time of his death he was treasurer of St. Joseph's College in that city. He was admitted to the Society of Jesus in 1861 and had been connected with Fordham College, New York, St. Mary's College, Montreal, and St. Francis College in New York.

Judge James Cameron MacRae, for ten years dean of the State University Law School of North Carolina and former Supreme Court justice, is dead at Chapel Hill, N. C. He went to the law school from the Supreme Court bench, to which place he was elevated from an inferior court. Judge MacRae was seventy-one years old.

In the death of Miss Sophie Jewett, associate professor of English literature at Wellesley, which occurred last month at her home in Buffalo, N. Y., this department, as also the college in general, sustains a heavy loss. Miss Jewett held position as instructor in the literature department from 1889 to 1897, and since the latter date, has had

rank as associate professor. In 1896 she published "The Pilgrim and Other Poems," and in 1908 a modern version of the Middle English poem, "The Pearl." She is better known, however, as a contributor of verse of rare quality to the current magazines.

Professor L. W. Zartnan of Yale died of typhoid fever in a hospital in Western Massachusetts, October 20. Professor Zartnan was a graduate of Illinois of the class of 1903. He has lectured for three years at Yale on life insurance and just recently was appointed assistant professor of economics and insurance.

Professor Irving Stringham, faculty dean of the University of California and acting head during the absence of President Wheeler in Europe, died suddenly October 6. Professor Stringham was born in New York December 10, 1847, and at the age of thirty was graduated from Harvard. He took a post-graduate course at Johns Hopkins and studied two years at Leipsic, Germany. He had held the chair of mathematics at California since 1882, and was an authority on the subject of absolute geometry and of the geometry of more than three dimensions.

News was received only last month of the death of Dr. Leonard Pearson, dean of the veterinary department of the University of Pennsylvania and State Veterinarian, in Newfoundland. Dr. Pearson broke down under the strain of work in the early summer. For a time his friends did not think his trouble was serious, but complications set in and he was advised to go away for a complete rest. He left several weeks ago for Newfoundland where he hoped the change would improve his health. Dr. Pearson graduated from Cornell in 1888. He specialized in veterinary work and immediately entered the United States Department of Agriculture in assisting to suppress contagious pleuro-pneumonia of cattle. He was graduated from the veterinary department of the Uni-

versity of Pennsylvania in 1890. During 1890-91 he attended lectures in the veterinary schools of Berlin and Dresden, and studied bacteriology in Koch's laboratory, and, by special arrangement, in the laboratory of the veterinary department of the German army. In 1891 he was elected assistant professor of the theory and practice of veterinary medicine at the University of Pennsylvania, three years later was promoted to a full professorship and later was made dean of the veterinary school. In 1892 Dr. Pearson was appointed non-resident lecturer on veterinary science at the Pennsylvania State College. He was a member of and attended the seventh International Congress of Hygiene and Demography, held in London in 1891, and the third International Congress for the study of tuberculosis that met in Paris in 1898.

Professor Willard Boyd Parker, vice-president of Benton Harbor College, Benton Harbor, Mich., died October 2 at Chicago. Professor Parker was born July 4, 1853, in Manchester, N. H., and graduated in 1875 from Dartmouth College. Two years later he was admitted to the Milwaukee bar. He had been engaged in educational work for a number of years in Chicago and Benton Harbor.

Rev. Edward F. McSweeney, S. T. L., for the past twenty-six years professor of moral theology and church history at Mount St. Mary's Seminary at Emmitsburg, Md., died October 19, in the sixty-third year of his age. He was one of the best known Catholic educators in the country and was a frequent contributor to the press.

Announcement of the death of Dr. George Edward Post, for many years head of the Medical College in Beirut, Syria, and prominent in missionary affairs in Asia Minor, reached the United States, October 1. Dr. Post, whose work won him many honors and decorations from European governments, was born in New York City December 17, 1838. He was

graduated from the old New York Free Academy, now the College of the City of New York, in 1854, taking his master's degree three years later. He then entered the medical department of the University of New York, from which he was graduated in 1860. One year afterward he entered the Union Theological Seminary. Dr. Post was elected to the professorship of surgery in the Syrian Protestant Hospital at Beirut, which is maintained by the Presbyterian Board of Foreign Missions, and this he held until his death. He was also surgeon to the Johanniret Hospital in Beirut. Dr. Post wrote on many subjects, in several languages.

Caesare Lambroso, the noted Italian criminologist and alienist, died at his home in Turin October 19. He was born in Venice in November, 1836, and it was soon after he obtained the physician's degree at the University of Turin that he began to study the relations of brain structure to crime and genius that astonished the

world. In 1902 he wrote an elaborate article in which he declared that the crime of murder was the greatest stain upon American civilization. Lombroso's theory of criminality is fatalistic, as he took the ground that the criminal is to be regarded chiefly as the result of atavism, or as the result of heredity or climatic environment. He believed that there is a certain criminal type—the born criminal. The difference between the Lombroso criminal and the average man can be easily determined, he declared, the criminal being differentiated from the normal anatomically as well as psychologically. These theories were developed in Lombroso's "The Criminal," which was published in 1875. He had his followers and his opponents everywhere. He gave a spur to the subject of criminology which it had never had. Besides his works on criminology, Lombroso wrote many books on other scientific topics, as well as a number of monographs.

EDUCATIONAL MEETINGS TO COME

NOT a week passes without a number of educational meetings in various parts of the country. Some are large and some are small, some are of local interest and some are of nation-wide interest, but they all have a bearing on the school system and its advancement. The discussions and the publication of the same in the local, state and national press cannot help but mold the mind of the public into an educational unit.

November 6—North Dakota Association of Science and Mathematics Teachers, at Mayville. —Secretary, C. R. Travis.

November 11-12—American Academy of Medicine in connection with the Conference on the Prevention of

Infant Mortality, at Yale University, New Haven, Conn. Secretary, Dr. Richard A. Urquhart, of the medical department of Johns Hopkins University, Baltimore, Md.

November 12-13 — Central Ohio Teachers' Association, at Dayton.

November 26-27 — South Kansas Teachers' Association, at Wichita. Chairman Executive Committee, A. D. Taylor, Wichita.

November 26-27—Southwestern Indiana Teachers' Association, at Evansville. Secretary, Superintendent William O. Wilson, Mount Vernon.

December 1-3—National Society for the Promotion of Industrial Education, at Milwaukee, Wis. Secretary Professor James C. Monaghan, ? West 44th street, New York City.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE NOVEMBER MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

FALL PLANTING TABLES FOR SOUTH AND NORTH, by P. J. Berckmans. *Garden and Farming*. Of value to planters.

HOW GERMANY MAKES FORESTRY PAY, by Frederic Blount Warren. *Scientific American* (Oct. 30). The way Germany has developed the best system of forest management and conservation.

IN THE SERVICE OF QUALITY, by Walter V. Woehlke. *Outlook* (Oct. 23). The care exercised in the raising and shipping of quality fruits.

MOON-FARMING, by Professor L. H. Bailey of Cornell. *Independent* (Oct. 21). The part the moon plays in the growth of crops and live stock.

OPEN-AIR ORCHARD HEATING IN COLORADO, by W. Frank McClure. *Scientific American* (Oct. 9). \$3,000,000 worth of fruit saved from Jack Frost, the temperature being raised nine degrees by the use of smudge pots.

THE FOREST'S GUARDIAN, by Day Allen Willey. *Putnam's*. About Gifford Pinchot, the National Forester.

THE STORY OF THE MORGAN HORSE, by Howard Betts Rathbone. *Country Life in America*. How the "Morgan" has been bred and brought to its present efficiency.

TO PUT AN END TO HOG CHOLERA, by Harry F. Kohr. *Technical World*. The disease loses from twenty to thirty-five million dollars to the United States annually.

WANTED—BRAVE YOUNG MEN, by M. Beverley Buchanan. *Technical World*. The demand for men to protect Uncle Sam's 195,000,000 acres of national forest area.

WHAT ENGLAND CAN TEACH US ABOUT WALL GARDENING, by Wilhelm Miller. *Country Life in America*. A message for those who have to do with sloping land and who wish to protect fruit from thieves.

ART

AN EASY LESSON IN STENCILING, by Mary P. Bradley. *Suburban Life*. Of interest to those engaged in art work.

AN AMERICAN MEDICI, by Gardner Teall. *Putnam's*. It is mainly about J. Pierpont Morgan's art collections.

AN AMERICAN SCULPTOR IN ROME, by Katharine H. Wrenshall. *World's Work*. The

work of Sir Moses Ezekiel, a Virginian who has been knighted by European monarchs.

CLASS IN WATER COLORS, by Rhoda Holmes Nicholls. *Palette and Bench*. A good lesson for water-color students.

CLASS IN OIL PAINTING, by Charles C. Curran. *Palette and Bench*. A lesson in landscape painting and the proper use of colors.

HOW TO MODEL, by Charles J. Pike. *Palette and Bench*. How to begin, the tools, and every suggestion.

MAGAZINE AND BOOK ILLUSTRATION, by Corwin Knapp Linson. *Palette and Bench*. The second article telling how to do it.

MASTER PAINTERS OF OLD HOLLAND, by Henry Tyrrell. *Cosmopolitan*. Some famous canvases in the Hudson-Fulton exhibition at the Metropolitan Museum, New York City.

SKETCHING FROM NATURE, by Florence Frances Snell. *Palette and Bench*. It is about opaque water color on tinted paper.

STEREOSCOPIC MOVING PICTURES IN NATURAL COLORS. *Scientific American* (Oct. 9). The efforts being made to produce moving pictures in their natural tints, the machines in use, and while the effect is as yet imperfect there is hope for perfection.

STYLE IN AMERICAN COMIC ART. *Strand*. A talk on cartoons and cartoonists, with illustrations.

THE DUTCH MASTERS. *Outlook* (Oct. 23). Paintings of famous artists on exhibition for the Hudson-Fulton celebration at the Metropolitan Museum, New York.

WHAT CAN BE DONE WITH THE VERY SMALL CAMERA, by Dr. Nathan T. Beers. *Suburban Life*. A great many things can be done—enough to make the small camera seem like a large one.

ART IN THE MARKET PLACE, by Edward Hale Brush. *World Today*. A new aspect of the city beautiful movement.

BEST MAGAZINE FICTION

THE MAN FROM HOME. *Green Book*. A novelization of the popular play by Booth Tarkington and Harry Leon Wilson.

A LITTLE PILGRIM'S PROGRESS, by Constance D'Arcy Mackay. *St. Nicholas*. A little play for young folks, written after the manner of a morality play.

THE ILLUSTRIOUS PRINCE, by E. Phillips Op-

penheim. *Cosmopolitan*. The beginning of one of his popular serial stories.

THE AMERICAN EMPEROR, by George Randolph Chester. *Cosmopolitan*. The fifth in the ring of short romances of finance known as "The Cash Intrigue."

THE MAGNATE OF PARADISE, by Mary Imlay Taylor. *Lippincott's*. A complete novel of peculiar interest.

THE ROMANCE OF AN AMERICAN DUCHESS, by Demetra and Kenneth Brown. *Smart Set*. A complete novel dealing with the life of an American girl who marries a French duke and goes to live in an old chateau.

THE SAME OLD THING, by Roi Cooper Megrue. *Smart Set*. A one-act play suitable for amateur presentation.

ON A HOTEL BALCONY, by George Madden Martin. *Everybody's*. Two men and a girl at a Pacific Coast hotel.

THE LASH OF HONOR, by Olin L. Lyman. *Everybody's*. A natural story with natural people in it.

A MUNICIPAL REPORT, by O. Henry. *Hampton's*. One of his clever stories, the scene and characters being Southern.

GOLDBLOCKS, by Lucille Baldwin Van Slyke. *Hampton's*. A little story about a little girl.

THE CHALCHIHUITL STONE, by Edwin Balmer and William B. MacHarg. *Hampton's*. Another of the remarkable achievements of Luther Trant, psychological detective.

THE NEW WOMAN AND THE OLD, by Anne Warner. *Century*. A humorous presentation of two views of the marriage question.

THE AMERICAN, by George Phillips. *Century*. The transformation of a little Italian.

THE CREATORS, by May Sinclair. *Century*. The beginning of a new novel described as a comedy.

MILLINGTON'S MOTOR MYSTERY, by Ellis Parker Butler. *Century*. One of his funny stories.

A CHARACTER PART, by Julie M. Lippman. *Century*. A clever story of the stage.

NEW TALES OF THE ROAD, by Charles N. Crewdson. *Success*. Stories of the commercial traveler.

THE EXPERIENCE OF MRS. PATTERSON-GRUNDY, by Morley Roberts. *Strand*. An English society story.

FRIENDS IN NEED, by W. W. Jacobs. *Strand*. One of his good humorous sketches.

THE TIGER CHARM, by Alice Perrin. *McClure's*. A little romantic story.

SERGEANT McCARTY'S MISTAKE, by P. C. Macfarlane. *McClure's*. A policeman's blunder.

THE CRACKAJACK STORY, by Harold Kellock. *McClure's*. A newspaper sketch with plenty of big daily paper atmosphere.

SIMON THE JESTER, by William J. Locke. *American*. The beginning of a good serial.

PHOEBE AND HER OTHER SELF, by Inez Haynes Gillmore. *American*. A young girl reads much and the effect of it.

THE SON OF OLD STRAIGHT, by Berenice Fearn Young. *American*. A homely story of war times.

TOGO TALES, by Wallace Irwin. *American*. Humorous adventures of Ripped Van Wrinkles and Hon. Rob Crusoe.

A CHARMED LIFE, by Richard Harding Davis. *Scribner's*. A love story of the Spanish war, the hero being a war correspondent.

THE ANCESTRAL DWELLINGS, by Dr. Henry van Dyke. *Scribner's*. One of his good poems.

THE WINNING LADY, by Mary E. Wilkins Freeman. *Harper's*. It has to do with the playing for prizes.

MOLLUSK OR SUFFRAGETTE, by Elizabeth Overstreet Cuppy. *Putnam's*. A clever one act play.

THE LITTLE ROMANCE, by Norman Duncan. *Harper's*. A tale out of season, the time being Christmas Eve.

A TRUE HERO: MELODRAMA, by W. D. Howells. *Harper's*. One of his delightful short plays.

THE RISE OF THE HOUSE OF LANDIS, by Frederick Walworth Brown. *Pearson's*. An adventure of the sea and shipwreck on an island.

WHENCE AND WHITHER, by Ruth McEnery Stuart. *Pearson's*. A good negro sketch.

THE ADVENTURES OF MR. PETER RUFF, by E. Phillips Oppenheim. *Pearson's*. You know this writer's stories.

SHORT-CIRCUITED, by John Fleming Wilson. *Pacific Monthly*. A professor and student story.

HEWERS, by Elizabeth Lambert Wood. *Pacific Monthly*. A tale of the Oregon woods.

THE PADRE'S GAMECOCK, by Edwin H. Clough. *Sunset*. A tale of rival houses.

THE SAGEBRUSH SORT, by Billee Glynn. *Sunset*. A Western love story.

THE WRONG THING, by Rudyard Kipling. *Delineator*. The third of this remarkable series.

THE LITTLE WOMAN AND THE BUSY MAN, by Eleanor Hoyt Brainerd. *Ladies' Home Journal*. A story of married troubles.

HIS OLD SWEETHEARTS, by Mrs. George T. Palmer. *Ladies' Home Journal*. A thirty-minute parlor play.

THE ADVENTURES OF A SUBURBANITE, by Ellis Parker Butler. *Country Life in America*. A humorous sketch, this time about the troubles over a speckled hen.

EDUCATIONAL

A BETTER WAY IN EDUCATION, by Dr. A. R. Baker. *Designer*. He would make many changes, which he thinks would help our educational problem.

A SIMPLIFIED METHOD OF TEACHING EXPERIMENTAL PHYSICS, by Jacques Boyer. *Scientific American* (Oct. 23). A new method employed in the colleges of France.

CHILDREN'S GARDENS EVERYWHERE, by El-

len Eddy Shaw. *Garden and Farming*. A plea for and the growth of these gardens.

DANGERS OF THE HIGH SCHOOL AGE, by E. V. Brumbaugh. *Independent* (Oct. 14). A discussion of ways and means to prevent the losses of pupils from the schools.

FRESH. vs. SOPH., by Edwin L. Sabin. *Pearson's*. The struggle for supremacy at our colleges.

GREAT AMERICAN UNIVERSITIES, by Edwin E. Slosson. *Independent* (Oct. 7). This is the tenth in the series and describes Cornell. The University of Illinois and Cornell are of the same age and size; the latter is frequently called a state university in the East, and the number of students has grown from 1229 in 1888 to 3980 in 1908.

KENTUCKY'S FIGHT FOR AN EDUCATION, by Mable Potter Daggett. *Delineator*. The awakening in this state and what it means to education.

MY IDEAL OF THE TRUE UNIVERSITY, by President Woodrow Wilson of Princeton. *Delineator*. He says that it should insure the awakening of the whole man.

NEGLECTED OPPORTUNITIES OF SUBURBAN SCHOOLS, by O. J. Kern. *Suburban Life*. A number of useful things they might do.

OUR NEW COLLEGE PRESIDENTS, by Arthur B. Reeve. *Munsey's*. Sketches and comparisons.

TECHNICAL EDUCATION, by Julian Smallwood. *Cassier's*. What is being done and the good of it.

THE COTTON TAX AND SOUTHERN EDUCATION, by David Y. Thomas. *North American Review*. A plea for a better adjustment of that tax, with a suggestion that the sixty-eight million dollars collected during the war be returned to the cotton states.

THE INHERITANCE OF ABILITY, by Professor Charles S. Minot of Harvard. *Youth's Companion* (Sept. 30). He claims that ability of every kind is largely inherited.

THE ALLIANCE ISRAELITE, by Dr. Abram S. Isaacs. *Independent* (Oct. 14). The visit of the members of the Turkish Parliament to the Alliance Israelite Universelle in Paris.

VENERABLE TRINITY SCHOOL, by William Inglis. *Harper's Weekly* (Oct. 2). History of this institution, founded by William Huddleston in 1709 to train youths of Dutch families.

THE NEW YORK PLAN FOR ZOOLOGICAL PARKS, by W. T. Hornaday. *Scribner's*. The development of the greatest zoological park in the world.

WAT IS A COLLEGE FOR? by President Woodrow Wilson of Princeton. *Scribner's*. He confines himself to the lines along which he has been writing and talking.

FINANCIAL

THE KING OF FINANCE, by Gutzon Borglum. *Everybody's*. "The King of Finance" is a composite portrait, requiring the work of six

months, 783 negatives and positives, forming a piece of scientific photography unlike anything of its kind ever made.

THE STORY OF SUGAR, by Judson C. Welliver. *Hampton's*. Second article, telling of the organization of the sugar trust.

THE BEET-SUGAR ROUND-UP, by Charles P. Norcross. *Cosmopolitan*. More about the Sugar Trust, in which is outlined the methods employed by Henry O. Havemeyer to dominate the beet-sugar industry.

HISTORICAL

GROVER CLEVELAND, by Richard Watson Gilder. *Century*. The last of "a record of friendship" series consisting of a group of letters.

FRONTIER DAY AT CHEYENNE, by Ivah Dunklee. *World Today*. The annual celebration and the changes taking place in the sports of the occasion.

HUDSON'S FARTHEST WEST, by Alfred Henry Lewis. *Cosmopolitan*. His journey from Holland to America and up the river which bears his name.

HUMAN NATURE UNDER FIRE, by Will Irwin. *Success*. Some stories of the San Francisco earthquake.

JEANNE D'ARC OF THE FLAMING SWORD. *St. Nicholas*. The story of the peasant girl of France.

LANDEGON, by William Gilmore Beyer. *Harper's*. Third article in the historical series dealing with the scouts and spies of the Civil War.

LINCOLN AT GETTYSBURG, by Wayne MacVeagh. *Century*. The story of the memorable speech told by a man who heard it.

THE AMERICAN WOMAN, by Ida M. Tarbell. *American*. An historical sketch of the women who figured in the early making of the nation.

THE BANDIT HUNTERS, by T. R. Porter. *Wide World*. Holding up trains in the West and how the robbers were captured.

THE CRUCIBLE OF MODERN THOUGHT, by Thomas H. Cuyler. *Progress Magazine*. The third paper, dealing with the influence of Ancient Greece.

THE FAIRY-TALE CASTLE, by Mrs. Herbert Vivian. *Wide World*. The castle near Marienbad now known as the Hotel Rubezahl.

THE GREAT FEUDS OF KENTUCKY, by James M. Ross. *Wide World*. The famous Hatfield-McCoy feud and how it terminated.

THE HUDSON-FULTON CELEBRATION, by Frank Marshall White. *Outlook* (Oct. 23). A description with pictures of the night displays.

THE MODERN ICARUS, by John Elfreth Watkins. *Scientific American* (Oct. 2). An account of the people who have attempted to fly since the beginning of time.

WINE MAKERS WHO ARE CLIFF DWELLERS, by Katharine Metcalf Roof. *Travel*. A little cliff-dweller information not generally known.

INDUSTRIAL

CHINA, by Stephen Bonsal. *Metropolitan*. It is described as the world's market place.

DAY LABORERS BEFORE THEIR TIME, by Lewis W. Hine. *Outlook* (Oct. 23). Boys going to work at a tender age and what may be expected of them.

ERECTION OF THE FADES VIADUCT. *Scientific American* (Oct. 9). A piece of noteworthy bridge construction work in France, the noteworthy features being the extreme height of the masonry pillars and the length of the central span.

THE HERITAGE OF THE WEST, by Richard A. Haste. *Progress Magazine*. A discussion of almost everything left in the far Western country.

FIRE PROTECTION FOR THE COUNTRY HOUSE, by Claude H. Miller. *Country Life in America*. How to build to prevent fires and what to do in case they occur.

FEROCITY OF FOREST FIRES, by Day Allen Willey. *Pacific Monthly*. The damage done and the difficulties encountered in fighting them.

FROM THE BOTTOM UP, by Alexander Irvine. *World's Work*. His first struggles in America.

HIGH EXPLOSIVES AS USED IN MANUFACTURING ARTS, by J. Emile Blomen. *Technical World*. The strange and dangerous side of things we use every day and think nothing about.

HIGHWAYS OF PROGRESS, by James J. Hill. *World's Work*. This first article is on what we must do to be fed, taking up the rising prices and the food shortage in a land of plenty.

HOW AMERICA SUPPLIES THE WORLD WITH FISH, by Felix J. Koch. *National Food Magazine*. Some facts that are not generally known.

HOW THE FREIGHT CARS GET HOME, by William Hard. *Technical World*. The system by which the cars are returned to the roads that own them.

HUGE DAM OF THE SHOSHONE, by Len G. Shaw. *Technical World*. One of the great undertakings in the government's reclamation work and how it is being accomplished.

IRON, COAL AND SHIPPING INDUSTRIES OF JAPAN, by T. Good. *Cassier's*. The extent and the place it gives that country in the commercial world.

MOVING A MOUNTAIN IN UTAH. *Scientific American* (Oct. 16). Dealing with some interesting mining operations.

NORWAY'S NEW MOUNTAIN RAILWAY, by Alice M. Ivimy. *Technical World*. The most remarkable work of building the railroad from Bergen to Christiana.

PANAMA, by Forbes-Lindsay. *Independent* (Oct. 21). He discusses it as a field for American enterprise.

PLANNING A WORLD METROPOLIS, by Henry M. Hyde. *Technical World*. The proposed

plan for the beautification and the making over of Chicago.

ROAD BUILDING AND MAINTENANCE, by Ernest Flagg. *Century*. With examples of French and English methods.

SAVING THE AMERICAN LOBSTER, by P. Harvey Middleton. *Scientific American* (Oct. 16). The hatcheries, and how the lobster is developed.

SPIKING DOWN AN EMPIRE, by William Hard. *Everybody's*. The building of Canada's new farthest-North railway.

THE MAN OF FIFTY, by Forbes Lindsay. *Harper's Weekly* (Oct. 16). The world believes that a man past fifty has seen his best days, while history proves that the great things have been accomplished by men nearer to fifty than to thirty-five.

THE LAST NORTHWEST, by John Foster Carr. *Outlook* (Oct. 23). The far West and its wonderful growth and advancement.

THE MISTAKES OF A YOUNG RAILROAD TELEGRAPH OPERATOR, by Harry Bedwell. *American*. And some of the experiences which grew out of them.

WOMEN WHO WORK FOR A LIVING, by Joseph A. Hill. *Youth's Companion* (Oct. 28). Some interesting statistics.

IN THE PUGET SOUND COUNTRY, by Bailey Millard. *Sunset*. Description and the activity in this new and rich country.

RAISING A CROP OF LIVE JEWELS, by Winthrop Packard. *Technical World*. The raising of and the making a business of butterflies.

NEW YORK, by Harrison Rhodes. *Harper's*. He describes it as a city of romance.

LITERARY

EMERSON, by W. C. Brownell. *Scribner's*. A masterly study of the great philosopher and essayist.

JOSEPH PULITZER, by William Brown Mellon. *American*. The story of the blind editor of the New York World.

MRS. HUMPHREY WARD'S REAL PEOPLE, by Charles S. Olcott. *Outlook* (Oct. 23). Third article discussing the originals from which the novelist drew her characters.

SENSATIONAL JOURNALISM AND THE REMEDY, by S. W. Pennypacker. *North American Review*. He condemns the sensational press and condemns the practice of wealthy citizens buying newspapers to use them for their own selfish ends.

SIR PHILIP SIDNEY AT HOME, by Marion Harland. *Woman's Home Companion*. One of her literary pilgrimages.

THE GATEWAYS OF LITERATURE, by Professor Brander Matthews. *North American Review*. On literary culture.

THE NOVELS OF BJORNSON, by Professor William Lyon Phelps of Yale. *Independent* (Sept. 30). A sketch of his life and an analysis of his writings.

MEDICAL AND HEALTH

A HOME IN A TREE TOP, by William Lord Wright. *Wide World*. Living in the top of a tree as a cure for tuberculosis.

AN ANTITOXIN FOR FATIGUE, by F. W. Eastman. *Harper's*. He explains what fatigue is, how it acts and what may be done for it.

'FRISCO'S FIGHT WITH BUBONIC PLAGUE, by William Colby Rucker. *Technical World*. What is being done in the way of cleaning the city and killing rats to keep the plague from our midst.

HEREDITARY CRIMINALITY AND ITS CERTAIN CURE, by Warren W. Foster. *Pearson's*. A most complete analysis of the criminal and what may be done to stamp out his tendency to do wrong.

HOPE FOR THE VICTIMS OF NARCOTICS, by Dr. Alexander Lambert of Cornell. *Success*. A new treatment that will obliterate the craving.

HOW I EXPECT TO LIVE LONG, by Wu Ting-fang. *Ladies' Home Journal*. His plan of diet, mastication and breathing.

HOW I WAS BORN AGAIN AT TWENTY-FOUR, by Rev. Thomas Carson Hanna. *Ladies' Home Journal*. The remarkable case of the author, in which, on account of an accident, at the age of twenty-four he had to learn to do everything as though he were a baby.

HOW THE GREAT PRESERVE HEALTH, by H. Mitchell Watchett. *Physical Culture*. About prominent people and what they do to maintain physical and mental vigor.

MENTAL SUGGESTION IN THE SICK ROOM, by J. Alexander Fisk. *Progress Magazine*. The effect of it.

PELLAGRA, THE MEDICAL MYSTERY OF TODAY, by Marion Hamilton Carter. *McClure's*. The disease that is caused by eating spoiled corn, and it is more to be dreaded than small-pox or leprosy.

THE CONVENIENT AND SANITARY KITCHEN, by Louis Howe. *Suburban Life*. How every home may have one.

THE DOCTOR OF THE FUTURE, by Dr. Woods Hutchinson. *Ladies' Home Journal*. How he will prevent sickness instead of, as now, curing it.

THE UTILITY OF LACTIC MICROBES, by Elie Metchnikoff. *Century*. With explanation of the author's views on longevity.

MUSIC AND DRAMA

AMUSEMENTS IN OLD NEW YORK. *Theatre*. The entertainment provided for our forefathers a hundred and more years ago.

DAVID BELASCO—THE MAN AND HIS WORK, by H. A. Harris. *Cosmopolitan*. A life history, together with his methods of writing and stage management.

"MACBETH" PERFORMED IN A REAL CASTLE. *Theatre*. As given recently at the Abbey of St. Wandrille in Normandy, the home of Maurice Materlinck.

MY REMINISCENCES, by Enrico Caruso. *Strand*. The famous tenor tells of his struggles and his triumphs.

RACHEL IN AMERICA, by Charles De Kay. *Century*. The tender and charming side of the great actress.

RITA SACCHETTO, by Emily N. Burbank. *Putnam's*. The great dancer who comes to this country this season for the first time.

SOME SUCCESSFUL WOMAN PLAYWRIGHTS, by Caroline Wetherell. *New Idea Woman's Magazine*. Who they are and what they have written.

"SUCH A LITTLE QUEEN," by Channing Pollock. *Current Literature*. An outline and much of the dialogue of one of the new and successful plays of the season.

THE ACTORS' COLONY IN COHASSET. *Theatre*. The homes of a number of well-known actors.

THE ENJOYMENT OF MUSIC, by Daniel Gregory Mason. *Outlook* (Oct 30). The part the listener plays.

"THE HOUSE NEXT DOOR," by Lucy France Pierce. *World Today*. An outline of the comedy by J. Hartley Manners.

THE INTERESTING TETRAZZINI, by Margel Gluck. *Designer*. Something about the famous opera singer.

THE NATIONAL QUALITY OF THE MUSIC OF FINLAND, by Maria O. Mieler. *Craftsman*. Of interest to those interested in music.

THE BUSINESS SIDE OF THE THEATRE, by Hartley Davis. *Everybody's*. The well-oiled machinery that keeps the theatre running smoothly.

THE DRAMA A SOCIOLOGICAL FORCE, by Shirley Burns. *Green Book*. The value of the "show" as a teaching force in the betterment of humanity.

THE DRAMATIST AND THE THEATRE, by Brander Matthews. *Century*. An historical and critical essay, scholarly as well as popular in its appeal.

THE HISTORY OF A FAMOUS THEATRE, by Magda Frances West. *Green Book*. The extraordinary record of McVicker's Theatre in Chicago.

THE NEW DRAMA AND THE NEW THEATRE, by William Archer. *McClure's*. The promise of better things is in it.

THE NEW THEATRE, by John Corbin. *Outlook* (Oct. 23). Description of the playhouse which has created world-wide interest, and which is to be opened in New York this month.

THE OLD AND NEW ORDER ON THE STAGE, by Adolph Klauber. *Pearson's*. The changes that have taken place in the last few years.

THE PASSING OF CLYDE FITCH, by Johnson Briscoe. *Green Book*. The career of the late popular dramatist.

UNDER THE WATER WITH SUBMARINE ACTORS, by Wendell Phillips Dodge. *Theatre*. With the supernumeraries who go under the water at the New York Hippodrome.

POLITICAL

ANDORRA, by Yorke Stevenson. *Travel*. About the smallest and oldest republic in the world.

ARE POLITICAL REFORMERS SINCERE? by Herman A. Metz. *Pearson's*. A discussion of the question everybody is asking.

CONSERVATION, by B. N. Baker. *World Today*. Our nation's new patriotism.

CUBA'S CLAIMS TO THE ISLE OF PINES, by Gonzalo De Quesada. *North American Review*. He says the Isle belongs to Cuba, and presents an argument against the one advanced by Senator Clapp of Minnesota.

DAYS OF TRIAL FOR BRITISH FREE TRADE, by Frederic Austin Ogg. *Independent* (Oct. 21). The struggle European countries are having over tariff legislation.

GERMANY'S WAR PREPAREDNESS, by G. E. Maberly-Oppler. *McClure's*. If Germany keeps on preparing she will get what she is prepared for.

GETTING THE TRAFFIC THROUGH, by Edward Hungerford. *Harper's*. How the freight trains are run.

HOW CO-OPERATION HAS ENRICHED DENMARK, by Selden Smyster. *World's Work*. The Danes were once the poorest of European peoples; now they are the most independent.

HOW TO SPEND A BILLION DOLLARS, by Senator Jonathan Bourne. *Outlook* (Oct. 9). He states that "the government's money is the people's money," and tells how he thinks it should be spent.

MAYOR JOHNSON OF CLEVELAND, by Paul Leland Haworth. *Outlook* (Oct. 23). A study of mismanaged political reform.

PREPAID RETURN POSTAGE, by Henry A. Castle. *Putnam's*. An economical proposition which Congress seems to ignore.

REAL AND QUACK REFORMERS, by William Travers Jerome. *Metropolitan*. The difference is defined so that people may know which is which.

THE AMERICAN DIPLOMAT ABROAD, by Charles Edward Russell. *Cosmopolitan*. He says that in the way we conduct our government diplomatic representatives are practically useless.

THE KING OF SPAIN. *Metropolitan*. A very personal sketch of the young ruler.

THE PLUNDERERS OF WASHINGTON, by Robert Wickliffe Woolley. *Pearson's*. A lifting of the lid, as it were, showing the degradation at the national capital, where thousands of children grow up without even a common-school education.

THE QUESTION OF CATALONIA, by Mabel Simis Ulrich. *World Today*. The section of Spain from which the trouble comes and some aspects of the Spanish situation.

THE PANAMA CANAL WITHOUT AMERICAN SHIPS, by Bernard N. Baker. *North American Review*. A plea for an American merchant marine.

THE TURKS, THE CHRISTIANS AND THE HOLY SEPULCHRE, by James Creelman. *Pearson's*. What the author saw and a protest against the failure of the Turkish government to punish the authors of the massacre of Christians in Asia Minor.

THE PRESIDENT REPORTS PROGRESS, by Henry Beach Needham. *Everybody's*. The newspaper correspondents and the head of the nation, and how President Taft views his own administration up to date.

THE RELATIONS OF STATE AND FEDERAL FINANCE, by Professor Edwin R. A. Seligman of Columbia. *North American Review*. The author is an authority on taxes and touches upon the income tax.

THE YOUNG NAVAL OFFICER, by Rear Admiral French E. Chadwick. *Youth's Companion* (Oct. 7). The pleasures and the hardships of the navy.

THE BOY POLICE, by Thomas F. Reynolds. *Wide World*. Council Bluffs, Iowa, has a squad of boy police and the good it has worked among the youth of that city.

THE BEAST AND THE JUNGLE, by Judge Ben B. Lindsey. *Everybody's*. A continuation of the rottenness of municipal politics.

THE ORGANIZED CRIMINALS OF NEW YORK, by General Theodore A. Bingham. *McClure's*. He lays bare some more police rottenness.

THE PINCHOT-BALLINGER CONTROVERSY, by John L. Mathews. *Hampton's*. A fight for the protection of the irrigation farming lands of the West from the control of water and water-power monopolies.

THE TERROR OF EUROPE'S THRESHOLD, by Alexander Powell. *Everybody's*. Something about Germany's preparedness for war with England.

THE TAMMANYIZING OF A CIVILIZATION, by S. S. McClure. *McClure's*. The degradation the rule of Tammany has wrought.

THE OLDER SIAM, by Dr. Charles S. Braddock, Jr. *Harper's*. The old order that is fast changing.

THE FRIENDSHIP OF NATIONS, by Charles Erskine Scott Wood. *Pacific Monthly*. Peace has been the dream of every age. Can the dream be made true?

THE WOMEN WHO CLEANED A CITY, by Annette Guequierre. *Designer*. How they did it and the result of their work.

TURKEY IN TRANSITION, by G. E. White. *World Today*. The many changes taking place there.

THE NEW HAWAII, by Edward P. Irwin. *Pacific Monthly*. The country and the people and the improvement made during the last few years.

MODERN MANILLA, by Monroe Woolley. *Pacific Monthly*. What it was when the United States took it and what it is today.

CAN AFRICA BE CIVILIZED? by W. S. Rainsford. *Outlook* (Oct. 16). An interesting article on the country, the people, the resources,

etc., and the author thinks that civilization is possible.

UNCLE SAM, PICKPOCKET, by Victor Rousseau. *Harper's Weekly* (Oct. 2). The origin of the policy of searching travelers' pockets at the custom house, and how it was killed by public indignation.

RELIGIOUS

AN APOSTLE TO LABOR, by C. M. Meyer. *World's Work*. The story of Charles Stelzle, a preacher to whom large audiences listen because he is a man from the ranks and speaks as man to men.

THE ALLEGED DECLINE IN CHURCH ATTENDANCE, by Rev. Edward Tallmadge Root. *Delineator*. He supplies statistics that are not altogether discouraging to American churchgoers.

THE AWAKENING WORLD, by William T. Ellis. *Independent* (Oct. 21). It has to do with the social, political and religious movements.

THE BOWERY MISSION'S NEW HOME, by Rev. J. G. Hallimond. *Christian Herald* (Oct. 27). It has just been opened and a description is given.

THE NEW THOUGHT, by Christian D. Larson. *Progress Magazine*. The beginning of a series on what it is, what it has done, what it has failed to do and why.

THE WOMAN'S CHRISTIAN TEMPERANCE UNION, by Helen Corinne Hambridge. *Designer*. The story of its work.

SCIENCE AND INVENTION

ARCTIC WORK AND ARCTIC FOOD, by George Kennan. *Outlook* (Oct. 16). More about the Cook-Pearry controversy.

AUTOMOBILES OF THE AIR, by Glenn H. Curtiss. *Hampton's*. The views of an expert with regard to the present status of aviation.

A SEARCH FOR THE HITTITES, by Professor B. B. Charles of Cornell. *Independent* (Oct. 27). His archeological research in Asia Minor.

A WOODEN AIRSHIP, by Max A. R. Brunner. *Independent* (Oct. 14). The new type of airship which will probably be adopted by Germany.

COMMANDER PEARY'S RETURN, by George Kennan. *Outlook* (Oct. 2). An intimate view of the explorer upon his return to America.

EXPLORING THE BLACK CANON, by John Henry Shaw. *World Today*. The exploration which led to the building of the Gunnison Tunnel.

HALLEY AND HIS COMET, by Waldemar Kaempffert. *Outlook* (Oct. 23). About the comet, with photographs by Professor E. E. Barnard of Yerkes Observatory.

HOW I BUILT MY AEROPLANE, by Lilian Todd. *Woman's Home Companion*. The author is the first woman to have built an airship.

HOW WE GET STANDARD TIME, by Harlan T. Stetson. *Scientific American* (Oct. 2). Description of instruments and methods.

ON WATERPROOFING CONCRETE. *Scientific American* (Oct. 2). Giving complete methods for waterproofing all kinds of concrete.

RECENT SUCCESS'S IN AERONAUTICS, by William T. Walsh. *Technical World*. Some history and some of the present activities.

PSYCHOLOGY AND THE MARKET, by Professor Hugo Munsterberg. *McClure's*. One of the psychologist's interesting articles applicable to all lines of business.

THE NEW ALTRURIAN BATTLESHIP, by Park Benjamin. *Independent* (Sept. 30). What they are and what they amount to.

THE LATEST SUBMARINES OF THE UNITED STATES NAVY. *Scientific American* (Oct. 23). The improved boats now in use.

THE WANDERING OF THE POLE, by Professor Edwin Frost of the University of Chicago. *World Today*. The pole is not constant, the axis of the earth shifting irregularly.

SOCIAL

A SCHOOL FOR CONVERSATION, by John D. Barry. *Harper's Bazar*. A plea for men to take women more into their confidence, to indulge in more conversation and thus save much asking of questions.

FURNISHING AN APARTMENT, by Elizabeth P. Harris. *Harper's Bazar*. How to do it for comfort and so there will be no fighting of colors.

HAS THE APARTMENT HOTEL COME TO STAY? by Winnifred Harper Coolev. *National Food Magazine*. A discussion.

HOW TO ASK FOR A CUP OF COFFEE. *National Food Magazine*. How to ask in twenty-eight different languages. Of value to coffee-drinkers who go traveling.

HOW THE UNITED STATES FOSTERS THE BLACK HAND, by Frank Marshall White. *Outlook* (Oct. 30). Some facts about the society.

IF THE JAPANESE SHOULD REAR YOUR CHILDREN, by Adachi Kinnosuke. *Delineator*. In Japan the training of the child begins with the great-grandmother.

LIFE INSURANCE AND SOCIAL PROGRESS, by Edward A. Woods. *World Today*. As we progress the number of the insured increases.

LONDON SOCIETY IN THE SIXTIES, by Lady St. Helier. *Harper's*. What it was and pictures of those who were in it.

PARENT AND CHILD, by Rabbi Stephen Wise. *Pacific Monthly*. Their relations and what one owes to the other.

THE AMERICAN TRAMP QUESTION AND OLD ENGLISH VAGRANCY LAWS, by Bram Stoker. *North American Review*. A creation of a labor colony for vagrants is urged.

THE DANCE OF THE SHALAKO GODS, by Charles Francis Saunders. *Sunset*. The Zunis and their annual festival in New Mexico.

THE LIFE OF A LUMBER JACK, by Christopher C. Thurber. *Harper's Weekly* (Oct. 23). His dreary existence and what is being done to relieve it.

THE DAUGHTERS OF THE POOR, by George Kibbe Turner. *McClure's*. The development of New York City as a center of the white slave trade of the world, under Tammany Hall.

THE CONFLICT OF COLOR, by B. L. Putnam Weale. *World's Work*. Third article—the brown man of India and Egypt.

THE CONQUEST OF POVERTY, by O. F. Lewis. *Metropolitan*. Another article on conditions and what it means to the people.

THE BEAUTY BUSINESS, by Anna Hard. *American*. Secrets of the professional beauty shop and what feminine loveliness costs.

THE NEW PROBLEM OF THE OLD, by Walter Weyl. *Success*. A discussion of the question "What shall I do when I am old?"

WILD FRANCE, by Andre Castaigne. *Harper's*. The wild parts of the country, the people, their dances and sports.

WHY WORKING-GIRLS FALL INTO TEMPTATION, edited by Florence Kelley of the National Consumers' League. *Ladies' Home Journal*. A few real stories from the lives of real girls.

BARBAROUS MEXICO, by John Kenneth Turner. *American*. The second paper, taking up the tragic story of the Yaqui Indians.

BEATING MEN TO MAKE THEM GOOD, by Charles Edward Russell. *Hampton's*. Third article, in which is discussed the decline of the punishing idea in prisons.

KILLED WHILE TRESPASSING, by Samuel O. Dunn. *Technical World*. The loss of life and property in the United States caused by tramps and others who trespass.

WOMAN IN AMERICA, by Gina Lombroso Ferrero. *Putnam's*. This daughter and wife of Italy's famous educators tells of the aspirations of woman and the aspirations of the race.

SPORTS AND ATHLETICS

A CALIFORNIA RABBIT-DRIVE, by Edward C. Crossman. *Wide World*. A hunt similar to those of Australia, where the rabbits of San Joaquin threatened the ranchers with ruin.

AMERICAN SPORTS, by Walter Camp. *Century*. The first paper of a series, in which football up to date is exhaustively treated.

BEHIND THE SCENES IN FOOTBALL, by Edward B. Moss. *Metropolitan*. A telling of some of the secrets.

BULL-FIGHTING IN MEXICO, by Theodore von Hemert. *Physical Culture*. Description of this sport.

DOCTOR BENTLEY'S PHYSICAL CULTURE FOR GIRLS. *Ladies' Home Journal*. A few simple lessons.

CANOEING A SPLENDID SPORT, by Livingston Wright. *Physical Culture*. It is an exercise recommended for the up-building of the body.

HUNTING WITH ROOSEVELT IN EAST AFRICA,

by Warrington Dawson. *Hampton's*. Description, with many pictures.

IN WILD TURKEY LAND, by James Willard Schultz. *Sunset*. The large number of wild turkeys in Arizona.

LACROSSE, by Sidney Cummings. *Physical Culture*. A strenuous game and how it is played.

ON AN EAST AFRICAN RANCH, by Theodore Roosevelt. *Scribner's*. He tells about lion hunting on the Kapiti Plains.

PHYSICAL CULTURE AMONG THE CHILDREN OF THE WORLD, by Roswell Duncan. *Physical Culture*. Spreading the gospel of health building among the younger generation.

THE GRAND WEEK OF FLYING, by Maximilian Foster. *Everybody's*. It is about that recent week at Rheims.

THE EFFECT OF FIELD SPORTS ON HUMAN CHARACTER, by John P. Mahaffy. *Outlook* (Oct. 23). A valuable essay.

THE FUNNIEST GOLF STORY. *Strand*. A symposium of golfers.

WINNING THE INTERNATIONAL CUP FOR AMERICA, by Glenn H. Curtiss. *Country Life in America*. The aviator's own story of how he won the aeronautic event of 1909 and secured the next contest for this country.

TRAVEL

A WANDERER IN ASIA MINOR, by Edward Noel. *Wide World*. On foot in the Bedouin country and the strange adventures there.

AMIENS, by Elizabeth Robins Pennell. *Century*. The Parthenon of Gothic architecture.

COASTWISE FROM SEVILLE TO BARCELONA, by Leland Howard Ives. *Travel*. Description of the trip.

COSTA RICA THE BEAUTIFUL, by Anna Von Hemert. *Progress Magazine*. The country, its people, and the delights it holds for the tourist.

FARTHEST SOUTH, by Lieutenant Shackleton. *McClure's*. Description of the trip and incidents along the way.

HOW I MADE THE RECORD MOTOR CLIMB, by E. Douglas Fawcett. *Strand*. A climb of 6,000 feet up the Alps.

IN THE FAR NORTHWEST, by E. Crawshaw Williams. *Wide World*. Along the coast line of British Columbia and its difficulties.

NEW ZEALAND, by Willard French. *Putnam's*. The brighter Britain of the South Pacific.

THE DISAPPEARING ISLANDS, by G. S. Costello. *Wide World*. The strange islands in Behring Sea off the coast of Alaska, some of which rise in a night and just as mysteriously disappear.

THE FIRST MOTOR TRIP FROM DENVER TO THE CITY OF MEXICO, by F. Edward Spooner. *Travel*. All about it.

THE LATIN SHORE, by Dr. Thomas Ashby. *Independent* (Oct. 28). Rome is fifteen miles from the sea, but it might as well be 1500.

BOOKS AND BOOK TALK

THE teacher is teaching the larger classes with the printed word as well as the smaller classes with the spoken word. Not so very long ago the teacher in print was a rarity; today his writings are found in all the leading current magazines and in numerous books that come from the press every month. Just as have the roots of the institutions of higher education penetrated all the fields of human endeavor, so have the foremost professors in our universities and colleges entered the circle of the world's writers, and in so doing they have added glory to their own names and to the profession and the system they represent.

Nor does the credit all go to the professors. Many undergraduates, if not writing with the depth of thought displayed by the masters, are at least contributing worth-while fiction, plays and essays, a number of which give promise of better things.

But to return to the professors. Do they realize the extent to which their writings are influencing the popular mind toward education and its benefits? Perhaps not. The faculties of university and college have so linked themselves and their work with all that concerns life, and this fact having been given due prominence, their writings are quite generally accepted as true. And in being accepted as true they do a world of good in convincing the public of many things it needs to be convinced of.

To use a current phrase, the majority of people are "from Missouri." They want to know that the man who tells them something knows. After being satisfied on this point, it is not difficult to lead the reader up or down—whichever way the writer cares to go. It is like this: A minister may discourse on the evils of cigarette smoking, and may say that it robs the young man of health and strength. But all his words are as nothing compared with the simple "Don't" from the undefeated Mr. Jeffries. The young man thinks Mr. Jeffries knows. Mr. Jeffries typifies health and strength. Did the minister typify the same his words would carry the same weight.

It is plain that the more our educational institutions enter into the activities and problems of life, and the more such entrance is given proper recognition, and the more educators write of the things they know the most about, the better it will be for the cause of education and the world's people, be they learned or unlearned.

The literary output of our universities and colleges is now very large. It does not need the tongue of a prophet to say that it is sure to be much larger. And the greater the output, the greater the good. So be not

backward in putting forth your contribution, teacher mine.

THE STORY OF HEReward, by Douglas C. Stedman, is for boys and girls. It is a stirring life-story of love, warfare, valor, danger and countless adventures of Hereward, the last of the Saxon chiefs to submit to William the Conqueror. The author traces the life-history of Hereward from his early youth. A little of the story is fiction, but most of it is fact, and whether it be one or the other the youthful reader will find plenty of adventure to hold him deeply interested from cover to cover. Thomas Y. Crowell & Company, New York; 280 pages, beautifully illustrated; \$1.50 net.

EDUCATION FOR EFFICIENCY, by Professor Eugene Davenport, dean of the college of agriculture of the University of Illinois, is a discussion of certain phases of the problem of universal education with special reference to academic ideals and methods. Professor Davenport is always interesting—he writes vigorously and convincingly—his meaning is never lost in a flood of words. He discusses the problems and the possibilities of industrial education, and as the issue is a vital one the book is well worth the time of educators and citizens alike. D. C. Heath & Co., Boston, New York and Chicago; 200 pages; \$1.00.

THE MEANING OF TRUTH, by Professor William James of Harvard, is made up mainly of articles that have appeared in the magazines, some of them harking back to the author's beginning. The essays which answer critics should, it would seem, suffice to end permanently the shallow objections of those who insist that Professor James' theory is one which he himself considers absurd in their very description of it. The volume concludes with a slashingly good philosophic dialogue designed to force the critics to apply their own methods of criticism to themselves. Longmans, Green & Co., New York; \$1.25 net.

THE CALCULATIONS OF GENERAL CHEMISTRY, by Professor Willis J. Hale of the University of Michigan, is justified by the fact that many of the mathematical applications of our fundamental conceptions in chemistry, even upon the most elementary points, remain uncomprehended by students several years advanced in the study of the science. This book, with definitions, explanations and problems, comprises the first year of study at a university and has been prepared for the higher institutions. However, the first portion of the work will be found of value to the high schools. D. Van Nostrand Company, New York; 175 pages; \$1.00 net.

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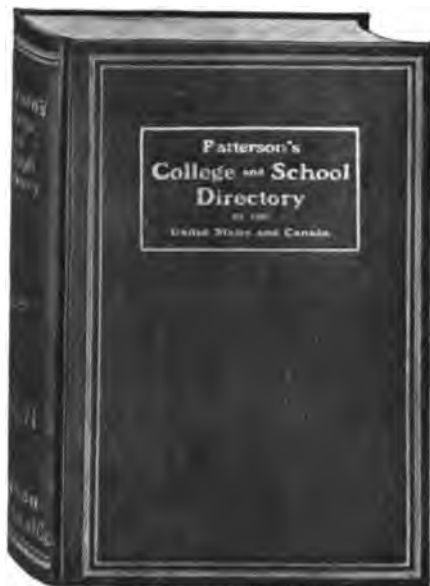
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THE MONTH'S REVIEW

WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

"Half the soul of the state," wrote Edwin Slosson of the University of Wisconsin.

The Soul of The Nation

He could have gone farther and placed a similar label on a large number of universities and colleges without violating the law of truthfulness. Changes large and momentous are beginning to take place in our physical, moral, political and commercial life, and the one great agency foremost in the working of the transformation toward saner and better things is the shoulder-to-shoulder unity of purpose of the educational institutions of the country. They are half the soul of the nation.

Educators may disagree on questions of ways and means, but there are no disagreements regarding the ends to be attained. For union and the strength thereof look to the institutions of higher education. The public too often regards the quarrel as one of enmity instead of one of solidarity, and therein the mass deceives itself. Perhaps this is one reason why the people-at-large and the institutions, of which they are a part,

do not fully realize the changes that are slowly but surely taking place in the various activities of the nation. The people—aye, even the leaders of the people—are beginning to feel the weight of the change, but instead of realizing the source of the new power many seem to be groping about grappling with an unknown strength which they see not, neither do they understand.

The new power is our educational institutions. The old order is changing, and the change is only just beginning.

No longer is the teacher a recluse surrounded by academic walls and the history of the ages. Today he is actively engaged in the affairs of here and now. A knowledge of the past helps him to understand the present and gives him a foreboding of the future. He imparts the needs of the present and the future to the student, and the student goes forth to conquer with the new and the better.

Take a hasty world's survey of the present, see the college and its leaders engaged in every form of activity, and then try to think what all this will mean ten or twenty years hence. In political

reform and in the carrying forward of investigations of corruption, the college professor is a leader. In the work of playgrounds, the abolition of child labor, and the betterment of the poor and the ignorant and the oppressed, who are the leaders? The college men and women. Who are driving the White Plague from the land? The schoolmen. When the commission was appointed to spend the million dollars donated by Mr. Rockefeller to stamp out the hookworm, eight of the twelve men were found to be professors. The majority of the census enumerators for next year, including the director of the census, are men prominent in the college world. The rescue work in the mine disaster of last month was conducted by professors and by those trained by these professors. The commission that will try to place the tariff on a scientific basis will be composed largely of university professors. In the campaign for woman's suffrage the college woman is taking an active part. The church, the press, the theatre, and the social life of the nation—all are feeling the influence of the work of college and university. The changes being wrought in the industrial and agricultural fields are too many for adequate comprehension, and yet the work in these departments is in its infancy.

The professor is trained to work for the good of all rather than for the good of self, and this alone should give him welcome into the world's activities. And if he imparts even the smallest particle of self-effacement to the students who pass his way, the effect on the world and its institutions will be large.

There still are persons who think that the teacher should do nothing and concern himself with nothing but teaching. But this is not progress. Those qualified best for leadership should lead. The more our educational institutions become the soul of the nation the greater will become the nation. Ignorance opens the way for corruption and tyranny. Education deposes the self-interested leader and brings forward the higher type of man who works for the com-

mon good. In the growth and ever widening influence of education and her institutions lies the hope of a better country and a happier people.

That the foregoing is not composed of idle dreams we have but to look

**Education
and the
World's Work**

squarely in the face a few current facts. A New Jersey teacher took part in a meeting where questions of a socialistic nature were discussed. Certain opposing interests sought to have him removed and the board of education was ready to do the bidding, but the teacher's vigorous reply attracted attention and brought to his aid an element that could not be ignored, and so the board retreated from its position and he was permitted to remain. The much-discussed case of Dr. Edwin C. Moore, city superintendent of schools of Los Angeles, is another instance where self-interest tried to block the educational facilities of a community. But Dr. Moore was in the right—he was working for the common good—and the united strength of education brought to an end a three years' struggle, and more and better school buildings are being erected in the California city. It is an admitted fact that the University of Wisconsin and its influence is changing the political complexion of that state. The election of Professor Charles E. Merriam to the city council of Chicago and the work he is doing as a member of that body has attracted wide attention. And so the list might be continued.

There may come a time when the fight will be more noticeable than now, for it is certain that those who value self-interest above all things else are not going to see the old order change without a struggle.

The value of education in all lines of endeavor is constantly being attested. James J. Hill is asking the government to build one or two less battleships a year and devote such money to the establishment of an agricultural high

school in every county or group of counties.

W. C. Brown, president of the New York Central Lines, at the annual dinner of the Railway Business Association, last month, said that he was going to recommend to the roads with which he is connected the purchase of small tracts of land, to be operated as experimental farms, at the expense of the road, but under the auspices of the agricultural college of the state in which the farm is located. "I hope," said Mr. Brown, "to see the plan adopted by a majority of the roads of the country. It would return to the rural districts the preponderance of political power, where it can be more safely lodged than in the congested centers of population, already ominously powerful in many of our states."

Dean Schneider's half work and half study plan is being taken up all over the country. The employer and the employee are seeing its advantages. Colleges recognize the rights of trade unions as well as the rights of employers of labor. They are harmonizers and are bringing harmony out of chaos. We no longer regard study as study and work as work. We have found that they go hand in hand, and that one learns quite as much during his working hours as during his study hours. In fact, work is study of another kind. As Richard Watson Gilder, who passed away last month, put it, "I begin the day's editorial work in my garden."

The South is crying out for more educational advantages that the South may be more efficient. Professor J. H. Reynolds, of the University of Arkansas, says "poverty is one of humanity's greatest problems. It breeds disease and vice. How to eliminate it is the greatest question of the ages. Does illiteracy have anything to do with this problem of poverty? The relation is that of cause and effect. Will education solve it? Yes, by multiplying the productive power of man. The illiterate's earning power is largely measured by his physical strength. As an animal, man is one of

the weakest, as an intelligent spirit he is master and king. The illiterate is easily beaten in the contest for meat and bread, because his main source of strength is his body, and that is weak. Hence, the poor and illiterate tend to remain stationary. On the contrary, brain power is the greatest wealth-producing agency known to man. It turns dross into gold; it makes two grains grow where one grew before."

And then Professor Reynolds clinches his argument: "Where is the wealth of the South; in the hands of the white man or the black man? Why are the nations of the West so wealthy, while the people of China and India are so poor? Education explains it. Why does a farmer in Michigan produce twice as much, on an average, as a farmer in Arkansas? Because Michigan keeps her children in school twice as long, and spends over twice as much on each pupil as does Arkansas."

He might also have added that the less-ignorant a people are the less danger they are in of being preyed upon by the dishonest and vicious, and when the dishonest find there is no longer a place for the practice of their unscrupulous methods, they too will become better educated.

The *Boston Transcript* calls the new order of things "an educational awakening," and in a discussion of what education is doing for the betterment of the world's institutions, refers to the recent report of President Nicholas Murray Butler, of Columbia, who plans to give consideration to the child of fortune. President Butler says that "it is a good thing that boys of this type should go to college, provided the college will recognize their existence as a type and deal with them accordingly." He proposes to furnish "minds and characters for the simple profession of gentlemen." So, you see, even those who go to college because it is the "fashion" to go are to be made better for the going.

The *American Magazine* points out that "a great change has taken place in our universities since they were breeding-

places for abolitionists and the like." Many there are who do not fully realize this change, nor the changes yet to come. The fault may be with the educators themselves. Perhaps they have not driven home to those who do not know the facts they should know. Dr. Frank E. Spaulding, superintendent of the Newton (Mass.) schools, in a recent address, said: "The enlightenment of the public in regard to the enrichment of our educational facilities is the duty of the teacher. Each teacher should be a positive educational force in the community. He should know the scope and function of all the work in the schools and should have clearly defined ideas of new work in education. People want live educational information, and the teacher should supply this." It is true, people are hungry for educational information, and in helping people to know, the educator is helping himself and also his fellows. All helping all, all will benefit all.

As Professor George E. Vincent of the University of Chicago has said, "Education is an emancipator—it frees one from limitations." And that is what the nation needs—men and women who are emancipated, free in mind and body. This gives broadness, and only the man broad and big enough to obey orders is broad and big enough to give them.

Henry Jackson Waters, until a few months ago dean of the agricultural college of the University of Missouri, was inaugurated president of the Kansas Agricultural College, November 11. In his inaugural address President Waters spoke of the growth of agricultural education, and how twenty-five years ago "its right to a place among the well-directed efforts of our people was seriously questioned." Then he took up some of the problems confronting the agricultural college today, and said in part:

**Problems
in Agricultural
Education**

"Of the eighteen million children in the graded schools in the United States

today, less than a million, or less than one in twenty, will ever matriculate in a high school or academy. Moreover, of the 900,000 pupils in the secondary schools, only about 200,000 will be enrolled in our colleges and universities, or approximately one out of every four. It requires, therefore, approximately eight pupils in the grades to supply one college or university student. Less than one in five of these college and university matriculates graduate. Therefore, over 400 graded school pupils are required to furnish one college graduate. Of more significance than all this is the fact that seven out of every eight of the boys and girls of the United States leave school between the fifth and sixth grades and go out into the world of splendid opportunities without the training and intellectual power to enable them to take advantage of these opportunities. It would not seem, in the light of these facts, that there was much serious competition in education. In fact, it does not appear that we are doing very much to break down human ignorance and overcome human prejudice.

"While it is of paramount importance that the college give thoroughly sound instruction to the young men and young women in residence, it is equally true that its activity must not end here. More and more must the college be carried to the people. At best but a small proportion of those who should avail themselves of its advantages can leave home. This phase of the college work, as it affects the farmer, is already well organized and bringing splendid results. Farm practice is developing at so rapid a rate and so many methods are being found to succeed well under one set of conditions and not under another, that for the individual farmer to try, at his own expense, all that good judgment indicated might be worth trying, would mean that his farm must become an experiment station instead of a business enterprise. It is, therefore, the business of the state and federal government to put these things to the test for him, and

that under circumstances closely approximating his own."

He referred to the necessity of conserving our resources, of what the college is doing in this direction, and of its value to the farmer and the entire nation. President Waters dwelt at some length on the importance of the experiment station, the results of which have done more to convert the farmer to the advantages of agricultural education than almost any other one thing.

"Little attention has been given to problems other than production problems," said President Waters. "The effort has all been in the direction of making two blades of grass grow where one grew before, or of increasing man's efficiency with this or that machine. The time has come when its influence should be materially extended. The wastes of a rural community are not all to be found in the processes incident to production. An equal waste occurs in the marketing and utilization of the materials produced. The investigations should therefore include agricultural manufactures and the utilization of the wastes on the farm. Factories should be developed in the country, near the sources of production, for the preparation for final consumption of the materials grown on the farm. Such factories are necessary for the highest degree of economy in the production of food, and to give the laboring man an opportunity to gain a livelihood outside of the congested city. Food stuffs are already too high to stand the strain of the additional cost of transporting the raw materials long distances in order that it may be manufactured into edible form, then shipped back to the consumer in the very community in which it was grown, and where its manufacture might have been accomplished to better advantage.

"Such vital questions as how to dispose of the products that they may yield the largest returns, or how to spend the income so as to bring the best results in the highest sense, have been practically neglected. To correct this one-sided development and meet this larger demand,

the department of history of the college should be so strengthened and enlarged as to cover, both by instruction and by research, the industries of our country. The department of economics should be prepared to fully cover the range of transportation, manufactures, marketing, etc., as they relate to the farming and industrial classes. The department of sociology should deal with the life of the people in the open country and in the districts supported by the industries, and be able to suggest plans for their immediate and permanent improvement. The department of architecture should make a large impression upon the homes and public buildings of the state, and upon the location and arrangement of the accessory buildings that they may conserve the strength of the housewife, afford the sanitary conditions essential to health and add to the comfort and pleasure of country life.

"The dream of the ancients is beginning to be realized—a strong mind in a sound body. But we have only just come to take this view of the matter and have scarcely begun work on this broad basis. Times are strangely out of joint when we justify the extensive scientific inquiries into the way to rear a strong and vigorous race of pigs or sheep or colts or cattle, and are content with the very meager knowledge which we possess of the nutrition of men. We have millions for research in the realm of domestic animals, and nothing for the application of science to the rearing of children. Exhaustive studies are made upon the life histories of animals of the lower orders, while vital facts in regard to the life history of our children remain a sealed book. We know how the *amoebae* develop, but are content to remain in ignorance of what factors contribute to the development of a strong body and a sound mind in mankind. For centuries we have let the injunction 'Know thyself' go unheeded, and have forgotten that 'the greatest study of mankind is man.' For every dollar that goes into the fitting of a show herd of cattle or hogs or into experiments

in feeding domestic animals, there should be a like sum available for fundamental research in feeding men for the greatest efficiency."

President Waters pointed out that the exodus from the farm was not a fresh problem, but that it is as old as civilization itself. "This trend cityward," he said, "has been to a great degree due to the half education which has prevailed in the rural districts." He holds that the tendency to leave the farm will not be overcome until we "strike at the very root of the difficulty—the farm home, the country road, the rural school and the country church." This means that vocational subjects must be introduced into the courses of study in the grades and in the high schools, as well as in the colleges and universities. To reach the greatest number he suggests that in the city schools home economics and manual training, with agriculture optional, be introduced, and in the country schools home economics and agriculture, with manual training optional. To the objection that these subjects, especially home economics and agriculture of a character suited to the grades and high school, are not yet teachable, President Waters sets up the claim that they are far more teachable than were the same subjects of college grade twenty years ago, and to the objection that teachers are not prepared, he answers that the preparation will follow the demand. "Success will come first in the high school, and next in the grades, for the same reason that it came first in the college. The high school today must be something more than a mere connecting link between the graded school and the college or university.

. . . Agriculture in the rural schools is the next great educational problem. In fact the rural school today, considered broadly, presents the most serious educational problem with which we have to deal. How to shape the instruction in this unorganized, isolated and poorly equipped school so that the pupils may not lose sight of the farm, its life, its problems, its beauties, and its profits, is the great question now before us. The

hope of these schools and of our system of public education lies, not in the abandonment of these country schools, not in the attempt to substitute something else for them, but rather in making them serve their constituency in the best way and contribute most to the development of the boy or girl who is fortunate enough to have been born in the country. Our rural school system needs to be so revised that from the very outset the courses, to quote the words of a distinguished English educator, 'shall' be woven around knowledge of the common phenomena of the world. . . . For it should be the purpose of these elementary schools to assist boys and girls according to their different needs to fit themselves practically as well as intellectually to the work of life.'

"I do not wish to be understood, in quoting the foregoing approvingly, to advocate the making of the graded or high schools narrow or provincial. Nor would I permit these schools to become in any sense professional, except possibly the last two years of the course in a first-class high school. This might appropriately be made as severely professional as the funds for providing the additional teachers and equipment would permit.

"It is said that an ancient and honorable university once wrote over its portals: 'No useful knowledge taught here.' I would not go to the opposite extreme and write: 'No subject that is not useful taught here.' I would make all the courses practical enough to fit men for efficient service in their several professions and pursuits of life, and at the same time liberal enough to prepare them for the highest service as citizens.

"The best part of an educational institution is its spirit—is the point of view which it gives its students—the ideals which they carry away from its halls and through life, for more worth than fine gold is a quickened conscience and a capacity to distinguish between what is right and what is wrong. 'A high ideal is the noblest gift man can bestow upon man. Feed a man and he will hunger

again; clothe him and he will become naked. Give him a noble ideal and that ideal will abide with him through every waking hour, giving him a broadened conception of his relation to his fellows. The ideal must be so far above us that it will keep us looking upward all our lives and so far in advance that we shall never overtake it.' Those whom we send out must make a large contribution to the welfare of the world."

The last inaugural of importance for the year 1909 took place November 14 when William Arnold Shanklin was made president of Wesleyan University, at Middletown, Conn. A most notable gathering of men high in the affairs of state, church and school was present. It was probably the only inauguration of a college president at which was present both the President and Vice-President of the United States. Wesleyan was established in 1831, and Dr. Shanklin is its ninth president, he having filled a similar position at Upper Iowa University.

President Taft spoke of the college spirit—a thing hard to define, he declared, but which, taking its form and influence largely from the personal character and influence of the head of the institution, stands through life to men who have come under its influence as a restraint from evil and an inspiration for good. "There is nothing," continued the President, "which prompts a man to endeavor to keep in a proper course so much as the desire to stand well among the men with whom he went to college for four years, who developed from youth to manhood in the same class and under the same influence with him."

The President referred briefly to the discussion which has waged from time to time as to the advantages of large and small colleges. "I deprecate the desire to increase every class in a university," said the President, "the desire to say

that this year's freshman class is larger than last year's. While it may give pride for the moment, it seriously increases the burden of college administration and brings about the necessity of a search for money to meet the added expense. It has fallen to me at times to have a share in selecting a college president, and there has always been at such times the suggestion that what we needed was a business man, a man who knew the value of a dollar and how to get it—a man who would put the institution on a business basis.

"I am glad to say that I always dissented from such an idea. I am not attacking business men, but I believe that such men have their limitations and that these limitations are such as to exclude them as college presidents. The college president first of all is a teacher. That is his profession, and the university is a teaching institution. If he is to do his duty by the institution he must understand how teaching should be done. He must be a pedagogue. The college president must be a man of executive ability. He must have the power of selecting men for the work they are to do. And I submit that unless he is a teacher and understands all the teaching that is to be done, he is not fit to make such selections or to build up a faculty to do the teaching."

In welcoming his successor into office, Ex-president Raymond referred to the money side of the university and the anxiety it brought to the head of an institution. "But," said Dr. Raymond, "in spite of this there is an idealism that works at the root of all life. In that realm of spiritual mysticism, where the supreme values of life are disclosed, wells up the impulse that makes for those values the right of way. If in the generation past their application was too much limited to the salvation of the individual, there is no such limitation in our time. The politician and the statesman, the preacher and the professor, the reformer and the philanthropist are all sociologists. We cannot neglect the individual, but we must get these ideal values into life."

President Hadley of Yale had this to say: "We never have been able, and I suppose we never shall be able, wholly to realize our ideals. There will always be some who think play more important than study; and there will always be some who value study in proportion to the profit in money or fame which its pursuit is likely to bring. But we always have had, and we shall, I think, continue to have in increasing numbers, a nucleus of true scholars—of students who value science and letters for their own sake and are preparing to help the community to value them higher with each successive generation."

"The college is essential to civilization. Every people that has made a luminous spot in history has generated its light in the halls of colleges and universities."

The Inaugural
Address of
President Shanklin

With these words President Shanklin of Wesleyan University, in Connecticut, opened his inaugural address. And then he continued: "To destroy the college would be to turn back the hands upon the dial of history for centuries; to support it is to set free a vitalizing energy in every field of human endeavor. Indeed, the very existence of the free institutions of which we boast may depend at last upon the work of the college. The problems of constitutional liberty must be solved in our colleges and universities. They must instill a deeper discipline, a higher manhood, and a more intelligent patriotism than we have at present. The college is the fountain of intelligence. Without the college we cannot long maintain common schools. Without common schools we cannot long maintain general intelligence. Without general intelligence we cannot maintain our liberties. Our republic will not survive our intelligence.

"The unconscious aim and spirit of the American college may best be defined by the word service. The moral obligations of college men to make their learning efficient in the stream of life cannot compel too sternly. Service is the business of the college man. Capacity to serve,

diligence to serve, is the only earldom in this land. One maximizes service by minimizing self, finds life by losing it, the paradox of all loftiest manhood. I am not particularly insistent that the college be small or large. It should be the qualitative and not the quantitative that should distinguish her. There must, however, be the personal touch and impact. The value of any teacher diminishes as the square of his distance increases.

"Amidst the epidemic, now happily lyterian, toward the free and easy options of the extreme elective system, some of us have persistently denied that 'all subjects are equally valuable,' and have held fast to certain disciplines as not exclusive, but as indispensable to the well-formed mind. We have refused to fall in line with that mischievous 'scrap-heap' educational fad, which is now coming to be recognized as such even by many who until recently accepted it. Nor does this mean that I am not a believer in the fundamental idea of an elective system—namely, that of individuality and the cultivation of aptitudes; but that idea has found poor expression through the unscientific system, or rather lack of system, now so largely in use. Happily we are in the midst of a salutary reaction against the excesses of the elective system. The pendulum is swinging back.

"The college exists for the undergraduate, and has in mind both the individual welfare of the student and the society which he would serve. In the general atmosphere of freedom, which is now recognized in college life, it is natural that in increasing measure the responsibility of the good conduct and the good name of the college body should be thrown upon the students themselves. A large share of the friction in college government has come from the fact that the faculty and students have failed to understand each other.

"Misleading as the predominance of athletics in a college may be, bad as the management of college athletics has often been, the fact remains that in athletics lies a saving power. Athletics supply what Dr. Eliot calls 'a new and effective motive for resisting all sins which

weaken or cripple the body.' We cannot afford to lose either this high motive or the lessons of self-control, concentrated attention, prompt and vigorous action, and instant and implicit obedience. Steadily the standard of honor in all intercollegiate contests is rising. On the whole, undergraduates exhibit and demand today a higher degree of true sportsmanship than ever before. The contests create and foster a healthful college spirit, a needed esprit de corps. The problem is to secure intercollegiate rivalry enough to foster the right college spirit, while at the same time exalting and holding fast the main objects of college life—scholarship and service.

"Historically there is a profound interdependence between the American college and the American church. . . . The historical scope of the college recognizes that this is God's earth, and that man is God's to guide and complete. Character makes men, and its salvations are more than knowledge. Christ must be placed in the very centre of the intellectual life if its highest possibilities are to be realized. When He is so enthroned truths will adjust themselves to one another in their proper relations. To the college which maintains that 'The fear of the Lord is the beginning of wisdom,' the people must look for the cadets of truth and reality."

There was one of those frank and honest meetings of frank and honest educators at Philadelphia last month. The conspicuous member was President Emeritus Eliot, but others frank and honest who entered into the discussions frankly and honestly were Professor Arthur Hobson Quinn of the University of Pennsylvania, Dr. Edward A. Pace of the Catholic University of America, Miss Mary Winsor of Haverford College, and President M. Carey Thomas of Bryn Mawr.

Doctor Eliot was down for a paper on "Adverse Tendencies in American University Life," but discussions of his subject and his answers thereto, all of them

frankly and honestly put, lengthened the evening and made it one of superior interest.

During Doctor Eliot's address he said: "University life for young men is by far the most favorable condition of life between the ages of eighteen and twenty-five—the most favorable that has ever been invented or discovered in this world. Such diverse tendencies as there are are the consequences of the great liberty or freedom which young men going to any American college or university suddenly enjoy.

"At the age of eighteen a young man needs the restraints of his home. He is used to guidance in his eating, drinking, sleeping, working, playing and exercising. He is suddenly given the utmost liberty in all these things. But the average human character can develop only in a state of freedom. That is the way God brings out character, not only in individuals but also in the human race. Self-reliance, self-control—character—can be produced in no other way.

"The first class of adverse tendencies results from this freedom. A small proportion of the students coming to college have no real will power and these are the young men in greatest danger in university life.

"There has been an enormous improvement in university life during the last thirty years. Now the student is expected to learn a good deal of something, while he also obtains an elementary knowledge of a good many things. No student under the elective system ever attains to such a scattering as was prescribed fifteen or twenty years ago.

"There is great foolishness not only in the individual, but in the country which depends on the exclusion of competition. That policy is very weakening for our nation as for any other. Shutting out competition is a very adverse tendency, whether in a university or outside."

Professor Quinn stated that the American people judge a man by the amount of salary he receives, and that for this reason they have a tendency to despise the college professor.

Doctor Eliot took exception to this, saying, "That would be a very sad thing if it were true. . . . The American people value a man for his serviceableness, for what he contributes to the energy of the country and to our serviceableness as a nation among nations. Have we not had illustrations in America of men who were very rich and were yet despised? And have we not had illustrations of men who were poor and were yet held in the highest esteem, not to speak of love?"

Dr. Pace demanded a statement of what was the criterion of adverse tendencies. Doctor Eliot replied that this is a question that concerns the progress of the whole human race. "Ideals can only be entertained by a person who has in mind that progress which has been made toward those ideals. The ideals of the human race have been fluent, changing from generation to generation, becoming always more insufficient, but always more beautiful and contributing more and more to enjoyment and happiness and achievement of the good. . . . It is through an intelligent companionship with books and men and women that ideals are developed. And the women have more to do with it than any man. When men want to represent wisdom, literature and liberty, they always give their representatives the form of woman."

These last words brought Miss Winsor to her feet: "Every adverse tendency has been touched upon here tonight," exclaimed the well-known advocate of woman's suffrage, "except the inhospitality of American universities to women. That is the greatest manifestation of materialism. . . . A woman was shut out of the Harvard law school merely because she was a woman. It is therefore better to be a man, even if you misbehave yourself, than to be a woman if you want to study law. The doors of the school of architecture of the University of Pennsylvania are closed to women. It is therefore better to be a bird than a woman if you want to study architecture. The women of Pennsylvania are taxed to

support the university, and they are given an inadequate return in education."

President Thomas compared the opportunities given to men and to women for post-graduate work. This, she said, would disappear because the people of the country are finding out what the colleges are doing. She declared that there were no adverse tendencies in graduate work, and that doctors of philosophy, despite the fun that is made of them, are coming to the front as the educators of American children.

Miss Thomas said that the Western universities were forging ahead of the Eastern because of the appropriations made to them by their graduates in state legislatures.

Doctor Eliot replied that he thought this would benefit the Eastern universities by forcing them to greater efforts. Then he touched on the discussion as to the value of the classics in education.

"Formerly," he said, "cultural education consisted of Latin, Greek, a bit of mathematics, a bit of history and a bit of philosophy. But in its origin the classical course of study was the most intensely vocational course that could have been devised at that time. Latin was the only means of universal communication. Greek was the only means of access to acquire scholarship. Today the means of access to knowledge is not Latin, but English, French, German and Italian. The great treasures of the world in scholarship, philosophy and history are now in those languages. Only a small element is in Greek, and that element can be gotten through translations. The most of us need only the barest elements of arithmetic, algebra and geometry. We have a great deal too much of them in our schools.

"What we need is real knowledge of the scientific method, because that is the only method of scholars and investigators today. The study of modern languages, modern literature and the modern scientific method is the equivalent of the classical curriculum. And professional courses of study are just as truly cultural as any professed cultural course."

You may remember that in the *Atlantic* for October Professor Hugo Munsterberg deplored the lack of public interest in scholarship in America, setting forth the fact that scholarship, for itself, is treated with scanty consideration here. Andrew Lang, in the *London Post*, replies to Professor Munsterberg, and claims that in no country and in no time has the scholar had his due. Reading between the lines this question is found: How can the millions honor a man whom the millions know nothing of? And again: The scholar may be well known in scholarly circles, but to be known to the public at large he must do something which will attract the attention of that public. The many educators who constantly are being quoted and misquoted in the newspapers are frequently accused of trying to attract the attention of the public, and are criticised for it. There should be no criticism, for the more the public reads of education and educators the more interest is aroused, and there cannot be popularity without first there is interest. And further, to interest a people in education is to make them desire education.

Throughout his reply Mr. Lang quotes from the article by Mr. Munsterberg, thus making both sides of the controversy very intelligible:

"Scholarship has no real standing in the American community," writes Professor Munsterberg, "and the foreigner feels at once that great difference between the Americans and the Europeans." The British foreigner, if it is any consolation to Professor Munsterberg, would feel no difference. This scholar is, if I do not err, an experimental psychologist, a scholar in that branch of learning. Now, do many of us know even by name the experimental psychologists of Britain? Professor Munsterberg remarks that the death of Mr. Simon Newcomb "did not bring the slightest ripple of excitement," more interest was taken in the decease of a professional manager of a baseball team. Mr.

Newcomb was "the greatest American astronomer." I never heard of him before, and who is our greatest living astronomer? The Germans are different; they "grieved the loss of men like Helmholtz and Mommsen and Virchow." To be just, the deaths of Darwin, of Macaulay, of Froude, with others, were not ignored. But they, with the great Germans named, were scholars in fields of human interest. The Roman History of Mommsen was "as interesting as a novel," whereas astronomy, except in the hands of the Martian Mr. Lowell, is a rather cold and remote affair. So is experimental psychology, except when it comes to crystal-gazing, and, with Mr. William James, to mediums and Mrs. Piper. At least, that is the general opinion. I myself, like Malvolio, "think highly of the soul," and of experiments in the science of souls. America does not. When Mr. James left Harvard there were festivities, which seems odd; fasting was more to the purpose. But the speakers at the festivities celebrated "the departing administrative officer" and "no one thought of the departing scholar." That was very British. The public is very human, "it has no use for dead persons," and revealers of buried civilizations. "The public," says our psychologist, "does not consider the university professor primarily as a productive scholar, but essentially as an officer of the institution." It is very nice of the public to consider a professor at all! But the public knows something about administration; about matters of disinterested intellectual activity it knows no more than classical scholars know about science men and science men about classical scholars. Men of "world-wide reputation" in their own fields are generally unheard of at home.

"In the United States and Germany the scholars are almost exclusively university professors, in striking contrast to France and England, where many of the greatest scholars have always been outside of the universities." Professor Munsterberg may not be aware that at our universities there are very few pro-

fessors, and that they are rather decorative than utilitarian. Again, one can think of but few English scholars outside of the universities: Grote is the most prominent exception, unless we call Darwin a "scholar;" the term is not commonly applied to him. But it is true that the scholar and the man of science are, except historians, best known "by their by-products," lectures (with magic lanterns), magazine articles, and so on. How can you expect the public to pore over mathematics, and the obscure metaphysics of Homeric grammar, and the Cypro-Arcadian dialect? The Greeks were an intellectual people, but they did not ripple with excitement at the names of Zenodotus and Aristarchus, they put an end to Socrates, and Theocritus himself tells us that his own poetry was a drug on the market.

The Americans cannot give "baronetcies for the leading scholars," as we do, according to Professor Munsterberg. I am not able to remember any scholar who was given a baronetcy for his learning. Scholars, like the little modest girl at the school feast, may cry, "I asked for nothing and I got nothing." Baronetcies come by asking, not by scholarship.

"The most direct reflection of this public situation in the college life is not the disrespect for high-grade class work, but still more, the unwillingness of the best men to turn toward a scholarly career." This is so far true that in reading the works of scholars with whom I do not agree I often feel that les esprits puissants are not busying themselves with anthropology, Homeric criticisms and these kinds of things. Such things are treated with so much prejudice, indolence and haughty contempt of logic that Lord Chesterfield might have thought of his remark about "the silly old man who does not know his own silly old business." But it is not absence of worldly honor and reward that keeps the best minds apart from scholarship. It is their much greater natural interest in practical affairs. The scholar, like the poet, "is born to be so;" he is naturally interested in the disinterested exercises

of the mind. It was so in Greece. Nobody in Ionia thought much of Professor Thales, he was only a "crank," with peculiar opinions about water; was a scholar in the sense of Professor Munsterberg. But when he made a corner in oil mills, when he struck ile, and prevented other people from striking it, Ionia knew no bounds to her admiration. Let Professor Munsterberg make a corner in something, say in radium, and America will ripple with excitement, while he will be mobbed by interviewers and photographers. Laputa was the right country for the professor; there only were scholars objects of popular enthusiasm. Meanwhile the scholar is not complaining; he is sincerely indifferent to baronetcies; he does not want paragraphs in the press; he is not anxious to see blotched and black photographs of himself in the newspapers. Ambition, love of money, love of "one crowded hour of glorious life," take puissant men into the law, Wall street, dentistry, the cult of Plato's "great beast," the political public and take them away from scholarship.

It takes all sorts to make a world, but the scholar (if he does not invent gramophones and that kind of thing) represents the sort which the world would most readily see die. Professor Munsterberg speaks highly of Hegel as a force in the creation of Germany. But if Hegel had never been born he would never have been missed. Germany would stand where she does without Hegel, who is not quite so much read as he should be. The world has never yet been interested in the scholar, as such. To interest the world he must get into the divorce court, or make a corner in radium, or spout on platforms, or be amateur champion at golf. Now the golf of professors is the worst in the world.

Julian Chase Smallwood would train the schoolboy to think independently instead of treating him as now, "like a keg with a funnel in its bung-hole to receive the liquid poured into it." In *Cassier's*

Educate Reason
Rather
Than Memory

Magazine for November he says that in education there should be first, the imparting of knowledge; second, repetition for practice; and third, the development of ability to reason. He is of the opinion that the first is satisfactorily handled, the second is insisted upon only by the most clear-seeing educators, and the third is scarcely attempted at all.

Of his plan for educating the student to reason, Mr. Smallwood writes: "Perhaps the closest approach toward the training of the student to think independently and to develop or create habits of mental investigation is made in the laboratory courses in analytical chemistry; for such courses consist of a series of real problems, to solve which it is essentially necessary that the student use his reason. Moreover, he can not let lack of confidence in his ability control his judgment to the same extent as in other studies, since he can have no foreknowledge of the answers.

"Every one who has been graduated from a technical school has witnessed the wide variations in the successes of his classmates in practical work. . . . In every class there is at least one man gifted with an exceptional memory, who with little effort satisfies the requirements. I know such a one as a classmate who, by subterfuge, attended not more than one-fourth of the hours prescribed, and 'crammed' for each examination only the night before. . . . He was graduated well up in his class, but knew practically nothing of engineering.

"Is it not a crying shame, then, that such men should be vouched for on parchment as engineers? Is not the only conclusion possible from these obvious facts that there is something wrong with our educational system? If so much is admitted, it will then be asked, 'What can be done about it?'

"Far more individual attention should be given students and a process of segregation should be cautiously followed. That is, students in every course should be classed according to their abilities and the quality of their minds, and each class or squad taught separately. In this way

only may those who are less quick be kept from falling hopelessly behind and those brighter ones be saved from retardation. But the important object is to deal with each mind in the way best calculated to develop it. Minds can no more be nourished with indiscriminate feeding or monotonous diet than can bodies. In accord with growth instruction should be changed, not only in quantity but in kind.

"The method of instruction in preparatory schools should be changed so as to train minds to be receptive of what is to come. In the university, as in the preparatory school, there should never be required a demonstration of a theorem or repetition of text; but the process of thought by which such demonstration is made should be rigidly exacted. . . . Again when a formula is to be deduced, the student should never be required to repeat the deduction, but to give the process involved. . . . If the process by which a generic principle is deduced is understood, that process may readily be applied to a specific example.

"In conclusion, I would strongly advocate the universal removal of the ban on the use of text-books in examinations. This may startle some of my readers, but a little reflection will show that the plan is entirely practicable. . . . In scientific subjects questions should be framed to appeal to the intelligence and not the memory of a student. Instead of asking him, for example, what are the advantages and disadvantages of a certain type of machine, he should be questioned concerning the best type to be selected to satisfy given conditions. He will be obliged to use his judgment as well as knowledge to answer such a question. If he has no judgment, he can not answer it with a cartload of books at his elbow. If he has not knowledge, the element of time forbids his gaining it in the examination-room and also answering the question satisfactorily. He should be free to consult his references in the examination-room as in the practise of his profession.

"The effect of the system I suggest

will be twofold. First, the class-room work will develop independence of thought, impress upon the mind the knowledge that it is necessary that the student gain in a way least taxing to his energies for the result obtained, and give him that reliance upon his own judgment which he must have to become an engineer in the true sense of the word. It will, as well, absolutely disqualify those men whose mental attributes render them incapable of becoming such. Second, the time-limit system and use of reference books will break the hide-bound dependence upon text-books, and at the same time actually test the student's fitness for his future work."

Should schools other than those belonging to the public school system be subject

**Should
College Property
Be Taxed?**

to taxation? This is a subject that is being discussed in many states and has appeared before a number of legislatures. Last winter the question was before the people of Illinois, and just now Massachusetts is asking if there is a burden imposed upon cities and towns by the exemption from taxation of property owned by educational institutions. It is a well known fact that in many cities denominational educational institutions own thousands of dollars worth of property devoted to neither the cause of religion or education, but hold and rent this property merely as a business investment, and yet pay no taxes. A few institutions have gone so far as to solicit farmers to deed their farms to them, guaranteeing to the farmer a good rate of interest "because we do not have to pay taxes on our property."

A number of college presidents appeared before the tax commissioner at Boston last month, and their opinions on the taxation of property owned by educational institutions here follow:

President Lowell said that such universities as Harvard are not in reality a burden upon the taxpayers, either of the state or of the particular community in which they happen to be situated. Those who argue for the taxation of college

property remind him of the man who owned the goose that laid the golden egg, and who felt grieved because he could not have the egg and at the same time kill the goose. If Harvard were to move from Cambridge no one doubts that Cambridge would strenuously object, because it would be realized that the loss of Harvard would be a permanent injury to the city. He fully believed that taxation of college property would result in great loss in endowments, as men who give freely for education would be much less likely to give were their endowments to be used in part for the purposes of taxation.

John F. Lehy, treasurer of Holy Cross College, said the money for the construction of the buildings of that institution came from outside of Worcester, so Worcester's only loss with respect to the college is the value of the land occupied, and this has been made up a hundredfold in various ways. This college requires no police or fire protection, he says, and it costs the town nothing for water, sewage disposal or lighting.

President Hamilton of Tufts said the question should not be whether the taxation of college property would reduce the rate of taxation in those communities where institutions are located, but rather whether the presence of colleges has improved the condition of such communities, looking at the matter in all its aspects. He believed an investigation will show that in every case where colleges have come into a town values have been largely increased as a result of their coming, and that they have improved the character of the population.

President Gasson of Boston College said the question is wholly as to whether a college is a benefit to a community, and whether the benefits are outweighed by any burden caused by the college. He said there is not a college in the land which is not ready to do all within its power in assisting poor boys to higher education, and at the present time Boston College is giving education to three hundred boys. Were the college to be taxed to the full value of its property, he said, it would not yield revenue enough to

pay the state for what it is saving in the education of these boys.

With the growth of liberty and freedom of every sort has come the problem of religious training in the school, a problem which grows more complex with each passing year, and upon the solution of which large groups of individuals seem to be unable to agree. Blessed with innumerable creeds, as is these United States, and resting upon a foundation which guarantees religious liberty, the problem of how much or how little religion should be mixed with education is more complex than in any other country in the world.

President William De Witt Hyde of Bowdoin College discusses religion in education in a very sane and in a very straightforward manner:

"Our mistakes on this subject have come from treating liberal education as a simple circle; and are of two kinds, according as either science or religion is made the center of that circle. If you make science the center, and introduce religion into the curriculum as one of the many subjects, religion as a subject of study turns out to be not religion itself, but merely historical facts and philosophical doctrines about religion—criticism and theology in other words; things no more like religion than astronomy is like sunshine, or botany like the beauty of a flower. The dismal failure of the teaching of 'religion' in German schools is the most conspicuous example of this mistake.

"On the other hand, if you make religion the center of your educational circle, edification becomes more important than verification; you introduce a double standard of truth, which is equivalent to no standard whatever; facts are selected, twisted, distorted to support the traditions on which religion is believed to rest; and education becomes an inefficient sham. The parochial school of the Roman Catholic church, and to a less degree the schools controlled by the Church of England illustrate this mistake.

"Liberal education is not a simple circle, as these erroneous views assume; but an ellipse of which science and religion are the two foci. Science is the developing within the mind of those fixed, immutable relations that obtain between the facts and events in the external world, and thought and deeds and wills other than their own. It reduces the individual to an impartial spectator or at best a faithful copyist of one aspect of reality. Personal preference has nothing to do with it. Its motto is substantially that of Bishop Butler: 'Things and actions are what they are, and the consequences of them will be what they will be; why then should we desire to be deceived?'

"Not only geography and arithmetic, chemistry and economics, but history, both secular and social, literature, both in and out of the Bible, the facts about moral customs and religious institutions, if studied at all, must be studied in candor, impartiality and disinterested indifference to consequences, which is the only attitude science can take. As a subject in the curriculum then, religion should have no place whatever until the students have sufficient maturity to study it scientifically.

"As such an object of scientific study, religion has no place in primary, grammar, or high school; only a very limited place late in the college course, where it is best presented under the heading of philosophy, literature, or history; and only a co-ordinate place with law, medicine, engineering, forestry, and commerce in a university.

"Religion in itself, however, is an attitude of heart and will toward God; and therefore toward all that He has thought and willed; toward all men made in His image. It includes reverence, gratitude, justice, kindness, sympathy, pity, courage, self-control, loyalty, and self-sacrifice. Everything in Nature, art, history, biography, literature, and life that inspires these qualities is an aid to religion. Every solution and relation that calls for these qualities is an opportunity for its expression. Every person who cultivates and commands these qualities is a

prophet and priest of the religious life.

"The place of religion in liberal education, then, is, first: The reading of literature, singing of hymns, offering of simple and earnest prayer in and through which these qualities of mind and heart are cultivated and communicated. Second, the inculcation of these qualities by precept and action of school and college life in which they apply. Third, and finally, the appointment, so far as is consistent with strictly educational requirements, of persons who, by personal example, by voluntary Bible study conducted for edification rather than mere information, by participation in voluntary religious services, and by molding the moral standards and social ideals of the institution, shall present the Christian graces in convincing and contagious form. For, as Dean Briggs has said of literature, religion 'is catching; but you can't vaccinate with it.' If a person whom students admire has it, and meets students both in the routine of college work and in ways specially designed for its communication, they will take it from him.

"The personality of the teachers, and of at least one college preacher, or association secretary, selected and set apart for this specific purpose, is the most effective 'place' for religion in an institution devoted to liberal education."

The Chicago Board of Education is planning to introduce into the schools of that city a course of study, which, could our forbears return to earth, they would find in it a severe shock to their sense of modesty and propriety. But, nevertheless, it is in keeping with the progressive tendencies of the age, and once more tends to prove that our educational institutions are working to take hold of the very heart and soul and well-being of the people.

Social hygiene, as the new study is to be termed, is now a prominent feature of the curriculum of the schools of Germany, according to Dr. Alfred D. Kohn,

a member of the board of education, at whose suggestion, together with that of Mrs. Ella Flagg Young, superintendent of schools, the course is to be adopted.

In discussing the subject, Dr. Kohn says: "For over a century the question of whether we should instruct our children on this all-important topic lay dormant, but of late a number of circumstances have again brought it prominently to the front. These are, in short:

"The constant flocking from the country and small towns to the great cities, and the great increase in size of these cities.

"The spread of scientific knowledge in wider and wider circles.

"The strengthening of the social conscience through the medium of the press, women's clubs, social settlements and public medical lectures.

"The widespread knowledge of the social evil and the realization of the dire consequence thereof. The time for concealment, hypocrisy and false modesty is past, and it has become the duty of the whole community to stamp out the evil that is sapping our body politic and social to the roots.

"I believe the time to begin the instruction of social hygiene should be in the last two years of high school. The boys and girls' classes should be separated. The lectures should be clear, concise and to the point. There should be no attempt to wax too scientific, but hard facts should be driven home plainly that they may sink deep."

Mrs. Young declared that a committee of district superintendents had found a woeful lack of knowledge among children, and she said it was her opinion that ignorance is the direct cause for the downfall of the majority of girls who go astray.

The old dictum, "What people don't know don't hurt them," seems to be passing. Today it is the duty of men and women to know, and the earlier they know the better it is for themselves and for those with whom they are associated. Innocence is beautiful to behold, but an innocence that destroys is a monster ugly and foreboding.

OF CURRENT INTEREST

ON SPELLING

KNOW what you are talking about before you talk about it. He may not put it in just those words, but this is the thought one draws from Professor Thomas R. Lounsbury's new book on "English Spelling and Spelling Reform." And here is something else one carries away from a reading of the book by the eminent Yale professor. It is this: You will either become, like Professor Lounsbury, an enthusiastic advocate of change, or else, if you still stand firm, the existing order of things will have in you a far worthier supporter than before. And if neither of these things happens then it is certain that you have convictions on the subject which should be worth giving to the world.

It is against the well-nigh universal ignorance regarding the situation in English orthography and the efforts at its reform that Professor Lounsbury directs his shafts. "To many persons," writes the professor, "it does not seem to occur that before discussing English orthography it is desirable to equip one's self with at least an elementary knowledge of its character and history. As the acquisition of this preliminary information is not deemed essential, there is little limit to the surprising statements made upon this subject, and the more surprising facts by which they are fortified. The annals of fatuity will, in truth, be searched in vain for utterances more fatuous than some of those produced in the course of the controversy. As long as the advocates of the existing orthography confine themselves merely to the expressions of their prejudices and opinions, they are comparatively safe, even though their prejudices have no foundation in reason and their opin-

ions have behind them no trace of investigation. The moment, however, they attempt to fortify their notions by illustrations and argument, they are lost."

Some idea of how Professor Lounsbury goes about upsetting cherished beliefs of conservative spellers may be gained from what he says on the matter of the derivation of words. One hears on all hands the statement that the existing spelling of words should not be disturbed because it serves to show whence those words are derived.

"Could any upholder of etymological spelling," asks the Yale savant, "be induced to drop the 'c' of 'scent,' though nobody ever pronounced the intruding letter? Yet, as it comes from the Latin 'sentire,' the substitution of *scent* for *sent* destroys in this case, for the vast majority of educated men, the delightful reminiscence of the classic tongues, which, we are told, imparts so peculiar a charm to the present orthography."

Here is more food for thought: "Nearly every word in the language has had different forms at different periods of its existence. Which one of these is to be selected as a standard? Take the word we spell *head*. Shall we write it so because it is the custom to do so now? Or shall we go back to the Anglo-Saxon original *heafod*? Or shall we adopt some of its three dozen later forms—such, for instance, as *heaved* or *heed* or *hed*? This last, which with our present pronunciation would be a pure phonetic spelling, was more or less in use from the 13th to the 18th century.

"We do not spell the word as *head* because it gives us a knowledge of the changes which have taken place in its history, for this it does not do at all. Nor do we so spell it because it gives

us a knowledge of its derivation, for this it does very little. Nor, further, do we so spell it because it represents pronunciation, for this it does still less. We cling to it for no other reason than that we are used to it. What is here said of head can be said of thousands of other words."

The book leaves this argument confronting the reader: Does spelling reform introduce new words? Does it give new meanings to old ones? Does it destroy existing inflections? Does it add any to their number? Does it vary in the slightest the order of words in the sentence? Does it cause the least modification of the least important rule of syntax? Fancy a boy refusing to wash his face on the ground that if the dirt were removed he would not be the same boy! Fancy a man objecting to putting on a new suit of clothes on the ground that by so doing he could never be what he was before; that the integrity of his character and the continuity of his traditions would be destroyed; that he would no longer be the same man to those who had known him and loved him.

THE SCHOOL RESTAURANT

THE restaurant in the public school, where pupils may be fed at very small expense, is more and more coming into vogue in this country. In many European countries, notably France, the school restaurant, conducted without profit, has long been a substantial and popular fixture.

One of the more successful school restaurants in the United States is the one in operation at Lynn, Massachusetts. Several restaurants or small lunch dispensaries are connected with various private and charitable schools, but the one at Lynn is conducted along business lines, the prices charged being just sufficient to actually cover all expenses and no more. The restaurant is for the accommodation of the high school pupils and is conducted by a federation of the women's clubs of Lynn. A lady is employed to manage the res-

taurant, but there is also present each day a representative of one of the clubs. Lynn has five women's clubs that are interested in the restaurant, and this gives each club one representative for one day each week.

The lunch hour is from 11:20 to 11:40 a. m. daily, except of course on Saturdays and Sundays, although ample provision is made for breakfast for those who arrive at school late, as well as for refreshments for those who are detained in the afternoon, and so the restaurant is open for business from 9 a. m. to 4 p. m.

One side of the lunch counter is for boys and the other side for girls, and during the regular luncheon hour as many as eight or ten persons are kept busy. Senior girls are employed to help out during the "rush hour," and for their services they are paid regular wages.

Everything on the bill of fare is prepared from the best materials. The bill is changed every day, thus offering plenty variety. Here is a sample bill of fare and the prices of the different articles:

Bread and butter sandwich.....	2 cents
Sardine sandwich	3 cents
Tomato soup	3 cents
Spiced wafers	2 for 1 cent
Gingerbread	1 cent
Cocoa	2 cents
Sponge cake	2 cents
Crackers	2 for 1 cent
Milk, glass	2 cents
Ice cream	5 cents

Coffee is never served, as it is considered too stimulating for the average student. The most popular dishes with the young people seem to be ice cream and chicken sandwiches. Milk is in great demand with the boys as a drink. The girls like cocoa and cake.

To feed 700 healthy, growing young people, each with an appetite such as usually belongs to a growing young person, is not an easy task. The daily consumption is nine cans of milk, five gallons of soup, four gallons of cocoa, 400 sandwiches, forty dozen buns, forty dozen cup cakes, besides many deserts which are made at the restaurant. The crackers, cookies, cakes and ice cream are obtained outside and the sand-

wiches, soups and desserts are made at the school. The average amount spent for lunch by an individual is five cents, and it is estimated that no less than \$25 is taken over the counter daily.

Almost from the beginning the restaurant has paid its way, and this together with furnishing the pupils good wholesome food at slight cost, and saving the students' time, thereby shortening the day in school, is all that the restaurant intends to do.

THE OPEN-AIR SCHOOL AT VERNAY

PEOPLE of the United States are just awaking to the wonderful possibilities of the open-air schools, and the benefit they are to the tubercular, the weakly, and the impoverished children, particularly those of the cities, and more particularly the children of the slums of the cities. So anything that contributes to the general information of open-air schools is of educational value.

Should you be traveling in Germany, and should you happen to be in Berlin, early in the morning, when the weather is fine, you meet boys and girls hurrying to the station. They alight at their destination, where they hasten to the wide forests. Here, under the great trees, tables and forms are placed. The pupils do not have to sit down long, for the lessons are short, and soon a whistle tells them that play-time has come. Some roll on the grass, others swing on the branches of the trees; and when tired they wrap themselves in blankets and rest in comfortable lounge chairs while the birds sing them to sleep. At lunch-time there is a picnic on the grass, and the lunch-baskets, that seemed over-full in the morning, are emptied with astonishing rapidity. When twilight comes the children return home, bringing back to Berlin happy, healthy faces and a fond remembrance of the country.

In Hungary much the same procedure is adopted, but there they use neither tables nor benches. The teacher, at school hours, goes out with his pupils for a country ramble. On the way he

draws their attention to things that may be interesting to study.

Recently France has taken up the open-air movement. It was M. Herriot, the young mayor of Lyons, a distinguished professor, who founded the beautiful open-air school at Vernay. The idea of such an undertaking grew slowly upon him after having studied the question of the rational education of the young.

Lyons has a large number of pale, unhealthy children, as has all industrial cities.

"If we don't help the children," thought M. Herriot, according to Jeanne Morin in the *Wide World* for December, "they will develop that scourge of our time—consumption; and before they prematurely die in hospital they will have contaminated many of their little playmates. If, however, we give them plenty of good food to eat and fresh air to breathe, they will soon get over their weakness, become strong again, and turn out able men, useful to society and the nation."

Instead of sending them home after school, however, as is done in other countries, it was thought that it would be better to keep the children as boarders, else the desired result would be only half accomplished. Accordingly, a beautiful residence at Vernay, formerly a palace of the Second Empire, was transformed into a boarding school. A large park surrounds the building, and that the children may have good milk six cows are kept.

The beds and the rooms are kept spotlessly clean. They work only four hours a day—two in the morning and two in the afternoon. All the pupils at this school are boys, and the swimming pool is one of the most popular features. The class-room is the best part of the garden, and it is provided with seats and the shade of chestnut trees. After lessons comes the Swedish drill. From rising time, seven in the morning, until bedtime, eight in the evening, the boys are out in the open air. Study, recitation,

play, sleep, gardening—all are done in the open.

The menu for lunch and dinner is changed every day. Every day two doctors visit the school and give special care to those who need it. A dentist is attached to the house, and he is kept busy. On the first day of their arrival the weight and height of the children are taken, and on every Tuesday morning the pupils are weighed again in order to follow their improvement week by week. The whole atmosphere at Vernay is calculated to develop the best citizenship, and every year there is returned to Lyons strong little men with virtues and ideals, and at less expense to the city than it costs to take care of one incorrigible and his misdemeanors.

EDUCATION IN SOUTH AMERICA

IN the forthcoming report of the United States Bureau of Education there will appear an interesting paper on "The Modern Aspect of Higher Education in Spanish-American Countries," by R. S. Packard. He states that higher education in Mexico, Central and South America and the West Indies is modern in spirit and practical in its tendencies. However, the humanities are so resolutely suppressed in the courses of studies as to give unusual prominence to scientific and technical training.

The writer calls special attention to the new national university in the Argentine Republic, the organization of which was completed only three years ago, upon the same plan as the state universities of Wisconsin, Michigan and Illinois, for instruction in modern branches of study, and has faculties of natural science, mathematics, physics, law, social science, pedagogy, agriculture and veterinary surgery.

There is a similar university in Uruguay for a similar purpose. The Uruguay University has replaced an ancient institution, while that in the Argentine Republic is entirely new, and does not interfere in any way with another at Cordova, one of the oldest in America. It was formerly under the control of the Catholic Church, but many years ago

was taken over by the department of education. The astronomical observatory connected with the Cordova University is one of the most famous in the world, and for many years was in charge of Professor Gould of Harvard, and other astronomers from the United States.

Neither Brazil nor Mexico ever had a university, although the latter country is building one, which is to be inaugurated next year. The only institution resembling a university Mexico ever had was conducted by the Jesuits, but when they were expelled from the country it was closed. There are now more than 10,000 free public schools in Mexico with 18,000 teachers and an average attendance of more than 1,000,000 pupils; sixty-three colleges, twenty normal schools for men and for women, industrial schools in every province, schools of law, medicine, agriculture, commerce, mining, electricity, engineering, etc., all supported by the government at an annual cost of \$8,500,000, and the only official school known for the education of young men for the diplomatic, consular and civil service.

The oldest university in America is San Marcos at Lima, Peru, which was founded by Emperor Charles V. of Spain in 1551, with faculties of theology, jurisprudence, medicine, philosophy and political science. For two and a half centuries, while under the control of the Dominican monks, it was one of the most notable institutions in the world, and students came to it from all parts of America. Of late years, however, it has been thoroughly modernized and now has chairs of agriculture, mining, electrical and civil engineering, chemistry and other applied sciences. Mr. Packard, in his paper, gives especial attention to a series of publications by professors and students of San Marcos, which show what he calls the "modernity" of thought and instruction prevailing there. These papers all relate to topics of immediate and practical interest, such as bacteriological analysis of the drinking water of Lima, experiments and applications of wireless telegraphy

and co-operative movements. There are other universities in Peru, the foremost being the University of Arequipa.

Although there is no university in Brazil there are two schools of medicine, four of law, a polytechnique institute, a school of mines, a school of engineering and a gymnasio nacional, formerly the "Pedro II. College," which is authorized to confer degrees. All of these are under the control of the central government, while primary and secondary instruction is under the control of the state authorities.

Chile has two universities. The National University is supported by the state, and has more than 2,000 students. The Catholic University is supported by the church, and has 400 students. The courses of study include nearly all the subjects found in a modern university of the United States.

The University of Venezuela formerly was an institution of some note, but of late years it has languished.

Ecuador has experienced a long struggle between the church and the liberal party for the control of education, and, although the latter has succeeded in divorcing the church and the state, has expelled all the monks and nuns, closed the convents and monasteries, established the civil rights of marriage, and assumed control over the primary and secondary schools, the university at Quito is still under the jurisdiction of the archbishop.

All of the Central American countries have institutions which they call universities, except Costa Rica, where there is an excellent college and normal school. In Guatemala are several professional schools of law, medicine, engineering, fine arts, and several normal schools, and they have been very well kept up. In Nicaragua are nominally two universities, but they are not always in session. In Salvador there is a university with law, medical, engineering and natural science schools, with altogether about 200 students. In Honduras is a university with facilities in medicine, law, political science and engineering, with sixty-two students, according to the latest reports.

The University of Havana has had a

high reputation and has graduated many distinguished patriots and scholars. It ranks second in age to the University of San Marcos in Peru, having been founded by the Dominican fathers in 1578.

Mr. Packard is very enthusiastic over the future of education in the Spanish-American countries.

SCHOOL OF COLONIAL INSTRUCTION

WITH all its "madness for education," and with schools for almost every sort of instruction imaginable, the United States will have to acknowledge that England has found a demand and answered it for a course of training which the most wide-awake educator of our own country seems never to have anticipated. It is called the Imperial School of Colonial Instruction, or, to put it more plainly, it is a training school for cowboys.

The frontier life—the cowboy life—has been so much a part of our very existence that we have never thought of its students other than as those matriculated in the University of Hard Knocks. Some of us have graduated from the more cultural courses, but nearly all of us have passed a few semesters in the hard-knocks course.

In England conditions are different, and once more it is proved that education meets conditions and supplies the necessary training for the development of the required efficiency, be that requirement what it may. The boys of British middle-class families are dreaming of golden opportunities in Australia and Canada. But the life in these colonies is vastly different from the life of staid Old England. Many who have gone to the Antipodes or the West have returned home disheartened because they were unable to meet the requirements of the colonies. This led to the opening of the school, that young men contemplating the new life might enter upon it fully prepared.

The school is sometimes called the "Cowboy's College," and Mr. Scudamore Jarvis in the *Wide World* for December describes it. The school is lo-

cated at Shepperton-on-Thames, within a few miles of London, and Captain Morgan and Mr. French are the directors.

Life in the bush or prairie is imitated to the minutest detail, and before a young man has been in the school many weeks he knows just how well he will like the Australian or Canadian frontier. Pupils are taken at the school for a course of six months, or any less period if desired, and learn during that short time the ins and outs of a wonderful variety of subjects, from elementary carpentering and cooking to the more fascinating art of roping cattle and using the stock-whip.

The pupils live in bunk-houses during the winter and tents through the summer months, and their day's work starts about the time the milkman begins making his rounds. The food is cooked by the pupils themselves in a Dutch oven and over the open fire, and they are not even spared the drudgery of washing up and bed-making.

Much attention is given to riding, but the would-be stockman must also learn how to look after his horse—to saddle him, groom him, and even shoe him. Among other things that the student learns may be mentioned packing pack-saddles, repairing saddlery and leather work, making fences, gardening, branding cattle, rifle, revolver, and gun shooting, boxing, ju-jitsu, etc. It will thus be seen that the pupil, after six months' training, is a man of much knowledge and an individual to be treated with respect. Tracking, scouting, bush signs, and other valuable instruction is given. Thus pupils are taught to be able to at once decide from hoof-marks in the soil whether the horse or steer was moving at a walk, trot or gallop, and also the age of the prints. Signalling by means of smoke is of interest and well worth knowing.

Although the institution is primarily for the instruction of those about to start life in the colonies, a short course of cowboy and stockman life can do no harm to the youth who has just left

school, even though he proposes to adorn the stool of an office. He will learn to stand a few hardships without grumbling, while the open air cannot fail to improve his constitution.

RECORD PRICES FOR OLD BOOKS

HERE is interesting news for the bibliophile. Not many of us can afford to be bibliophiles, but it is pleasant to note that if some of our favorite authors never lived to receive large monetary reward for their work, the works have lived to be worth their weight in gold.

At an auction sale held in New York in November some rare editions brought very high prices. Edgar Allan Poe's "Prose Romances," was sold for \$3,800. This is a small pamphlet, containing "The Murders in the Rue Morgue" and "The Man That Was Used Up," and was issued as "Prose Romances No. 1, Philadelphia, 1848."

The copy of "Al Aaraaf," presented by Poe to his cousin Elizabeth, with the dated title, 1820, in which state it is doubtful if another copy is known, reached a price of \$2,900 (Dodd, Mead & Co.), who also bought the copy in the Chamberlain sale presented by Rosalie Poe, for the same price. The copy sold in the George H. Moore sale in 1893 for \$75, and when it reappeared in the Pierce sale in 1903, it brought \$1,825. Although it went through a fire, the leaves have since been sized so that the paper is firm. The copy was used by Poe when preparing the 1831 edition of his poems, and has many alterations and additions in Poe's handwriting.

One of the famous letters of the Poe-Snodgrass correspondence, in which Poe mentions his plan of "The Murders in the Rue Morgue," offering it for \$40 for the *Baltimore Visitor*, brought \$480 (Harper). The original manuscript of "Spirits of the Dead," which appeared in the first edition of "Tamerlane," with many variations from the printed version, brought \$300. "The Raven," in wrappers, with a lengthy imitation of "The Raven" in Poe's hand, brought \$245.

SOME AVENUES OF USEFULNESS FOR THE SMALL COLLEGE

By W. N. STEARNS

The Editor's Foreword We have the high school, the college, and the university, all inter-dependent, yet each independent. How to make them dovetail into each other with neatness and harmony and at the same time have each fulfill its own mission, the high school giving the best preparation for life to those who cannot pass on to the college and then to the university, as well as to those who are preparing to enter the higher institutions, is the educational problem of the age. Professor Stearns discusses interestingly this subject, offers some suggestions, and better still places before us figures which are worthy of careful study. Dr. Stearns is with the University of North Dakota, and is well-known to educators both as teacher and writer. He has served Boston University, Ohio Wesleyan University, Baldwin University, and other institutions, as well as various educational associations. His writings cover a large field, including special reports and numerous magazine articles. While Professor Stearns does not attempt to solve the problem of the high school, the college, and the university, he does offer some very timely suggestions.

MEN count it well worth while at however enormous expense to make the slightest gain in speed, excellence, or efficiency. The educational field is no exception. Impelled by a desire to make just provision for the future, yet denied the seer's vision, men often have laid foundations for structures that differed widely from the original plan. Thus the little red school house, whose gift to the nation can never be fully estimated, is after generations giving way to the consolidated rural school. Despite the service of the district school, we cannot deny its limitations. But it has been worth all it has cost, and who scoffs at its crudeness confesses his ignorance of history. Likewise a change has come to the honored line of academies that once dotted the country from Maine to the Middle West. These, too, have felt the push of the high school. Some of them, resting on ample endowment, are still doing service, some have affiliated with larger institutions, others have passed into history. The rosters of these

schools contain honorable names; their value to the nation cannot be measured.

The modern free public high school, the poor man's college, the creation of the last quarter of the century just closed, has come to the front. Thus while the academies and other private schools of the same grade have increased from 38,280 in 1871 to 101,755 in 1906, less than three fold in thirty years, the public schools of equal rank from 22,982 in 1876 have swelled to 722,692, or more than thirty fold in thirty years. Enrolling seven and one-half millions in 1871, the common (or elementary) schools in the next five years gained half a million; but in the thirty years from 1876 to 1906 they more than doubled, from eight to sixteen and one-half millions. The total per cent increase of common school attendance in proportion to population has since 1900 steadily declined, dropping from 20.5 per cent to 19.9 per cent, and the per cent of population increase of our private schools has likewise since 1890 dropped from

.23 per cent to .22 per cent. But the per cent of population increase in our public high schools has steadily mounted from .05 per cent in 1876 to .88 per cent in 1906. Nevertheless, all the millions that have been expended on the academies, the buildings that have been erected, now perhaps to stand empty, all the efforts and sacrifice have not been in vain. The broader life, the larger righteousness is the sufficient fruitage. However, with all reverence for the past we must not make a fetish of tradition. The goal sought is a better citizenship, a nobler manhood and womanhood, and if the same phenomena enter into educational work that mark commercial and industrial life, we must see in the changing order the evidence of progress.

Today we face another problem. Flanked on one side by the high school with its often superior equipment, and on the other side by the technical school and the university, the college—often a university in name—is asking the question, "What next?" Many factors enter into and increase complications. First, students following what may perhaps be the spirit of the times, are flocking to a few great centers. The last report of the Commissioner of Education gives a total enrollment of 258,603 students in 622 institutions, an average of 416. But 75,242 of those students were enrolled in twenty-five institutions, averaging 3,000 each. Of these, twelve are state universities, ten are non-sectarian and non-state, and three are denominational schools. It must be borne in mind, however, that a few of the smaller universities, as Johns Hopkins, Clark and Boston, are primarily non-technical graduate schools. These statistics are the more ominous since in many colleges tuition is the mainstay, and lessening attendance threatens existence. It is likewise significant that in the twenty-five institutions referred to above few students are below college rank, while in most

of the others preparatory and other short-course students abound.

Further, the cost of education has enormously increased. The log on which Mark Hopkins and his famous pupil could sit has grown to a huge plant as expensive as it is necessary. Equipment, buildings, and men cost money. The student's time is his capital and the brief period of his preparation must be spent where it will count for the most. Twenty years ago \$100,000 was counted a heavy endowment. Today universities are spending \$500,000 to \$1,000,000 a year and colleges half these sums. A quarter century ago 10,000 volumes constituted superior library advantages. Today universities are offering a quarter or even half a million volumes. A further difficulty is the shifting currents of population. Institutions once the centers of populous districts are now comparatively isolated. The trend of railways and other means of communication has disturbed the social order as has also the voluntary shifting of the population, the instinct of the immigrant, and the enterprise and sagacity whereby some cities make themselves great centers with wide-spreading and convergent lines of travel.

There is, nevertheless, a place for a limited number of small colleges. This will be more and more true as population increases, for it will not be possible, or indeed desirable, that the great educational centers do all the work. But it will be incumbent on the small colleges to keep pace in wealth, resources, and facilities. Otherwise, they must be content with a constantly changing staff of teachers or with a corps of mediocre men, save as here and there a man from sheer loyalty or aversion to change, turns his face against temptation.

The past year has been notable for gifts to smaller colleges. In a week's campaign, for example, Colorado College added a half million to its million-dollar endowment. Whitman College is in a million-dollar campaign.

At least two theological seminaries are in receipt of half a million each. There are today more than one hundred colleges and universities in, at least approximately, the million-dollar class. Such institutions are reasonably safe from financial crises and the ill consequences of uncertain enrollment. They can secure and retain men and equipment of high excellence. Wealth is not the only criterion of judgment, but culture costs, and poverty is not per se a token of merit.

In some cases there is need of re-districting. Institutions once large in favor and centrally located are now inaccessible. The shifting current of immigration, the changing character of populations, and the fact that the establishment of permanent centers of population and activity is a thing of recent times and is still in process, all render the situation a fluctuating one and difficult of discernment. Western Reserve College, for example, located in a small country town, was in 1882 moved to Cleveland, thus becoming identified with a new and growing center. The ten-fold increase in attendance within seventeen years and the corresponding growth in buildings and equipment are guaranty of the wisdom of the action taken. We must bear in mind also that colleges are not an end in themselves. They exist for the people, and in bidding for patronage must seek to make the largest returns for value received. The justification of an institution is not past history, local pride or a sentimental feeling, but present worth and efficiency. If local pride can conjure up the means of maintenance, well and good. Otherwise, local spirit by prohibiting necessary advance becomes merely a party to a mistaken policy. It is often the part of wisdom by adaptation to conditions to insure service rather than by mistaken loyalty and pride to become a memorial of the past. If the spirit of the age imposes new duties it is for us not to decline, but still to maintain our right to leadership.

Having thus allowed for the retention of certain of our colleges by increased endowment, and, wherever necessary, by more favorable location, it remains to inquire what is to be done with the others.

The question of religious education in our growing state universities and other non-sectarian schools starts a serious and urgent problem. Of the total enrollment in our country for 1905-6 of 233,588, 111,051 were in denominational, and 71,113 were in state universities and colleges. But of 116,780 students of collegiate rank, 39,285 were in denominational colleges and 48,399 were in state schools. This is the more significant when we take into account that of the denominational colleges and universities four enrolled 13,191, or 11,311 of college grade or above. The proportion of graduates and professional students was even more marked, 13,512 in the denominational as against 16,721 in the state schools.

Equally significant has been the increasing number of men in the state universities. In the ten leading state institutions of the Middle West there were in 1896-7 10,898 men and 3,720 women. In 1905-6 there were 20,070 men and 7,376 women. The total number of all universities and colleges was, in 1896-7, 55,755 men and 16,746 women; in 1905-6, 97,738 men and 31,443 women. That is, whereas in a decade the total number of men increased only about 75 per cent, and the attendance of women 89 per cent, in the state institutions, judging from the above ten, the increase in attendance was 91½ per cent for the men and 90 per cent for the women.

If, instead of internecine strife, the several denominations would transplant a portion of their struggling institutions to larger centers—into storm areas—into association with these state and other non-church universities where today are to be found thousands of church adherents, valuable factors in the church's develop-

ment would be preserved to careers of wider usefulness, and by conservation of their energies serve an urgent need. Twenty years' experience in the provinces attests the feasibility of the plan, and recent successful attempts in the states warrant its adoption here. The university-college affiliation scheme is no longer an experiment but an established fact. Nor is it wholly a question of the future of either the academy or the small college. Some of these must and will continue to render valuable service. But if the churches are to have any part in the higher education of their young people, they must follow them to the state and other large non-sectarian universities.

The rapid development of the sciences and technical arts may yet so tax the resources of these larger universities that the smaller associated colleges will become the homes of the humanities and not the dispensers of religious education only.

Another possible remedy is federation. In many instances separate institutions are located in close proximity, but still maintain separate existence. Safety rests in union. Any business man could draw up articles of agreement according justice to all concerned. Approximations may be found in Cleveland or Berea, Ohio, or Jacksonville, Illinois, and other opportunities can be found.

Another field for the college is to be found in the changing character of our population. Statistics show that whereas twenty-five years back western Europe sent us 87 per cent of our immigrants and southern and eastern Europe and Asiatic Turkey 13 per cent, in 1905 the figures were nearly reversed, northern Europe sending us only 21.7 per cent and the other nations mentioned above 79.9 per cent. That is to say, the nationalities bringing with them the highest type of social and civic life, and therefore most readily assimilating with us, a rapidly falling off in numbers, and the peoples, most un-American, most difficult

to merge into our national life, the hardest to control, are overwhelmingly increasing. Our social system needs centers of culture that shall leaven the changing order, and here is a legitimate function for our colleges, a far better service than the present mad race after university ways, and impossible attempts at engineering and other professional schools. The resources and possibilities of university extension have not yet been touched and no surer road to public sympathy and to useful service can be found. Thousands of worthy and capable persons, too, born and bred on American soil, to whom privileges are otherwise denied, would enjoy and appreciate such opportunities conferred, and society would experience a general toning up. If such an institution be located in a large center, there are the benefits of the night school for hundreds of people to whom daily bread is an ever-present problem. Here, too, are to be found the hordes of newly arrived foreigners, the most dependent and helpless of the lot, whose use of the ballot is a menace to good order unless that right is based on intelligent appreciation of the duties of American citizenship. The adoption into a university group of an institution devoted to such work would be a valuable acquisition and for any decadent college, an exchange of humiliating weakness for an honorable mission.

There is another class of citizens, too little considered but today rising to power, namely, the farmers. The rural districts are at present in a state of distraction. Culture has invaded the country, the people have tasted, have caught the vision. Free mail delivery, interurban railroads, telephones, magazines and daily papers, improved farm machinery, and the elements of the modern home have all come to the farmer, who is no longer the man with the hoe, but an up-to-date professional man, possessed of an independence enjoyed by no others. On the other hand the country has been invaded

by a class of immigrants who are still unlettered in our ways, but who are honest seekers after homes, who in a few years can put native Americans to shame in point of thrift and achievement. Rural people not only need advantages, they want them and are willing to pay the price for them. We need a system of education, a modified extension of the present agricultural college, a cross between the agricultural school and the arts college, which in addition to professional work shall provide a culture adapted to the clients served. Some of our colleges would do well to abandon their present utopian attempts at the stock university curriculum and devote themselves to this problem. The presence among us of such schools would in time create a sentiment in favor of country life, dignify the calling, and open young people's eyes to possibilities before them. Today we practically teach young people that education is a way of escape from the farm. With the help of our state universities and our department of agriculture, a tumble-down college could thus be built up into a potent agency in any community. The farmer is the foundation of our civilization, and there is no shorter way to the betterment of our civic life than by the toning up of the farmer and his profession. The day of wasteful use of natural resources is about passed. The farmer now finds himself caught in the pinch of competition, and like others needs scientific training to enable him to conserve and to make full use of his energies.

There is need also of junior colleges. We are either asking too much or not enough in education. The high school falls short of the needs of the man who is to enter life at once, and further, there is something about college life that the high school cannot give. On the other hand it is a waste of energy to tax the university with elementary work. There could and should be a division of labor. The

university could and will some time be compelled to lop off work below junior grade and to leave this field to junior colleges. The last two years of our present college course could be passed up to the university and conducted in connection with advanced university work. The college would thus stand for culture, the university for vocation and culture. The raw recruit would not then be brought into touch with the bewildering craze for specialties, nor would the student lose time in getting to his professional career.

A form of discipline possible for the small college, and of infinite value in the training of youth, is that afforded by the military school. The abnormal development of modern athletics and the transformation of college sports into advertising media call for careful consideration. Nor is there better physical preparation for the exacting of modern life, or better civic training. Aside from the need of a trained citizen soldiery, we Americans, whether home-bred or foreign-born, are sorely in need of the lessons of obedience, subjection to authority, and rational physical culture, all of which are essential features in military training.

There is need also of a limited number of boys' and girls' schools which, if properly equipped and conducted, like the Exeter Academies for example, would enjoy prestige and favor.

The college also should be a more dynamic factor in the section in which it is located. Too frequently the college must call its sons and daughters from afar, and alumni removed to a distance become involved in other interests and lose touch with their Alma Mater. Helpful would be a plan whereby graduates moving into the region of another college, might, if they desired, and the colleges concerned assented, transfer their relation and thus, by adoption, become "ad aundom gradum," alumni of another school. College diplomas, like

church certificates, might thus become transferable, men and women could be kept alive intellectually by vital connection with an institution near enough to be practically useful, and the college would become not an annual reminder but an abiding influence.

Whatever plan may in each case become the way of escape, the crisis of the college must be squarely faced. There is a crying need for better men in the faculties, teachers who are students, scholars, investigators, diligent and keenly alive to the progress of the world about them. There is constant need for libraries and equip-

ment that students may not, toward the close of their college career, be rudely awakened to the experience of having been deceived by false appearances. There is need of adaptation to the changing order, a recognition of the demand not for bigger schools but for better schools and for more effective training. There is need, finally, that the college be no longer content to touch civic and social life at isolated points, but strive rather to become more and more like leaven, a part of the public life, silently but surely and constantly moulding and transforming it. The college must change to fit the changing order.

DO YOU KNOW

THAT children attending school must pay the same fare on railroads as do other children of like age? This is the ruling of the Interstate Commerce Commission. The Commission points out that the ruling does not prohibit the publication of commutation rates for children of specified ages, but merely holds that such rates must be open to all children within the ages stated in the tariff regardless of their mission, errand or business.

That with all the changes in the old order of things there still are standing eleven log school houses in the State of New York?

That the Chicago public school system has adopted the plan of half work and half study? A class of boys is to be divided into pairs, each boy spending a week in school and then a week in some shop or factory. It is the idea which originated at the University of Cincinnati.

That the honor system of conducting student examinations, and which now is in use quite generally, and particularly in the institutions of higher education, had its origin at the

University of Virginia in 1842? This was really the beginning of student self-government.

That Cyril C. Lotz, a Stanford University freshman, can claim the distinction of holding the world's record for long-distance wireless telegraphy, having communicated with the United States steamship Virginia at a distance of 2,800 miles? Lotz, in the home-made instrument which he uses, has embodied several original ideas which add much to its efficiency.

That for the use of its members Brown Union at Brown University has installed a public typewriter which can be used at the rate of ten cents per half hour? The apparatus has a clock enclosed with the cash box, and it informs the user when the time limit has elapsed. This convenient public instrument can be easily wheeled around to any part of the building.

That although Wesleyan University of Connecticut ceased to be a co-educational institution at the close of last school year, it opened this fall with the largest freshman class in its history?

AROUND THE CAMPUS

THERE are two opinions, and they are about as widely separated as opposites usually are. One opinion is that football is of greater injury than good to students, and this opinion is quite largely supported by citizens in general and the public press. The other opinion is that football is of greater good than injury to students, and this opinion is quite largely supported by the heads and faculty of colleges and universities and by the students themselves.

The facts are these: Football casualties for the season of 1909, up to November 27, included thirty-two deaths and more than 200 injured. That many have been reported, at least. But that is not all. In celebrating the several victories students in numerous instances have made "the night hideous" with their wild shouts, have damaged property, and have injured citizens who were busy attending to their own business.

"Baseball is the national game, but football has become a national problem," prints the *Chicago Record-Herald*, and adds that parents are "growing tired of the talk of changes in the rules when the number of fatalities continues to increase." In speaking of the recent "disgraceful" celebration indulged in by some of the students at the University of Illinois, the *Urbana Courier-Herald* makes a statement worthy of serious consideration: "The university has been advertised to the extent of half a column in all the metropolitan Sunday papers—but in such a manner that months of labor and thousands of dollars of expense in the publicity department have been rendered futile." The *Washington Star* condemns not the game but the brutal manner in which it is played, and concludes thus: "If the American educational system cannot be maintained

without the accompaniment of murderous football playing it is high time that steps be taken to find a saner foundation for our institutions of learning. . . . If the fathers and mothers of this country, acting upon a common impulse of parental precaution, sent their sons only to those institutions where football under its present rules is forbidden, the necessary reform would come quickly enough from the administrative end of the line."

The press is largely of the opinion that the rules must undergo a radical change, doing away with the "mass play" and reducing the chances of accident to the minimum. *The Outlook* suggests three remedies: prohibition by law; prohibition by the college authorities, or a modification of the rules and methods, and gives as preference a trial of the latter. The *Philadelphia Press*, however, brings to mind the fact that "football is football, after all; not tennis or golf; and if the element of peril were eliminated it might as well be a contest of ping-pong or battledore and shuttlecock." And further on the *Press* states that "football rules may be so amended as to make the game less dangerous, but we doubt it." The *Boston Transcript* deplores the "indecentcy of a fine boy playing a boy's game for the entertainment of people, and killed at it," and agrees with the *Philadelphia paper* that "in spite of modifications these things will continue to happen. They are in the game." The *Baltimore American* calls it "a fierce game," and the *New York Press* dwells upon the student celebration side of football, and suggests that the police commissioner take action "regarding these rowdies who make Saturday nights on Broadway a loathing to the public."

University and college presidents and faculty members look with favor upon the game, although very many of them desire to see a change in the rules. Here are a few expressions:

President Cavanaugh of Notre Dame: "Football today is less violent than it ever has been before. Boys have found a way of perishing even when football has not been played."

President Needham of George Washington University: "What we need in our colleges is to develop a more general athletic activity of the student body. We should have, I think, a team or teams in each class and interclass games with perhaps only two or three at the outside of intercollegiate or interuniversity games."

Professor George W. Patterson of the University of Michigan: "In my opinion canoeing and rowing are more dangerous than football."

Dr. Edward Hitchcock of Amherst: "The game is too strenuous and should be modified."

President Faunce of Brown University: "The public may well demand further modification of the game, not to take all danger out of it, but to remove all possible brutality."

President Jordan of Leland Stanford: "Rugby football accidents of a serious nature do not occur. What injuries do occur in this game are mainly confined to arms and legs and are not serious. Internal injuries or bruises on the head are practically unknown as the absence of mass plays prevents the concentration of attack on one man."

President Harris of Northwestern University: "Accidents ought to teach lessons which would prevent, if possible, such accidents in the future. But in football, as in other games and in the game of life, men must take chances. Indeed, in football they take much the same chances they do in life's game. Out of all such unfortunate accidents should come lessons of caution."

President Tyler of William and Mary College: "I think the rules of football should be carefully revised so as to prevent all barbarities."

Professor Small of the University of Chicago: "It is worth the price."

Ex-president Eliot of Harvard always has been in favor of greatly amending the rules, but Dr. Eliot is now only a critic emeritus.

According to figures that have been compiled the membership in college Greek letter fraternities has increased four-fold in the past quarter of a century, until now the membership of the thirty-two men's societies is practically 200,000, while the fraternities own or rent property that is valued at fully \$8,000,000. The question has often been raised as to the usefulness of college fraternities, but we believe that few college men will question their value. As social fraternal organizations they form a very pleasant part of college life, and no fraternity that does not endeavor to inculcate good principles among its members would long survive.

There is a unique football team at the Kansas State School for the Deaf and Dumb at Olathe. All the players are deaf mutes, and so is the coach, who is L. H. Taylor, better known to the public as "Dummy" Taylor, for eight years one of the pitchers with the New York National League team, and last year with Buffalo in the Eastern League. Taylor was graduated from the Kansas school in 1895, and has for the last few years spent his winters there as a boys' supervisor. This year he took charge of the football team, and made it one of the best teams of similar age in the West.

A large college dormitory, formerly the Chi Phi Chapter house, the first fraternity chapter house ever located at Emory College, was totally destroyed by fire last month. About thirty students were lodging in the house at the time of the conflagration, some of them losing everything in their rooms.

Northwestern University has adopted a new policy regarding college fraternities. Hereafter the university will encourage the fraternities to build their houses on the campus. To assist the fraternities the university will give a site

for the erection of a fraternity house among the dormitories. While the ownership of the house will be in the university, the fraternity will secure funds for the building from its alumni and friends, the university loaning an agreed part of the total amount, if this is necessary. The fraternity will thus secure a choice site and attractive home under the most favorable conditions. The style of construction will harmonize with the rest of the dormitory system. Non-fraternity students will occupy neighboring dormitories, a condition which will promote closer association between the two groups of students.

Emile Berliner, one of the perfectors of the telephone and the inventor of the gramophone, has given \$12,500 as endowment of a research fellowship for women who have demonstrated their ability to carry on research work in physics, chemistry or biology. The foundation will be known as the Sarah Berliner Research Fellowship for Women. The award will be made by a committee of women, of which Mrs. Christine Ladd Franklin of Baltimore is the chairman.

That students at the University of Kansas can live on good, plain food, and plenty of it, at the astonishingly low cost of \$1.25 a week is demonstrated by the experience of a club of eight boys who have established a private boarding house of their own. Here is a sample of the average meal at the cooperative boarding club: Breakfast—Oatmeal, shredded wheat or cream of wheat, eggs on toast, milk toast and hot cakes with butter and syrup. Dinner—Steak, roast or boiled meat, potatoes and gravy, apple sauce, bread and butter and rice pudding. Supper—Fried potatoes and gravy, sweet corn, tomatoes, fruit sauce.

With the aid of friends, Chautauqua Institution purposes to establish, beginning with the season of 1910, a system of scholarships for students in its summer schools. The full scholarship will cover: (a) a season ticket, (b) three six weeks' courses in the schools, (c) lodging at one of the student club houses to be established in 1910, and (d) six weeks' board

at the college commons. The half scholarship will involve a payment of twenty-five dollars by the recipient and other provisions will be the same as those of the full scholarships. For the season 1910 twenty full scholarships and thirty half scholarships will be provided. Full information will be furnished by the secretary, Chautauqua, N. Y.

Of a recent class of Harvard College the members report their probable occupations as: Business, 135; law, 99; engineering, 54; teaching, 43; medicine, 41; journalism, 18; architecture, 16; the ministry, 12; and chemistry, 9. Therefore out of a total of 427, leaving out all men whose callings are classed as miscellaneous and who are undecided, business claims 31 per cent; law, 23 per cent; engineering, 12 per cent; teaching, 10 per cent; medicine, 9 per cent; journalism, 4 per cent; architecture, 3 per cent; the ministry, 2 per cent, and chemistry, 2 per cent.

The University of Illinois has prepared statistics on what her graduates are doing, and the figures once and for all set aside the recent statement of Mr. R. T. Crane of Chicago, that the universities, "instead of teaching young men to seek labor, cause them to despise it." In the past ten years the college of agriculture has conferred the degree of bachelor of science upon 184 men. Of this number 115 are directly engaged in farming, 40 in agricultural college and experimental station work, 7 in the Department of Agriculture at Washington, 1 is with an agricultural newspaper, 16 are teaching, 3 are in the real estate business, and 2 in religious work. The law school, since its organization in 1897, has graduated 247 persons. Of these 198, or 80 per cent, are directly engaged in the practice of their profession. Forty-three, or 17 per cent, are in other lines of business, several of whom occupy responsible positions in private corporations. The addresses of the remaining 3 per cent are unknown. The number of graduates of the twelve classes of the college of engineering, between 1897 and 1908 inclusive, is 955. They

are scattered over the whole world. Information has been obtained from 63 per cent of the total number. Of those giving information only 3.8 per cent were at the time out of employment. About 90 per cent of those who have reported are employed in engineering work. The graduates of the college of pharmacy aggregate 1,498. Addresses of 1,248 are known; of these, 75 per cent are engaged in the practice of pharmacy. The graduates of the university thus brought under consideration total 2,976. Of these 84 per cent are doing the work for which they have received training in the University of Illinois.

By the will of the late Rev. Augustus Woodbury, D. D., funds are provided for the establishment of a scholarship at Brown, at Harvard, and at Dartmouth. A condition of the bequest is that the holder of the scholarship in any of the colleges named shall have prepared for college at the Phillips Exeter Academy.

Two sets of prizes, to be known as the Seabury prizes, are offered for the best essays on one of the following subjects: "The United States, the Exemplar of an Organized World," "The History of International Arbitration," "The History and Significance of the Two Hague Peace Conferences," "The Opportunity and Duty of the Schools in the International Peace Movement," and "The Evolution of Patriotism." First set, open to seniors in the normal schools of the United States. Second set, open to seniors in the preparatory schools of the United States. Three prizes, of \$75, \$50 and \$25, will be given for the three best essays in both sets. The contest closes March 1, 1910. Conditions of the contest: Essays must not exceed 5,000 words and must be written, preferably in typewriting, on one side only of paper, 8x10 inches, with a margin of at least 1¼ inches. Manuscripts not easily legible will not be considered. The name of the writer must not appear on the essay, which should be accompanied by a letter giving the writer's name, school and home address, and sent to Mrs. Fannie Fern Andrews, secretary

American School Peace League, 405 Marlboro street, Boston, Mass.

Over \$10,000 per quarter is the sum earned by the students at the University of Chicago who feel the need of supplementing their means from some outside source. This does not include the honor scholarships awarded by the university, but covers actual work rendered by students in every imaginable capacity.

To promote jiu-jitsu in the University of Missouri, the Cosmopolitan Club has completed arrangements with Toyo Yoshida, formerly an instructor in Japan, but now a student in the school of engineering, to give instruction to its members and a limited number of students who may be interested in this science. No tuition is charged, but the students pay the expense of printing instruction papers and of other necessities.

That the practice of hazing is being abolished we have but to note the resolutions passed by the student conference committee of the University of Wisconsin, which are similar to the rules now in force at a number of educational institutions. The forms of hazing discontinued at Wisconsin are: (1) No interference of any description with freshmen going to or from any university or other exercises, including those of all student organizations; (2) no hazing shall be permitted on the athletic field or on the university campus; (3) no hazing on private property with or without the consent of the owner or lessee; (4) no student shall be interfered with in his room; (5) no student shall be put into the lake.

None of the twenty-four members of Professor Wilfred H. Munro's history class at Brown University, composed of seniors and juniors, was able to give correctly the full names of the President of the United States, a justice of the Supreme Court of the United States, the Governor of Rhode Island, a justice of the Supreme Court of Rhode Island and the Mayor of Providence, when the questions were proposed as a test. Professor Munro desired to make an experi-

ment based on the recent attempt to secure a constitutional amendment in Maryland, requiring from voters ability to answer correctly questions similar to these. Eighteen of the twenty-four members of the class gave correctly the President's full name and two knew only his last name. No one succeeded in giving the full name of a justice of the United States Supreme Court. Seventeen had a name partly correct. Seven could not give even the last name of a justice.

One woman tried to enter the Harvard Law School and was refused admission solely because she was a woman. Another woman, after three days in the law class at the University of Pittsburg, withdrew. In the first case the woman was politely informed that she was not wanted, and in the other case she was made to feel that she was not wanted. It would seem that we have not progressed as far in education as we sometimes think we have.

The Adelpic Union of Williams College is one of the oldest college debating societies in the country. In 1795 it was divided into the Philologian and Philotechnian societies, and its library has grown from 100 volumes in 1795 to 12,000 at the present time. Among the names on the older lists of those who exercised their talents under the auspices of the union are Bryant, Garfield, Mark Hopkins and David A. Wells, while on the more recent lists are found the names of Dr. Carter, Hamilton W. Mabie, Horace E. Scudder and Washington Gladden. It maintained its position as one of the leading undergraduate debating organizations until intercollegiate debating in 1896 took away interest from it. Last spring the Philotechnian Society ceased to hold meetings and has now been absorbed by the Philologian, which has appointed a committee to dispose of its library.

A good idea is always appreciated. The co-operating engineering course, founded by Professor Herman Schneider, who is dean of this department at the University of Cincinnati, re-

ceived 3,000 applications and inquiries from students who wished to enter this year. On account of the limited engineering quarters at the university just at present, all but eighty of these had to be refused. Some important changes in this co-operative course are being arranged, the most radical being the lengthening of the time from eight to eleven months of the year. Another important change in the co-operative department is made by the installation of Curtis C. Myers of Indianapolis as shop co-ordinator. It is his duty to keep a record of the work of the students while they are in the factories. It is his duty to know just what they are doing in the shops and to bring home to them the connection between that work and their theoretical training in the university. It is ultimately intended to have a complete corps of six shop co-ordinators at the university, one for each of the six years of study in the co-operative course. The average entrance age in this course is between 20 and 21 years.

The Mask and Wig Club of the University of Pennsylvania, one of the foremost dramatic organizations in the country, has completed and moved into its handsome new club house.

The Yale Club business information plan—"the one for all and all for one" idea—has grown to such an extent since its inception that it now has branches in Pittsburg, Wilmington, Louisville, Cincinnati, St. Paul, and Los Angeles, in addition to the central office in New York City. At the head of each branch is a Yale graduate, who looks after the young men who come into his territory seeking jobs. Last year the total number of Yale men who made use of the committee in endeavoring to secure employment or in putting themselves on record as employers of Yale men was 360; 240 of these were applicants for positions. Openings for 120 men were reported to the committee, and 50 of the applicants were placed. The positions which may be secured through application to the committee are of great

variety, including law, medicine, engineering, manufacturing, and mercantile lines. One of the most interesting developments of the scheme has been the standing offer of openings made by a number of large concerns to men recommended by the Yale committee. The organization does not aim solely to secure positions for men just out of Yale. Any Yale graduate, no matter how long he has been out of college, may apply to it for information concerning a job. Those already employed who are desirous of making a change are entirely welcome to make use of the system. Every applicant must fill out a card stating his experience, qualifications, and references. His photograph, also, is requested of him at the time of filing this

application. The committee then writes for credentials, and places these on file, together with the card and photograph. A copy of each applicant's card is then sent from the New York committee office to every branch committee. When an opening offers, the most suitable candidate is selected, and copies of his card, credentials and photographs are forwarded to the potential employer. Then the applicant chosen is advised of the opening. There is no charge made for the committee's work, but those availing themselves of its services do not consider these as charitable. They understand that they are expected to repay them by giving help themselves to other Yale graduates as soon as their position in business permits them to do so.

EDUCATIONAL MEETINGS TO COME

DURING the Christmas holidays is the time of many educational meetings. At these meetings almost all the problems involved in the system of education will be discussed at considerable length.

December 28-31—Music Teachers' National Association of America, at Evanston, Ill.

December 29-January 2—International Convention of the Student Volunteer Movement, at Rochester, N. Y. These conventions are held once in every four years, and this is the sixth meeting. No less than 700 universities, colleges, and other institutions of higher learning in the United States and Canada, will be represented. The purpose of the convention is to bring students and professors in touch with the leaders of the missionary movement at home and abroad.

December 28-30—Texas State Teachers' Association, at Dallas. T. D. Brooks, secretary, Hillsboro, Texas.

December 27-29—Arkansas State Teachers' Association, at Little Rock.

Mayo Roscoe, recording secretary, De Witt, Ark.

December 27-30—Colorado Teachers' Association, at Denver.

December 28-30—Illinois State Teachers' Association, at Springfield. Miss Caroline Grote, secretary, Macomb.

December 28-30—Southern Educational Association, at Charlotte, N. C. H. E. Bierly, secretary.

December 28-30—Missouri State Teachers' Association, at St. Louis. E. M. Carter, secretary, Jefferson City.

December 28-31—North Dakota Teachers' Association, at Minot. Clyde R. Travis, secretary, Mayville, N. D.

December 29-30—Southeast Kansas Teachers' Association, at Pittsburg, Kans. Supt. A. H. Bushey, Pittsburg, chairman executive committee.

December 27-30—National Commercial Teachers' Association, at Louisville, Ky. Enos R. Spencer, chairman executive committee, Louisville.

December 28-29—Northwest Kansas Teachers' Association, at Stockton.

IDLE TALK OF THE IDLER

THE Idler is not a freshman, thank you. If, however, additional necessity should ever compel him to be a freshman, he sincerely hopes that it will be in the distant sometime when the rites attendant the induction of a first year man are less strenuous than now. Or if he must be a freshman the Idler would thank some kind magic power to transform him, for the time being at least, into a co-ed, fair or otherwise. The girl "freshie" gets hers, but in less violent manner.

To be deprived of your rat, or back comb, or your new fall bonnet for say a week or so is much less disagreeable than a coat of feathers stuck on with tar, or a ducking in the frog pond, or some of the other initiatory customs belonging to the male contingent of our colleges. At least so it seems to one who idly looks on. But were the feminine nature included in the transformation perhaps the inward torture would be severe, even though the outward appearance be less disturbed.

To be sure no outsider is supposed to know what the ceremonies are, but a fellow idler who happened to be near sends this report of the hazing of the freshmen by the sophomores at Barnard College: Black gowned, masked figures were seen leading blindfolded girl freshmen about the building, silencing their outbursts with wads of cotton and the slogan "No levity, freshmen!" But all of a sudden when the air would ring with the cry "Rah! 1-9-1-3!" more forceful measures were necessary.

One of the girls who could not keep the secret described the hazing, so my fellow idler reports, as something like this: "We had to kiss the blarney stone, bite the dust, lunch on angleworms and

write our names in blood—but it wasn't bad because we only had to kiss a cold boiled egg, get our nose covered with flour and eat cold macaroni. I had to make love to a post, deliver an oration on 'How I Went to the Bad,' and learn to be a rah-rah girl. What's that? I had to spell my name and say 'rah' before each letter. Oh, there isn't a thing I couldn't do to that sophomore! I got even with her, though; when I had my hands full of dough I hugged her real hard seven times and messed up her gown! I guess she loves me—not!"

After the reading of a long list of rules, which the freshmen must obey strictly for two weeks, each first-year girl at Barnard had suspended around her neck a large green check bearing the words, "Freshman—Handle With Care." Then followed a fantastic witches' dance and large quantities of cake and lemonade, and those with a heart to sing sung songs made for the occasion.

Yes, sir, I repeat what I said at the beginning: if I must be a freshman I hope the initiation will take place in a girls' school.

IMAY be wrong—it is a habit I have—but somehow it seems to me that the freshman deserves a lot of sympathy, and I am going to give him the little that is mine. The freshman is a stranger in a strange world, and he is made the target for everything unpleasant. At a time when he needs the sympathy, and the guidance, and the warm handclasp of fellowship he is given the gibe, and the wrong direction, and the bath that is chilly. The gibe may bring about serious reflection, the wrong direction may help him to find for himself the right way, and the chilly waters may

be a necessary part of his education and may have their place in the training of the best citizenship, but nevertheless the freshman commands my sympathy.

Here he stands at the threshold of his college career, anxiously looking forward to the first year when he will be a quarterback, the second year when he will be a half-back, the third year a full-back, and the fourth and last year a hunchback. Pride is in his manner, and a smile is on his face as he bids the old town good bye and starts for the big university far away. His parents and friends predict big things for him at the seat of learning—wait till John gets there—and he believes it himself. The predictions are not based on vain hopes—oh, dear no. Who was the mainstay of the local high school eleven? John. Who was the fairest singer in the high school glee club? John. Who could hit harder and run faster and jump farther than any boy in the high school? John. Well, then, wait till John reaches university town. John will open their eyes and show them a few things.

And John arrives at the big university. A delegation of students does not meet him. His superior qualities seem to be unknown to that distant university family. But wait. He is duly registered and finds a boarding place. The weeks slip by and somehow he has not made an impression in keeping with the back-home predictions. After his arrival one of the first things he did was to introduce himself to the football manager but, strange to say, the most he got out of the manager was a good laugh. There was a tone in the laughter that brought to the surface the fighting blood of the freshman. John told the manager a few things, and, without wishing to cast aspersions at the head of a freshman with whom I deeply sympathize, be it said that he was not quite as particular in the choice of his words as we are wont to expect of a collegian.

But the words, warm as they were, only succeeded in changing the laugh of the manager into a good-natured grin. And when all the words had been spilled on the college atmosphere and the freshman stood red and panting, the manager begged John's pardon in the most Chesterfieldian manner, said something about ego and self-opinionated young men, and asked a couple of two hundred pound full-backs or hunchbacks to quietly remove the disturbance.

When John awoke he took a turn at thinking. At first he thought the university did not want him there, and then he thought he would pack his trunk and go back home. He was about to do this when he had a third thought—ah, those good third thoughts—and in fancy he heard all the laughs of all the boys in the old town. He took his assortment of assorted-colored ties and hung them back in their place, and slipped out of the boarding house and down the street. He walked about the campus, and the smallness of the high school and of himself and the bigness of the university and of the student body there worked a revelation in contrast. He stood on the steps of the administration building and, like the historic fly perched on the dome of St. Peter's, exclaimed: "My! what a big world this is!"

The football manager and the two hundred pounders passed by. They paused long enough to smile, shake his hand, and to make inquiry regarding the state of his health. He gazed after them, and on his face there was the expression of a new John. And as he watched the backs of those full-backs he whispered to himself: "I just want to stay here long enough to have some green freshman talk to me like I talked to him and then ask the freshman's pardon as cool and easy as he asked mine."

After all it may be that freshmen are not in need of sympathy, but when I see a young fellow leave a small world and enter a larger and rougher

one—well, somehow, I have a notion that if I pressed his hand warm and strong it might help to make a little smaller the lump in his throat. I know the lump is there. It was in my throat, and it was hard to swallow, too.

FEW of us ever are quite sure just where we are going. The most we know is that we are on the way. Through life we are criticised; after death we are praised. And the educator who chooses to blast a trail through the rock-thought worn smooth with the tread of the ages is criticised most of all. To escape the sling curt and sarcastic move with the crowd.

The Idler who finds joy in just idling along with the thousands who idle, and who feels that his head is not in danger of being knocked off, always places on a pedestal and worships the educator who comes forth boldly and expresses a thought that never before has been expressed. The Idler would like to do this were it possible for him to express an idea that had never before been expressed. But since he cannot, he does the next best thing and praises the man who can, and does the praising while there is life in the body of the thinker who thought something and not after death when the thinker is deaf to all praise. Most of the idlers do this, and sometimes the idlers seem to be in the majority. The trouble comes from the other fellow—the fellow who knows or who thinks he knows. So many of us think we know; so few of us know we know. It takes time to know that a man knew, and when the day arrives that convinces us the man knew he is past hearing us acknowledge the fact. Were we to put half the flowers on the brows of men that we scatter o'er their graves it might stimulate the thinking in the world, and also encourage the backward to be less hesitating in coming forward.

Until Dr. Eliot came forward with a new religious idea he was regarded by the knowing ones as a very learned man. When Professor Foster ventured a

thought that had not been expressed over and over again he became the target for all the vile epithets that the holier-than-thou could hurl with bomb-like fierceness. The Idler and all his kind were forced to smile. Bring close the picture and look at it. Here are the men who are "pointing the way," who are teachers of the teachings of Christ, who talk of love. Watch them grow red in the face and stoop to vulgar chastisement that rarely is displayed by the less Godly, and all because men as intelligent as they expressed a thought that strayed a bit out of the beaten path. Spain shot Professor Ferrer, which goes to prove that we are not as greatly removed from the spirit of the Spanish Inquisition as we have imagined.

Half the criticism directed at educators and our educational system comes from the fellow who thinks he knows, and who is not long enough out of the passing throng to realize that it takes a lot of knowledge to really know very little.

New thoughts and new ideas have made the world progress. Criticism never yet killed a real idea. In most cases the critic merely works overtime to emphasize an idea and the man back of it, and so we may say, without endorsing the method of the rhetorical bomb thrower, that the vilest criticism has its advantages. Without criticism the name of Darwin would have been lost to the crowd. And he is only one among hundreds who live on and on through the hot words of those who laughed and criticised. So, sometimes, when the foot of adversity kicks us and we pick ourselves up and look about we discover that we have been landed upstairs.

WHEN a man gives an imitation he usually offers it with apologies. But why apologize if the imitation be a good one? When the imitation is bad the offering of an apology needs no explanation. If all the imitation were removed from the world would we be able to see the real? But an answer to that question has

nothing to do with "The New Education," which a very good imitator of Mr. Dooley offers in *The Oneontan*:

"And phwat is this new edycashun Hogan's bye is tellin' of?" asked Hennessy of Mr. Dooley, as the twain were coming home from early mass.

"Aw, the koind that comes from the use of the jig-saw rather than from the studyin' of the dicshunery? I've noticed that mesilf, Hinnessy. It's a grand idea. The argymint suns loike this, I'm thinking," replied Mr. Dooley.

"Hogan's Mike and your Mary Ann no longer need the koind of schoolin' that helped Martyn Luther and the Pope in their bull-foight, or Thomas Jefsern to wroite the Deklayrashun of Independunce. No, sir; they need to learn the use of the turnin' lathe, a Sarycuse chilled plow, balinced rashuns for the goat, an incubator hincoop, and a vacyume cleaner. Of pwhat use is it for Mike and Mary Ann to read of how the squawk of a goslen waked a sleepin' sentinel out too late at a wake the noight before; or of Mr. Raluph Waldorf Emerson's reflexhuns on Boston's Common?"

"No, sir, it's the hands that need to be blistered, not the mind. That's the argymint.

"The hands earn the bread, why bother to train the head for a parlor ornaymint? Birck-a-brack is out of date, Hinnessy. You must make everything contribute to your stomach

or your bank account or your wife's ayester bonnet. Books can't compete with a plumber's bill. They're the hare in the race; the plumber is the mock turtle.

"Down with the books. They must go. They've had their day. Give the jack plane and the butter-ladle the place on the parlor cinter-table formerly occupied by the dicshunery and Tom Moore's poetry book.

"That's the slogan, Hinnessy; but I'm thinkin' a long avenin' at home with just thim sinsible things to look at would be rather stoopid, and thim suggestin' more achin' mussels and tired hands on the morrow, too. It's all foine for Hogan's boy now whin he can drop his johnnies at the five o'clock whistle, rush home for a square meal and arrove at the moving pictshure show by siven puntchool. But whin he reaches our age, Hinnessy, pwhat thin? Whin he comes limp'in' home with the rumatiz a grippin' him fair awful, puts on his carpet slippers, shoves a maple knot in the shtove, and sits down to spend the avenin', will he want a Sarycuse chilled plow, a cross-saw, or a book for a plaything?"

"He could tackle a pictshure puzzle," said Hennessy.

"Yes, but he'll need a bit o' slape against the soft snap of followin' the drag on the morrow," replied Mr. Dooley.

THE INDIVIDUAL

DR. NATHANIEL BUTLER OF THE UNIVERSITY OF CHICAGO:

The present strong tendency to emphasize industrial and commercial education brings with it the necessity of not forgetting that there are other practical ends of education besides those related to vocation. The grade or high school teacher is not charged with responsi-

bility for a pupil's vocation and career, but is charged distinctly with the other two functions of making him an intelligent human being and useful citizen. So far as the vocation studies can help in these directions they can be introduced properly into high schools or even the grades; but it is with the individual, not the skilled workman, that the school and grade teachers have to do.

GENERAL COLLEGE NEWS

IN speaking of the larger and more prosperous colleges and universities, the institutions to which large sums of money are being given, a Texas newspaper designates them as "schools that think in millions." This may be only another way of turning the expression "as we think so we are" to as we are so we think. With endowments reaching far into the millions, it is only natural that our colleges and universities should think in millions—should think big things. But what is better, they do not rest with the mere thinking. The thought is being put into action, and so the higher institutions are doing big things. A solid foundation gives to the builder a sense of security and helps him to plan and build a mighty structure with safety and confidence. Perhaps this is what the Texas newspaper had in mind. At any rate the thought creeps in between the lines.

But construe the millions in any way you like, the hand so generously extended to the institutions of higher education cannot help but make a deep impression on the citizens of a nation interested in a greater development.

There was a time—it seems no longer ago than yesterday—when men with money to give gave the bulk of their fortunes to the church. There has been a change, and while the church is being provided for, today the great sums of money are going to our educational institutions. For proof of this statement we submit the gifts of John D. Rockefeller, who, although a church man, has confined the bulk of his giving to education. Since 1892, when Mr. Rockefeller entered upon his plan of large donations, he has disposed of \$106,655,000. Of these millions \$93,485,000 have gone to American colleges and universities, and

only \$9,445,000 to churches and religious associations. It is true that some of the money given to education has helped to place on a sound financial basis theological seminaries and denominational schools, but deducting all such sums the bulk of the ninety odd millions has gone to educational institutions that stand as such regardless of creed or religious influence.

Complaint has been made that the higher institutions are receiving too much money and the schools which prepare for the higher institutions too little. Martha S. Gielow, founder of the Southern Industrial Educational Association, which has for its object the education of the children of the poor and isolated mountaineers of the South, asks this question: "Why give so much to the cause of higher education when so little provision is made for the preparation of boys and girls for the elementary study that leads to higher education?" And Mrs. Gielow asks another question: "Why not begin at the bottom and go up?" And then she adds: "In giving for the enlightenment of the ignorant of other lands we stumble over the ignorant of our own land." Mrs. Gielow is thinking of the more than two million of the Appalachian Range. But they are the only real Americans in America, and they have been left to grow up in ignorance, and so they are worth thinking about. Except in rare instances, as at Menomonee, Wisconsin, money has not been donated to the public elementary and secondary schools. These are left to the state, and if the state, through the machinations of politics, makes poor provision, the matter becomes everybody's business, and you know everybody's business is nobody's business.

Rockefeller's gifts to education have

been distributed thus: General Education Board, \$48,100,000; University of Chicago, \$24,000,000; Rush Medical College, \$6,000,000; Rockefeller Institute for Medical Research, \$4,600,000; Barnard College, \$1,375,000; Southern Education Fund, \$1,125,000; Union Theological Seminary, \$1,100,000; Harvard University, \$1,000,000; Yale University, \$1,000,000; Teachers' College, \$500,000; Johns Hopkins University, \$500,000; Vassar College, \$400,000; Brown University, \$325,000; McMasters' College, \$275,000; Rochester Theological Seminary, \$250,000; Cornell University, \$250,000; Bryn Mawr College, \$250,000; Case School of Applied Science, \$200,000; Oberlin College, \$200,000; Spelman Seminary, \$180,000; Newton Theological Seminary, \$150,000; Adelphi College, \$125,000; University of Wooster, \$125,000; Syracuse University, \$100,000; Smith College, \$100,000; Wellesley College, \$100,000; Columbia University, \$100,000; Furman University, \$100,000; University of Virginia, \$100,000; University of Nebraska, \$100,000; Arcadia University, \$100,000; Indiana University, \$50,000; Mount Holyoke College, \$50,000; Shurtleff College, \$35,000; School of Applied Design for Women, \$25,000; Bucknell University, \$25,000; William Jewell Institute, \$25,000; Howard College, \$25,000; and seven small colleges, \$320,000.

Then there are the Carnegie millions given to education, the grand total of which is not available. Following these two most generous benefactors to the cause of education are the millions of Russell Sage, the Vanderbilts, Daniel K. Pearsons, and the millions and the thousands of hundreds of others.

The late John S. Kennedy of New York, whose will was probated last month, left \$10,500,000 to educational institutions, divided in this way: Robert College, Constantinople, \$1,500,000; Presbyterian Board of Aid for Colleges, \$750,000; Metropolitan Museum of Art, \$2,250,000; New York Public Library, \$2,250,000; Columbia University, \$2,250,000; Yale, Amherst, Williams, Dart-

mouth, Bowdoin and Hamilton colleges, the University of Glasgow, and Tuskegee and Hampton Institutes, each \$100,000; Lafayette, Oberlin, Wellesley, Barnard, Bera, Teachers', and Elmira College for Women, Northfield Seminary, Mount Hermon Boys' School, and Anatolic College, Marsovan, Turkey, each \$50,000; Lake Forest and Central Universities, and Syrian Protestant College, Beirut, Syria, each \$25,000; and the American School at Smyrna, Turkey, \$20,000.

The richest of American universities is said to be Leland Stanford, the invested funds of which amount to \$25,000,000. Columbia and Harvard have about the same, the former being a little more than \$24,000,000, and the latter about \$22,000,000. The wealth of the University of Chicago is very large, while a smaller university like Johns Hopkins has invested funds amounting to \$4,500,000.

The incomes of the universities and colleges have more than kept pace with the increased donations and the enlarged and valuable equipment. As an illustration, in 1885 the University of Wisconsin had total assets amounting to \$1,555,581.24, and the income was \$58,875. This year the assets are \$7,356,085.83, and the income \$656,989. Thus while the assets have multiplied five times in twenty-four years, the income has multiplied eleven times.

The year now nearing its close has brought forth more money for education than any year in American history, and so it is little wonder that schools are beginning to "think in millions."

The Ancient and Accepted Scottish Free Masons of Oklahoma are to establish an industrial school, where the children of every nationality and creed may be taught practical arts and trades. The school will be located at Darlington, Oklahoma, the Masons having purchased the land and buildings formerly occupied by the Government Indian School for \$76,000. The track comprises 632 acres and is improved with ninety-four

buildings. When the Arapahoe and Cheyenne schools were combined, the land and buildings occupied by the former were deserted. Primarily, the project will provide a permanent home for the grand lodge and a refuge and training school for Masonic orphans, but any who desire to enter their children to receive the advantages of instruction in the manual arts and industrial pursuits will be able to do so upon the payment of a small tuition.

After spending more than a year in investigating the general plans and methods of colleges East and West, the trustees of the Reed Institute have decided to utilize the fund of \$2,000,000 at their disposal in the establishment and maintenance of a college of arts and sciences in Portland, Oregon. This college, with the endowment at its disposal, it is expected, will be on the same plane as Williams or Amherst or similar standard institutions of higher learning. In deciding upon the general scope of the institute, the trustees have adopted in all respects the recommendations of the General Board of Education. Aside from the bequest of \$2,000,000 there is a large sum which has accumulated from the income. Building operations are to begin at once, and a committee will come East to find a president for the new institution.

The Temple University has established three new courses for the benefit of Philadelphia teachers—practical training in arts and crafts, school gardening and story telling. The course in story telling includes stories suited for different ages, from the kindergarten on through the grades. School gardening is designed to give teachers a general idea of this popular and growing form of education. The arts and crafts course is applicable to the elementary grades, say from the fifth to the eighth.

Governor Marshall has been inquiring into per capita cost of the three state institutions in Indiana, and it figures out about \$160 a year. These figures, it is found, compare very favorably with the

expense of colleges in other states. A writer says: "The per capita cost at the University of California is \$241, and each outside student pays an annual charge of \$20. The University of Missouri maintains two schools—one at Columbia, and one at Rolla. Per capita cost of the former is \$190, that of the latter \$331, the outside students all paying \$20 per annum each. The State University of Iowa costs \$133.57 a year, outside students paying \$29 each. The University of North Dakota has an annual per capita cost of \$200, but makes no charge for students from without the state. The University of Colorado estimates the per capita cost at \$144. Outside students do not pay any extra fee. The University of Minnesota costs \$140 per capita, but no charge is exacted for outside students. The University of Wisconsin manages to get along with a per capita cost of \$100. The University of Nebraska places the per capita cost of students at the sum of \$128.50, and exacts the amount of \$30 from outsiders. The University of Michigan places the per capita cost of students at \$171 per year, and those from outside the state are required to pay in an additional fee of \$10."

The School of Education of the University of Chicago has thrown open to the teachers of the city of Chicago the use of its library. Books may be used by the teachers whether they are attending the university or not, for purposes of reference or for withdrawal. This step is likely to result in closer relations between the teachers of Chicago and the School of Education, and is certain to be followed by a wide use of the library and by great benefit to the teaching class generally.

The entire board of regents of the University of West Virginia will spend a fortnight next January in studying the organization, equipment, and educational methods of the University of Wisconsin. This coming is a direct result of the recent visit of State Superintendent Shawkey and other Southern educators to

Madison during a tour of the higher institutions of learning in the Northwest.

Western Reserve University has established a public course in practical sociology, in charge of Professor James Elbert Cutler. The course is open to all persons who are engaged in social, philanthropic and civic work and to all who are interested in modern civic problems. Such topics as the following will receive careful study and separate consideration: Structure and growth of cities, grouping of the population in cities, consequences of change from rural to urban life, housing conditions and the housing problem in modern cities, building codes and tenement house legislation, sanitary inspection and public sanitation, water supply, sewerage system, street cleaning, garbage disposal, etc., work of boards of health, regulation of dangerous trades, smoke abatement, milk supply, treatment of tuberculosis, public baths, physical training and medical inspection in the schools, work of the visiting nurse associations, care of the sick and injured in hospitals, convalescent homes and dispensaries, social aspects of the work of the public schools, neighborhood centers, industrial or trade schools, libraries, public lecture courses, museums, public responsibility for recreation, saloons, amusement places, playgrounds and athletic fields, parks, bathing beaches, etc., work of institutional churches, Christian associations, social settlements, etc., city planning, civic improvement.

Charles S. Barrett, Atlanta, Ga., president of the National Farmers' Union, proposes to build a central agricultural university. He states that he is amazed at the widespread interest in the plan. He has been offered several large tracts of land on which to locate the university, and also has received great financial encouragement.

That the \$150,000 given to the

Johns Hopkins University by the Rockefeller General Board of Education is the beginning of definite steps toward taking the university to Homewood, near Baltimore, and is to be the nucleus of a fund of \$1,000,000 to be raised as a condition of the gift, is the statement made by R. Brent Keyser, president of the board of trustees of the institution.

The idea of the Rochester (N. Y.) social centers is growing. Eventually every school building in Pittsburg will be nightly converted into a ward clubhouse. These places of learning will be made the social centers of the district. Entertainment during the long winter evenings is to be afforded to the young and to the old. The Playground Association of Pittsburg is the promoter of the scheme. It is proposed to have the school open for women and girls over 14 years two nights a week, and for men and boys over 14 years three nights a week. On the sixth night there will be a lecture provided by the playgrounds association on a subject of general interest to the people of the city.

This year of 1909 is the hundredth anniversary of the birth of Cyrus Hall McCormick, the inventor of the reaper. On December 15 the Illinois Farmers' Institute will admit the name of McCormick to the Illinois Farmers' Hall of Fame. The exercises will take place at the college of the University of Illinois, and will be attended by many farmers, educators and state officials. The commemoration of the achievement of men who have rendered exceptionally useful services in promoting agriculture is the object of the commission appointed to select candidates for the Illinois Farmers' Hall of Fame.

A committee of educators (L. B. 478, Oskaloosa, Iowa) are interested in locating a higher educational institution in some growing community in the middle West that is offering inducements for such an enterprise.

Clemson College has established a farm extension department in charge of Prof.

D. N. Barrow. This is perhaps the most significant step in the year's work at Clemson. Dr. Barrow will devote his entire time to practical demonstration and field work with farmers' unions, county teachers' associations, rural high schools and boys' corn clubs.

Under the new plan of correspondence instruction of the University of Kansas it is now possible for students to do half of the work required for a degree in their homes. The work of the correspondence department will be handled by the instructors of the regular classes, and the standards will be exactly as are required of all students regularly in attendance. The limitation made is that the correspondence students must do half of the work for a degree in residence at the university.

The hundredth anniversary of the birth of Cyrus H. McCormick, the eightieth since the first classes were taught in the McCormick Theological Seminary, then known as the Seminary of the Northwest, and located at Hanover, Indiana, and the fiftieth anniversary of its removal to Chicago, were all fittingly celebrated in November. The event was largely attended by prominent educators, foremost among whom were President Woodrow Wilson of Princeton, President

Augustus H. Strong of Rochester Theological Seminary, Professor Williston Walker of Yale, Dr. Robert W. Rogers of Drew Theological Seminary, and President Walter W. Moore of Union Theological Seminary, Richmond, Va.

Professor Henry Dickson of the Dickson School of Memory is giving a course of lectures in Chicago. This gives resident students the opportunity of receiving personal instruction while engaged in the correspondence course.

Lawrence University celebrated the sixtieth anniversary of its founding November 12. It was Amos A. Lawrence of Massachusetts, for whom, by the way, the city of Lawrence, Kansas, where is located the University of Kansas, is named, who founded in 1849 Lawrence Institute of Wisconsin, which later became Lawrence University. Mr. Lawrence was a great friend of education and freedom. The city of Appleton, the home of Lawrence University, was named in honor of the wife of the founder.

An organization for raising journalistic standards has been formed by Grinnell, Ames, Drake, Simpson and Iowa. The name is "The College Press Association of Iowa."

DONATIONS AND BEQUESTS

ONE of the largest sums given by one individual to one school during the last year was that recorded in October as coming from Charles M. Pratt to Pratt Institute of Brooklyn. The contribution was \$1,700,000 and goes into an endowment fund. Mr. Pratt is president of the Institute, and the son of its founder, Charles Pratt, who gave the school more than \$3,000,000. President Pratt has announced that the trustees will endow a Pratt foundation to pension its old teachers.

To Yale from William D. and

Henry T. Sloane, \$425,000 for the erection and equipment of a physics laboratory. Also \$25,000 from Alfred G. Vanderbilt of New York for the general endowment fund, and \$15,000 from George Hewitt Myers, a graduate of the forest school, toward the endowment of that department.

During October Columbia University received from various sources \$235,962, almost half the entire sum received last year.

To Harvard from Frank G. Thomson, '97, of Philadelphia, \$50,000, \$5,000 each year for ten years, to be

used in instruction in the science and history of government.

To Colby Academy from Sherman L. Whipple of Boston, \$30,000, for the erection of a new dormitory. Also \$60,000 from Mrs. Susan Colgate of New London, N. H., for a new academy building.

To Piedmont College from Daniel K. Pearsons, \$25,000, which, together with \$75,000 raised by the college, completes an endowment fund of \$100,000.

To Goshen College from John Rupp of Bloomington, Ill., \$10,000, to be added to the endowment fund.

To Park College from Col. Thomas H. Swope of Kansas City, property valued at \$40,000.

To Greensboro (N. C.) Female College from Andrew Carnegie, \$25,000, completing an endowment fund of \$100,000.

To the consolidated Washington and Tusculum Colleges the sum of \$60,000, making its endowment fund \$100,000.

To Haverford College fund \$100,000 for pensioning retired professors. The college being a sectarian institution controlled by Quakers, it cannot appeal to the Carnegie Foundation for aid.

To the Catholic University of America from the Lusby estate, which has been in litigation, \$45,000.

Hiram College made an effort to secure an additional endowment of \$100,000. The effort was so successful that the sum of \$107,731 was secured.

To Wooster University from an unnamed donor, \$150,000, which becomes a part of the proposed \$600,000 endowment fund.

To Bates College from a friend, \$5,000, to be added to the science fund. The fund for the support of the science department is now \$30,000.

Christian College, Columbia, Mo., has raised \$25,000 and by so doing will receive a like amount from Andrew Carnegie. "

To Heidelberg University, Tiffin,

Ohio, from Mr. and Mrs. Richard Favorite, each more than 80 years old and childless, property to the value of \$30,000, with a proviso in the deed of transfer that the university pay the donors 6 per cent interest on the above amount while they live.

To Carnegie Technical School from Andrew Carnegie, \$75,000, to be used in the erection of a stadium.

To the Catholic University of America from Mrs. Bellamy Storer, \$10,000, to be added to the endowment fund.

To Princeton University from William C. Proctor of Cincinnati, \$500,000. This gift was offered several months ago, but was only recently accepted.

To Ohio Wesleyan University from the General Education Board, \$200,000. A campaign is now on to raise the endowment fund to \$500,000.

To Union College from John Wallace of New York, \$50,000, to be expended in the building of a new gymnasium.

To the University of Cincinnati from Robert W. Hochstetter, '96, \$1,000, the interest of which is to constitute an annual prize for the best graduating thesis in chemistry at the university.

To Princeton from C. C. Cupler, \$100,000. Upon the death of his widow the university is to receive \$3,000,000.

To Columbia University, in November, from William D. Sloane, \$150,000, which goes to the College of Physicians and Surgeons.

To Simpson College, Indianola, Iowa, from Wm. Buxton, Sr., Harry E. Hopper and F. C. Eigner, \$20,000. These men are interested in education, and the amount represents one-fourth of a deal in Canadian timber land.

To the Brooklyn Polytechnic Institute from seven members of the corporation, \$500,000 of a proposed endowment of \$800,000.

To the University of Southern California from Mrs. John E. Jones of Los Angeles, \$100,000, to provide scholarships for needy students; also \$10,000 for a library at Chester, Massachusetts, the town of her nativity.

AMONG THE FACULTY

A WESTERN newspaper exclaims: "The East has tried to capture all our best preachers, and now she is after our educators!" And there is some truth in the exclamation. A review of the elections of new presidents of Eastern colleges and universities during the year just closing helps to substantiate the newspaper claim. This has frequently happened before in the case of agricultural and other technical institutions, but it is uncommon in those of a more purely academic character.

Dartmouth went to Kansas for President Nichols, Clark College to California for President Sanford, Smith College to Minnesota for President Burton, Colgate University to Indiana for President Bryan, and Wesleyan to Iowa for President Shanklin.

It is not that the East is lacking in scholarship. Perhaps this drawing of Western men just so happened this year. Whatever it is it means an infusion of new blood, and that is good for East and West. Many are advocating an exchange of professors, and the advocates claim that such a system would broaden and benefit in many ways both institutions and teachers. A few Western men as heads of a few Eastern colleges may help to broaden the educational horizon, and in so doing may help to solve some of our educational problems. Who knows?

A short time ago a college professor who had been born, reared and educated in the East took his first trip West. Upon his return home he was asked what he had found out in the "far-away wilds." "Well," replied the professor, "I found something in Chicago that we do not have in New York, and in Denver I found something they do not have in Chicago. I can't exactly explain what

this something is, but it is very much alive—it is real—it took hold of me and made me think."

Perhaps educators everywhere, and institutions, too, are in need of this something, and perhaps the presidents and professors who are drawn from other sections may bring some of this something with them. Perhaps.

Two resignations of college presidents were reported during the past month. The first was that of Dr. Thomas C. Walton, who has been president of Margaret College at Versailles, Ky., for the past two and a half years, his resignation being due to continued ill health. The other was that of Dr. H. J. Kieckhoefer, for twenty-five years head of Northwestern College at Naperville, Ill.

Some new presidents have been elected. President R. T. Campbell of Amity College, Iowa, has been elected to the presidency of Cooper College, Sterling, Kansas, and will enter upon his new duties June 1, 1910. The new president of Fisk University is Professor George A. Gates, for the past seven years head of Pomona College in California. President Gates has assumed his duties; he is a graduate of Dartmouth, and before going to Pomona was for thirteen years president of Grinnell (Iowa) College. President Gates is succeeded at Pomona by Professor J. A. Blaisdell of Beloit College, who is a graduate of Beloit. Charles M. Sharpe, for two years a member of the divinity school of the University of Chicago, has been appointed president of the Disciples' School in connection with the University of Missouri

Dr. Elmer Burritt Bryan was inaugurated president of Colgate University last month. As an educator he has had a

long and varied experience, not only in the United States, but as principal of the Insular Normal Schools in the Philippines. His inaugural address was on "The Making of Men," in which he said the making might be dealt with under three headings—the aim or motive, the method, and the means. Said President Bryan: "The aim should be human wealth, the abundant life; the method whereby human wealth in any form is to be attained is consistent, intelligent application; and the means are sufficient material equipment to meet all of the physical needs of the students, and a moral and religious atmosphere or environment such as to stimulate the students to their highest spiritual possibilities."

Lake Erie College at Painesville, Ohio, October 27, on the fifty-first anniversary of its organization, inaugurated its fourth president, Miss Vivian Blanche Small. The exercises were attended by educators of state and national prominence, alumnae, and friends of the college. Miss Small came to Lake Erie from Mount Holyoke, and in her inaugural address emphasized the modern idea of knowing something about all subjects in order to be master of one subject.

Dr. William W. Foster, Jr., was inaugurated president of Beaver College at Beaver, Pennsylvania, November 16. Previous to coming to Beaver Dr. Foster was president of Rust University, where he was unusually successful.

Rev. Ozora Stearns Davis, who was inaugurated president of the Chicago Theological Seminary, November 11, has been known for many years as a leading Congregational clergyman and an authority on theology and philosophy. He has been since 1904 pastor of the South Congregational Church, New Britain, Connecticut.

Honorary degrees were conferred upon a number of prominent educators during the inaugural exercises attending the induction into office of President Shanklin of Wesleyan University. Doctor of divinity: Rev. Richard Watson Cooper,

president of Upper Iowa University; Rev. George William Knox, Union Theological Seminary. Doctor of humane letters: Professor Ashley Horace Thorndike, Columbia University. Doctor of laws: President William Herbert Perry Faunce of Brown; President Ernest Fox Nichols of Dartmouth; President Matthew Henry Buckham of University of Vermont; President Harry Augustus Garfield of Williams; President Melancthon Woolsey Stryker of Hamilton; President Richard Cockburn Maclaurin of Massachusetts Institute of Technology; President George Harris of Amherst; Dean Samuel Hart of Berkeley Divinity School; Chancellor James Hampton Kirkland of Vanderbilt University.

Trustees of the Carnegie Foundation last month elected two trustees to succeed Charles W. Eliot and Edwin Holt Hughes, both of whom resigned. The new trustees are Dr. Charles R. Van Hise, president of the University of Wisconsin, and Dr. Ira Remsen, president of Johns Hopkins. Dr. Eliot retired because, as he explained, he believed his place should be filled by one actively engaged in educational affairs. This leaves Harvard without a representative in the administration of the Foundation.

Dr. Barton O. Aylesworth has resigned as president of the Colorado Agricultural College to give his time to the cause of woman suffrage. Born near Springfield, Illinois, he was graduated from Eureka College in 1879, and from 1889 to 1897 was president of Drake University.

Professor Murray Shipley Wildman, formerly of the University of Chicago, has been called to Northwestern University's school of commerce from the University of Missouri. Professor Wildman will have charge of the courses in practical economics, economic resources and foreign trade, and corporation finance.

Dr. Thomas Bliss Stillman, twenty-three years professor of analytical chemistry at the Stevens Institute of Technology, has retired to accept the Car-

gie pension. He was great in his specialty, and was bent on a wholly chemical regimen; all the cooking of mankind was wrong, because empirical in its origin; the time had come to have only scientific foods and drinks, compounded by chemical process. To illustrate this he gave at the Hotel Astor, New York, a few years ago, a "synthetical" dinner on these lines, but made few converts.

John Howard Van Amringe, dean of Columbia College for twenty years and a member of the faculty for fifty years, or since his graduation in 1860, has presented his resignation, to take effect on June 30, 1910. Dean Van Amringe is nearing his seventy-fifth birthday. "Van Am," as he is known to generations of Columbia graduates, has been the most popular among Columbia men, even from his undergraduate days. He always stood for the students and their rights and won the undying devotion of undergraduates and alumni alike by coming out strongly in opposition to Dr. Butler when football was abolished at Columbia four years ago. Dean Van Amringe was elected president of the Columbia University Club at its organization, and is the only president the club has ever had. He is also president of the Columbia University Alumni Council. It was largely through his efforts that John Stewart Kennedy was induced to give the half million dollars for the erection of Hamilton Hall four years ago.

Dr. James B. Angell, president emeritus of the University of Michigan, has been decorated by the Emperor of Japan with the first class of the Imperial Order of the Sacred Treasure.

Miss Rhoda M. White, a graduate of the University of Wisconsin, and a former assistant principal in the Chicago public schools, has broken the traditions of 110-year-old Middlebury College at Middlebury, Vermont, and has been installed as a member of the faculty and assistant professor in sociology.

The investigations of the Carnegie Foundation have shown that the average salary received by college professors and

instructors 28 years of age is \$1,250; 33 years old, \$2,250; and 35 years old, \$2,500. The larger institutions of the country devote less than one-half their income to salaries of the instructing staff: Michigan and Wisconsin, approximately 50 per cent; Yale and the University of California, 40 per cent; Cornell, 47 per cent; Harvard, 46 per cent; Stanford, 43 per cent; Illinois, 40 per cent, and so on. The average salary of a full professor in the College of the City of New York is \$4,778; in Harvard, \$4,413; in Columbia, \$4,289; in Stanford, \$4,000; in Chicago and Toronto, \$3,600; in Yale, \$3,500; in New York University, \$3,466; in the University of California, \$3,300; in Northwestern, \$3,265; in Johns Hopkins, \$3,184; in Cornell, \$3,135; in Princeton, \$2,914, and in the Universities of Illinois, Wisconsin and Michigan, about \$2,800. Of the 102 American institutions appropriating \$45,000 or more annually for salaries to their teaching staff, eight pay full professors an average salary of \$3,500 or more, eight an average salary of less than \$1,800, thirty-five between \$1,700 and \$2,100, and forty-seven between \$2,100 and \$3,200. Half the institutions in the country pay less than \$2,200. The average throughout the 102 institutions is approximately \$2,500.

At the dedicatory exercises of the New Theatre in New York in November the educational side of the enterprise was represented by a number of prominent educators. Among those present were Chancellor Henry Mitchell MacCracken of New York University; Dr. Nicholas Murray Butler, president of Columbia; Woodrow Wilson, president of Princeton; Dr. John H. Finley, president of the College of the City of New York; William Lyon Phelps, professor of English literature at Yale; Brander Matthews, professor of dramatic literature at Columbia; Dr. Felix Adler, head of the Society for Ethical Culture; Professor Schelling of the University of Pennsylvania; George Pierce Baker, English professor at Harvard; Professor H. Fairfield Osborn, vice president of the

American Museum of Natural History.

Professor W. H. Emerson, head of the department of chemistry at the Georgia School of Technology, has assumed the duties of dean of the college, to which position he was recently elected. Dr. Emerson is the oldest member of the faculty of the school in point of service, having been appointed to the chair of chemistry in 1888, at the organization of the institution, and under his direction this department has grown to be most thorough.

With the advent of Professor Elizabeth Bintliff as head of the conservatory of music of Ripon College, there comes a complete change in this department. Professor Bintliff for sixteen years has been director of the conservatory and professor of music at Olivet College, Michigan. Mrs. Estella Hall Reade, who has been associated with Professor Bintliff for the last twelve years at Olivet, as teacher in voice, comes to Ripon to take up the same duties.

Professor William Reynolds Vance, dean of the law department of George Washington University, has been elected professor of testamentary law and of the law of insurance and suretyship in the Yale law school. He will assume his duties next year. Professor Vance was dean of the law department at Washington and Lee University for many years before going to George Washington. He is the author of "Vance on Insurance."

With the opening of the new year Harvard lost by resignation five of its professors. The resignation of Professor John Williams White from the department of Greek was closely followed by that of Professor William F. Harris, also of the Greek department. Professor White had been professor of Greek at Harvard since 1884. The resignation of Professor George Lincoln Goodale, who for many years has occupied the chair of the Fisher professor of natural history and curator of the botanical gardens, and since 1878 has been professor of botany at

Harvard, creates another vacancy. Professor Crawford Howell Toy, Hancock professor of Hebrew and other Oriental languages, is another professor who, after long service, tendered his resignation. In recognition of his work Dr. Toy has been created professor emeritus of the chairs which he formerly occupied. The last of the vacancies caused by resignation is that created when Professor Charles Herbert Moore, who for twelve years had been director of the Fogg Art Museum, announced his retirement. During the same period, Professor Moore has occupied the chair of professor of art at Harvard, and his connection with the university dates back to 1871.

Among the large staff of professors at Columbia University there is always a number on leave, and in the coming year there will be seven away for the full year, six for the first half year, and eleven for the second half year, while three are absent on account of disabilities. Those absent for the full year will be Professor R. H. J. Gottheil, who will be in charge of the American School in Jerusalem, and will also pursue his Oriental studies in Palestine; Professors H. L. Osgood, John W. Burgess, G. W. Botsford, H. L. Moore, G. N. Calkins and Margaret E. Maltby. Absent during the first half year will be Professors F. T. Baker, H. T. Peck, H. E. Crampton, who is pursuing certain researches for the American Museum of Natural History, and S. T. Dutton, A. D. F. Hamlin and Henry Suzzallo. In the second half year those absent will be Professors M. A. Bigelow, F. M. Burdick, Adolphe Cohn, William Hallock, C. J. Keyser, G. C. D. Odell, Julius Sachs, F. D. Sherman, F. H. Sykes, F. J. E. Woodbridge and C. H. Young, while those on leave on account of disabilities are Professors J. B. Moore, J. C. Pfister and F. B. Crocker.

E. K. Eyerlie, fellow of the department of sociology, University of Chicago, has received an appointment to the chair of philosophy at the Massa-

chusetts State Agricultural College. Professor Eyerlie is a graduate of Franklin and Marshall College in the class of 1889. He studied at Yale in 1888 and 1889, and took a course at Berlin in 1891 and 1892. From '92 to '06 he was a professor of sociology at Yankton College, South Dakota, going from there to Chicago.

The University of Maine has chosen Garrett W. Thompson, Ph. D., to succeed Professor Aubert as professor of Germanic languages. He graduated from Amherst in 1888, obtained his degree of Ph. D. from University of Pennsylvania, was a student two years in University of Berlin, has taught at Swarthmore College, and the past three years has been professor of German in Franklin and Marshall College. Charles W. Easley, a graduate of Dickinson College in 1897, and a member of the faculty of Clark College since 1903, has been chosen assistant professor of chemistry, and Laura Comstock, a graduate of Buffalo State Normal School and Pratt Institute and a teacher in Oswego (N. Y.) and Stevens Point (Wis.) State Normal Schools, was chosen assistant professor of domestic science.

Dr. George Tobias Flom of the University of Iowa has accepted the position of assistant professor of Scandinavian languages and literatures at the University of Illinois. Dr. Flom was educated at the University of Wisconsin, class of 1893, Vanderbilt University and Columbia, in this country; at the universities of Copenhagen and Leipzig, in Europe. He was an instructor in German and French at Vanderbilt University from 1899 to 1900. Since 1900 he has been in charge of the department of Scandinavian languages and literatures at the University of Iowa, where he has developed a strong department.

Ohio University is not on the pension list of the Carnegie Foundation, yet, out of special recognition for his services and merit as an educator, Dr. Charles W. Super has been made a

beneficiary of the retiring fund, and will receive \$1,450 a year. Dr. Super was president of the university for nearly twenty years, previous to which time he was at Dickinson College.

Professor Philip Rhinelander has just been elected vice chancellor of the University of the South to succeed the late Dr. Benjamin Lawton Wiggins. He was connected with the Berkeley Divinity School up to June 4, 1907, when he accepted the appointment to the chair of history of religion and missions at the Episcopal Theological Seminary, Cambridge, which was created at that time at a meeting of the alumni, and he has since been actively engaged in his duties at that institution.

OBITUARY

William Torrey Harris, former United States commissioner of education, and one of the foremost philosophers of America, died at his home in Providence, Rhode Island, on November 5. He was 74 years old. Dr. Harris was born in North Killingly, Connecticut, September 10, 1835, and was educated at Yale, where he spent three years. He received the degree of LL. D. from Yale in 1895, from the University of Missouri in 1870, from the University of Pennsylvania in 1894, from Princeton in 1896, and from the University of Jena in 1899. He began teaching in St. Louis in 1857, and was made superintendent in 1867, which office he held until 1880. His reports at that time were ranked with the reports of Horace Mann and the journals of Henry Barnard. Twice the French government gave him the honorary title of *Officier de l'Academie* and also honored him with the title of *Officiere d'Instruction Publique*. In 1867 Dr. Harris established the *Journal of Speculative Philosophy*. Later he edited Appleton's school readers, and was for many years editor of Appleton's education series. He later took editorial charge of Johnson's *Encyclopædia* and Webster's *International Dictionary*. He was the author of "Introduction to the Study of Philosophy,"

"The Spiritual Sense," "Dante's *Divina Comœdia*," "Hegel's Logic: A Critical Exposition," and "Psychologic Foundations of Education." He was president of the National Education Association in 1875 at the first Minneapolis meeting. Dr. Harris resigned from the office of United States commissioner of education in 1906, after a service of twenty years. He received from the Carnegie Foundation on May 26, 1906, "as the first man to whom such recognition for meritorious service is given the highest retiring allowance which our rules will allow," an annual income of \$3,000.

Professor Wilfred C. Wheeler of the chemistry department of the University of Illinois, committed suicide by taking poison November 18. Professor Wheeler was a graduate of the University of Kansas, was young and popular, and the only explanation he left was "Tired of living."

Dr. James Henry Carlisle, president emeritus of Wofford College, died at his home in Spartanburg, South Carolina, October 21. He was one of the two surviving signers of the ordinance of secession. Dr. Carlisle was born in Winnsboro, South Carolina, on May 4, 1825. He was graduated from the University of South Carolina in 1844, and after teaching in that institution for ten years became professor of mathematics at Wofford College in 1854. He served in that capacity until 1875, when he became president of the institution, and as such served until 1902, when he retired.

The Rev. Brother Aelred, formerly president of Manhattan College, died November 1 at St. Francis Hospital, New York. Brother Aelred was born in Ireland and came to this country when he was a boy. He was educated for the Christian Brothers and became a teacher at Manhattan College. He was president of that institution from 1899 to 1902.

NEW BUILDINGS

A NUMBER of important educational buildings were dedicated in November, and during the immediate months to come many others are to be opened. Meanwhile the building goes steadily on. New educational institutions are being organized, each requiring a group of new buildings and complete equipment.

The new University of Illinois physics laboratory was formally opened November 26. It is 178 feet long with wings 125 feet deep and has a total available floor area of more than 60,000 square feet. It is equipped with the best modern facilities for instruction and investigations in physics. It cost \$250,000.

Washington University dedicated Graham Memorial Chapel on November 10. It is a large and beautiful building, and is provided with a magnificent pipe organ.

Three buildings thus far erected of the group that is to form Concordia Col-

lege, of the Evangelical Lutheran Synod, were dedicated last month at Bronxville, N. Y. A dormitory, dining hall and administration building have been finished at a cost of \$130,000.

Smith College has opened its new library, which cost \$125,000, half this amount having been given by Andrew Carnegie, and the remainder by the alumnae, students and friends of the college. The building is of brick, 124x144 feet, two stories high in front and three stories in back, and will accommodate 150,000 volumes.

The new building of the Harvard Dental School will be dedicated December 7 with elaborate ceremonies.

The new Ephpheta School for the Deaf has been opened in Chicago, and the dedication also marked the silver jubilee of the founding of the institution. The building is on an eight-acre plat, the total cost amounting to \$157,000.

The buildings of the new State Normal College, Albany, N. Y., which replace the burned Normal, were opened this autumn. The new site, buildings and furnishings cost \$500,000.

The last day of October witnessed the dedication of Walsh Hall, the magnificent dormitory at the University of Notre Dame.

The new building for the Carnegie Institution at Washington is completed and was occupied last month by the administration and research committees. It is of gray stone and cost \$220,000. Founded in 1902 by Andrew Carnegie, the institution originally had an endowment fund of \$10,000,000, which was increased in December, 1907, by \$2,000,000. From the interest on the \$12,000,000 are drawn the funds that support, in accordance with Mr. Carnegie's intention, workers who prosecute original investigations, researches and discoveries. The most notable work yet supported probably is that of Luther Burbank, the plant breeder; many other scientific undertakings have received aid from the institution.

The new Y. M. C. A. building at the University of Missouri was dedicated last month. It was erected with funds raised by popular subscription, chiefly from students and alumni.

Columbia College at Everett, Wash., was dedicated November 8. It is a Lutheran institution, and besides English, the Norwegian and German languages are taught.

The School of Industrial Arts of the City of Trenton (N. J.) is being erected. It is the gift of Henry C. Kelsey, and when completed will represent an outlay of \$120,000. The building is to be five stories high, 47x102 feet, thoroughly equipped, and will contain a small auditorium.

The cornerstone of a new dormitory for William Smith College for Women at Geneva, N. Y., has been laid.

Brown University is building a new library to be named after their most famous alumnus, John Hay.

Illinois Wesleyan University is build-

ing a new science hall, to be 90x66 feet and two stories and basement in height.

The University of Wisconsin has recently completed a \$250,000 woman's building, a \$45,000 wing to the engineering building, a \$20,000 addition to the creamery building, and Lathrop Hall which cost \$300,000. Work is soon to begin on a new biology building.

West Lafayette College, West Lafayette, Ohio, is erecting a gymnasium 60x40 feet. It is being built by the student body, and the students are doing all the rough work.

Milwaukee-Downer College is constructing a new college building at a cost of \$60,000.

For the teachers' college of the University of North Dakota there is being erected a \$60,000 building, 52x122 feet, three stories and basement. It will shelter the model high school, gymnasium, manual training and domestic science, library, reading room, auditorium, and a number of classrooms.

Macalester College is building a \$50,000 science hall, to be named after the donor, Andrew Carnegie. It will be 61x115 feet, three stories and basement in height, and will be modern in all its appointments.

A new institution now in course of erection is the Central Nazarene University at Hamlin, Texas. More than \$150,000 will be spent, and the university expects to open in September, 1910.

The South Georgia and Florida Conference of Adventists will build a college at Dowling Park, Florida.

A company to operate a college for girls at Britton, Oklahoma, has been organized with a capital stock of \$350,000. Dr. N. L. Linebaugh is superintendent and manager.

The Southwestern Baptist Geological Seminary is to be located at Fort Worth, Texas. Preparations are now under way for the erection of the first building at a cost of \$100,000.

Otterbein University has completed a new building at a cost of \$30,000. It is known as the Lambert Music and Art Hall.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE DECEMBER MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

DAVID RANKIN—PLAIN FARMER, by Homer Croy. *Technical World*. The largest farm in the world and the poor Indiana farmer boy who made it and owns it.

FARMING FOR GOLD, by Charles Sedgwick Aiken. *Sunset*. Irrigation and what it is yielding in California fruit.

KILLING TICKS ENDS CATTLE FEVER, by Robert Franklin. *Technical World*. The care and precaution which prevents cattle-fever and saves more than \$40,000,000 a year in the United States.

TEN ACRES AND A LIVING, by Edgar William Dynes. *Progress Magazine*. What can be raised on ten acres of land.

THE FINEST FRUIT RAISED UNDER GLASS, by A. Herrington. *Country Life in America*. The increase in size and flavor and how it is done without great expense.

WHAT ENGLAND CAN TEACH US ABOUT INDOOR GARDENS, by Wilhelm Miller. *Country Life in America*. A cheap greenhouse and how to have the best fruit, vegetables and flowers the year round.

WHEN THE SOIL GETS TIRED, by Rene Bache. *Technical World*. The discovery that land is poisoned, and what the soil needs is antitoxins rather than mere fertilizers.

ART

A DECORATOR OF PUBLIC BUILDINGS, by Leila Mechlin. *World's Work*. The work of Francis D. Millet.

ALL OF THE BEST HOLLIES, by Parker Thayer Barnes. *Suburban Life*. Description of the favorite hollies for decoration.

AMERICAN STAINED GLASS, by Clara Weaver Parrish. *Palette and Bench*. Different designs and how they are made.

ART TENDENCIES OF 1909, by Arthur Hoerber. *Bookman*. The auction sales, the pictures bought, etc.

JOHN W. ALEXANDER, by Nilsen Laurvik. *Metropolitan*. An analysis of the artist and his pictures.

OLD TABLES AND SIDEBOARDS, by Walter A. Dyer. *Country Life in America*. Of interest to the collectors of antiques.

SOME STORIED TAPESTRIES, by Perriton Maxwell. *Cosmopolitan*. The famous Bardac hangings which were recently acquired by J.

Pierpont Morgan for the Metropolitan Museum, New York.

THE ART OF HAROLD SPEED, by Charles H. Caffin. *Harper's*. Interesting information about the artist and reproductions of some of his paintings.

THE ART OF J. W. MORRICE. *Canadian Magazine*. The American painter who has taken the place of Whistler at Paris.

THE DECORATION OF HARD PORCELAIN. *Keramic Studio*. This and other articles and designs makes this magazine of great worth to those interested in the painting of china.

THE POWER OF BEAUTY, by R. B. Mansell. *Strand*. A discussion of the subject, with a number of reproductions of paintings of famous beauties.

THE ROMANCE OF COLOR PHOTOGRAPHY, by J. Horace McFarland. *Suburban Life*. The author is one of two brothers who worked out the Autochrome process, and he tells about it.

WHAT CATHOLICS HAVE DONE IN PAINTING. *Bensinger's Magazine*. A review with reproductions of the paintings.

WOMAN'S LIFE AS SEEN BY AMERICAN ARTISTS. *World Today*. Selections from pictures in the exhibition at the Art Institute of Chicago.

WORKING FROM MEMORY, by Mrs. Frances Brundage. *Palette and Bench*. The making of character studies and a number of reproductions of this gifted artist's sketches.

BEST MAGAZINE FICTION

THE OTHER WOMAN. *Cosmopolitan*. The diary of a woman, found and read by the wife of the man who inspired the writing of the diary.

THE PARTY LINE, by Bruno Lessing. *Cosmopolitan*. A little love tale of telephonic eavesdropping.

LYACUS WHITTLE, GLOBE TROTTER, by Hugh Pendexter. *Cosmopolitan*. A character sketch of a corner grocer who had a longing to travel around the world at two cents a mile.

GRIMES TAKES COMMAND, by Henry C. Rowland. *Lippincott's*. A sea story.

SPARROWS, by Owen Oliver. *Lippincott's*. A Christmas incident in a mining camp.

AN UNEXPECTED GRANDCHILD, by Onoto Wattanna. *Lippincott's*. A delightful tale with Japanese characters in it.

DEEDS OF KINDNESS, by J. J. Bell. *Delin-eator*. A natural character sketch.

GLORIANA, by Rudyard Kipling. *Delineator*. The fourth in this good series.

CINDERELLA, by E. Nesbit. *Delineator*. A little fairy play.

THE BRIDGE. *Green Book*. A novelization of Rupert Hughes' play by Fred Jackson.

CHRISTMAS IN STAGELAND, by Clarice Vallette. *Green Book*. The joys and sorrows of theatrical folk "on the road."

THE FIRST KNIFE IN THE WORLD, by Frances Hodgson Burnett. *St. Nicholas*. One of her good stories of children.

THE PINK TOPAZ, by Julia Brown. *St. Nich-olas*. A fairy story.

THE BOY WHO KNEW HOW, by F. Lovell Coombs. *St. Nicholas*. A tale of adventure and ingenuity.

THE GHOST OF WALTER PARRY, by Robert Herrick. *Red Book*. A strong story of love, money and ghosts.

THE SILVER-BACKED BRUSH, by Hulbert Footner. *Red Book*. A Christmas story.

A SHIFT IN VALUES, by Inez Haynes Gillmore. *Red Book*. A story about children and for children.

MAX, by Katharine Cecil Thurston. *Har-per's Bazar*. The beginning of a novel.

THE CHOICE, by Frederic A. Kummer. *Smart Set*. A complete novel.

MCDUGALL, by James Barr. *Smart Set*. A snappy interesting story that moves swiftly.

A STRING OF PEARLS, by Algernon Boyesen. *Smart Set*. The scene is Paris and the characters are French.

ON THE VELDT, by Frederick C. Patterson. *Smart Set*. A little play in one scene and with three characters, and the action takes place on a farm in South Africa.

THE GEM COLLECTOR, by R. G. Wodenhouse. *Ainslee's*. A complete novel.

THE DARK SIDE OF DUTY, by H. F. Prevost Battersby. *Ainslee's*. A romance of the Boer war.

A CHRISTMAS STOP-OVER, by Mable Nelson Thurston. *Ainslee's*. Traveling on Christmas day.

THE TROUBLE TRAIN, by Elliott Flower. *Popular Magazine*. A complete novel describing a most uncomfortable train and the dangers into which a girl precipitated herself.

THE HAMMER THROWER, by Ralph D. Paine. *Popular Magazine*. A college athletic story.

PUBLICITY WORK, by A. M. Chisholm. *Pop-ular Magazine*. Humorous, with the moral that it pays to advertise.

SHORE, OF THE SHAMEEN, by Lester Gris-wold. *Popular Magazine*. The first of a two-part story.

THE MAN WITH THE LIMP, by Bertrand W. Sinclair. *Popular Magazine*. The author has a style that makes one think very much of Bret Harte.

MAISON VALLOTTE, by J. J. Meehan. *Black*

Cat. The scene is a little town back from the coast of Maine.

HUSBAND MARTINEZ, by George Saint-Amour. *Black Cat*. A story of the lobo wolf country.

THE REAPERS, by Batterman Lindsay. *Black Cat*. The remarkable Western story reprinted after thirteen years.

THE STORY OF KUSANGA, by J. T. Newnham-Williams. *Wide World*. A dramatic story said to be absolutely true.

A PIECE OF STEAK, by Jack London. *Satur-day Evening Post* (Nov. 20). A story of the fistic ring.

THE TROUBLE MAN, by Eugene Manlove Rhodes. *Saturday Evening Post* (Nov. 20). A soft answer turneth away wrath.

WHEN THE BANK MOVED, by Arthur Stringer. *Everybody's*. A story of banking and policemen.

A GRADUATED DAUGHTER, by Bessie R. Hoover. *Everybody's*. The troubles of a girl with her less-educated family.

HEART OF THE CITY, by Eleanor Hallowell Abbott. *Everybody's*. A country girl in the heart of New York.

THE FIELD OF HONOR, by Brand Whitlock. *Saturday Evening Post* (Dec. 4). A war story—a triangle of love, courage and cowardice.

THE EYES OF THE TWO JEREMIAHS, by Ernest Poole. *Everybody's*. An up in New Hampshire mountain story.

THE SECRET OF GIVING, by Parker H. Fillmore. *Hampton's*. A good Christmas story.

MY FRIEND THE BURRO, by Norman Way. *Metropolitan*. A pretty little story.

THE MARTYR TO LOVE, by Stephen French Whitman. *Metropolitan*. A good story with the red corpuscle in it.

A CHRISTMAS GARLAND, by Franklin P. Adams. *Metropolitan*. He very cleverly writes what he thinks several well-known authors would write, making an imaginary symposium.

AN ELDER BROTHER OF ANOTHER KIND, by Cyrus Townsend Brady. *Circle*. A "Bishop" story.

MAUKI, by Jack London. *Hampton's*. The name character is the son of a chief, and the story is gripping.

HERSELF, by Theodore Roberts. *Canadian Magazine*. A coast story.

THE GIFT OF THE GRASS, by John Trotwood Moore. *Taylor-Trotwood Magazine*. The autobiography of a famous race horse.

THE EMPTY CARTRIDGES, by Edwin Balmer and William B. MacHarg. *Hampton's*. Another about Luther Trant, psychological detective.

THE BABY, by Edmund Vance Cooke. *Pear-son's*. A group of six of this popular poet's latest poems.

THE ENLISTED MAN AND THE LADY, by D. E. Dermody. *Pearson's*. Little love story with naval atmosphere.

THE DOUBLE CROSS, by Charles Alden Selt-

zer. *Outing*. A story of ranch life in the West.

A CHRISTMAS MYSTERY, by Wm. J. Locke. *American*. A weird story of three wise men.

THE WICKED CITY, by Eugene Wood. *American*. The first visit of the man from back home.

NEW ADVENTURES IN CONTENTMENT, by David Grayson. *American*. A day of pleasant bread.

THE KNIFE AND THE NAKED CHALK, by Rudyard Kipling. *Harper's*. One of his best.

MIKE HALLORAN, OPTIMIST, by W. I. Scandlin. *World's Work*. It is only a page and a half in length, and the author says it is a true story. It is worth reading just to keep in mind that things are never as bad as we think they are.

HER CHRISTMAS HUSBAND, by Emma Rayner. *Ladies' Home Journal*. A love story of old New York.

IS SANTA CLAUS A FRAUD? by Carolyn Wells. *Ladies' Home Journal*. A little Christmas play for school or parlor.

THE MIX-UP AT THE CHRISTMAS PARTY, by Grace S. Richmond. *Ladies' Home Journal*. An interesting story with humor in it.

HOW CHRISTMAS CAME TO THE LITTLE KING, by Charles Major. *Ladies' Home Journal*. An incident of the childhood of Louis XIV.

A CHRISTMAS LADY, by Mary E. Wilkins Freeman. *Ladies' Home Journal*. One of her country character stories.

FAR-AWAY JOB, by Mary E. Wilkins Freeman. *Woman's Home Companion*. The story of a New England Christmas.

VILETEMMA'S GOLDEN DAY, by Hulbert Footner. *Woman's Home Companion*. A modern fairy story.

A HOOSIER ROMANCE, by James Whitcomb Riley. *Woman's Home Companion*. A new and delightful dialect poem.

THE CHRISTMAS GUEST, by Myra Kelly. *Woman's Home Companion*. The scene is New York and the characters use plenty of dialect.

THE SONG OF THE STONE WALL, by Helen Keller. *Century*. A remarkable poem by this remarkable girl.

THE CREATORS, by May Sinclair. *Century*. A comedy.

THE BURGOMASTER'S CHRISTMAS, by Jacob Riis. *Century*. A gem from this very human writer.

THE SONG IN THE TREE-TOPS, by Ruth McEnery Stuart. *Century*. A monologue by Sonny's father.

CHRISTMAS AT THE VILLA, by Gertrude Hall. *McClure's*. A little romance.

A CHILD'S WORLD, by Jessie Willcox Smith. *McClure's*. A series of her best pictures.

AN ENTANGLEMENT OF TIES, by Margaret and Arthur E. McFarlane. *McClure's*. A Christmas comedy of young folks.

THE ADVENTURES OF A SUBURBANITE, by

Ellis Parker Butler. *Country Life in America*. Fun with Santa Claus.

SENTIMENT AS AN ASSET, by Jacob A. Riis. *Sunset*. A Christmas sermon.

THE SWORD IN THE MOUNTAINS, by Alice Macgowan. *Putnam's*. The beginning of a Southern serial.

JERRY, by Ruth M. Harrison. *Putnam's*. A delightful negro sketch.

THE HOME-COMING, by Arthur Conan Doyle. *Strand*. One of his weird stories.

THE MURDER AT THE VILLA ROSE, by A. E. W. Mason. *Strand*. The beginning of a mystery story.

THE FOREIGN CORRESPONDENT, by S. A. White. *Gunter's*. A complete novel of a journalist's adventures in Bohemia.

WHITE MAGIC, by David Graham Phillips. *Saturday Evening Post* (Nov. 27). The first chapters of a continued story.

THE UNJUST JUDGE, by John Luther Long. *Success*. Part one of a two-part story of the law.

THE DOUBLE-BARRELLED AUTHOR, by Gouverneur Morris. *Success*. There is a wonderful charm about this writer's stories.

KOOLAU THE LEFER, by Jack London. *Pacific Monthly*. A good story.

EDUCATIONAL

ACADEMIC CEREMONIAL, by Professor Raymond MacDonald Alden of Leland Stanford University. *Independent* (Nov. 11). The elaborateness at the inaugurals of university presidents and what it means.

AMERICANS AT OXFORD, by Isaac N. Ford. *Youth's Companion* (Nov. 18). The Rhodes Scholarship idea in full and of interest to all American students who ever expect to try for one of these prizes.

AN OPEN-AIR SCHOOL IN FRANCE, by Jeanne Morin. *Wide World*. It is a municipal enterprise where the half-starved, weakly children of the slums are taken care of.

A PUBLIC LIBRARY ON WHEELS, by Edward I. Farrington. *Suburban Life*. A wagon carries free reading matter to the doors of the farmers of Washington County, Maryland.

A SCHOOL WITH A CLEAR AIM, by John Foster Carr. *World's Work*. It is about the Interlaken School, which tries to train boys to be men and not merely prepare them for college.

A TRAINING SCHOOL FOR COWBOYS, by Scudamore Jarvis. *Wide World*. It is located at Shepperton-on-Thames, England, and seeks to train youths intended for a Colonial career.

EDUCATION AGAINST NATURE, by Professor Lewis M. Terman. *Harper's Weekly* (Nov. 20). He says the present system of training the child is wrong.

EDUCATION IN THE NURSERY, by Grace A. Pierce. *Harper's Basar*. How children should be taught during their first years.

GREAT AMERICAN UNIVERSITIES, by Edwin E. Slosson. *Independent* (Nov. 4). In the

series this is number eleven and is of the University of Pennsylvania. These papers are very interesting and give one a complete history and the workings of the institutions of which they are about.

GREAT AMERICAN UNIVERSITIES, by Edwin E. Slosson. *Independent* (Dec. 2). This, the twelfth paper, describes Johns Hopkins University, where the chief student activity is study.

HOW TO CIVILIZE NEW YORK, by President Nicholas Murray Butler of Columbia. *Review of Reviews*. He tells of conditions and how they may be made better.

MAKING THE HIGH SCHOOL DEMOCRATIC, by H. G. Hunting. *Technical World*. The growing plan of alternating study in school and work in manufacturing plants.

THE BIBLE AS A TEXTBOOK IN THE PUBLIC SCHOOLS, by Professor Isaac Thomas. *School Review*. He is against its use.

THE JEANES FUND, by James H. Dillard. *Independent* (Dec. 2). About the fund for the improvement of negro rural schools.

THE OLDEST OF ALL WRITING, by Ernest Thompson Seton. *Country Life in America*. The tracks of animals and how to read them.

THE PRESENT EDUCATIONAL SITUATION IN RUSSIA, by Professor Clarence L. Meader of the University of Michigan. *School Review*. Conditions which make educational reform in Russia a task of extraordinary difficulty.

THE WELCOME TROPICAL RESEARCH LABORATORIES. *Scientific American* (Nov. 20). The laboratories are a part of Khartum College, in the Soudan, and they float largely on the Nile.

TWO MODEL SUBURBAN SCHOOL BUILDINGS, by Arthur L. Blessing. *Suburban Life*. Full description.

WEST POINT AND MILITARY EDUCATION, by Col. Charles W. Larned. *National*. A complete account of the government army school.

FINANCIAL

MY PRINCIPLES OF GIVING. *Delineator*. Statements by men who give large sums of money.

SALE OF AMERICAN SECURITIES IN FRANCE, by Frank D. Pavey. *North American Review*. How the securities are placed on the Paris Bourse.

SAVING UP FOR THE RAINY DAY, by F. W. Fitzpatrick. *LaFollette's Magazine* (Nov. 13). What postal savings banks have done in other countries to protect the workingman against illness and old age.

SPECKLES AND THE PHILADELPHIA SUGAR TRUST FIGHT, by Judson C. Welliver. *Hampton's*. Third article in the story of sugar, giving some inside history, in which the supreme court made possible all trusts.

THE LURE OF GOLD, by Eugene P. Lyle, Jr. *Hampton's*. The first of a series telling of the American quest for gold, and the hard-

ships braved in the search, including the college-trained geologist.

WHAT A CENTRAL BANK WOULD DO, by Robert L. McCabe. *World's Work*. Why it is necessary to provide an elastic supply of currency.

WHEN WEALTH RAN WILD, by Xeno W. Putnam. *Book-Keeper*. A story of the young and struggling days of John D. Rockefeller.

HISTORICAL

A CHRISTMAS NEAR THE NORTH POLE, by Anthony Fiala. *Travel*. How the day was celebrated.

CHRISTMAS MISSION BELLS, by Ernest C. Peixotto. *Sunset*. The old mission bells of California.

COLONIAL HOLIDAYS, compiled and illuminated by Walter Tittle. *Country Life in America*. A collection of contemporary accounts of celebrations in Colonial times.

JOHN BROWN—MODERN HEBREW PROPHET, by E. N. Vallandigham. *Putnam's*. The life of the man of Ossawatimic and the effect of what he did viewed at a distance of fifty years.

MY REMINISCENCES, by Edward Everett Hale. *Woman's Home Companion*. Dr. Hale's last writing.

THE AMERICAN WOMAN, by Ida M. Tarbell. *American*. Second paper dealing with the early women of the country and what they did toward the welfare of the people.

THE CROW WE HAD TO PICK, by Brigadier-General J. P. Farley. *Pacific Monthly*. A little deferred history of the Civil War.

THE GREAT FEUDS OF KENTUCKY, by James M. Ross. *Wide World*. This month it is the Baker-Howard feud.

THE LAST FIRE-DANCE OF THE SABOBAS, by H. H. Dunn. *Wide World*. The small tribe of Indians and the dance which has been prohibited by the United States Government.

THE WOMAN IN LOVE, by Gertrude Atherton. *Harper's Bazar*. How love transforms a woman, giving particular attention to Mary Tudor and her love of Philip II. of Spain.

TWO EXPLORERS AND A LITERARY PERSON, by William H. Rideing. *McClure's*. They are Henry M. Stanley, David Livingstone and Ian Maclaren.

THE SEVEN-FOLD INTEREST OF THE CANDLEBERRY, by Julia E. Rogers. *Country Life in America*. How to make the old-fashioned "bayberry dips" candles.

YOUNG, by William Gilmore Beymer. *Harper's*. Fourth article in the series dealing with the work of the scouts, spies, etc., in the Civil War.

INDUSTRIAL

A FIREMAN'S DAY, by Carl Hovey. *Metropolitan*. How the fireman put in the twenty-four hours of every day, including the fighting of fires.

A MAN AND HIS JOB, by A. W. Dimock.

Country Life in America. Applied forestry as applied by the Canadian woodsman.

AN ESKIMO PIPE. *Forest and Stream* (Nov. 13). It is made from a walrus tusk.

BUYING BUFFALO ON THE HOOF, by Agnes Deans Cameron. *Pacific Monthly*. All about the buffalo, his raising, etc.

"CEMENT HOUSE MY GREATEST INVENTION," Thomas A. Edison. *Munsey's*. He says he will cast his first cement house by this January—a ten-room home for \$1,200.

CITY STANDS ABOVE ACRES OF FIRE, by John H. McIntosh and Berton Braley. *Technical World*. The city is Butte, Montana.

CONCRETE FOR THE SMALL USER, by George Frederic Stratton. *Technical World*. The methods of handling concrete where little or no reinforcement is required.

COMMERCIAL MANCHURIA, by Edward C. Parker. *Review of Reviews*. The country, climate, possibilities, and what is needed to develop it.

FROM THE BOTTOM UP, by Alexander Irvine. *World's Work*. Sixth article, this time about the battered hulks of the Bowery.

HEROES OF THE TELEGRAPH KEY, by A. W. Rolker. *Everybody's*. The sacrifice and the risk of life of men and women in the telegraph service.

HIGH PRICES, by Senator Coe I. Crawford. *Independent* (Nov. 25). Why the cost of living has increased.

HIGHWAYS OF PROGRESS, by James J. Hill. *World's Work*. Second article, showing how the railroads opened up the Northwest from Minnesota to the sea.

JOHN H. PATTERSON AND THE N. C. R., by Jewett E. Ricker, Jr. *Progress Magazine*. The story of the National Cash Register works, one of the great model manufacturing concerns of the world.

MY BUSINESS LIFE, by N. O. Nelson. *World's Work*. The first of a series, in which Mr. Nelson tells of his struggles and how he came to believe in profit-sharing, this means building up a business from nothing to \$3,000,000 a year.

RECLAIMING THE BIG HORN BASIN, by O. L. Dickeson. *World Today*. What it means in wealth and the work required to bring about the transformation.

SPAIN'S COMMERCIAL AWAKENING, by Frederic Courtland Penfield. *North American Review*. The new life, and what the Spanish-American war has done for Spain.

TAPESTRIES, by the Duke of Argyll. *Youth's Companion* (Nov. 11). How they are made and sold.

THE A B C OF CONSERVATION, by Gifford Pinchot. *Outlook* (Dec. 4). He tells what conservation is and what it means to the people.

THE CONQUEST OF POVERTY, by Frank Julian Warne. *Metropolitan*. The third article, taking up the programme of the labor unions, and how the workingman finds poverty a pressing question.

THE DEATH-ROLL OF THE COAL MINES, by Hartley M. Phelps. *World Today*. Some statistics and what is being done to lessen the dangers.

KICKS AND KICKERS, by James H. Collins. *Saturday Evening Post* (Dec. 4). What a good complaint department does.

THE MISTAKES OF A YOUNG TELEGRAPH OPERATOR, by Harry Bedwell. *American*. Some of the thrilling experiences which grew out of them.

THE NEW GERMANY, by Rudolf Cronau. *McClure's*. An object lesson in the making of a great nation.

THE NEW PHILANTHROPY, by Alida Lattimore. *Outlook* (Nov. 13). About employers, the good and the bad kind, and what is being done to help workers.

THE REBATE CONSPIRACY, by Charles P. Norcross. *Cosmopolitan*. More about the Sugar Trust, showing how the trust reduced the railroads to a condition of slavery and how it robbed the government of millions of dollars.

THE RIVER AND I, by John G. Neihardt. *Putnam's*. Its beauty, its usefulness, and what it has done for the country.

THE WAR WITH THE MOUNTAINS, by Henry M. Hyde. *Technical World*. The fight to build railroads through the mountains and thereby control the western country.

TRAPPING WILD HORSES IN NEVADA, by Rufus Steele. *McClure's*. How it is done and the profits of the business.

VERTICAL TRANSPORTATION, by Herbert T. Wade. *Review of Reviews*. How the elevator has transformed architecture and the volume of elevator traffic.

WATER FOR MILLIONS, by Burt A. Heinly. *Sunset*. The task of building the aqueduct that is to supply Los Angeles with water.

WHAT CONSERVATION MEANS TO THE NATION'S PROGRESS AND PROSPERITY, by Day Allen Willey. *Putnam's*. The article is based on several interviews with Senator Newlands.

WHAT EIGHT MILLION WOMEN WANT, by Rheta Childe Dorr. *Hampton's*. Third article, treating of women's demand for humane treatment of women workers in shop and factory.

WHERE THE PHILIPPINES WILL SHINE, by Monroe Woolley. *Book-Keeper*. The business side of the Islands and what the trade amounts to.

LEGAL

IS THE FEDERAL CORPORATION TAX CONSTITUTIONAL? by Charles W. Pierson. *Outlook* (Nov. 20). A legal opinion by a New York lawyer.

JUVENILE COURTS IN THE SOUTH, by Mrs. Wm. W. Geraldton. *Taylor-Trotwood Magazine*. What they are and what they do.

LITERARY

AN OPPORTUNITY AND THE MAN, by Walter B. Stevens. *Putnam's*. Lewis of St. Louis, a magazine publisher who has made millions.

BARON TAKASAKI, THE JAPANESE POET LAUREATE, by Yone Noguchi. *Independent* (Nov. 18). What he has written, where he lives and all about him.

INTERNATIONAL MARRIAGE IN AMERICAN FICTION, by A. Schade van Westrum. *Bookman*. The part it has played in recent years.

MACAULAY FIFTY YEARS AFTER, by William R. Thayer. *North American Review*. A comprehensive article upon the author and his true place in the world of letters.

MATTHEW ARNOLD, by Florence Earle Coates. *Lippincott's*. An estimate from the point of view of one who knew him well.

RICHARD WATSON GILDER, by John H. Finley. *Review of Reviews*. The late editor of Century Magazine, his life and work.

SOME REPRESENTATIVE AMERICAN STORY TELLERS, by Frederic Taber Cooper. *Bookman*. This is the ninth paper and tells of Gertrude Atherton, her methods, books, etc.

THE AMERICAN ACADEMY OF ARTS AND LETTERS, by Brander Matthews. *Outlook* (Nov. 27). What it is and who the members are.

THE MODERN SHORT STORY, by W. J. Dawson. *North American Review*. He tells what a short story really is, and makes it plain that it is not an abbreviated novel.

THE NEW THEATRE'S LITERARY MAIL, by George Jean Nathan. *Bookman*. The enormous contribution of dramatic literature that is being submitted to the New Theatre at New York.

THE TREASURE ROOM, by H. Addington Bruce. *Outlook* (Nov. 27). The Harvard University library and the rare old volumes and manuscripts there.

MEDICAL AND HEALTH

IS TYPHOID TO BE CONQUERED AT LAST? by James Creelman. *Pearson's*. What is being done to eradicate the 400,000 cases and the 40,000 deaths in the United States every year.

THE AMERICAN OPIUM PERIL, by Hugh C. Weir. *Putnam's*. Growing use in this country of a drug that elsewhere has slain its millions.

THE BARBARIC CARE OF THE INSANE, by Arthur P. Herring. *Pearson's*. The author is a distinguished alienist, and he tells of the almost unbelievable conditions prevailing.

THE HEALTH OF WORKING-WOMEN, by Dr. Woods Hutchinson. *Saturday Evening Post* (Nov. 20). The effect of their work and how their health can be much improved.

THE OZONE CLUB, by Sam E. Connor. *Suburban Life*. How out-door life is enjoyed in Maine.

THE PEANUT DIET FOR STRENGTH BUILDING, by Charles Merriles. *Physical Culture*. A substitute for meat, and as a crop it brings the farmer splendid returns.

THE TYRANNY OF THE PILL, by Elizabeth Bisland. *North American Review*. Do you remember the days of the "family pill," and when it was given for every ache and pain?

MUSIC AND DRAMA

AMERICA'S GREATEST BALLADIST, by John L. Cowan. *Taylor-Trotwood Magazine*. It is about Stephen C. Foster, with some side-lights on negro minstrelsy.

CLYDE FITCH AS COLLABORATOR, by Willis Steell. *Theatre*. Another side of the late dramatist.

FIRST NIGHTS IN THE PALMY DAYS OF THE DRAMA, by Otis Skinner. *Theatre*. A look backward.

HARK, THE ANGELS WEEP, by Matthew White, Jr. *Munsey's*. The angels in this case are the men backing theatrical enterprises, and the number of plays that have failed this season is large.

MARTYRS OF THE STAGE, by Ada Patterson. *Theatre*. The suffering on the stage of which the audience knows nothing.

MAKING A WOMAN OF HIMSELF, by Philip R. Kellar. *Green Book*. The secrets of the wonderful transformation of the wonderful Julian Eltinge.

MEN AS STAGE HEROINES. *Strand*. Photographs and descriptions of amateur actors at Oxford and Cambridge.

MODJESKA'S MEMOIRS, by Helena Modjeska. *Century*. The first of a series of the record of the romantic career of the late actress.

OBERRAMMERGAU AND ITS PASSION PLAY, by Montrose J. Moses. *Theatre*. Description of the great performance which is to be repeated next year.

PICTURE PLAYS, by Edward W. Townsend. *Outlook* (Nov. 27). How the moving pictures are made.

RITTA SACCHETTO, by Caroline V. Kerr. *Theatre*. Munich's famous dancer now in this country.

SIR WILLIAM GILBERT'S LEMURS. *Strand*. The animals which are the pets of the popular author of popular operas.

"SUCH A LITTLE QUEEN," by Lucy France Pierce. *World Today*. A review of the popular play of that name.

THE ACTOR AS A GAMBLER, by Tytone Power. *Green Book*. The gambling has to do with the uncertainty of the life and the chances taken in the production of plays.

THE ENJOYMENT OF MUSIC, by Daniel Gregory Mason. *Outlook* (Nov. 6). The second article, which takes up the syntax of melody.

THE EVOLUTION OF MUSICAL COMEDY, by George W. Lederer. *Green Book*. How it was brought about and the reasons for its popularity.

THE FRONT OF THE HOUSE, by Charles Burnham. *Saturday Evening Post* (Nov. 20). Reminiscences of famous actors and actresses.

THE GREAT AMERICAN DRAMA, by Emmett C. King. *Metropolitan*. Some of the good and popular players of the almost forgotten past.

"THE HARVEST MOON." *Current Literature*. A review and much of the dialogue of the new play of mental suggestion by Augustus Thomas.

THE NEW THEATRE. *Theatre*. Description.

THE PECUNIARY REWARDS OF PLAYWRITING, by Richard Savage. *Theatre*. Some of the facts and some of the exaggerations of money made.

THE PRICE OF PRIMA DONNA FAME, by William Armstrong. *Success*. What it costs in work and strength and money to be a great opera singer.

THE SILENT STAGE, by William Allen Johnston. *Harper's Weekly* (Nov. 13). Dealing with the rehearsal of the moving-picture performance.

STAGE REALISM, by Frederick Thompson. *Saturday Evening Post* (Nov. 20). How "properties" used on the stage must be artificial in order to look real.

WHAT THE PLAYERS EARN. *American*. The millionaire actors and what it costs to make a new star.

POLITICAL

ACTRESS VERSUS SUFFRAGET, by Israel Zangwill. *Independent* (Dec. 2). The close sympathy between the stage and the suffragets.

A CANADIAN NAVY, by Watson Griffin. *North American Review*. A plan for a Canadian share in Britain's naval needs.

A FINE JOLLY FELLOW, BUT—, by Samuel G. Blythe. *Saturday Evening Post* (Nov. 27). How they view Mr. Taft in the states he has talked through.

AMERICAN OPINION AND BRITISH RULE IN INDIA, by Sydney Brooks. *North American Review*. The aim is to prove that India has as good a government as one could possibly expect in the conditions.

CHIEF KOHLER OF CLEVELAND, by William J. Norton. *Outlook* (Nov. 6). The golden rule policy of this head of the police department and how it works.

CHILDREN WHO WILL BE KINGS, by F. Culliffe-Owen. *Cosmopolitan*. Intimate portraits of little princes who will one day be called upon to rule over European peoples.

DRAGON'S TEETH IN SPAIN, by Svetozar Todoroff. *World Today*. Ferrer was an anarchist because the corruption of Spain is making anarchists, and the beginning of the end of the present rule.

ELENA THE QUEEN, by Kellogg Durland. *Woman's Home Companion*. The last of the series of articles on the Italian court.

ENGLAND'S EPOCH-MAKING BUDGET, by Justin McGrath. *Cosmopolitan*. The Lloyd-George budget and what it means in the taxation of the people of different nations.

ERRORS OF PEACE ADVOCATES, by Professor Amos S. Hershey of Indiana University. *Independent* (Nov. 4). Some of the excesses committed in its name.

EVOLUTION OF THE YOUNG MAORI PARTY, by Mrs. E. M. Dunlop. *Sunset*. About the Maoris of New Zealand.

HUGHES, THE ROCKY MOUNTAIN PARADOX, by Sloane Gordon. *Pearson's*. He is the new

senator from Colorado, and is a unique character in politics.

IF JAPAN WAKENS CHINA, by Jack London. *Sunset*. He tells what will happen if the awakening ever happens.

IN THE SUPREME COURT, by Henry Beach Needham. *Everybody's*. The case of the Insurgents, complainants, versus Aldrich, Hale, Cannon, *et al.*, defendants, and the people of the United States, laying bare the controversy.

LIBERIA'S HOUR OF NEED, by George Sale. *World Today*. The condition of the black republic.

MANCHURIA DESIRED OF NATIONS, by George Marvin. *Outlook* (Nov. 27). The whole world is just now directed to this country.

MOROCCO AND THE POWERS, by F. E. Chadwick. *Outlook* (Nov. 6). The war over there and the old case of a more enlightened and so-called Christian nation trying to take from a less enlightened nation her lands.

MR. BALLINGER AND THE NATIONAL GRAB-BAG, by John L. Mathews. *Hampton's*. Second article in the Pinchot-Ballinger controversy, making clear the relations of the present Secretary of the Interior, and how the government is making multi-millionaires.

MRS. PANKHURST, by Evelyn Sharp. *Harper's Bazar*. The leader of the English suffragettes and her personality and methods of working.

MY REMINISCENCES. *Strand*. This month they are of Sir Robert Anderson, the chief criminal expert in Great Britain, late of Scotland Yard.

PRINCE ITO AND KOREA, by George Kennan. *Outlook* (Nov. 27). The author's personal acquaintance and what he thinks of the man.

PROSPERITY WITH JUSTICE, by Judge Peter S. Grosscup. *North American Review*. Wherein he advocates the formation of a new political party, claiming that the two old parties have outlived their usefulness.

SENTINELS OF THE SILENCE, by Agnes Deans Cameron. *Century*. Canada's Royal Northwest mounted police.

SIDELIGHTS ON THE CENSUS, by Whitman Osgood. *National*. How it is taken and the good of it.

THE ASSASSINATION OF PRINCE ITO, by Henry George, Jr. *Independent* (Nov. 4). The writer's personal knowledge adds much interest to what he has to say on the subject.

THE BEAST AND THE JUNGLE, by Judge Ben Lindsey. *Everybody's*. Third article in the remarkable exposure of the rottenness of municipal politics.

THE COAST DEFENSE OF THE NORTHWEST, by Col. Garland V. Whistler. *Harper's Weekly* (Nov. 13). The condition of the defenses of our Pacific shores.

THE FIFTH WHEEL IN OUR GOVERNMENT, by Senator Albert J. Beveridge. *Century*. It is about the office of Vice President.

THE INDIVIDUALITY OF THE SOUTH-AMERICAN REPUBLICS, by Rev. Francis E. Clark.

North American Review. One of the best articles of its kind that has appeared for some time.

THE MEANING OF THE REED-CANNON RULES, by Robert Wickliffe Woolley. *Pearson's*. The real meaning of the Cannon rules in the house of Congress.

THE NEW BLOOD IN THE SENATE, by J. C. Welliver. *Success*. A discussion of the "Insurgents" and their work in trying to smash an old political machine.

THE POWER BEHIND THE REPUBLIC, by Charles Edward Russell. *Success*. The beginning of a remarkable series, this first taking up what the author calls "Living a Government Lie."

THE SECRETS OF THE SCHLUESSELBURG, by David Soskice. *McClure's*. Chapters from the secret history of Russia's most terrible political prison.

THE SQUARE DEAL CLUB, by Edward Drobni. *La Follette's Magazine* (Nov. 13). How a group of boys got together to study political problems.

WHAT THE NEW TARIFF DOES FOR THE TRUSTS, by Will Payne. *Saturday Evening Post* (Nov. 20). Some history that shows how the tariff has increased the number of rich men.

WHY? by Elizabeth Robins. *Everybody's*. Mrs. Robins answers why the women of England are using force to secure the right of suffrage.

RELIGIOUS

A VISION OF THE NEW CHRISTIANITY, by Ray Stannard Baker. *American*. The spiritual unrest series, taking up the thought of Professor Walter Rauschenbusch, who says that "If the church tries to confine itself to theology and the Bible, and refuses its larger mission to humanity, its theology will gradually become mythology and its Bible a closed book."

THE GENTLE RESIDENT OF THE VATICAN, by Kellogg Durand. *Delineator*. Pope Pius and his kindly heart.

THE MONKEY GODS OF INDIA, by W. Henry Francis. *Wide World*. The sacred monkeys and the people who worship them.

THE SERMON ON THE MOUNT, by Joseph Gilpin Pyle. *Putnam's*. Is Christ's ideal a practical one today?

WILL JAPAN BECOME A CHRISTIAN NATION? by Dr. Thomas E. Green. *Hampton's*. He asks the question, do non-Christian nations really want to become Christian? and then frames his answer from what has taken place in Japan.

SCIENCE AND INVENTION

ARCHAEOLOGICAL RELICS FROM THE SEA, by Ferdinand Worthington. *Scientific American* (Nov. 13). Some recently found marble columns.

ARCTIC WORK AND ARCTIC FOOD, by George Kennan. *Outlook* (Nov. 20). One of the series the well-known author is writing.

ARTILLERY FOR AIRSHIP ATTACK. *Scientific American* (Nov. 20). The Krupp field pieces just made and how they work.

DREAMS AND THE FUTURE LIFE, by H. Addington Bruce. *Success*. About dreams in which the dead communicate with the living.

HALLEY'S COMET AND SOLOMON'S TEMPLE, by Henry Anselm Scomp. *Independent* (Dec. 2). His suggestions are new and worth reading.

HOW LEMON OIL IS MADE, by Frank N. Bauskett. *Scientific American* (Nov. 20). The process, and the machines employed in the Province of Calabria in Italy.

INVENTIONS THAT HAVE MADE FORTUNES, by P. Harvey Middleton. *Progress Magazine*. A review of the world's great inventions and inventors.

MAKING ALCOHOL FROM WOOD WASTE. *Scientific American* (Nov. 13). A process recently patented.

POLAR EXPLORATION, PEARY AND COOK, by Professor Franz Boaz. *Independent* (Nov. 25). A comparison of the two expeditions.

SCIENCE PLANS TO PIERCE THE EARTH, by Camille Flammarion. *Technical World*. A translation of a French article.

SIGNALING TO MARS, by Winthrop Packard. *Technical World*. Some recent observations and the men and instruments that made them.

SKY GALLIVANTING FOR SCIENCE AND SPORT, by Professor Charles T. Fairfield. *National*. The increasing wonders and successes of modern aviation.

SOMETHING NEW IN CONCRETE BLOCK MAKING, by M. H. Hunting. *Scientific American* (Nov. 20). A machine that makes 40,000 blocks in ten hours.

SOME REMINISCENCES OF CHARLES DARWIN, by Hon. James Bryce. *Harper's*. He describes the scientist during the closing days of his life.

SOUNDING THE OCEAN OF AIR ABOVE US. *Scientific American* (Nov. 27). Atmospheric exploration.

SUBMARINE TORPEDO BOATS, by Rear-Admiral George W. Melville. *Youth's Companion* (Dec. 2). What they are and what they do.

THE ENERGY OF RADIUM, by Professor Frederick Soddy of the University of Glasgow. *Harper's*. A scientific article on radioactivity and its elements.

THE LATEST WONDER. *Harper's Weekly* (Nov. 20). It is Brennan's gyroscope railroad car, which runs on a single rail, can go up and down hill, turn corners, and works on the principle of a top.

THE NATURE OF PHYSICAL LIFE, by Dr. William Hanna Thomson. *Everybody's*. A scholarly essay.

THE SOLAR AND LUNAR ECLIPSES OF 1909, by Professor Frederic B. Honey of Trinity College. *Scientific American* (Nov. 20). There were many and a full description is given.

TRAIN-DISPATCHING BY TELEPHONE, by Edward I. Pratt. *Technical World*. The new method being introduced and the workings of the system.

WIRELESS COMMUNICATION WITH BALLOONS. *Scientific American* (Nov. 20). The apparatus, total weight about seventy pounds, and how it is used.

SOCIAL

A HOME WITH FORTY DAUGHTERS, by Mabel Potter Daggett. *Delineator*. The heiresses of a Kentucky philanthropist who are ruled by love but taught to work.

BARBAROUS MEXICO, by John Kenneth Turner. *American*. This month is taken up the contract slaves of the Valle Nacional.

BOYS AND A MAN IN CHICAGO, by Nolan R. Best. *Interior* (Nov. 11). The Boys' Club and what it is doing for the urchins.

CHARLESTON, THE CLEANLY, by Fitch C. Bryant. *Taylor-Trotwood Magazine*. Description of the Southern city.

CINCINNATI A HAPPY CITY, by Edward A. Poucher. *Woman's Home Companion*. The second of a series of the way people live.

DIVORCE AND THE PUBLIC WELFARE, by Professor George Elliott Howard of the University of Nebraska. *McClure's*. The increase in the number of divorces and some suggestions on how to mitigate the evil.

DO WE WANT TO BE HAPPY? by Mrs. John Van Vorst. *Lippincott's*. A pleasant discussion of this serious question.

DOGS AND BABIES, by Richard Barry. *Pearson's*. Women who keep dogs had better spend the money on children, as the latter are worth more to the world.

JANE ADDAMS, INTERPRETER, by Graham Taylor. *Review of Reviews*. The work of the founder of the famous Hull House in Chicago.

KICKS AND KICKERS, by James H. Collins. *Saturday Evening Post* (Nov. 20). People like to complain, even when they are getting good service.

LAW AND ORDER AND THE NEGRO, by Booker T. Washington. *Outlook* (Nov. 6). The fifth paper in the story of the negro.

NEW YORK SOCIETY AT WORK, by Ralph Pulitzer. *Harper's Bazar*. He takes the 400 and handles them without gloves, paying particular attention to their dinners and their conversation.

PRINCESS JULIANA OF HOLLAND, by Ruth Putnam. *Harper's Bazar*. Queen Wilhelmina and how she is rearing her baby.

SOME INDIAN DISHES, by George Cecil. *National Food Magazine*. Foods peculiar to the native of India and how they are prepared.

THE ALARMING CHANGES IN AMERICAN HOMES, by Allan L. Benson. *Pearson's*. One in every twelve marriages results in divorce, and people ask why? Mr. Benson gives the answer.

THE CONFLICT OF COLOR, by B. L. Putnam Weale. *World's Work*. The fourth article, which deals with the black problem.

THE LIVING ROOM, by Mary H. Northend. *Boston Cooking-School Magazine*. How it should be arranged.

THE MASTER PROBLEM, by Samuel G. Blythe. *Saturday Evening Post* (Dec. 4). A consideration of the servant difficulty from another angle.

THE SCIENTIFIC "TOUCH," by John S. Lopez. *Harper's Weekly* (Nov. 27). The science of modern begging.

THE SPIRIT OF NEIGHBORLINESS IN A GREAT CORPORATION, by Giselle D'Unger. *World Today*. The first of a number of articles, and has for its subject what the International Harvester Company does for its employees.

SPORTS AND ATHLETICS

AMERICAN SPORT FROM AN ENGLISH POINT OF VIEW, by H. J. Whigham. *Outlook* (Nov. 27). He makes a comparison of the sports and pastimes of the two countries.

COLLEGE REFORM AND FOOTBALL, by Albert Shaw. *Review of Reviews*. He holds that football as now played is bad, and that there must come a change.

FOOTBALL AS A BUILDER OF BODY AND BRAIN, by William Unmack. *Physical Culture*. A defense of the game.

GREAT TEAMS OF THE PAST, by Walter Camp. *Outing*. They are the football teams, and some interesting history is given.

HUNTING IN THE ARCTIC, by Harry Whitney. *Outing*. On the trail of the musk ox in Ellesmere Land.

NEW BRUNSWICK WITH A TRACKING SNOW, by Fred W. Osgood. *Forest and Stream* (Nov. 20). Hunting in the big woods.

PEASANTS AT PLAY, by Mrs. Herbert Vivian. *Wide World*. Some of the curious pastimes practiced among the peasantry of the Salzkammergut region of Austria.

RESTORING THE CANVAS-BACK DUCK AND DIAMOND-BACK TERRAPIN, by Henry Casalegno. *National Food Magazine*. All about the duck and the turtle for food.

SKIING, THE SPORT THAT MADE A NATION, by C. F. Peters. *Outing*. The great Scandinavian sport.

SPLENDID INFLUENCE OF THE TURNVEREIN, by Charles H. Fisher. *Physical Culture*. History of the German method of physical training and what it has accomplished.

THE HOUSE DIVIDED, by Margaret E. Sanger. *Circle*. Who is to blame in the trouble that leads to divorce.

THE MAKING OF THE MATCH. *Harper's Weekly* (Nov. 20). How the principals in the coming Jeffries-Johnson fight appeared at the time of signing the agreement.

THE MILITARY WORTHLESSNESS OF FOOTBALL, by William Everett Hicks. *Independent* (Nov. 25). Mr. Hicks is in a position to know the military side of the game.

THE "NEW" SKATING, by George H. Browne. *Youth's Companion* (Nov. 25). The first of three parts on new and better ways of skating.

THE SCOOTER, by H. Mitchell Watchet. *Physical Culture*. A novel form of boat suitable for winter or summer use.

THE WILD ANIMAL TRAPPER, by A. W. Rolker. *St. Nicholas*. The animals and how they are captured.

WHAT THE MILLIONS WANT, by Brand Whitlock. *Circle*. The real meaning of the social unrest.

TRAVEL

AMIDST SNOW AND SWAMP IN CENTRAL AFRICA, by A. F. R. Wollaston. *Wide World*. Some experiences of the well-known explorer during his quest of natural history specimens.

AROUND THE HOLY LAND, by Alexander Hume Ford. *Travel*. The trip is described and you are made to see what is to be seen there today.

A MOTOR INVASION OF NORWAY, by Caroline Thurber. *Century*. A good descriptive article of the country and the people.

A LITTLE PARADISE IN THE DUTCH WEST INDIES, by Charles Johnson Post. *Century*. The place is the queer little island of Curacao.

A HILLTOP IN PARIS, by Bessie Dean Cooper. *Harper's*. What few visitors seem never to find—the Roman amphitheater at the foot of Mount Ste. Genevieve.

BEYOND THE MEXICAN SIERRAS, by Dillon

Wallace. *Outing*. The last of the series, telling of the canon trail and home again.

BUYING AN AUTOMOBILE, by Robert Sloss. *Outing*. Those who are thinking of buying will find this good advice.

MALTA, THE LAND OF YESTERDAY, by Albert Bigelow Paine. *Outing*. A small delegation of "the ship-dwellers" spends the day ashore.

OUT-OF-DOORS. *Saturday Evening Post* (Nov. 20). The highways of the air and the help birds render travellers.

THE FLIGHT FROM EGYPT, by E. Alexander Powell. *Metropolitan*. The exodus in the light of modern research.

THE HOLY LAND, by Robert Hichens. *Century*. Description of Baalbec, the town of the sun.

THE NEW SOUTH AMERICA, by Paul S. Reinsch. *World Today*. Fifth in the series—Chile, the land of many climates and varied resources.

THE WATER-LIFE AROUND SINGAPORE, by William J. Aylward. *Harper's*. A brilliant picture of the varied life of the city.

TWO MIDNIGHTS IN THE ARCTIC, by Dr. Frederick A. Cook. *Circle*. An account of certain events and experiences in the quest of the Pole.

BOOKS AND BOOK TALK

IT WAS something like five years ago that a gentleman of fine attainments asked a most pertinent question: "Why is it that the writers of books and the writers of plays seem to think that winning the girl is the sum total of existence and the basis of the solution of most problems?" Two answers were given the question. One was that many writers follow in the path worn smooth by other writers, and the second was that they write for what a critic is pleased to term "convalescent intellects." It is a pleasure to note that writers are slowly making the discovery that the "convalescent intellects" are growing quite strong and healthy, and so are demanding more substantial mental food.

Love and the girl that goes with it are very much a part of life, but they are not all of life—not by any means. It is one problem to get the girl, and it is more like two problems to live with her. There is a certain period in the lives of most men and women—or in the lives of most boys and girls—when love of man for woman and love of woman for man and its climax called marriage seems to be the sum total of existence. But this period quickly passes, and then the real great problems of life come thick and fast. Anybody can get married, and so it is with death—anybody can die—everybody does—but it takes somebody to live life, live it happily, and get

the most out of it for one's self and for one's fellows.

The readers are changing, and the writers who write for the readers are changing too. As to who is leading in the change is a question. One cannot help thinking that the great influence of college and university on the men and women both in and out of school is responsible for much of the change. At any rate more books dealing with the more vital problems of life are being written and printed and read. The review editors are devoting more space to the books that educate while they entertain. Even in many of the successful novels, short stories and plays the closing lines are not devoted to the old familiar so-called "happy ending."

Yes, a better class of readers is in the making, and this is producing a better class of writers. And foremost in the making of these better classes stands the ever-widening influence of the school.

THE MYSTERY OF EDUCATION AND OTHER ACADEMIC PERFORMANCES, by Professor Wendell, reaches out into all intelligent living, as indeed university life does. It presents the fact that the individual is, first of all, responsible to his own soul, and that life itself is a mass of seemingly petty and useless details which nevertheless arrange themselves

into a noble and imposing edifice. A university, after all, is but one department of that larger university represented by all human experience, and in speaking academically Professor Wendell succeeds also in speaking with a humanity that becomes stronger for the very reserve imposed upon it by academic occasion. The larger university, for example, is no less interested than the smaller one in the problem: What is man in his relation to the universe? Charles Scribner's Sons, New York.

COLLEGE YEARS, by Ralph D. Paine, is a good collection of good stories full of healthy youthful impulse. To the thoughtful parent studying the important question, "What college for my boy?" this group of stories gives a sufficiently detailed view of under-graduate life, particularly at Yale, to add knowledge and interest to the catalogue. The moral of these stories is that every tub must stand on its own bottom both in and out of college. Charles Scribner's Sons, New York.

WEBSTER'S NEW INTERNATIONAL DICTIONARY, edited by Dr. William T. Harris, former United States Commissioner of Education, is based on the International of 1890 and 1900, but the revision has been so radical and complete as to practically constitute a new book. The title-words in the vocabulary now exceed 400,000, including obsolete words which gives a key to English literature from its earliest period. G. & C. Merriam Company, Springfield, Mass.; 2700 pages.

THE "FIRST FOLIO" SHAKESPEARE, just issued, are the handiest, neatest, pocket-size volumes yet seen. The three volumes received are "Anthonie and Cleopatra," "Tymon of Athens" and "Titus Andronicus." The edition goes back to and reproduces the famous first folio text of 1623, the one which gives Shakespeare in the original spelling and punctuation. Each volume contains notes, introduction, glossary, lists of various readings, and selected criticism, by Charlotte Porter and Helen A. Clarke. The books are interesting, worth having, and are valuable for study. As a present for the student of Shakespeare no set of books would be more appreciated. Thomas Y. Crowell & Co., New York.

ITALIAN LESSONS, by A. Arbib-Costa of the College of the City of New York, is used in the public schools of Manhattan. This course of lessons is designed to teach the Italian language as at present spoken by the educated people in Italy, and the obsolete words or expressions are absent. The arrangement is simple and compact, starting with the alphabet and carrying the student through the grammar. Francesco Tocci, New York; 300 pages.

SCHOOL DRAWING: A REAL CORRELATION, by Fred H. Daniels, director of drawing in the schools of Newton, Mass., is a book that serves a valuable purpose. The drawing schedules read, "Use drawing freely in other studies," and the teacher feels that he would gladly do

so if some one would only tell him how. This book tells how, and at the same time teaches one to draw for a purpose and not for the mere sake of drawing. It in no sense disrupts the present-day courses of drawing, but aids them in making the courses more efficient. Drawing is of great value to all studies when it can be correlated with them, and this volume points the way for correlation. Milton Bradley Company, Springfield, Mass.; 156 pages; \$1.20.

HEATH'S ENGLISH CLASSICS series have been enriched by the edition of three new volumes. They are Ruskin's "Sesame and Lilies," edited by Professor C. R. Gaston of Richmond High School, New York City, 213 pages, 35 cents; Lamb's "Essays of Elia," edited by Professor H. E. Coblentz of South Division High School, Milwaukee, 340 pages, 40 cents; Goldsmith's "Traveler" and "Deserted Village," and Gray's "Elegy," edited by Professor Rose M. Barton of Wadleigh High School, New York City, 112 pages, 25 cents. They are attractive books, and besides the usual introduction and notes, each has questions and suggestions that help the student to a full understanding and appreciation of the literature. The first two volumes are on the college preparatory reading lists for 1909 to 1911, and the third is on the lists for 1913 to 1915. D. C. Heath & Co., Boston.

THE WOMEN OF A STATE UNIVERSITY, by Helen R. Olin, sets forth the results of an investigation into the problems of co-education. She has made a special study of conditions prevailing at the University of Wisconsin in the hope that the experience of this great university, which has been graduating women for forty years, might be a helpful one. The volume suggests answers to many practical questions that have hitherto been met only by general impressions or inadequate observation, and should not be without influence in the discussion of any material change—such as has recently been proposed—in the present system of public education. G. P. Putnam's Sons, New York.

HISTORY OF THE AMERICAN NATION, by Professors H. W. Caldwell and C. E. Persinger of the University of Nebraska, is just out and is designed for use in high schools and colleges. It deals with the history of our country from the discovery of America to the end of the Reconstruction period, the central theme being the political and social ideas and ideals and their evolution up to the last quarter of the nineteenth century.

OPTIONS, by O. Henry, is a collection of this best short-story writer's best recent stories. They are all tales of today, packed with humor, and to those who are not familiar with his stories he it said that Mr. Henry is one of the rare original writers in the field of the American short-story. Harper & Brothers, New York; \$1.50.

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³ *The Baltimore American* says: "The author has produced a work that will mark an epoch in virile character delineation and resourceful fertility of plot. Strong and blood-stirring in every chapter, it carries, by the force of its climax, the reader to the crest of the billows. It possesses interest for the man of sedate mind and the girl who has romantic fancies. It has a moral for the moralist and a touch of human artistry for the humanist. Victor Hugo stood alone, yet this author has entered into his heritage."

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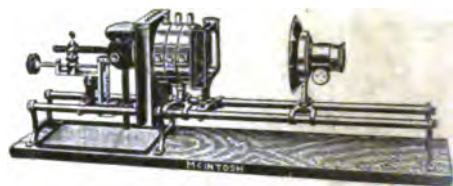
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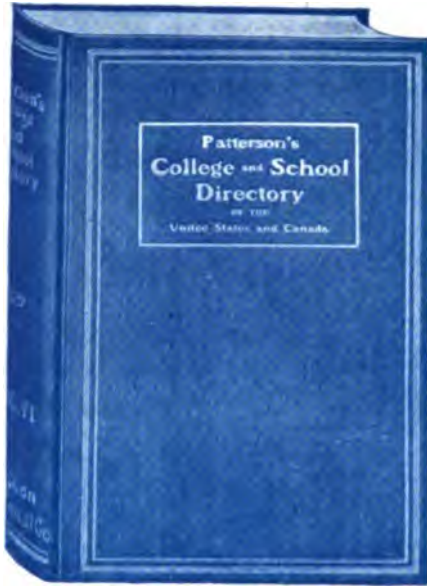
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JANUARY 1910

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THE EDUCATED WOMAN

By MARY E. WOOLLEY

PRESIDENT MOUNT HOLYOKE COLLEGE

THE field for the educated woman is practically unlimited; the question is no longer that of defining her "sphere," but rather of giving her the best preparation for living, wherever her life may be placed. If the woman's college would meet this need, it must stand foremost in the movement for physical health; must guard its intellectual life from distractions and the drift toward superficiality, and must emphasize that individual training which makes possible the most complete mental and moral development.

MID-SEMESTER LECTURETTES

HOLD WITHOUT COMPROMISE

IF the professor upholds the standards entrusted to him, the student will respect these standards and will respect him. The snap course is disposed of with a snap of the finger. It is not the teacher who gave us an easy time whom we remember with gratitude. It is the teacher who helped us to find ourselves. To help us to find ourselves it was his part to come very near to us, but without compromise, without apology, without yielding a single point to our weakness, our ignorance, or our vanity.—DAVID STARR JORDAN.

EDUCATE TO ACQUIRE

EVERY normal youth desires to acquire. Education should not diminish this desire, but should direct it—direct it toward acquisition by earning. The desire to get money by earning it seldom harms the one who entertains the desire, and never harms his neighbors. Education that does not promote the desire and power to do useful things—that's earning—is not worth the getting. Education that stimulates a love for useful activity is in the highest degree ethical. When delight in learning becomes so intense and so absorbing that it diminishes the power of earning it is positively harmful.—FRANK HALL.

A SERIOUS WORLD

THE faith of the American people in the American college is deeper today than ever before. It behooves us, amid the large freedom of the modern college—which I believe in, which I want to preserve—it behooves us to remember that it is a serious world, where a man who does not put his utmost effort into his work soon falls behind.—WILLIAM H. P. FAUNCE.

EDUCATION FOR EVERYBODY

IN a democracy the highest education like the lowest should be accessible to all classes of the people, without money and without price. The laws governing the bequest and inheritance of property inevitably tend to create an aristocracy of wealth. It is all the more imperative, therefore, that we should fight every policy and arrangement which tends to develop an aristocracy of intellect supported by, and allied with, that aristocracy of wealth. But every dollar charged for higher education makes for the development and consideration of such an alliance.—JACOB GOULD SCHEURMAN.

THE BEST ENDOWMENT

IBELIEVE in the state university because its endowment is the best possible. It rests in the hearts of the people; it is based on the love of its alumni and the people of the state; it is based, furthermore, on the prosperity of the state.—HARRY B. HUTCHINS.

THE AMERICAN EDUCATIONAL REVIEW

VOL. XXXI

JANUARY 1910

NO. 4

THE MONTH'S REVIEW

WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

When, at twelve o'clock on the night of December 31, Father Time closed the book of another year and placed it on the shelf where stood nineteen hundred and eight other volumes, some of them faded and dusty, and none of them so large and important as the new one just deposited, it is reasonable to suppose that the old gentleman tied its pages with a blue ribbon. It is certain that pages whereon are recorded things educational are decorated with a blue ribbon—and a very large and a very blue ribbon at that.

The Year That Is Gone

During all the nineteen hundred and nine years with which we reckon there never has been one of such educational activity and interest as the year just passed into history. From whatever viewpoint we look back over the twelve months that are gone, the results and the prospects are large enough and good enough to bring a smile of satisfaction.

More money was given to the cause of education than in any year of which we have record; more students were en-

rolled; more buildings were erected; more courses designed for the practical affairs of life were inaugurated; more general interest was displayed in educational affairs. In short, our entire school system—public, private, college and university—has been given an impetus that is little short of wonderful. The passing throng has been made to realize that the teacher and the school do not form an institution apart from life, but that they are a part of life—everyday life, the life of here and now, the business and the professional life, the life of the nation. And to do this—to awaken a public to the true meaning of education—is something the value of which cannot be estimated.

True, there have been many disagreements and much criticism. But all this is a sure sign of an awakened interest. Upon disagreement and criticism is builded sound growth and the hope of better things. When the masters disagree we may expect the masters to agree. The management, the courses, the hundred and one things which enter into school life—from kindergarten to university—

are by no means perfect. Perhaps they never will be. Educators know this. The quarrels and the disagreements are a true acknowledgment of the lack of perfection. But the quarrels and the disagreements are also an acknowledgment of a desire to approach the perfect. So, let the strife continue.

The world and its people are undergoing constant changes. The institutions designed for the education of the world and its people must change also. The year of 1909 brought many changes, and the world and its people acknowledged the benefits of these changes by displaying a greater interest in education. One of the most significant testimonials to the worth of scholastic training is found in the fact that among the liberal givers to education are those who have drunk at the founts of learning.

One is in no danger of losing his reputation as a prophet by stating that when the book of 1910 is filed away its ribbon will be a bit larger and a bit bluer than the last volume just placed on the shelf.

Responding to the demand for more thorough work in the colleges and a

**Modifications
in Harvard's
Elective System**

thriffter use of time, President Lowell of Harvard has announced a decided modification of the elective system so long in vogue at that institution. The changes planned are not to be regarded as an abandonment at the elective system which President Eliot gave to Harvard, but rather an effort to adjust that system somewhat better to American educational conditions. The changes are of interest to all classes of educators, for they represent an effort toward the harmonious working of the machinery which carries a pupil from the grades into the high school, thence to college and to the university.

The changes agreed upon by the faculty and approved by the board of overseers are as follows:

1. That a standing committee of nine, of which the president shall be chairman, be appointed from the faculty, with pow-

er to associate with itself a large number of advisers for students.

2. That the committee prepare general rules for the choice of electives, to be approved by the faculty, based upon the principle that a student must take a considerable amount of work in some one field, and that the rest of his courses must be well distributed.

3. That at the end of his first year in college each student be required to present to his adviser a plan of study for the remainder of his college course; and that the plan must conform to the general principles laid down by the committee, unless the committee is satisfied that the student is earnest and has sufficient grounds for departing from those principles.

4. That a student's plan be subsequently changed only for a cause satisfactory to the committee.

"The specialist will be required to broaden out; the student in pursuit of 'snap' courses will be required to concentrate," is the conclusion of the *Harvard Crimson* in speaking of President Lowell's plan. The *Crimson* said:

"It is, we believe, generally known that the plan which is in preparation will be carried out by arranging all college courses in a few sections. Each student at the end of his freshman year will be required to elect one of these fields of study for thorough work to be pursued in his remaining three years, and will also be expected to get some knowledge of other subjects by taking a small number of elementary courses in each of the other divisions.

"Such a plan will not make a radical change in the habits of the ordinary student, whose selection of courses is more sensible than most persons are willing to believe. The students who will be affected are the ones who are pursuing specialties to the point of narrowness, and the loafers whose exploiting of the elective system leads to mastery of no subject.

"It would be idle to say that the change involves no curtailment of the freedom of individual choice; the very words of

the faculty's vote belie such an assertion. But it is the freedom which has resulted in abuse of privileges that is to be abridged, and in the diminution of injurious liberty there is nothing but gain."

On New Year's night in Chicago, before the Harvard alumni, President Lowell told something of the attacks that have been made on the elective system, the results of the attention given the subject by the faculty, and what he hoped would be accomplished by the modifications recently agreed upon. He took for his subject the ideal education of the student, and divided it into four parts as the end which should be sought—mastering of the art of expression, the natural sciences, social sciences, and methods of abstract reasoning.

"I had occasion recently in my work to make observations, and I am impressed with the lack of ability on the part of men to think clearly," said the speaker. "The thing toward which the lawyer is trained, that of thinking and expressing himself clearly, is lacking."

He then related the classifications which the committee had decided upon as best for laying out a student's course, six courses which are related, six more which have no connection, and four others, besides compulsory English composition, making seventeen courses necessary in all.

The plan of courses as laid down by the committee, he said, has kept all that which is valuable in the elective system, and still leaves the student the free opportunity to impress the faculty with the wisdom of a departure in his case. He said the plan has met with general approval, although there has been some objection.

"The question is," said Mr. Lowell, "what will give the individual man a rounded education? I do not believe, personally, in reducing the term to three years, but I know that I disagree with many in that."

He then mentioned his advocacy of sending men to college earlier. To that end he suggested entry to high schools earlier and earlier preparation for college. He said that he thinks men enter too

old, and that at 17 years they are intellectually qualified, though not socially.

The most discussed educational topic of last month was the modifications in the elective system at Harvard. Its success or failure means much to the future of the American educational system. The wide-spread criticism of our colleges and the interest displayed in the announcement from Harvard are both very encouraging signs. "It means not," as *Harper's Weekly* says, "that the colleges are less efficient than they used to be, but that the interest in them has increased, and that they must meet a higher standard of expectation."

The free elective system has never been used by the great majority of our colleges, and in a number of our more important schools there has maintained but little, if any, of the elective idea. In speaking of the change, Charles C. Harrison, provost of the University of Pennsylvania, said:

"Harvard is merely abandoning an experiment and lining up once more with her sister colleges. College boys are too young to be allowed absolute freedom in choosing their studies and such wide latitude as followed at Harvard was bound to fail. The fact that it is given up will not affect Pennsylvania or likely any other university, for none of them has ever gone as far as Harvard and so have no reason for changing.

"Most of them use the group system. This allows a certain range of choice, but forces the student to pick one of a number of groups. The studies in each group are carefully chosen so as to be co-related and each has some bearing on the other. They are not picked haphazard, as was the case so often at Harvard, when the men were permitted to dive into the college catalogue and dig up any topics they pleased, no matter how widely divergent, so long as they scheduled the requisite number of hours."

The *New York World* is of the opinion that the changes in the elective system "are almost certain to give a great

impetus to 'the faculty adviser.'" The *World* continues: "They are predicated on the establishment of a more formal relation of adviser and advisee than has heretofore existed between the faculty and students."

It is well known that the formal faculty adviser is not an entirely new thing. In some institutions he has existed for years. Columbia University has had a system of compulsory advisers to students in operation a year and a half, and the retiring dean, Dr. Van Amringe, has just made a report on it.

Dean Van Amringe is cautious about expressing any very positive conclusions as to the way the system works. Presumably he feels that it has not been in operation long enough to make any precise conclusions worth while. But he does give a hint of at least one opinion of it that he may hold. He says that it requires a great deal of tact on the part of the officer, and much good will on the part of the student, to prevent the relation from assuming a disciplinary character rather than one of confidence and friendly interest. He thinks it "quite possible that the surveillance is too constant and minute to be altogether serviceable to a college student as distinguished from a schoolboy." But this convinces him not that the system should be abandoned but that the advice given should be as unobtrusive as possible; that the proper and natural officer to give it in any subject is the instructor in that subject, and that—this above all—the faculty adviser should seek to establish close relations with those with whom he has to deal.

"Under the best conditions the elective system is costly and wasteful," prints the *New York Sun*. "It may be compared, with all due respect, to the elaborate bill of fare of hotels on ocean steamships, the greater part of which is for the benefit of a very small number. Three-quarters of the 500 courses or so at Harvard might be thrown out without attracting the notice of the body of the students. While many courses that are attended by only one or two undergraduates are of the highest scientific value, and the

occasional student may be worth more to the world than the throng that crowds other courses, there are plenty of courses that represent only ephemeral fashions, and there are many more that are needless because they only duplicate work done in other courses."

The modifications mean that Harvard is to be shaped more on the English university model and less on the German model.

President Edmund J. James of the University of Illinois has called it "A

Bad Bill." It is worse than that. Like the Federal Money for Private Institutions sugar-coated pill that contains the poison, it looks innocent enough and good enough, but woe unto him who swallows it. If passed the bill will establish a precedent, and that is precisely what certain political and private interests are seeking to have established. Once the United States government has fixed a precedent and the sailing will be smooth for those who wish to combine political "graft" with ecclesiastical "pull." The state is the state, the church is the church, and the school is the school. When the United States forgets these facts—forgets the foundation stones upon which our forefathers rested the government—this "land of the free," of which we like to boast, will degenerate just as other nations have degenerated.

But, lest we get the cart before the horse, we will give way to President James. He tells the story so well. He has circulated a memorial attacking a measure introduced in the Senate and the House, providing for a federal appropriation for George Washington University, a private institution in the District of Columbia. The senate bill was introduced by Gallinger of New Hampshire, chairman of the committee on the District of Columbia, and the house bill by Representative Henry S. Boutell of Chicago. Both measures are intended to amend an act entitled, "An act donating public land to the several states and territories, which may provide colleges for the benefit of agriculture and the mechanic arts," so

as to extend the benefits to the District of Columbia. Dr. James says that it is intended to assign the money to George Washington University.

"Under cover of providing for the needs of education in agriculture and the mechanic arts in the District of Columbia," says the memorial, "it is proposed to begin the policy of support of private institutions of the district out of the federal treasury—a policy which the whole experience of the country condemns as full of danger to the peace and efficiency of public education.

"The situation is a serious one. This is a dangerous proposition and ought to be opposed by every citizen who looks with disfavor upon the attempt made over and over again to support private institutions out of the public treasury. The situation is not changed by the fact that it is proposed to add the secretary of agriculture and other public officials to the board of trustees of a private institution. In fact, this makes the scheme so much more dangerous, viewed as to its effect in the long run, and would commit the federal government still more to the support of this enterprise. The policy involved in the passage of this bill would lead directly and quickly to the sacrifice of our American plan of keeping public and private enterprises, state and church, thoroughly separated.

"There are three other institutions of private and sectarian character in Washington, each one of which is just as well entitled to such a federal grant as George Washington, namely: the Catholic University of America, the Georgetown University, under the patronage of the Jesuit order, and the American University, under the patronage of the Methodist church.

"The two former are well endowed institutions with long records of activity and useful service behind them, and the last, not yet opened, has the beginnings of a fine plant for higher instruction.

"If Congress undertakes to subsidize George Washington University the other three institutions will be compelled, as a mere matter of self-preservation, to

secure similar subsidies, and we shall soon see an elaborate system of private schools and colleges and universities in the city of Washington supported in whole or in part from the federal treasury.

"This matter has been fought through in most of the states to a successful finish, and the policy has been once for all definitely established that no public money shall go to a private or sectarian institution. Only in this way can the true interests of public education be safeguarded.

"It must be emphasized again that in effect this is a project to endow private and sectarian institutions at the expense of the federal treasury. If it were a scheme fathered only by a state or territory it would be bad in itself, but not likely to have the far-reaching evil effect upon public policy among the states which federal action is sure to have.

"No satisfactory argument has yet been advanced for this measure except that its passage will greatly benefit George Washington University. But this is hardly a satisfactory reason for reversing the policy of a century and throwing the immense weight of the example of the federal government on the side of a division of the public funds among the private and sectarian institutions of the country."

This attack is not aimed at George Washington University. This institution has been in financial straits for some months past, and if the passage of the bill would help the university and then stop there, but little complaint would be made. But it will establish a precedent, from which all kinds of difficulties are likely to ensue, and which, in the years that are to come, may threaten the very existence of our public school system.

It is highly important that a student should pursue just the right studies.

Comparison of Entrance Requirements

Next in importance—
or is it first in importance?—come the requirements for entrance.

Professor J. P. Hoskins, chairman of the faculty committee on en-

trance at Princeton, has recently contributed a series of interesting articles to the *Alumni Weekly*, in which he compares and analyzes the requirements for entrance to several of the larger eastern universities. To sum up the results of his investigations one is given these general facts:

From the first set of tables which deal with the A. B. and B. S. courses, it appears that Princeton requires more advanced work in Latin, Greek, and Mathematics with less variety of choice than Harvard, and that Yale requires in the main less in the same subjects than Princeton requires.

For the C. E. department a peculiar choice of electives makes the Princeton entrance requirements slightly harder or slightly easier than those of Massachusetts Institute of Technology, Stevens Institute, or Sheffield Scientific School of Yale. The official reckoning of the Carnegie Foundation, however, places the amount of preparation required by Princeton slightly higher than that of the other institutions in either case.

But why should a candidate for the C. E. degree at Princeton be given a choice of four years' work in modern languages, or two years' work in one modern language plus four years' work in Latin? It certainly is not clear "why the quantity of Latin required . . . is not made more nearly equivalent to the French or German requirement." So much for the quantity of requirements.

The next factor to be considered is the quality, a thing which is harder to measure comparatively. But as far as can be determined the quality demanded by Princeton, Harvard and Yale, is much the same. One schoolmaster, however, has sent boys to all three institutions for several years past, and on the basis of his experience arranges them as above, Princeton being highest. Of course, as Professor Hoskins says, this is the opinion of only one man.

In addition to the factors already discussed, there is the important one of emphasis or valuation. With respect to this the universities differ slightly in many instances, but on mathematics

Princeton places an emphasis far above that given by either Harvard or Yale. In the A. B. and B. S. courses at Princeton mathematics are valued at from one-fourth to one-third of the total requirements for entrance, while in the C. E. department a candidate must pass all of his mathematics before he can enter. The reason for such an unusual and, in some cases, even prohibitive "overvaluation," in this subject does not seem clear, not only to the majority of undergraduates, but also to a number of the members of the faculty.

Finally, with regard to the number of subjects which must be passed at one time and the length of time allowed before the total of requirements for entrance must be passed, it appears that the candidate for Harvard or Yale has a decided advantage over the candidate for Princeton. In neither of those places is a time limit now set, whereas for Princeton the candidate must complete almost all of his entrance examinations in a little less than a year and a half from the time he takes his first preliminaries.

The words of James C. Cannon have been widely quoted and just as widely commented upon. And

Business Man's who is James C. Cannon?
View of the He is a New York banker, and is
American College a member of the council of the New York University and chairman of the committee in charge of the school of commerce, accounts and finance of that institution. He is not a college man—that is, the only duly signed and sealed diploma he holds is from the University of Hardknocks. He criticises the college of today. This gives him place among the friends of education, for when a busy business man takes time to discuss the affairs of another world—the world of education—it is not because he has a desire to pose as a critic, but because he is interested—interested in a field the betterment of which, he realizes, means a betterment of the field in which he labors.

Mr. Cannon was invited to speak before the Massachusetts Teachers' Asso-

ciation at its sixty-fifth annual meeting at Worcester. He was honest with his hearers and with himself, for he said what he thought:

"It is not strange that boys should go in for sports which seem to them to have and probably do have a greater tonic effect upon minds and character than anything that goes on in the classrooms.

"It is a fact that the curriculum of the American college was planned to meet conditions that existed 100 years ago or more, but which have passed away. Harvard, Yale and most of the larger colleges in the East, for instance, were established by the Congregational church. These institutions were the outcome of conditions that existed in New England at that time.

"In those days nine-tenths of the young men that graduated from the colleges became professional men, preachers or lawyers or doctors, and the college course was planned to give them general culture—a more or less superficial knowledge of philosophy, English literature and the classics. The study of logic, mathematics and Latin and Greek syntax was relied upon to develop their reasoning powers. Until within about twenty years ago the natural sciences, whose development is responsible for all the wonders of our modern civilization, were treated with the most perfunctory attention, and it was only very recently that into college courses was introduced even an elementary study of the different problems that confront the business man of today.

"It is still taken for granted apparently that the function of the American College is to prepare a young man for one or all of the professions, or to serve as a sort of mere intellectual domicile in which a four years' residence will invest a young man with the glitter of what is called general culture.

"Some of our great universities are just beginning to awake to a realization of the fact that what the young American man of this generation needs to equip himself for the commercial pursuits of the day is something radically different from what the traditions of the old

scholasticism of these institutions have been offering. The time has come when they should all fully arouse themselves to the knowledge that they must turn out men better fitted for actual business.

"A young man entering college is narrowed down, not broadened out. College life is, in a sense, unreal, when measured by common sense ideas, as is the traditions usually in vogue at a seat of learning. The student cannot visit certain spots on the campus until he has been in college a stated length of time; certain clothes are tabooed until a certain month has passed; he cannot promenade with certain classmen until after a certain season of the year. The goal which is set before him is the accomplishment of certain athletic feats, and the young man's parents when he comes home year after year excuse his queer antics and his swagger with a shrug of their shoulders, and tell you that Harry is making friends who will be of great use to him and a source of great pleasure in after years. How can such a life as this, whose ideals are all distorted and whose practices have to be looked upon with an overindulgent eye, be good for any youngster whose character is in process of formation?

"The four years a man spends at college cover one of the most important periods in his life. They should be made to count for much more than they do, not only in the training of the mind along academic lines, but to give those who intend going out to make their own living in commercial pursuits a better equipment for their life work.

"Our colleges should break away from worn-out traditions and so change their methods and courses as to be able to fit the individual who seeks to be a power in the commercial world for its real problems. This would not involve a lowering of standards, but such a change as would make education the effective handmaiden of modern commerce."

Mr. Cannon then spoke of the important part psychology plays in modern business. He referred to the aim of the college to teach general culture, but was inclined to doubt that it was achieving

its aim. He continued: "Accuracy, punctuality, perseverance and an insatiable appetite for hard work—these are the qualities that a young man should have from the point of view of a business man. There may be callings in which they are not essential to success, but a business man without them is doomed to small things, if not to failure.

"Now, what I have been able to learn about the life and atmosphere of the college campus has led me to fear that four years in such an environment is rather apt to cost a youth the possession of those qualities rather than make their acquisition probable. My understanding is that a young fellow can get through college if he does only half the work he is told to do, and most college faculties, I am told, are satisfied with an average of 60 per cent.

"If a student fails to make even that low mark, I understand he is given another chance, and then another, and still another, so that the youngster may loaf and slight his work for months at a time and still emerge at the end crowned with the chaplet of Bachelor of Arts. Such a policy on the part of college faculties, it seems to me, actually puts a premium on shiftlessness and inaccuracy, and justifies the complaint we often hear that colleges by continually putting up the entrance barriers are seeking to thrust upon secondary schools work that they themselves ought to do.

"It is relief to turn from what is perhaps a severe arraignment of the college to what is to me a much more hopeful and valuable phase of the American university. Some of our universities have come to recognize that the problems of the business man are as difficult and in a way as technical as those of the lawyer or the doctor, and have founded schools of commerce which are intended to do for the young man intending to enter business what schools of law, medicine and engineering accomplish for those intended to take up those professions. Such efforts on the part of the universities should be welcome by the business man."

Many business men endorse the words of James G. Cannon spoken at Worcester, Massachusetts.

**Other Views
of the
American College** There are many business men, and men who are not business

men, who do not endorse his statements. Educators themselves admit that modern colleges do not entirely fit modern students for modern conditions. But one must remember that during the last twenty years—the years with which Mr. Cannon reckons—the development of American business life has been so wonderful as to stand unprecedented in the history of the world. It has been almost impossible to keep pace with the changes—they have been so many and so frequent. So, were the colleges willing and anxious—which they are—to arrange the courses of study to meet all modern requirement of the students, there would have to be an almost constant arrangement and re-arrangement to keep step with the progress.

The colleges are endeavoring to meet life as it is. But what is that life, or rather what will it be tomorrow? Education, perforce, must give greater consideration to the future than to the present, for the welfare of the student does not depend upon today, but upon the years that are yet to be his. Were all teachers seers who could peer into the future the problems of education would be reduced to a minimum.

Ex-Governor Guild of Massachusetts, who followed Mr. Cannon, took opposite ground. He said: "The headlong rush for technical education, for the so-called practical education, may be carried to extremes. A nation's prosperity may depend on the possession of skilled artisans and specialists in the professions, but a nation's very life depends on the possession of men who are good neighbors, good friends, good citizens. If we need the technical school to train leaders in industry, we need the college of the liberal arts to train leaders in citizenship.

"The tendency of modern education is to develop the material, to fit a man to perform some special task so wonderfully

well that the winning of a share of the world's goods shall follow as a matter of course. We exult, and we have a right to exult, that boys from our technical training schools step immediately into remunerative employment. Yet, after all, what is life worth if the man who exercises these functions is in every other mental process a shrivelled paralytic? The garden of man's mind was not wholly intended for turnips and onions and cabbages. There is a place for the violet, the hawthorn and the rose."

The Columbus, Ohio, *Dispatch* sums up the consensus of opinion of the western press in these words: "There can be little doubt that twenty-five years ago the colleges were a hundred years behind the times in fitting young men for business life, but there has since been an effort to vary the curricula of many institutions so as to give the training that is needed to success in business life. In many of the institutions of higher learning, today, it is possible for a young man who knows what he wants to make his vocation, to fit himself for it as well as one may fit himself outside the regular work of the calling. There is no longer a hard and fast course of study which one must take to obtain a degree. Instead there is a great and growing latitude in college work and an increasing effort in the schools below the college grade to direct the aim and train the hand and mind for a particular work. And all this is more pronounced in Massachusetts than in any other state of the Union. Mr. Cannon, it seems, went to the wrong state to make his criticism.

"Insofar as the college is not a training ground for a business life, it is falling short of its mission. But there is some question as to what it is that makes the best foundation for a business career; some persons prefer a general cultural education; others, with a deep sense of the value of time, want specific education to begin at once. There is also a variation of student receptivity and of the student's knowledge of his own powers, for some boys mature earlier than others. It seems, therefore, that some of

the fault of which the banker complains, is to be laid at the doors of the students themselves. There is probably more that the college can do, but they have already seen the danger to which Mr. Cannon points and have done much to avoid it."

At the third annual convention of the National Society for the Promotion of Industrial Education, which was held in Milwaukee last month, almost every

**Economic
Value of Industrial
Education**

side of industrial education was touched upon. One of the most important subjects now before the country is that of industrial education, and upon the solution of the many problems involved depends the efficiency of future workers. Dr. Alexander C. Humphreys, president of the society and head of Stevens Institute of Technology, spoke on "The Economic Value of Industrial Education," and among the many excellent points brought out were these:

"Of thirteen millions of young men in the United States between the ages of 21 and 35, only five per cent receive in the schools any direct preparation for their vocations; and of every one hundred graduates of our elementary schools, only eight obtained their livelihood by means of the professions and commercial pursuits, while the remaining ninety-two supported themselves and their families by their hands.

"If we are open to conviction, we need no investigation to convince us that the public school system of this country has not been developed and maintained for the benefit of the masses, but rather has been operating for the benefit of the few. We have no possible right to built up a general scheme of public primary and secondary education with the college as the goal. This is sacrificing the many for the benefit of the few; a useless sacrifice because the few can be taken care of without resorting to such wasteful methods.

"Our public schools, speaking generally, have so far placed the emphasis too markedly upon the so-called cultural studies. Personally I cannot understand

how any study which is honestly followed can fail to be cultural, as far as it goes. Of late years, there has been an effort to establish the balance, as evidenced by the introduction of manual training.

"The public school system of a country in which the people govern themselves certainly should not allow the substitution of a smattering of many so-called cultural studies for a good working knowledge of reading, writing, English and vocational mathematics. There should be acquired more than a knowledge of these subjects—there should be acquired a facility in the use of these subjects as ready tools. We should aim for such a degree of facility and speed as can be secured without sacrificing accuracy.

"We need industrial education for the masses if we are to maintain our own in the fields of industry and commerce. My experience goes to show that many boys are mature enough physically and mentally to begin an apprenticeship or regular vocational training at 14 years of age. We all know of boys who at this age were better able to take care of themselves than many others at 18 years, in fact, we know of many who were better able to care for themselves at this age than others are at any time during their lives. I sometimes wonder if we are not too ready to mollicoddle our boys in school—yes, and our girls. It may be claimed that the cases I refer to are exceptional. Would there not be more of them if our educational methods were more rational and better designed to develop manliness, womanliness and self reliance? If it is claimed that these are isolated cases, we can point to the case of the British navy in which many of the midshipmen were taken in years younger than 14, and were given responsibility and authority often before they were 15.

"When we compare our methods with those of other countries and especially with Germany, there may be differences of opinion, but there seems to be hardly any room to question the superiority of the German ideal. The German ideal is to train its youth for future efficient cit-

izenship. We seem to be not satisfied unless we are attempting to train all of our boys for leadership, although we must recognize, as President Eliot has more than once pointed out, that there is no such thing among men as equality of natural gifts, of capacity for training, or of intellectual power.

"The admirable work done for many years by the endowed industrial, art and trade schools has demonstrated the economic value of industrial education, and the experience thus gained, supplemented by the experience gained in other countries, will greatly assist in building up processes applicable to all the varying conditions in this country. While no doubt these private or endowed schools will continue to be most useful, we must look to the public schools to wisely and sympathetically co-ordinate their work with the work of the industrial and trade schools of all classes."

A hard worker always is a good critic. Hard, conscientious work gives to us high ideals, and high ideals strengthen our vision for penetrating the weak spots. Hav-

For
Wider College
Life

ing thus disposed of President Woodrow Wilson of Princeton as an educator, let us turn to his last month's criticism, wherein he assails general conditions and points a finger at some of the faults which he finds in college and university life.

The *Daily Illini*, in speaking of the criticism, says "this one is particularly good," and the Houston, Texas, *Post* commends Dr. Wilson's suggestions by saying that "they should be endorsed by every one interested in true education." And further on the *Post* adds: "Indeed, so slow have the country's educators been in responding to the real requirements of the age for practical primary instruction, that it would appear that they are not as conscious of the defects of the system they are upholding as are the great body of the people."

The main points in President Wilson's address here follow, and they, consciously or otherwise, agree with some

of the sentiments expressed by James C. Cannon: "What impresses me most in traveling is that the country is radically dissatisfied with the colleges. It is universally felt, not by the little coterie of men who love the place and cannot therefore be critical, but in these larger circles on whose view our very life depends, that the colleges have lingered at a past point of view and are trying to do something for which the country no longer has any use.

"I want to have the men who are engaged in the various organizations realize the relativity of things—what relation sport bears to intellectual effort, what relation things in which you are interested bear to these in which we are interested.

"For that reason I have suggested that we take out of our lives here only the undesirable things. The first of these is social ferment, social anxiety, the doubtfulness of what is going to be the fortune of a lad when he enters the university; whether he will have the field of university life thrown wide open to him or whether he will be shunted onto a sidetrack, and made to play a minor part where he will feel, if not mortification, at least that there is something that he missed not by reason of something that he has done or that he has not done, but because somebody did not choose him into the greater privileges.

"What is worse than social ferment is what I can find no better expression for than 'standardization.'

"The first principle of university life is individual freedom and individuality. If you reduce men to a standard you impoverish the nation, you deprive it of all particular genius, of all originative action. If you have a social order, the chief characteristic of which is to standardize men, you have what no university can afford to retain. I do not know of any means of improving this incubus of standardization except to take out of it this one thing: That a man has to be elected to these privileges.

"That is not the American spirit. America will lose her prestige when she takes on something like that. And therefore she does not like her colleges. We

must have an organization which gives us the university consciousness from the time we enter the university until the time we leave it, and upon no other basis can we develop."

As the Milwaukee *Evening Wisconsin* remarks, "Educators and the public in general will be interested in observing what he is doing to remove the conditions which he decries."

Trades schools were discussed at the meeting of the National Society for the Promotion of Industrial Education, and the discussion was very spirited. Mr. Lewis Gustafson, superintendent of the David Rankin, Jr., School of Mechanical Trades of St. Louis, seemed to go to the bottom of the trades school subject. After reviewing the different forms of industrial training now being developed, Mr. Gustafson turned to the trade school, declaring that it "must be practical." He said:

"Its graduates must be plumbers, painters, carpenters, definitely trained trade workers. No amount of general intelligence, general education, or general knowledge will compensate for ignorance of the peculiar technicalities pertaining to a given trade; no amount of mere handiness with tools will compensate for slowness or clumsiness in its peculiar and deft operations.

"No school can teach all trades; each must choose those trades for which there is most urgent need. Each trade chosen will present its own subject matter from which there can be little or no profitable deviation. The time required to cover this subject matter will be largely determined by its nature and by the difficulties which it presents. Each trade will require as instructor a practical man or woman of successful experience in that trade.

"Who may be admitted? Obviously the answer is: Only those boys and girls who may profit to the community learn a trade and work at a trade after learning it. This, in a large measure, eliminates the lame, the halt, the blind, the

Whom Shall the
Trades Schools
Teach?

diseased, the menally defective, and the morally depraved.

"No false standard of education should be raised to bar out or to admit students. Many a good carpenter will be illiterate; many a college graduate would make a shockingly poor carpenter. The only fair question to raise is, can the applicant profitably learn a trade and be useful in following it? No standard of graduation from grammar school or of completion of any particular grade should be allowed to determine the candidate's fitness.

"Standards of age should not be a large determining factor. Sixteen or— not sixteen, fifteen, fourteen, or eighteen, has little to do with the matter. To permit such restrictions is to confound the school with the trade, to make the school more important than the trade which it exists to teach.

There are certain essentials in every trade which must be covered, without which no student can be considered properly equipped. Some students will cover these in a comparatively short time, others will take longer. No hard and fast rule can govern. At the best we can have only a general average. If we err it must be on the side of richness on the theory that the better the preparation the better the accomplishment. The whole management simmers down to a study of individuals and the fitting of individuals with varying aptitudes to rather inflexible requirements. We must aim to bring them up to a fixed point, as it were, and the journey for no two will be alike, for their starting points and their speed will vary.

"With each trade school student there is introduced a human and humane element with which we must reckon. A carpenter is not only a carpenter but a man, and the assumption is fair that the better the man the better the carpenter. The trade worker at his trade is a servant of the community, he must do its bidding with little choice; but as a citizen he is always its master, more or less shaping the community's demands. He is entitled to all the advantages that the community presents; his duty to the com-

munity as a member and citizen makes necessary the knowledge of many things. Fortunate is the trade school which can offer these things in addition without sacrificing its trade teaching; fortunate the trade worker who can attend such a school."

"One of the most striking contrasts between the development of industrial

**What
Germany Has
Done**

education in this country and in Germany," said Professor Ernest C. Meyer of the University of Wisconsin, at the convention of the National Society for the Promotion of Industrial Education, at Milwaukee in December, "is found in the fact that whereas in Germany the great system of industrial schools, from the lowest to the highest, is part of the flesh and blood of the general educational system, we can in this country hardly speak of such a system at all, and are only today taking the first step towards a co-ordination of such schools as we have to the system of general education.

"In Germany industrial schools are accorded universal approbation and enjoy the enthusiastic support of the government, both state and city, of trade organizations, and of individuals, to the extent of many millions of marks annually. With us the idea of trade schools is in many quarters still ridiculed as akin to that of the dress-suit mechanic. We are only opening our eyes. Germany has already grown powerful in conquest.

"Every conceivable need of industrial training is supplied by the admirable German system. The poor boy can spend his evenings, or even part of a Sunday, at the almost universally prevailing industrial continuation schools of his city, where he can study drawing, book-keeping, business correspondence, arithmetic, commercial geography, or even the rudiments of important local trades. The girls can study sewing, mending, tailoring, cooking, ironing, stenography, as well as the elements of appropriate trades of the locality. If any trade of importance flourishes in the vicinity there is apt to be a special trade school where

can be learned the art of some trade in its entirety.

"Large trade schools for still more advanced training are found in all the larger cities. There, if the means of the German boy allow, may be pursued the preparation for practically every trade known to industrial life. Or he may attend a school of technology, a composite of a number of trade schools, where each department prepares in particular for certain trades.

"The merchant also is amply provided for. According to the aims and means of the student he can attend the local commercial continuation school during the year; or he may go to the secondary commercial schools in some larger city—for these schools are found everywhere.

"Saxony alone has more than fifty of these schools. There the boy may spend all of his time for several years learning those things which are most helpful to the merchant. Beyond this preparation there is open to him also any one of the five great commercial universities located at the large mercantile centers—Berlin, Leipsic, Frankfurt, Cologne, Aix la Chapelle—institutions which rank with the German universities themselves.

"The mission of these great institutions is the dissemination of a broad and deep expert knowledge of conditions in the commercial world. The possession of such knowledge has become indispensable today. Untiring energy and large means no longer suffice to hold all markets at a profit. As this is the day of commercialism, so it is also the day of brains. To energy and wealth must be added knowledge—exact, expert knowledge. For the attainment of such knowledge Germany has offered to the world her magnificent commercial universities—I say offered to the world because a large percentage of the attending students are foreigners, in at least one case, that of Leipsic, more than one-half are foreigners.

"There are many other industrial schools of university rank. Such are the agricultural high schools; the veterinary high schools, the forest academies, the

mining academies, the industrial art schools. The latter, as their name indicates, aim at the utilization of art in industry. They teach the method and develop the ability of applying graceful and harmonious forms to practical objects of trade and consumption. The artisan in any trade is taught to be more than a mechanical producer of useful commodities. He learns how to make his work beautiful and harmonious.

"Crowning the German system of industrial education stand the eleven great technical universities attended by nearly 25,000 students. The Berlin-Charlottenburg school alone, with an attendance of over 5,000, and a corps of instructors numbering more than 400, housed in a magnificent structure, is not unlike our own monster state university.

"The name and fame of these great technical universities have gone out into every country where men are interested in the application of science to industry. Though Germany has achieved great things in other fields of education, it is the technical universities that form the noblest monument of the deep thought, untiring energy, and unquenchable enthusiasm of German educators and statesmen in the field of industrial education. Their history dates back for over a century, and is a story of modest beginning and growth into educational institutions which are today the acknowledged peers of the historic universities, and which will in the future, by virtue of their unwavering pursuit of science and their faithful application of knowledge in industry, vindicate their position as the great schools of the age. Their pre-eminent mission for the enrichment of commerce and industry, for the production of things convenient and comfortable, for the creation of a greater security in life and property, is enveloping these institutions in a halo of public esteem, which is eclipsing even the historical prestige of the ancient classical universities.

"Originally designed to develop in the student manual dexterity and skill in execution, the technical schools have developed into institutions wherein is fostered, primarily, an earnest pursuit of

science for science's sake. From the training of skillful artisans the schools have turned into the training of skillful scientists—skillful, because they learned how to carry science into industry, how to transmute theory into practice. Herein lies the secret of their greatness. In these laboratories are made the great discoveries which are revolutionizing methods of manufacture, cheapening the process of production, and forcing German commodities into new markets in all quarters of the globe."

The need for industrial schools developed under state auspices, the impor-

Industrial Education of Girls

importance to the state of conserving its children, the necessity of bringing the trade schools close to the people, and how industrial education is in line with the trade union movement, each subject being ably discussed not only by educators but by prominent labor leaders, occupied one day of the convention of the National Society for the Promotion of Industrial Education. One of the more important addresses—important because it presented a side of a subject not generally considered in all its fullness—was that of Mrs. Raymond Robins of the Woman's Trade Union League of Chicago. She spoke on the industrial education of girls, and said in part:

"The average person sees in the young girl only the potential wife and mother, for which position she ought to be qualified through training, and forgets the additional and no less undeniable fact that for an average of seven years she is a bread winner. The shortness of this period in contrast with the twenty odd years of her wifhood and motherhood, easily causes the importance of training for those seven years of bread winning to be overlooked, and, in the public mind, places the emphasis exclusively on domestic science training.

"The demand for home training is based on the natural realization of its value to the home and the community, but it is no exaggeration to say that lack of equipment for her years of bread

winning brings about results even more disastrous than does now her lack of knowledge of the domestic arts. As a member of the great unskilled and unorganized group, the young girl acts as an underbidder in the labor market, and by accepting poor wages and long hours, by lowering the standard of living, she is instrumental in causing the greatest possible attack upon the home.

"Granted that the average woman works but seven years in industry, yet is her interest in the conditions of industry a life interest, for upon her capacity in the trade and her control of the industrial conditions of that trade, depends in large measure the amount of the wage upon which is to be built the homes of the nation.

"Industrial education must be given to the young girl as well as to the boy. That such education must be under the control of public school boards is a foregone conclusion to all who value democratic control of education. Nor can it be too often emphasized that one of the most important features of such industrial training must be to give to these young girls a knowledge of the value of their labor power, for to know how to best protect and sell that power is even more essential for individual and social welfare than is industrial efficiency itself."

It was one of those heart-to-heart talks. The talk was made in the living

Education as a Career

room of the Harvard Union by President Harry A. Garfield of Williams College.

There was nothing strangely new or wonderful in the talk—heart-to-heart talks seldom are—but it served to emphasize once more the very important fact that the teacher must and does concern himself with the vital affairs of the busy workaday world, and also that the busy world is concerned in the affairs of the teacher. Thus it is that the people are more and more becoming interested in education—so much so, in fact, that it is difficult to tell just where the work of the teacher leaves off and where the

work of those not regarded as teachers begins.

President Garfield said that education as a profession is essentially an art; that one may have made a profound study of the science of education and yet have had no experience whatever in practical work. Some of the very best work that has been done in the science of education, has been done by those outside of the teaching ranks.

Then he continued:

"I mean to speak particularly of the relation that exists between pupil and teacher in our colleges, between members of the teaching force, and members of the student body. You, of course, look upon us as people who lie over on the other side of a barrier. You look upon us as people set in authority, more or less interfering with your occupations in undergraduate days, imposing tasks upon you, which perhaps we have a legal right to do, yet you feel that you would be better if we did not interfere. But in such an attitude you are losing in a large measure that which is finest and best in our colleges. This relation of teacher and pupil in the colleges is not what it ought to be. We all appreciate it, and are trying our best to put it on the proper footing.

"More and more, as our society develops, the college man is coming into a real and vital relation with the outside world. I need go no further than Harvard itself, and you will see how powerful has been the impression of its professors upon the outside world. My own experience in Cleveland, some years ago, when as a lawyer I became interested in civic affairs, confirms this most strongly. Professors may be theoretical, but it is largely by reason of the fact that they are unhampered by many of the things that hamper men in other relations of life, that they are able to accomplish things.

"Men going into law, or medicine, realize, even while they are at college, that there are restrictions placed upon them by custom, if not by law, which require preparation in a very special way. This is in every way of benefit to the

community, I admit, but he who goes into the profession of teaching goes into it as he himself sees fit. He studies what is of interest to him, and he teaches this when he gets out into the world. He is free, in a sense that no other professional man is. If he wishes to go into public life, there is every opportunity opened to him, just as to his English cousin across the water."

In his annual report of Columbia University, which has just been issued, President Butler presents

**To Give Credit
for
Student Activities** the suggestion that credit should be given to students for intel-

lectual activities outside the formal programme of studies. He refers to the multitude of student activities which have grown up outside of the prescribed course, all of which require much time in their conduct, and each of which is of educational value in its own individual way.

It is pointed out that some students carry on daily, weekly and monthly publications of merit; they conduct successfully and with skill the business administration of various student enterprises; they maintain, through co-operation, useful clubs and societies of their own. Those students who are most active in initiating and carrying on these undertakings receive marked benefit from them; they gain a certain amount of human experience which is not to be lightly valued; they get some training in business methods and in business responsibility; they learn some of the secrets of control and direction; and those who participate in the work of editing and publishing frequently do journalistic work of distinct merit. All this has grown up outside of the formal programme of students, and yet it represents all educational influence which is very genuine.

The students who take part in certain outdoor sports, the report points out, are excused therefor from formal work in the gymnasium, and why should not similar allowances be made for men who are intellectually active along their own chosen lines?

President Butler also says that the free elective system has broken down and the committee hopes to supersede it "by a definite and controlled plan of study, which will not attempt to fit one curriculum to every student, but which rather will make as many curriculums as there are students."

The increased number of college women has made her a subject for almost constant discussion during recent years. She has been called the "new woman," the "non-marrying woman," the "mannish women," and numerous other kinds of woman, and a wag with a sense of truth as well as humor has remarked that "man has done most of the calling." Be that as it may, "facts are facts," and at a recent meeting of the Association of Collegiate Alumnae President M. Carey Thomas of Bryn Mawr, one of the best informed educators among women in the United States, presented some interesting statistics.

Miss Thomas is chairman of a committee which has taken valuable statistics on 3,636 college women of the United States as to health, the number of marriages among college women, the age at which they marry, etc. The statistics were reduced to 1,000 to make comparison with the census in general. She said that 22 per cent of college women admit that they have been nervous from their studies; 23 per cent of noncollege women say they have been troubled with nervousness, and only 14 per cent of college men have been nervous from their studies; 33 per cent of college women say they studied too hard when in college; 32 per cent of men say they overstudied; 33 per cent of college women say they indulged in many social affairs during their college life. Statistics show that when men and women are educated together there are no greater number of marriages than

when the sexes are educated separately; 778 college women out of 1,000 enjoy excellent health; only eight college women out of every 1,000 have ill health. The health of women improves while in college. College women in general have better health than women who do not attend college.

Miss Thomas said: "And what of the children? One-third of the husbands of college women have higher salaries on the average than the husbands of women who have never been to college. College women have 3.6-10 children; noncollege women have 3.5-10 children. So college women are in the lead slightly, although they marry later in life than women who never attended college.

"College women marry stronger men, and they choose more wisely, and these are men with a little larger incomes. A large per cent of college women marry late in life. Of college women two thirds have gone into professions; 30 per cent do their own housekeeping. Only 15 per cent of the noncollege women do their own housework. College women are 5 feet 4 inches in height, a fraction taller than their noncollege sisters."

Taking up the question of marriage and the college woman the *Chicago Daily News* is of the opinion that the blame for the failure to marry should not be placed on the woman, but on the college man. Says the *News*: "Only about 15 per cent of Harvard graduates of the period which supplies these statistics marry, while the number of married graduates of the Massachusetts Institute of Technology sinks nearly to the vanishing point, as does also the number of them who receive salaries less than \$1,500 annually. If by going to that institution a youth is sure to acquire a comfortable salary and a heart so hardened that he will not share it with a woman, only a mother recreant to her sex would let her son enter there. Naturally, the college woman would marry if the college man married her."

OF CURRENT INTEREST

PLAYGROUND STATISTICS

LOOKING back over the years that are gone, George E. Johnson, superintendent of the Pittsburgh Playground Association, said: "Once upon a time the citizens of a certain city in Greece were greatly interested in the nurture and training of children. When the question arose as to whether they should build a great public school or open a playground, it was decided to open a playground. Now, in the course of years, it came to pass that the citizens of that city advanced so far beyond the rest of the human race that in all the centuries since, even to this day, the nations that have gone on building public schools and neglecting to open playgrounds have not been able to catch up with them."

Thus is given in few words the value of the public playground. The Year Book of the Playground Association of America is just off the press, and it tells of the great work done during the year 1909. Out of the 914 cities and towns in the United States having a population of 5,000 and over, 336 municipalities are maintaining supervised playgrounds. The actual number of playgrounds that were being operated in 267 of these cities during 1909 was 1,535. About fifty-six per cent of these supervised places for the play of children are located in the area of greatest density of population, in the North Atlantic states, where the need for playgrounds has not only emphasized itself strongly upon the social mind, but has been met to a large extent by the actual establishment of playgrounds. The number of cities in the North Atlantic states maintaining playgrounds is 149, and the number of playgrounds established in 123 of them is 873. Massachusetts particularly has

led in the playground movement, as in so many other movements for progress and social betterment.

In about forty-nine per cent of the cities operating public playgrounds the managing authority, wholly or in part, is the city itself, which is working through its board of education, its park department, or other municipal bureau, or by combining the activities of two or more departments. In fifteen cities of the United States the mayors have appointed special commissions which are organized as city departments for the administration of playgrounds. Playgrounds are no longer left to the philanthropist; the cities themselves have awakened to their responsibilities and are including the children in their plans.

In fifty-five of the larger cities local playground associations have been established, and many of the smaller towns have organized playground committees that will shortly be converted into permanent organizations. Of great assistance have been the churches, women's clubs, Young Men's Christian Associations, Associated Charities, and public-spirited men and women everywhere.

An index of the interest in the movement is afforded by a survey of the figures representing the yearly expenditures for sites, equipment and the maintenance of playgrounds. In many cases specific information on this point is not available, but 184 cities sent in reports stating definitely what it costs them to operate their playgrounds. The total amount expended during the year by these 184 cities is \$1,353,114. In eighteen per cent of the cities the amount of money set apart for playgrounds was appropriated entirely by the municipality, while in twenty-three per cent the

city combined with private organizations in the support of the playgrounds.

The table given below shows the amounts of money expended in eighteen of the largest cities of the United States during 1909 for playground work:

City.	Population.	Expenditure.
New York, N. Y.	3,437,203	\$123,000.00
Chicago, Ill.	1,698,575	500,000.00
Philadelphia, Pa.	1,298,697	30,984.00
St. Louis, Mo.	575,238	6,135.00
Boston, Mass.	500,823	55,000.00
Baltimore, Md.	508,957	45,539.00
Cleveland, O.	381,768	42,812.00
Buffalo, N. Y.	352,387	17,420.00
San Francisco, Cal.	324,782	55,000.00
Cincinnati, O.	325,902	12,000.00
Pittsburgh, Pa.	321,616	22,650.00
Detroit, Mich.	285,704	6,510.00
Washington, D. C.	278,718	15,500.00
Newark, N. J.	246,079	19,000.00
Jersey City, N. J.	206,433	2,500.00
Louisville, Ky.	204,781	2,500.00
Minneapolis, Minn.	202,718	4,875.00
Providence, R. I.	175,597	6,000.00

The above sums, in some instances, do not include money spent by private playgrounds.

Some of the smaller cities are appropriating generous amounts of money. For instance, St. Paul, Minn., with a population of 163,065, last year spent \$10,000 on her playgrounds; Holyoke, Mass., with a population of 45,712, spent \$25,000; Newton, Mass., with 33,578 inhabitants, spent \$9,500; and East Orange, N. J., having a population of 21,506, spent \$7,500 for the children's recreation.

One of the most important results of the study and thought that have been devoted to the recreation problem is the general recognition that the play leader, rather than elaborate equipment, is the essential factor in the playground. Get the right man or woman to lead boys and girls in their play, and all other things will follow. Two hundred and fifty-nine cities in the United States reported that they are employing 3,756 such leaders in their playgrounds.

INDIAN EDUCATION

ONLY thirty years have elapsed since the first Indian entered the first Indian school. Or to be exact, it was on October 6, 1879, that eighty-two Sioux from the Pine Ridge and Rosebud Reservations of South Dakota arrived at Carlisle, Pa. A month later a second party of forty-seven, con-

sisting of Kiowas, Cheyennes and Pawnees, entered Carlisle for the purpose of receiving an education.

M. Friedman, superintendent of the Carlisle School, in writing on Indian education, says: "The bringing of this party of students to Carlisle constitutes an historical event in the progress toward civilization of Indians because, from that small beginning, the elaborate system of Indian schools has grown."

There are now supported by the United States government for the purpose of educating the Indians of America 167 day schools, eighty-eight reservation boarding schools, and twenty-six non-reservation schools. Under the immediate patronage of the government, according to the last report of the Commissioner of Indian Affairs, there are 25,777 students being educated; adding the number in mission and contract schools the number is increased to 30,639. The amount of money spent for Indian education by the United States government during the fiscal year 1909 was \$4,008,825.

"During the early years of its history," writes Mr. Friedman, "the Carlisle School had a very difficult struggle for its existence. It was even necessary to obtain private aid from philanthropically-inclined people for its support; this was readily given by friends from Pennsylvania, New York and other states, and thousands of dollars were donated to make possible this work of education. Many of the buildings and improvements which are now used were financed by private parties. In due time there came about a revulsion of feeling in Congress, and within the last decade the appropriations from that source have been amply sufficient to carry out, in all of its various details, the work of Indian uplift at Carlisle.

"From the initial start with eighty-two students, the school has grown until last year there was an enrollment of 1,132 students. From a few barracks buildings which the school inherited from the army, its material wealth has increased until today it has 311 acres of land and forty-nine buildings. With

very few facilities for imparting an education which confronted the authorities at that time, Carlisle has gradually developed into an institution with facilities, appliances and instructors to give instruction in twenty trades, not including the diversified industries taught to the girls. There is also a complete academic course, including training in agriculture, business practice, stenography and art. The Outing System, which was established in the year 1880, has so grown as to enable, last year, 758 students to live in carefully selected homes and work side by side and 'elbow to elbow' with white mechanics, or in white homes, imbibing during that time what is best in the achievements and accessories of modern civilization. From July 1, 1908, to June 30, 1909, they earned the remarkable sum of \$27,428.91.

"Since its inception, the Carlisle School has sent out into the world 3,960 students who have completed partial courses, and 538 graduates. These students are leaders among their people, or are making a success away from the reservation in competition with the whites. More than 230 are occupying positions with the government as teachers, instructors in the industries, clerks, superintendents, etc.

"During the thirty years that the Indian has been educated the race has made wonderful progress. When it is remembered that our white race has reached its present state of civilization and development only by the passage of thousands of years, it is not considered reason for discouragement because the Indian has not already become an advanced race like our own."

SCHOOL OF PEACE

NATIONS go on spending millions for the implements of war, claiming that the surest way of maintaining peace is to be prepared for trouble. A rule as old as the world is that we usually get what we prepare for. Every schoolboy knows that. And yet the enormous expenditure continues. Why? Because in the turning of the wheels of state the great mass relegates

its ability to think and its power to do to the politician. And what is a politician? A politician is an individual who makes a profession of spending other people's money for the benefit of himself. If the United States could rid itself of politicians and political graft, the nation would be as great as we like to think it is. But to do this the people must be made to think—they must be educated—educated toward peace and prosperity and away from war and the corruption that follows war.

On December 15 there was opened in Boston an International School of Peace. The idea originated with Edwin Ginn, the publisher, and the "house warming" took place at 29 Beacon street, where a room was appropriately adorned for the occasion with the flags of many nations and large portraits of Sumner and Cobden and other great international leaders.

Mr. Ginn welcomed the company in a speech wherein the motives and experience which prompted him to found the school were set forth. He explained what he hoped of the organization, how he had for years appealed to various millionaires to unite with him in some larger provision than any which existed for the systematic education of the people in peace principles, the response to which had been disappointing.

Mr. Ginn felt that some large beginning must be made by somebody; and so he had appropriated \$50,000 a year to the work from now on, and provided in his will that the bulk of his estate, after proper provision for family and friends, should go to this cause, which he felt to be the greatest and most necessary cause in the world. This action had brought him multitudes of letters, he said, and clearly awakened much interest; and if it prompted others to do much more than he could do, that was what he wanted. The friends of the cause, especially its wealthy friends, had been strangely asleep to the pressing need for this work of popular education. It must be thoroughly organized to reach the schools and colleges, the churches and newspapers and business

men. He gave illustrations of the awful cost and waste of the present military system, which he said violated every principle of good business, political economy and common sense.

The room is not only a bureau for the office force, but a reading room and library, where the latest information touching the progress of the movement will always be furnished to teachers, preachers and all who are interested. Regular conferences upon the different aspects of the movement will also be held there.

SOME ANCIENT SCHOOL BOOKS

WERE the school books of father or grandfather brought to view today they would be found to be sadly out of date. Perhaps those who plead for the "good old curriculum" and the teaching methods of yesteryear forget that the world has made several turns since they "trudged unwillingly to school." Suppose we look through some of the old books and, with Joel Benton in the *New York World*, make a few comparisons.

The Webster Spelling Book and the English Reader—the first one obsolescent and the last now nowhere used—have probably had the longest history of any, going through at least three full generations.

How familiar, after you pass the alphabet page, these lines appeal to us: "Am I to go in? I am to go in." "She fed the old hen." "The hen was fed by her." "Ann can hem my cap." "She has a new fan." "Fire will burn wood and coal." "Coal and wood will make a fire." "Will you help me pin my frock?" "The good girl may jump the rope." "Bakers bake bread and cakes." "I like to play in the shady grove." "Cider is made of apples." "A tiger will kill and eat a man." "Ann can spin flax." "A shad can swim." "Cotton velvet is very soft to the feel." "We can burn fish oil in lamps." "Never pester the little boys." "I had some green corn in July on a plate."

The self-obviousness and simplicity of these sayings have now a distinct charm.

But they were gauged, it must be remembered, for infantile minds not long graduated from the cradle. Some changes in society have taken place since they were written. Ann can not spin flax now, because that crop has lost its prevalence, and we no longer burn fish oil, but use, where gas and electricity are not in hand, John D. Rockefeller's product. A shad can still swim, but he now does his locomotion with rare and rarer frequency—and very soon will not do it at all unless we quit the filthy and criminal pollution of our streams and waterways.

Lindley Murray's English Reader was held to be excellent in its day. But it was overwhelmingly serious and solemn, and was so advanced that many of the younger pupils who used it had to wait for years to have all its meaning made clear to them. Murray was not only a stern Quaker, but he seems to have been a man who could not smile even. To him a laugh was a levity, and in one of the editions of his reader he apologized in a foot-note for a few sentences in which he thought there was something playfully said. No one else, however, discovered this. On one page, in speaking of Niagara Falls—an idea which he might have found in Goldsmith's "Animated Nature"—he announces its height and grandeur, but slips immediately into an untruth and anti-climax by saying that in spite of its vastness "it is said that the Indians have sometimes passed down it in their canoes in safety."

Of arithmetics there are no end. Pike's was a big octavo, and began its career in the eighteenth century. It was really a whole compendium of mathematics. Daboll's perhaps is now the best remembered of the multiplied kinds. Colburn's was noted, the Smith's began almost in the cradle by asking the kindergarten, "How many little fingers have you on your right hand?" And "How many on your left hand?" Nathan Daboll was a born mathematician and his problems were no easy nuts to crack, as a great number of the book's patrons still remember. Like many school books, it was bound in full leather,

while Webster's Spelling Book had usually blue-papered board covers backed by red cloth, which became almost a trade-mark. Daboll called his book "The Schoolmaster's Assistant," with the addition of "The Practical Accountant, or Farmers' and Mechanics' Best Method of Bookkeeping." The latter departments were furnished by Samuel Green.

Jacob Willetts' Arithmetic was the product of a Quaker teacher, who also made a geography and other works. The arithmetic had great favor and was considered easier than Daboll's. Nearly all the old arithmetics put their problems usually in terms of pounds, shillings and pence, down to about 1850. In Willett's Arithmetic no one will forget who has studied it this example:

When first the marriage knot was tied
 Between my wife and me,
 My age was to that of my bride
 As three times three to three;
 But now when ten and half ten years
 We man and wife have been,
 Her age to mine exactly bears
 As eight is to sixteen.
 Now tell, I pray, from what I've said,
 What were our ages when we wed?
 Ans.—Thy age when married must have
 been
 Just forty-five, thy wife's fifteen.

This was not exactly a case of December and May, but it was pretty nearly one of September and the latter month, bringing golden-rod and lilacs together. Willetts helped Gould Brown on his grammar and was the head of a noted school to the working end of his life. One of his assistant teachers, Augustus R. McCord, revised Willetts' Arithmetic in the middle of the last century, putting it also in boards instead of leather. Willetts' school books and many others bore this alliterative imprint: "Printed and Published by Paraclete Potter, Poughkeepsie, N. Y." This Potter was a brother of the older bishops of that name.

Not every one knows that there was a sequel to Webster's Spelling Book, made by his son, W. G. Webster, and a motto in it, under the portrait of Noah Webster, reads thus: "Who taught millions to read, but none to sin." Nothing can

better give the spirit in which the old school books were written, for they were nearly all hortatory and didactic, even when they dealt with figures chiefly.

There were in vogue, as geographies, Morse's, Smith's and Olney's among others. But very early in the nineteenth century there was a huge geography by an elder Morse which contained remarkably frank matter, and some relating to the social customs of certain nations that modern taste would distinctly frown upon. It is a curious fact in reference to the old geography maps—those made in the early part of the last century—that they populated by definite town marks and described with mountains, lakes and rivers the most unknown parts of the interior of Africa. If our ex-president in his big-game hunt should take one of these along as a geographical guide he would discover, to use "Josh Billings," locution, "a good many things that ain't so."

Had the school books of seventy-five or a hundred years ago been perfect books they could not have remained so, for new authorship, new ideas and a different perspective in all fields of thought have necessarily dismissed them. But they did more than promote the three R's—"reading, 'riting and 'rithmetic;" they opened an imaginative and spiritual outlook into the world that made the common and district schools great nourishers of character and genius.

THE LEAVEN OF THE SCHOOLS

THAT it is through the medium of our common schools that foreigners who come to this country are transformed into Americans is perhaps a well known fact, but the manner in which this assimilating process proceeds has seldom been set forth in such effective style as by Miss Myra Kelly in a little essay on the subject, issued as a leaflet by the American Association for International Conciliation.

Miss Kelly declares that the bureau of education is the first institution in the new land that commends itself to immigrant parents. They are annoyed and harried and made to do things they do

not like to do and the reason for which they do not understand by the board of health, the street cleaning department, the police and the Gerry Society, but the educational department commends itself because it is represented by pleasant young women who show a friendly interest in the children and all that concerns them.

Miss Kelly says: "Woman meets woman and no policeman interferes. The little ones are cared for, instructed, kept out of mischief for five hours a day; taught the language and customs of the country in which they are to make their living or their fortunes; and generally, though the board of education does not insist upon it, they are cherished and watched over. Doctors attend them, nurses wait upon them, dentists torture them, oculists test them. Friendships frequently spring up between parent and teacher and it often lies in the power of the latter to be of service by giving either advice or more substantial aid."

Mothers' meetings, too, it is declared, have their influence in the cultivation of tolerance. There women of widely different nationalities meet on the common ground of their children's welfare. At the parks, too, and in the excursions often planned by teachers to help the children bear the heat of summer the older people come in contact with each other. "Jew and gentile, black and white, commingle, and gradually old hostilities are forgotten or corrected." Graduation in the high schools and at the College of New York, which offers courses in law, engineering and teaching, as well as a business training, brings strongly contrasted parents together in a common interest and a common pride. "Mothers with shawls over their heads and work-distorted hands sit beside mothers in Parisian costumes, and the silk-clad woman is generally clever enough to appreciate and to admire the spirit which strengthened her weary neighbor through all the years of self-denial, labor, poverty and often hunger which were necessary to pay for the leisure and the education of son or daughter."

So the process of amalgamation goes

on, and immigrants who come raw and ignorant and with alien customs and traditions are influenced in many subtle and indirect, as well as direct ways, through the schools and the children, the latter being soon more patriotic than the native-born, and before they are aware are modified and transformed and so Americanized that the old world would no longer content them were they to return. They are a great aid, these public schools, in teaching that all men of all nations have equal rights and so inculcating a universal tolerance.

THE PUBLIC DRINKING CUP

IT would seem that we are just beginning to learn how to live. And best of all the world is coming to an appreciation of the fact that an ounce of preventive is worth a pound of cure. It may not be an idle prophecy to predict that the physician of the future will concern himself not so much with the cure of disease as with the prevention of it. When people learn how to live they will have learned the secret of health—the secret of life and happiness. Disease is the result of crime—a crime against nature—and illness is an acknowledgment of a violation of laws not enacted by legislators.

Among the many reforms being instituted for the health of the people, and one which men and women and children are slow to realize as important, is the abolition of the public drinking cup. It has been said that "one drinking cup can spread more disease in an hour than a board of health can eradicate in a year."

In a militant little paper called *The Cup-Campaigner* we are told something of the progress made in the work of doing away with the public drinking cup. Michigan, Mississippi and Kansas have abolished the public cup, and in these states it is a misdemeanor to use a common drinking cup in public and private schools, on passenger trains, in railroad stations, or in any public institution.

The state boards of health of New York, New Jersey, Pennsylvania and North Dakota have asked the co-opera-

tion of teachers and railroads in the abolishment of the cup, and have asked the enactment of laws that will safeguard the public health.

A number of cities, such as Philadelphia, New Orleans and Dayton, have joined in the movement, and many theatres, railroads and department stores have shown a willingness to co-operate. School boards are taking action, and in three states every city and country school compels the pupil to bring his own cup, or provides that he shall not have to drink out of a common cup. Chicago, Boston, Detroit, New Orleans, Washington, and many other large cities are eliminating the old drinking service as fast as possible.

Individual cups are taking the place of the old cup used by everybody. A cup is made of paper stiffened with a coat of paraffine, and is very inexpensive. Sixteen railroad lines are using these cups.

A LIBRARY ON WHEELS

UP and down the hills and along the country roads for an area of 500 square miles around about Hagerstown, which is in Washington County, Maryland, travels a free public library on wheels. Mr. Thomas is the driver, and if you care to ride with him and see what you see through the eyes of Edward I. Farrington of *Suburban Life*, you will find the journey not uninteresting.

The wagon is a sort of traveling branch of the Hagerstown Free Library. Its patrons include not only the residents of towns and villages, but isolated farmers of the back roads as well. Indeed, the farmer has one advantage over the urban taxpayer, for the books are brought directly to his door. The wagon contains shelves, and on these are rows of the latest and most desirable books. The driver stops at a farmer's gate, throws open a door on each side of the wagon, and the members of the family make their selections. Each member is entitled to two books, free of charge. At the time they make their selections they

deposit the books taken from the wagon on the occasion of its previous trip.

There are all kinds of books to choose from—the rural science series for the progressive farmer, helpful books on homemaking for the housekeeper, carefully chosen novels for the young men and women, and juvenile books for the children. The wagon carries about two hundred books on each trip, and they have been selected with the greatest care by the librarian and her assistants.

The driver is a good librarian himself. Many of the people depend upon him to make a selection for them, and the driver has contributed not a little to the success of the library wagon experiment.

The increase in taxes to support the library amounts to but one-tenth of a mill, and yet the farmers grumbled loudly at first. However, most of this opposition has melted away before the affable manner and convincing arguments of the wagon driver, as well as before the sunshine of the books themselves. Indeed, it probably will not be long before another wagon is secured, in order to make possible a more frequent change of books in the more remote rural districts.

There are now sixteen routes over which the library wagon travels. Four days are consumed in going over many of the routes, although some can be covered in one day. The seventh annual report of the library issued last year, shows that 3,700 volumes were circulated during the twelve months by the wagon alone. It is estimated that each book was read at least twice, and, in some sections, it is the custom among neighbors to exchange books between the visits of the wagon.

The whole history of the Washington County Free Library has been one of intelligent enterprise, of which the wagon is but one indication. The deposit stations really were responsible for the idea of establishing the library wagon. These stations are located in stores, postoffices, or private houses in small communities distant from Hagerstown, and consist of boxes with shelves containing fifty

books. After this system had been established, it soon became obvious that a wagon was needed in order to increase its efficiency. Then it occurred to Miss Titcomb, the librarian, that this wagon might be used to deliver books at the houses along the way. Accordingly, the present wagon was built on lines which she suggested.

The people along the route traveled by the wagon, as a rule, are provincial, but alert and intelligent. Some of them still disapprove of the library, and occasionally even a country minister declines to accept the books. Mr. Thomas is an optimist. The fact that a man has repeatedly refused his books does not disturb his mental serenity. He calmly stops at the gate on each succeeding trip, and smilingly presents that opportunity of receiving a free book which is open to every resident of the county.

Day by day, as the wagon passes up and down the county of Washington, it is doing missionary work in a unique but effective way. It is binding neighbor closer to neighbor, community to community, and the entire county to the whole world. It is conducting a campaign of education which will have its effects on local, state and national affairs. It is helping to relieve the tedium and pathetic loneliness of isolated rural existence. It is making life pleasanter for tired wives and mothers; it is presenting a broader outlook to growing boys and girls.

ROBERT COLLEGE

FEW Americans know how to spell it, they insisting on a final s, making the name Roberts instead of Robert, and fewer still know anything about the college at all. And yet the forty-seven years of development of Robert College stand as one of the greatest achievements in American education outside the United States.

Fifty years ago there was no institution for higher education in the Turkish Empire. Christopher Robert, a New York merchant traveling in the East at the close of the Crimean War, became acquainted with this lack and looked

with interest upon the scheme of an American college in Turkey. In Cyrus Hamlin Mr. Robert found the right man to carry out the project. In 1861 Mr. Robert supplied \$30,000 with which to begin work. Cyrus Hamlin, who for twenty years had been laboring in Constantinople, furnished the remarkable knowledge and undaunted courage that saved the college in its earliest years.

Great and powerful enemies rose up to suppress this American institution. It was not the Turkish government that looked with disfavor on the new school, but the emissaries of France and Russia, representing, as they did, the great Latin and Greek churches. By them it was not thought well that an American liberal institution should be allowed to flourish on the banks of the Bosphorus. Above all, this college should not be allowed to build on the superb site which Mr. Hamlin had secured, and on which the college now stands. Permission to build had been promised by the Turkish government, but France and Russia stood in the way. The contest lasted for eight years. The United States, at this time, was not powerful at the Sublime Porte, and it was necessary to work largely through British diplomats. Time and again a successful settlement of the trouble was imminent, only to be thwarted by a new shuffle in the diplomatic game. In the meantime Robert College had started in old quarters and was growing—from four students in the first year to one hundred and three in the eighth year. Then came the startling news of a permit to build signed by the Sultan himself.

Mr. Robert immediately furnished funds for the erection of what is now called Hamlin Hall, and located it on the long-combated site. This building was occupied in 1871, and from this time on until 1904 the college was under the wise leadership of the Rev. George Washburn.

Robert College has helped to raise the standard of all other institutions in the Near East, and in many cases to incite their very existence, for all of which the friends of education are glad.

NEW METHOD OF EDUCATING THE DEAF

By JOHN D. WRIGHT, M. A.

Editor's Foreword Professor Wright here presents a brief history of the growth and present status in the United States of the speech method of educating the deaf. Interesting as the article is, it serves merely as an introduction to what he will have to say next month on some of the ways and means employed to obtain results that seem little short of miraculous.

Although still a young man, Professor Wright has given twenty-one years of his life to the oral education of the deaf, and in his chosen line of work he is regarded as an authority. He has done much to place the education of the deaf on the same plane as the education of the hearing, and the Wright Oral School, which he established sixteen years ago, is conducted along the lines of the finest private boarding schools. Before entering Harvard Miss Helen Keller was a pupil in Mr. Wright's school.

THE aim of this article is to urge upon the attention of readers the following facts:

First. That every deaf child can be taught to speak and to understand when spoken to.

Second. That many deaf children are not so taught chiefly because the public, through ignorance, fails to demand it, and because this indifference is reflected in inadequate appropriations by the legislatures.

Third. That the East and the North are far in advance of the West and the South, there being but four small oral schools, containing a total of seventy-eight pupils, west of the Mississippi, and none south of the Mason and Dixon line.

Fourth. That the education of the deaf is no more a charity than any other branch of the public school system.

Fifth. That all educational establishments, and especially the schools for the deaf, should be wholly and forever freed from the taint of political intrigue.

When a certain thing has been done in a certain way for a very long time and the result has become familiar to everyone, the great mass of the people accept it almost as a law of nature, and

it never occurs to them that the phenomena to which they have become accustomed are capable of change. A few active minds are, however, always examining things as they are with the idea that they might be better, and searching for new methods that will make them better. But when better results are attained the general public only very slowly becomes aware that the phenomena to which they and their fathers and their grandfathers and all their great-grandfathers have been accustomed are not the result of immutable laws of nature but of man's incomplete grasp of natural laws. For when an idea has been impressed upon the minds of many generations it requires many generations to remove it after its falsity has been fully demonstrated. It would be an interesting study to determine how many generations it does take to wholly remove a mistaken idea and plant a corrected one in its place.

All this preamble is apropos of the extended ignorance, even among educated people, of the improved results obtained in the education of the deaf by the newer methods of training. Our great-grandfathers, our grandfathers, perhaps our fathers—and possibly even ourselves—

have associated the thought of a deaf child with deaf-mutism and some form of gesticulation or manual communication. How many of the readers of this article know that it is not a fixed and unchangeable law of nature that a deaf child should be speechless? It is to be hoped all know it and will tell all their friends and that they in turn will tell all their friends.

In the United States today there are 12,000 children in schools for the deaf. Twenty per cent of them, 2400, are taught entirely by speech, without recourse to any form of manual communication. Furthermore, it has been demonstrated beyond dispute that all deaf children can be taught as well by the speech, or oral method, as by the old method employing manual means of communication. The demonstration has been made in the most conservative and practical way. This year the largest school for the deaf in the country has opened its doors for the first time in its history without a manual class. Twenty-nine years ago it did not have an oral class. The same man is in charge today. Twenty-eight years ago he made up his mind that the oral method was worthy a fair trial. He established a few oral classes and put certain picked children in them. He divided his school into two schools, a small oral school and a large manual school. The children of these schools had no intercourse with each other. Each year he increased the size of the oral department and decreased the manual, because, having the two results under his eye, he saw that one was better than the other. And now this great school is purely oral. What this man, aided by the state of Pennsylvania, has done, other men, aided by other states, can do, and should be ashamed not to do. The citizens of each state in the Union should take pride in not being outdone by the citizens of any other state in the education of their children.

The first oral school in this country was established forty-two years ago, but the first American school for the deaf was founded ninety-two years ago. For

fifty years the manual method was used exclusively, but today, though only twenty per cent of the pupils in schools are taught wholly by speech, seventy per cent are given instruction in speaking. But merely to give a little instruction in speaking as an accomplishment, like drawing or painting, is not enough to make spoken language the child's natural medium of communication. The so-called "Combined" schools, meaning schools that employ both manual and speech methods, turn out pupils that think and naturally express themselves in manual forms, and the articulation teaching has no practical result.

Why then, after forty-two years, has not the speech method entirely supplanted the earlier manual method? The answer is not simple. In the first place the method of manual communication and teaching is easier for the deaf. Second, it is cheaper, for it requires fewer and less highly trained and therefore less expensive teachers. Third, the main body of taxpayers has not as yet been educated to an understanding of the possibility and desirability of teaching the deaf exclusively by speech methods. Therefore, state legislatures will not grant adequate appropriations for the more expensive method, and their constituents are not sufficiently intelligent to demand it and compel their representatives to procure the funds.

There are now 141 schools for the deaf in the United States, and seventy-seven of them are oral, while sixty-four call themselves "Combined." Of the seventy-seven oral schools sixty-two are small public day schools. Wisconsin leads with twenty-two of these small oral day schools, Michigan has fifteen, Illinois has fourteen, eleven of which are in Chicago, four are in California, and one each in New York, Massachusetts and Washington. Only seven of the state boarding schools are oral, and there are eight denominational or private oral schools.

But, though there are now more oral schools than manual schools, only twenty per cent of the pupils in school are, as I have said, taught exclusively by speech

methods. It seems hard to say that this is due to a niggardly policy on the part of the states, when last year they appropriated, in round numbers, the sum of \$2,700,000 for the maintenance of the public boarding schools, and \$495,000 for new buildings and grounds. Nor would it be entirely true, for if an intelligent public opinion exerted pressure upon the state governments and upon the superintendents of the schools, the legislatures would undoubtedly meet the small increase in expense necessary to produce far better results.

The public education of the deaf is no more a charity than the public education of the hearing. It is absurd to include schools for the deaf in the department of charity rather than under the department of education. It is also a bitter commentary on the intelligence of the American people that it is necessary to urge them to separate absolutely, once and for ever, all educational activity from politics. Yet too often the superintendent of a school for the deaf is appointed or dismissed for purely political reasons, with no regard whatever for his educational efficiency or experience, and the welfare of helpless children is sacrificed to the greed or pride of a political boss. How long will the decent, self-respecting taxpayers allow their children to be the prey of unscrupulous politicians?

The cause of the oral education of the deaf has been greatly advanced during the past twenty-five years by the energy and generosity of the distinguished inventor of the telephone, who was himself in his early life an oral teacher of

the deaf, and whose wife was educated by that system. If the deaf had more such public-spirited and influential friends they would much sooner come into their full rights. Among Dr. Bell's larger activities on their behalf might be cited the founding of the American Association to Promote the Teaching of Speech to the Deaf and the establishment of the Volta Bureau for the Diffusion of Knowledge Concerning the Deaf. The latter was so named because the funds for its establishment were derived from the Volta Prize given Dr. Bell by France for his invention of the telephone.

The four small oral schools west of the Mississippi, previously mentioned, are in California, and owe their existence in great measure to the activity of a deaf man (born and orally educated in Holland, by the way) who largely by personal appeals lobbied the measure through the legislature. The day schools of Chicago owe their existence to the persistent and unselfish devotion of a quiet but forceful little woman, and those of Wisconsin and Michigan to several enlightened and public-spirited educators. In almost every instance the local adherents of the cause have been aided by the personal presence and assistance of Dr. Bell, whose magnetic personality and enthusiasm have helped to win many a legislative battle.

When all parents and friends of deaf children unite in demanding that no form of manual communication be employed in their education the state authorities will take heed and obey.

NEW BUILDINGS

BUILDING operations for 1910 promise to be quite as active as they were throughout 1909. December reported buildings contemplated, in course of erection, and completed, as follows:

Tarkio College, Tarkio, Mo., is building a new boys' dormitory, 104x38 feet, three floors and basement, and to cost

\$22,100. Andrew Carnegie contributed \$12,500, and the college raised an equal amount and also paid off a floating indebtedness of \$13,500.

North Texas Normal College, at Denton, has commenced work on a new building, to cost \$35,000.

The University of Minnesota has broken ground for a woman's dormitory.

Syracuse University is building a \$300,000 gymnasium. When completed it will be the largest building of its kind in the world.

William and Mary College is to have a new \$20,000 observatory and practice school for the training of male teachers for the public schools of Virginia. The building will be thoroughly modern, although of colonial architecture.

Smith College has moved into her new library. This is the first building devoted solely to library purposes that Smith ever has had. It represents \$125,000, half of which was given by Andrew Carnegie, \$50,000 by the alumnae, and \$12,500 by the General Education Board. There is room for 50,000 volumes, and the entire building has been designed and furnished with the idea of providing the greatest comfort.

Brooklyn College has started work on the new college hall, to be 50x100 feet in size, and to seat 1,000 people.

The new library of the Indiana State Normal School, at Terre Haute, is finished, and a beautiful structure it is. The total cost of building and furnishing was \$150,000.

Daniel Baker College, Brownwood, Texas, is to build a dormitory for girls, a Y. M. C. A. building, and a boys' dormitory. In all \$65,000 will be spent.

Princeton University is drawing specifications for a new dormitory, which will be known as "Madison Group."

Mississippi Agricultural and Mechanical College has laid the corner stone of the laboratory building.

Rollins College, Winter Park, Florida, will immediately begin the erection of a new building to take the place of Knowles Hall, recently destroyed by fire. Andrew Carnegie has contributed \$25,000, and other sums have been pledged.

The University of Colorado last month dedicated her magnificent new law building, the gift of Senator Guggenheim.

The Lincoln-Jefferson University, Hammond, Indiana, has purchased a building site, and soon will begin the erection of a group of buildings.

The College for Women, Columbia, S. C., has outgrown its present plant, and

has perfected plans for the building of another dormitory.

The corner stone of the new Woman's College, being built by the Methodists of Alabama at Montgomery, has been laid. This main building is called the John J. Flowers Memorial Hall, and will cost \$125,000. Soon work will begin on a dormitory that will accommodate 200 girls.

The University of Wisconsin has completed the new forestry building, which will be presided over by a teaching staff of nineteen experts.

The University of Michigan has nearly completed the new addition to the new engineering building. The addition will add 50,000 feet of floor space, including fifty-seven rooms, eight laboratories, thirteen class rooms, six drawing rooms, and a large lecture room with a seating capacity of 350.

Colgate University is to have three new buildings, the estimated cost of which will be \$150,000. The erection of these buildings will furnish the university with the facilities to meet a long-felt need.

Bryn Mawr College is to have a new gymnasium, and in it is to be one of the finest natatoriums connected with an educational institution in the world. It will be 69x20 feet and seven feet deep in the deepest part.

The University of Illinois is to build a new main hall at a cost of \$250,000. The name of Abraham Lincoln Hall will be given to the building.

Parsons College, Fairfield, Iowa, is to build a new chapel.

McKendree College, Lebanon, Ill., announces that it will spend \$75,000 for the erection of new buildings.

The University of Alberta at Edmonton is to have a building 72x230 feet in size, with two wings each 38x110, to cost \$500,000. It is to be constructed of granite and sand stone, and is expected to serve the requirements for a number of years.

Wilberforce University, Xenia, Ohio, soon will begin the construction of girls' dormitory to cost \$35,000.

SOCIAL FUNCTIONS FOR STUDENTS IN SECONDARY SCHOOLS

By JOHN N. JAMES

PROFESSOR OF CHEMISTRY PENNSYLVANIA STATE NORMAL SCHOOL

KETCHNIKOFF, in his work on "The Nature of Man," discusses certain maladjustments in the human being. One of these is the fact that lust develops in the male early, and love only years later; while in the female just the opposite condition exists. We believe that this circumstance has an important bearing on the methods which should be adopted in secondary schools.

A generation or two ago the teachers in secondary schools were men and social functions for the students were few. If the boy was too bashful to talk to the girls he was left to out-grow that condition, or he was laughed at, with the result that his development along social lines was still further delayed.

With the advent of women into the calling all this was changed. If "Red-head Mike" is bashful, a teacher sees a call "to bring him out." "Mr. Maginnis, go over and talk to Miss Brown, and see that you entertain her well." To entertain Miss Brown is one of the things for which we came into the world, but to everything there is a proper time, and "entertaining Miss Brown" will be taken up automatically more accurately at the right time than any teacher can determine.

We submit the proposition that too much time is devoted to formal social functions by students in the secondary schools, and that the teaching body is to blame for this condition. There are many ways in which a high school

boy can spend his spare time, and which will yield better results than by devoting so much time to social events. Better for the boy to be in training for athletic contests, attending an evening trade school, or reading some popular scientific paper or popular magazine on engineering enterprises. Better for the boy to spend some of his time in a shop where he will come in contact with men, for growing boys have a natural fondness for the company of men, a circumstance which accounts for the fact that many boys cannot be held in our present day schools. It is not that "the old Adam" is cropping out. A true instinct leads them to seek the companionship of men. The instinct to seek the society of women develops at a later date than that which we are considering, and at the proper time the boys will be in their place. There is no more hopeless case with which the high school teacher has to deal than the boy who begins "hanging around the girls."

Our girls of tender age can be better employed than in aping the adults in the ways of polite society; better the condition of the convent-reared girl who has a set time for "coming out." As a recent writer has noted, Mr. Brownlee and Miss Caldwell, "combined ages, twenty-nine," setting out for a formal party, are not a hopeful sign for our future. If the girl can do nothing else in her spare time she can learn to cook and learn to do some of those other things which "any

intelligent girl can pick up, after she is married."

Our boys of high school age have too many social distractions. If the boy is musically inclined, he may have one or two choir practice evenings, meeting of a young peoples' religious society, fraternity, etc. No objection can be offered to any one of these, we shall say, but in the aggregate the boy spends too much time in social affairs; it becomes a dissipation of energy. Three or four evenings a week spent "out" are too many for the good of the home or the school.

Our teachers are to blame. The parents place the children in their hands because they are the experts. The parents are ignorant of the conditions of modern educational practice; they know about as much about modern educational conditions and practice as a cobbler of fifty years ago would learn of modern shoe making if he should visit a shoe factory some afternoon.

If the view which we have presented be correct, its acceptance will be slow. The condition which we see is one illustration only of the leveling habit of American life. A thing is either good or bad, according to the modern American view. If tobacco is bad for boys, it is bad for men; if alcohol is bad for women, it is bad for men; if men and women should know the ways of polite society, children should learn the same. The profound change, which the elimination of men from primary and secondary education in America is producing, is beginning to show its true character.

The prominence given social events in secondary education is bad, partly because of the fact noted at the begin-

ning of this discussion, that lust develops early in the male and love early in the female. Intimate relations between the growing boy and the growing girl are unfortunate. If the coarseness of the boy prove attractive to the girl, the result is apt to be bad; if this coarseness repels, the girl may develop a permanent aversion and dislike for boys and men, a result unfortunate and unnecessary. Better that the girl be busied with the simpler, more elementary, and more concrete things of life and then her dreaming of the coming knight will do no harm. A boy of fourteen makes a sorry figure as a knight. Let her wait till her judgment is mature, lest she get a squire in place of a knight.

The boy can be led to busy himself with manly things, and to associate with men if he be given an opportunity. In the present-day school he has not that opportunity. In the high school he has girls for his companions, girls and women for teachers, and a course of study suitable to the attainments of these students and teachers, the fact that there are very few boys in our high school and practically no men teachers leading naturally to a curriculum which appeals to girls and is suitable to them. The boy would appreciate a more manly curriculum and more men teachers, for he knows, whether the parents know it or not, that in after life he will have to deal with men, and that dealing with men is a very different thing from dealing with women. If a change for the better is to take place along these lines, we must have more boys in our high schools, a different curriculum for the boys, and more men teachers. Of these three the third must come first.

WE are living in an age of do—do others, do ourselves, do things. To do others is to do ourselves. Lest you be not done, do not do. The law of compensation never sleeps. It may grind slowly, but it grinds. Tersely interpreted the law of compensation means that he who goes about digging a grave for the other fellow sooner or later finds that he has dug a grave for himself. To do things—ah! they are the things to do. Not to do others and, in so doing, do ourselves—no, not that—but to do things: to do good things, to do things worth while. I did not say to talk about doing things; I said to do them. Let us not do ourselves, but let us do things.—*Edwin L. Barker.*

AROUND THE CAMPUS

THE hazing season is passed, but it will come again, and so for that and for two other reasons this return is granted. First, we wish to clear up the many reports concerning the much-discussed hazing, and the suspension of the hazers, and the strike of the students at the University of Maine, and in so doing the second reason will be made clear, which is this: The faculty of any educational institution can suppress hazing by simply reaching a decision that the practice must cease, and then by putting that decision into action with plenty of backbone in it.

The University of Maine exacted of every student entering in the autumn of 1909 a pledge to abstain from hazing. But in spite of this, hazing occurred and some students were suspended. The larger portion of the student body, after demanding the reinstatement of the suspended students, left work October 14 and remained out of college for six days. They returned to their work October 22, the faculty having made no concessions whatever, and apparently accepted the situation. Strong efforts were made to appeal to the trustees over the heads of the faculty. The president of the board, on the ground that "all matters of discipline belong to the faculty," refused to call a special meeting and the whole affair was settled some time before the board met. The trustees, at the annual meeting on November 23, heartily endorsed the efforts of the faculty and all measures taken. There seems to be no doubt in the minds of the students themselves that hazing is to be entirely abandoned in the future.

The whole matter is merely a question, as the *Lewiston Journal* says, "of who is running the college, the faculty or the student body." To further quote from

the *Journal*: "The time has come when this hazing must be stopped. The boys have been given an opportunity, have been leniently dealt with and this is the result. It is a well known fact that for some time there has been a growing sentiment throughout the country that hazing in the colleges must stop. Recent occurrences at the great national institutions of Annapolis and West Point have shown this. In common with other institutions of learning the faculty of the University of Maine, as well as the trustees, have sought to eliminate the practice from the college.

"In some of the other colleges men have been seriously injured, some have been made cripples, and in one or two instances in the past five years deaths have been laid at the door of hazing."

No serious results, such as death, ever have occurred at the University of Maine, but this is just what the faculty had determined to prevent. It may be a wise thing to lock the stable after the horse is gone, but it is a wiser thing to use the key before he has been spirited away.

Each fall, for some years, the faculty at Maine had sought to have the students stop hazing. Each fall they appealed to the men, and the upperclassmen said, "Do not take any harsh measures; defer action and let us see if, by moral suasion (or words to that effect), we cannot stop it." The result had not been the best. This year it was determined to do something. When the fall term was about to open the students were asked to sign a pledge agreeing to abstain from hazing the freshmen.

At once there arose objection. A committee went before the faculty and requested that they defer the requiring of signatures until the students could go be-

fore the board of trustees. This request was granted, as it was by the authority of the trustees that the pledge was presented. The students sent a committee before the trustees, with the request that a definition of hazing be given them so that they might know what the pledge meant. They were told that it was hard to define; that it was the difference between right and wrong.

"We do not," said they, "wish to interfere with any of the harmless customs which have grown up in the college, but the practice of interfering with personal liberty and offering indignities to the person must be stopped."

The committee went back and reported to the student board. That they gave a correct statement is agreed by all, but, so it is said, when the committee had made its statement another college man said:

"You see, they don't object to hazing so long as we don't throw them into the Stillwater river or paddle them with a stick."

This was a crystallizing of the sentiment which pleased the students, while it did not at all express what the trustees had stated. Accepting this as the interpretation of the matter they signed the required pledge, though many have since said that they did so with a mental reservation and this, they think, absolved them from breaking the pledge.

The particular forms of hazing, which have most stirred up the University of Maine faculty, are those of ducking and paddling. It is easy to grasp the meaning of the first. That is where the poor freshman is dragged out of his warm bed and toted to the river bank and given a good sousing.

Paddling means a good old spanking with a flat stick, when the victim is thinly clad. In this form they put the freshmen through what is known as the hot-oven. This is a double line of boys, each armed with a paddle, or the end of a hose, and as the victim runs the length of the line he is belabored with the sticks and the water from the hose poured upon him.

Soon the upperclassmen made a rush for freshmen. The first year men were dragged forth from their beds and made to run the hot-oven. Then followed the suspension of those students taking part in the hazing, the strike, and the return of the strikers.

President Fellows, the faculty and the trustees have put an end to hazing at the University of Maine, just as other presidents and faculties and trustees can put an end to it at other universities. Somebody must manage a school. Who shall do it?

Walter Camp, a recognized authority, prepared for the January *Outing* the following honor list of 1909 football heroes: Yale—Coy, full back; Kilpatrick, right end; Philbin, left half back; Andrus, left guard; Hobbs, left tackle; Cooney, center; Howe, quarter back. Harvard—Fish, right tackle; Minot, full back; Corbett, left half back; McKay, left tackle. Pennsylvania—Brad-dock, left end; Miller, right end; Pike, right guard; Hutchinson, quarter back. Dartmouth—Marks, full back; Tobin, left guard; Ingersoll, left half back; Bankhart, right end. Princeton—Seiglin, left tackle; Bergen, quarter back; Cunningham, right half back. Lafayette—Blacker, left end; McCaa, full back; Irmschler, right half back. Fordham—McCaffery, right end; Barrett, center; McCarthy, right half back. Brown—Regnier, right end; Sprackling, quarter back; Ayler, left guard. Michigan—Benbrook, left guard; Magidsohn, left half back; Allerdice, right half back; Casey, left tackle; Smith, center; Wasmund, quarter back. Minnesota—McGovern, quarter back; Rosenwald, half back; Walker, tackle; Farnam, center. Chicago—Page, quarter back; Worthwine, half back. Notre Dame—Miller, left half back; Vaughan, full back; Edwards, tackle. Wisconsin—Anderson, quarter back.

Lewis Institute of Chicago, through the generosity of LaVerne Noyes of that city, makes an announcement of extraordinary interest. Mr. Noyes desires

to aid boys who wish to take the co-operative course, which enables them to receive alternate weeks of training at school and practical apprenticeship in shops. He has volunteered to pay the tuition fee of \$50 for all boys who do satisfactory work. Mr. Noyes has placed no limit on the number of these scholarships, and it is understood that he is willing to provide for as many as 200, which would make his gift an annual donation of \$10,000. A number of large Chicago manufacturing concerns work in co-operation with the Institute. First year boys are paid weekly at the rate of 7 cents an hour, which is the equivalent of 14 cents an hour for the time actually spent in the shop. Second year boys are paid 9 cents an hour.

Smith College furnishes some interesting statistics of marriages. In the last thirty years Smith has graduated 4,175 young women. Of these, including the large class of '09, 1,413 have married, or this number had married up to November 30 of last year. This means that approximately 34 per cent. of the total number of graduates have married. The first ten classes, from '79 through '88, total 358, and of these 160 are reported as married. The next ten classes total 1,129, with 544 married. In the last ten classes, including the 322 of '09, there are 2,688, with 709 married.

Two interesting prizes have just been established at Columbia. One is of an annual value of about \$50 as a memorial to the late Charles M. Rolker of the class of '06, to be awarded to the member of the graduating class who, in the judgment of his classmates, shall have proved himself worthy of special distinction either because of industry and success as a scholar, or helpful participation in student athletics, or pre-eminence in athletic sports, or any combination of these. The second is an athletic prize of the same amount, to be known as the Hudson-Fulton Prize, to be awarded in athletics under the direction of the College Alumni Association.

The "undesirable" student is being sharply outlined. The Yale *Alumni*

Weekly helps to bring him out in bold relief: "He may be the athlete et praeteria nihil, the rich student who goes to college to be in fashion, the student, rich or poor, who is a drone in the academic hive simply because he is a drone by nature and would be a drone whether at college or not. But in classifying all such groups—except, may be, the natural drones—as undesirable, is not an alternative proposition missed when we consider the effect of the college environment on the student himself? Take the common case of the rich undergraduate, for an example, who is low in scholarship. From the viewpoint of his personal development where would he have been if he hadn't passed his five years at the 'prep' school and gone to college? Would his character have expanded in the counting room, in the city club, in the Adirondack lodge, with its luxuries that rival the club, or in any of those functions of up-to-date existence bounded by the selfish money chase on the one hand and ease on the other? The general plea as to the students classed offhand as undesirable is pretty lucid and cogent, but is not altogether one-sided and has its limitations."

The Wabash Railroad Company has offered eighteen scholarships—one for each county in Missouri through which its main line extends—to young men who attend the agricultural school at the University of Missouri. These scholarships are worth \$50 each, a sum sufficient to pay the expenses of the student during the fifty days' course in the winter term.

The Carlisle Indian School has sent out 4,080 students, and investigation in the last year has reached 1,675 of them, with the following result: Four hundred and fifty-two have died, 170 are in the United States service, 12 are in the professions, 60 are following trades, 364 are farmers and ranchmen, 3 are merchants, 20 are clerks, 2 are in the army or navy, 3 are band musicians, 1 in a circus, 2 are professional baseball players, 321 are housewives, 56 are students,

141 are laborers, 5 are lumbermen, 23 are day laborers, 2 are cowboys, 2 are hotel-keepers, 34 are at home with their parents.

Sororities, properly regulated, are good for girls in college, according to the deans of fourteen state universities, who met in biennial convention at Chicago in December. They held a conference with representatives of the Pan-Hellenic Society of College Sororities and agreed to approve them if the sororities would defer pledging of students until the sophomore year and also would abolish "rushing," which was done.

With the opening of the new chapter house of the Sigma Chi fraternity at the University of Illinois, this university possesses the handsomest building of the fraternity and one of the best chapter houses in the country. It is designed in the English country style and it has accommodations for thirty-two men and is one of the features of the university town. Sigma Chi began at Miami University in 1855, that old school from which also sprang Beta Theta Pi and Phi Delta Theta. It grew rapidly and now stands as one of the most representative of college societies, with chapters in practically all of the leading colleges and universities in the country.

An excellent showing on the part of students to help themselves is made in the announcement from Yale that 50 per cent of those accepting aid from the university funds have chosen to take the money as a loan instead of as a gift. It is further said that the majority of those assisted in the lower (and larger) two classes instead have taken the goods as a gift, but a majority of those assisted in the upper two classes have made loans. This is as it ought to be, and is a sign of the useful work of the university in education. After they have been in the college a sufficient time the boys develop a higher standard; they see things of the world more clearly, and they choose wisely. This lending instead of giving outright, which has grown out of the agitation begun by the Alumni Advisory Board several years ago, has a number

of merits. In the first place manifestly it gives the boy aided a better sense of the value of what he is getting. It is not thrown at him, but it must be worked for. It is a pity that all university assistance cannot be thus hedged in. There are plenty of cases where repayment would not be possible, just as there are in the world of business. But the influence of having every boy who wants help understand that the help is valuable, and must eventually be paid for if he is able, would be tremendously advantageous to the boy. Incidentally, if a large part of the beneficiary funds are lent it will not take many years, as the time of universities is measured, for the available funds to assume large dimensions, and thus the field will be made vastly wider, while the advantage will be far greater in each case.

Yale is to have a new building for Berzelius, the oldest secret body in the Sheffield Scientific School. The Berzelius hall was burned a year ago. The new building is to have the elements of mystery in its architecture.

"The Student's Obligations" is the title of an address recently delivered by George F. Parker, lately United States Consul at Birmingham, England, at the State University of Iowa. In this address Mr. Parker points out that mental training fails to justify its claims if it does not enable men to mark some of the known pitfalls of life, and that it is to the trained mind that we must look for leading the masses. Mr. Parker speaks with much praise of the old pioneer methods of education, in which strong individuality was developed by meeting stern responsibilities, but he does not approve the modern way through which the student is allowed to follow his own devices and to take the line of least resistance. He lays special emphasis upon thinking—a duty incumbent upon every educated American. No drifting must be tolerated, but real hard sailing against the tide. And when one has wandered from the known path in search of a shorter way only to find himself lost, the best way is to steer back

to the beginning. If the student has not been able to profit from the study of the past, he will be of little more than mechanical use to the world.

Barnard College has founded a press club as a sort of protective union against yellow journalism. So many "yellow" reports had gone out that finally the student council devised a plan of action. The council organized a press club, and asked the newspapers to allow it to supply student reporters for the college news. Last year, the first year of its permanent existence, the club consisted of eight members, representing twelve papers. They elected two officers, a president and a secretary, and held regular meetings once a week. At these meetings they made rules and regulations concerning the kind of news to be printed, made restrictions as to photographs and discussed the advisability of recording coming events. Accounts of dramatics and athletics, as well as faculty news not of a gossipy nature, are permissible. For those papers that are interested dances, teas and announced engagements may also be reported. Only pictures of buildings and groups may be printed, never those of individuals. Among the members of the Press Club there has arisen a code of newspaper etiquette. There are to be no scoops—that is, no one may send in a story without notifying the others that she is so doing. No reporter may send stories about Barnard College to any other paper than the one she is assigned to without first obtaining permission, and no disparaging remarks about articles written by someone else may be made except in meeting. Offenders may be punished and if necessary expelled.

At one of the most enthusiastic meetings of its kind seen at Harvard in some years, the Harvard Aeronautical Society was formally launched. More than 300 students attended the meeting, and of this number 250 became charter members of the society. It is the expressed intention of the society to build, as soon as possible, a machine of the gliding type, and thus to obtain a

practical knowledge of aerial navigation impossible in any other way. Work on this machine will be started as soon as a sufficient number of the society's members acquire a working knowledge of how to construct such a device. Means will be taken at once to provide instruction tending to this end. For this purpose prominent navigators, whose success in aeroplane work is undoubted, will be procured to lecture before the society in Cambridge from time to time. A few other universities have organized aeronautical societies, and members of the Aero Club, students in the engineering department of the University of Pennsylvania, have the construction of a biplane airship well under way.

The student council of Harvard, probably the most important undergraduate organization that has to do with undergraduate affairs, was organized over a year ago. At Harvard the council is composed of not more than twenty-one members, who must be men taking an active and conspicuous part in student life in its various phases, athletic, social and scholastic. The four class presidents, the president of the freshman class being the only member from that class, the captains of the four major teams, two members elected at large from the three upper classes and three members elected by the council from the college at large, annually constitute the council. Under the consideration of the council as sanctioned by both faculty and students, the council has power to advise the executive of any organization open to competition as to the conduct of such office; to obtain through the college office necessary information pertaining to the undergraduate, such as marks, cuts absence from Cambridge, etc., for the purpose of enabling the council to have at all times exact data so that it may give warning to individuals, teams and so forth, and to assist in the maintenance of the required standard; to investigate any infringement of college rules that it may see fit, with the

power of recommendation to the university executive; to confer with any of the governing bodies of the university or any of its members, upon any subject pertaining to the undergraduate body; to regulate all mass meetings and student demonstrations, whether athletic, political, or otherwise; to prohibit any student, who shows an indisposition to respect the recommendation of the council, from becoming and remaining a member of any athletic team, musical club, theatrical club, or similar organization; and to confer with the athletic committee on important athletic questions, such as the recommendation of schedules and the election of managers.

George E. Nitzsche's corrected figures on the comparative statistics of the University of Pennsylvania matriculates have been announced for 1909-10. They show that over 50,000 men and women have registered since the university was founded in 1740, and that 33,000 academic and 550 honorary degrees have been granted. The number of instructors this year has been raised to 470. One interesting item of the report is that student board per week averages \$4.50, which is lower than at many Eastern universities, though higher than at Chicago, Michigan, Wisconsin, Minnesota, Missouri, Kansas, Nebraska and other western schools.

THINGS WORTH KNOWING

CANADA has passed a law taxing all educational institutions conducted for private gain. Every sort of school, whether sectarian or non-sectarian, if operated for private gain, must pay the regular assessment of municipal taxation. Heretofore such institutions have enjoyed an exemption when incorporated.

The University of Kansas employs a university physician, who gives free consultation and treatment to the students.

The board of education of Boston has issued an order requiring all high school girls to learn to swim in order to obtain points for graduation.

Last year the state of Indiana spent \$54,158.89 in the enforcement of the compulsory education law. Of this amount \$31,648.50 was spent for salaries for truant officers, while the remainder was used to supply books and clothing for needy children that they might attend school. A total of 24,235 children was placed in the schools of the state.

The Supreme Court of Ohio has decided that property owned by a private educational institution and not used exclusively for educational purposes is exempt from taxation. The case in point involved Kenyon College.

Statistics from sixteen of the largest cities of the United States place Denver in first place for the percentage of pupils who finish eight years of work in the elementary schools. The average number of pupils who finish the work of the eighth grade is 49.3. In Denver the number is 68.8. Kansas City is a close second, with 67.4; Chicago, 52.3; New York, 42.6. The report, which is made by a committee of the Russell Sage Foundation, shows that one-half of the children in the average city of this country receive a grammar school education.

The general library of the University of Michigan has doubled the number of volumes in the last decade. Ten years ago the library had 133,206 volumes; it now has 260,000 volumes.

Syracuse University has passed a rule that all men in the two lower classes shall be taught to swim.

The University of Pennsylvania was awarded the grand prize for the most comprehensive educational exhibit at the Alaska-Yukon-Pacific Exposition. The exhibit comprised eleven wagon loads of cases.

The oldest free public school in the United States is the Boston Latin School, now in its 275th year

GENERAL COLLEGE NEWS

WILL the time ever come when large sums of money will be left to state educational institutions? Those who believe in signs predict that such a time is not far off. Up to the present moment, however, the gifts to state institutions make a very poor showing in comparison with the gifts to privately endowed schools.

But why should a man who has money to give not give it to his own home state university or college? It is close to his family, close to his friends, close to all his interests. Doubtless this was in the mind of ex-Senator William Vilas when he decided to leave the bulk of his estate of \$2,000,000 to the University of Wisconsin; also Mrs. Phoebe Hearst, who has given such large sums to the University of California, and again, just last month, when Arthur Hill left \$225,000 to the University of Michigan.

The desire to build a high school or manual training school in the old home town is growing apace. These are public institutions, and while they are more closely associated with the lives of most individuals, yet from the home school and the early days to the larger school and the later days is but a step.

The New York *Globe* believes "that as the West and the Middle West become richer private gifts to state universities will greatly multiply." The *Globe* continues: "It is true that the community of interest which the people of Wisconsin feel to exist between themselves and their state university is unusually strong, and that efforts to assist the state university are more honored there than in most other states. But we confidently expect that it will not be long before the same feeling is duplicated elsewhere."

This same feeling should exist in

every state, and it should be the duty of the university to see that the feeling does exist. As universities develop and reach out over and into the affairs of their respective states the feeling will grow. The public appreciation of the University of Wisconsin comes from what the university is doing for the public.

To return to the *Globe's* editorial: "But it is hardly open to doubt that state universities should not be endowed as generously as the non-state institutions. The state's sense of responsibility for the development of its institution needs to be kept acute. If the time ever comes when it is not called upon to maintain its appropriations for the university the state university's most precious asset, its close relations with the state, will be in danger of impairment. When wealthy men come to understand this—it will probably be a long time before they will need to take serious note of it—they will probably take good care that their gifts merely supplement their necessary taxes."

If this newspaper is right in its forecast, the state universities may confidently expect much, but not too much. But is not much sufficient?

December was a month of fires. More school property was destroyed during last month than in the whole half year preceding. The medical building of the University of Minnesota was practically destroyed, including instruments and much valuable apparatus, and the medical library consisting of 5,000 rare books, the whole loss being in the neighborhood of \$75,000. One of the new dormitories at Birmingham College at Owenton, Alabama, a Methodist institution, was burned, the loss amounting to \$10,000, which was fully covered by

insurance. The destruction by fire of the main building of Lincoln Memorial University creates an acute crisis in the affairs of the institution which must be immediately relieved. The earnest mountain boys, who have gathered and who have been working their way upward despite almost unsurmountable difficulties, must not be scattered. For some fourteen years now, first dimly but with growing brightness, it has been a torch to the Appalachian region. This year 300 boys more than could be accommodated applied for and were necessarily denied admission. Rollins College at Winter Park, Florida, lost Knowles Hall, Bradham Hall, the girls' dormitory of the South Carolina State Agricultural and Mechanical College for Negroes, together with the dining hall and kitchen, were destroyed, the loss being about \$50,000. Kent Hall, the woman's dormitory of Bennett College for the colored, was burned last month. One of the old landmarks at Oberlin, the old college gymnasium, has been destroyed. The dairy building at Manitoba Agricultural College, a three-story structure of white brick, was burned, and the loss is estimated at \$40,000. Santa Clara College, near San Jose, California, had an early morning blaze which wiped out about one hundred thousand dollars worth of property. A new brick dormitory at Greenville College, a negro institution at Greenville, Tenn., was burned to the ground. A large number of public school buildings were burned just before and during the Christmas vacation.

Tuskegee has at least three aims in its efforts to reach the masses which live beyond the direct influence of the school. Through its negro conference it aims to change public opinion and to turn the attention of the people in the direction of hope. By means of farmers' institutes, demonstration farming, and an agricultural wagon, it attempts "to educate the people on the soil, encourage better methods of farming, and so induce the negro farmers' children to remain on the soil." Tuskegee Institute also works to extend its influence by establishing other schools similar to it-

self and helping her graduates to improve the communities to which they go.

Columbia University is planning the establishment of a \$2,000,000 school of farming. A committee of professors which has been wrestling with the preliminary problems presented by the plan announces that the course of study will occupy two years. Classroom instruction will be given only from October 1 to April 1, the remainder of the year being devoted to work in the field. For the purpose of the school the committee thinks that it will be necessary to acquire between 1,000 and 2,000 acres of land within a reasonable distance of New York City. After the work has been organized and is in running order it is believed that the income from the farm will assist largely in meeting the expense of the work.

Selections of land aggregating 5,310 acres by the State of Oklahoma for the Oklahoma University under the act of June 16, 1906, have been approved by the Secretary of the Interior. This makes a total of 247,450 selected by the state of the 250,000 acres granted under the act referred to.

The University of Texas has been given 400 acres of land adjoining the city of Austin by George W. Brackenridge of San Antonio. The land borders the Colorado river, and the students are planning the organization of rowing and swimming clubs. Mr. Brackenridge is one of the regents of the university, and he has donated thousands of dollars to the institution.

Franklin W. Hooper, managing director of the Brooklyn Institute of Arts and Sciences, has decided to include among the regular course of lectures to be given this season four lectures on chess. He has engaged the famous Staten Island authority, A. B. Hodges, former United States champion and member of the American cable team, to give these lectures in January and February.

The elementary schools of Philadelphia are to have a course in moral education. The course, which will endeavor

to teach a code of moral bases of two score of virtues, headed by love, courage, truthfulness and obedience, will provide for four lessons in each virtue in each of the eight grades. On the virtue of courage four lessons based on the best story illustrating courage, the best poem, the best song and the best proverb, will be compiled by the committee and issued to the teachers in all the grades. The other virtues will be treated in the same way and a comprehensive pamphlet of the entire course printed. The courses for the different grades will be different and suited to the children of different ages. The entire course will be kept strictly free of any religious reference and will be taught in such a manner as to prevent complaint by the members of different religious sects and faiths. In speaking of the new course Superintendent Brumbaugh says: "We must avoid religion in working out the course in moral education which we are about to institute in the classes in all the elementary schools. To touch the religious aspect of the matter in any instance whatever would be to bring down a storm of just protest. Our course will be based on the sanction of the state. To that we will ask the children to look up. If one asks why he should not lie we reply that to do so would be, for instance, to make one an unworthy citizen. The state demands worthy citizens, and this is what the school is for. The state has a right to demand truthful as well as educated citizens and the children will be taught to see it in this manner. Instruction that they should not lie because of reverence for God is for the Sunday-school and the home, and not the school. No denomination or religious sect will have any just cause for complaint on the course we will prepare."

The Women's Foreign Missionary Society of the Methodist Episcopal Church will erect a new college building in Rome at an estimated cost of \$50,000. The society also maintains two other schools for poor girls in Rome. Another school building is to be built at Lovetch, Bulgaria, and the society is

having constructed two hospitals in Korea, one in India and a high school building in Calcutta. It is also putting up three buildings in connection with the college long established at Lucknow and which is said to be best of all the women's colleges in South Asia.

Latin has been dropped from the list of subjects in which examinations are given to students in the engineering courses who enter the Sheffield Scientific School, Yale. This is the first time that Latin has ceased to be demanded as a requirement for entrance to any Yale undergraduate department. A general change in the requirements is announced to take effect in June, 1910, for students in engineering courses. Under the new regime either French or German may be substituted for the Latin equivalent. English history is dropped as a fixed requirement and a choice of two counts from four subjects is allowed in history.

With a charter membership of more than twenty presidents of county, city and state clubs, the Boosters' Club has been organized at the University of Missouri. The purpose of the club is to boost the University of Missouri "back home" and to originate new ideas for advertising the university outside the state. It will be conducted along the lines of the Ad Men's clubs, which are organized to boost the various cities.

The regents of the University of Wisconsin have voted to bestow the degree of bachelor of science in the home economics course, which was thoroughly reorganized last year, and of graduate in agriculture in the two-year middle course in agriculture.

The University of Michigan has inaugurated two new courses, leading to degrees. One of these courses is to be called "conservation engineering" and will extend over a period of six years. It will be given jointly by the literary, law and engineering departments. The second course is in landscape designing. The first degree in this latter course is attainable in four years, and the second in five years. The students in conservation engineering, on the completion of

140 hours of work, covering four years and a summer session, will be granted the degree of Bachelor of Science in Engineering, and upon the completion of 175 hours of work will be granted the degree of Master of Science in Engineering. Upon the completion of 210 hours of work, requiring six years and summer session, the student in the course will receive the degree of Master of Conservation Engineering. This is the first course of the kind ever offered by a university, and its purpose is to train men for the work of conserving, developing and utilizing the vast sources of mineral, animal and vegetable wealth, and the now largely wasted energy of water power for the improvement of agriculture, and for the amelioration of sanitary conditions.

The University of Chicago not only finished its last fiscal year without a deficit, but actually cleared \$37,064.64 over its budget expenditures. The university has passed beyond the era of yearly deficits, which formerly ran as high as \$250,000. The receipts for the fiscal year ending June 30, 1909, were \$1,373,901.54, while the expenditures were \$1,336,836.90. The auditor's report gives the university's assets as \$25,990,103.10, and this figure has been increased since July 1 by \$862,125. The university expenditures for the year, amounting to \$1,336,836.90, included the items of \$140,943.42 for general administration and expense; \$574,984.39 for the faculties of arts, literature and science; \$70,094.68 for the divinity school; \$48,335.20 for the law school; \$181,356.08 for the school of education; \$64,592.28 for secondary schools; \$35,123.05 for elementary schools; \$84,226.09 for libraries, laboratories and museums; \$13,279.20 for physical culture; \$6,127.10 for affiliated work; \$76,044 for university extension; \$21,651.80 for printing and publishing, and \$119,794 for buildings and grounds. The percentage of receipts from students for tuition and other fees is 39.5 per cent of the total, and it will further be noted that under the expenditures item "Fellowships and Scholarships" the univer-

sity returns to students 6.4 per cent of the total, so that the net student fees amount to about one-third of the cash receipts.

A vision of the United States controlled by the Catholic church was given by Archbishop James E. Quigley at the dedication of Loyola Academy, the first completed building of the Jesuit university that is to be erected in Chicago. Archbishop Quigley declared that all modern universities outside the Catholic church were teaching pagan principles and would destroy civilization unless checked. Then he pictured the Catholic church triumphing over outside universities by the enlarging of the parochial school system and ultimately controlling the country in social, business and political circles.

State legislation providing for the study of soil culture in every public school was urged by the fourth International Dry Farming Congress, which recently met at Billings, Mont. Legislatures were also called upon to spend more money for the agricultural colleges and experimental farms, especially in western states. The importance of teaching the American boy the value of agriculture was especially emphasized.

The University of Washington has established a clinic for defective youth, following somewhat the idea inaugurated by Dr. Lightner Witmer at the University of Pennsylvania. The purpose of the clinic is primarily to discover the causes of the defects in the patients, with a further aim toward effecting a cure.

Railway administration is the subject of a new course which the University of Michigan has instituted this year. The course aims to give students a thorough knowledge of the railroad. The required course extends over a period of four years, and a large amount of the work is laid out. Economics and mathematics are conspicuous in the schedule, and considerable attention will be paid to law.

Leaders in the Emmanuel Movement are contemplating the establishment of a college, the purpose of which will be

to provide a place where students of medicine, theology, and sociology may work together, and thus build up what Dr. Elwood Worcester of Boston, the founder, thinks the movement proves the need for—specially trained men competent to practice.

In speaking of the Provincial University "fifty years after," the *Toronto Globe* gives this interesting comparison: "Fifty-one years ago the number who matriculated in arts was thirty-two; one year later forty-three. During these fifty years the Province has grown, Canada has grown, and with that growth the university has kept pace. In the matter of attendance the enrollment for the session of

1908-09 was the largest of all the English-speaking universities in the British Empire. There were in the neighborhood of 3,900 students. The University of Edinburgh stood second to the University of Toronto in the number of matriculated students. This year's attendance may be slightly less than last year's, owing to the raising of the standard of examinations, but when the class lists are completed the prospects are that Toronto will still have to care for more students than any other university in the Empire. But now, as fifty years ago, the emphasis must be laid, not on the number of students enrolled, but on the quality of the educational work done."

DONATIONS AND BEQUESTS

MANY very large checks were hung on the Christmas trees for the colleges and universities. One of the largest donations for the month of December to any one educational institution was that of Mrs. Russell Sage to Yale, the amount being \$650,000. This secures to the university a new campus of thirty acres known as the Hill House property.

To Bryn Mawr from Miss Cynthia M. Wesson, '09, \$7,000, which completes the amount necessary for the rebuilding of the gymnasium.

To Phillips Exeter Academy from Robert S. and Miss Mary Morrison of New York, \$6,000, which completes the Morrison Latin professorship of \$50,000.

To Milligan College, Johnson City, Tenn., from Professor A. P. Milligan of Kentucky University, \$5,000. The college was named in honor of Robert Milligan, father of Professor Milligan, and the gift is to be used in making improvements on the college buildings.

To the National Academy of Design, New York, from the late Ella Mooney, daughter of Edward Mooney, the artist, who died some years ago, \$15,000, to be

used to enable pupils to study art in foreign countries.

To Western Reserve University from the children of the late Samuel Mather of Cleveland, Ohio, sufficient money to erect a new recitation building for the use of the College for Women, estimated at about \$250,000. The donors will build and equip the building and endow it with such a sum as will provide for maintenance. Both Mr. and Mrs. Mather have given much to the university. The new building is in honor of Mrs. Mather, who was the daughter of him who founded Western Reserve College as Adelbert College of Western Reserve University.

To the University of California from Mrs. Phoebe Hearst, \$500,000. During the past ten years Mrs. Hearst has spent nearly half a million dollars in the establishment and maintenance of a department of anthropology at the university, and the latest gift is for the building of an anthropological museum for the great collection of specimens.

To Kenyon College from the late Armstrong Maley of Fernwood, Ohio, \$15,000.

Trinity College, Hartford, Conn., completed its endowment fund of \$500,000

fifty minutes before the time limit expired at midnight, December 31.

To Charles City College, Charles City, Iowa, from Andrew Carnegie, \$25,000. This was done after the college had raised an endowment fund of \$50,000.

To Bethany College, Bethany, W. Va., from R. A. Long of Kansas City, Mo., \$25,000. This amount was added to the endowment fund in consideration of the college having raised an additional \$100,000.

To the University of Virginia from Andrew Carnegie, \$500,000, thus increasing its endowment to \$1,000,000.

Piedmont College has completed its endowment of \$100,000. Dr. D. K. Pearsons gave \$25,000, Andrew Carnegie \$20,000, and the remainder was donated by various societies and friends.

Defiance College, Defiance, Ohio, has increased its endowment \$70,000, making the total \$265,000.

To Union Theological Seminary, Richmond, Va., from Mrs. Cyrus H. McCormick of Chicago, \$20,000, to be added to the endowment fund.

Ottawa University, Ottawa, Kansas, has brought to a successful issue her campaign for an additional endowment of \$100,000. Of this amount the General Educational Board gave \$25,000.

To the University of Chicago from Martin A. Ryerson, president of the board of trustees of the university, what is contemplated to be the finest physical laboratory in the United States, if not in the world, the same to cost \$1,000,000.

To the University of Michigan from the late Arthur Hill, regent of the university, \$225,000. Of this amount \$200,000 is for an auditorium, and \$25,000 is to perpetuate four scholarships for graduates of the Arthur Hill High School of Saginaw, Mich. He also left \$200,000 for a manual training school at Saginaw.

To North Park College of Chicago from John Brynteson, one of the original discoverers of gold in the Nome district of Alaska, \$15,000.

To Tabor College, Tabor, Iowa, from Mrs. Whitfield Sanford of Atlantic, \$5,000. This is in addition to another \$5,000 previously given.

To Washington and Lee University

from the late Sumner Mann of Brookline, Mass., \$20,000, "as a memorial for eminent soldiers and statesmen who believed in and fought for state rights."

To Columbia University from George Crocker of New York, \$1,500,000, to be used for an investigation of cancer, its cause, prevention and cure. The gifts to Columbia during 1909 were very large, in the last seven months of the year the total amounting to \$4,281,562.

To Yale from the late Charles H. Farnam, '95, \$500,000, the money to be used for buildings for the Sheffield Scientific School. Also from Mrs. Morris K. Jesup, \$50,000, to complete the fund for the Morris K. Jesup chair of sylviculture in the Forestry School.

To Brown University from Miss Grace Granger, \$1,000, the income from which will be used by the library for the purchase of books for the department of social and political science.

The late Frank B. Cotton of Brookline, Mass., left an estate of \$742,739. As soon as this investment amounts to \$1,000,000 the fund is to be used for the establishment of a college for Boston girls, where they may learn some trade.

Southern Methodist marked the close of its Little Rock conference by raising \$50,800 for Hendrix College at Conway, Ark., and \$5,230 for Henderson College at Arkadelphia, Ark.

To the University of Pennsylvania from Henry Phipps of New York, founder of the Phipps Institute in Philadelphia, \$500,000, the money to be used in the campaign against tuberculosis.

To Wooster University from the will of Benjamin Thomas, \$30,000, for the education of young men of the Presbyterian ministry.

Mount Union College, Alliance, Ohio, has added \$100,000 to its endowment fund, making a total of \$220,000. This has been done to meet the requirement of the Ohio College Association, which recently decided that all colleges not having an endowment of at least \$200,000 by December 31, 1910, should be dropped from the organization. Other Ohio colleges are working to get into the \$200,000 class.

AMONG THE FACULTY

THE question of pensions for teachers will be before the people of this country in the not very distant future. In truth, the question is now before the people of certain sections. For instance, at the recent convention of city and county superintendents of Indiana it was decided to present a bill to the legislature providing for a tax to provide a pension for school teachers.

From the little that has been said on the subject it is plain to be seen that a discussion of the question will place before the people salient points, arguments of which will undoubtedly be of great value to all engaged in the profession of teaching.

The first point that is being raised is that sentiment is against public pensions for any class save those who risk their lives for the country's defense in times of war. The replies to this are that this is an age of peace, and that those who have in charge the training of future citizens contribute as much to the welfare of the nation as those who defend the nation. Also, that sentiments are made by the people, and that sentiments change as people and conditions change. As an illustration there is offered the fact of the agitation not only in this country but in Europe for old age pensions and for pensions for the widows and orphans of those lost in mine and other disasters.

Another point is the poor pay of teachers. Those opposed to the pension idea say that there is a reason for low salaries, which is that the large majority of those who enter the teaching ranks do not do so with the expectation of making of the profession a life work, but use it as a stepping-stone to other and more remunerative employment. The friends of the pension idea

reply that were salaries in keeping with the demands of the work the teacher would not think of seeking other fields.

The pros and cons of the subject are many, and when the discussion becomes widespread it is sure to define more clearly to the masses the position the teacher occupies in every community.

In commenting on the action of the city and county superintendents of Indiana, the *Ft. Wayne News* has this to say: "If the teachers are desirous of pensions let them establish their own pension fund. If each teacher in Indiana contributed a dollar or two a year a handsome fund would soon be created, for the fact of the matter is that only the unfortunate few would ever take advantage of it. The average woman who enters the teacher's career in Indiana marries eventually and leaves the profession, while a majority of the men teachers ultimately take up other work. The contributions of these two classes would go to the assistance of those who are marooned in the profession and whose remuneration is never sufficiently large to permit of accumulation. The teachers, better than any other class of workers, are able to successfully establish their own pension fund without burden or even inconvenience. And this, too, despite the generally accepted contention that they are underpaid. The many do not take up teaching as a life's work. The average girl teacher busies herself in the work until the 'right man' appears on the scene with a marriage license, and the average male teacher instructs the young idea while preparing himself for the law, the ministry or business."

Professor W. M. Riggs, director of the mechanical department of Clemson College, has been elected acting presi-

dent of the institution, succeeding Dr. P. H. Mell, who retired January 1. Dr. David M. Edwards was elected president of Penn College, Oskaloosa, Iowa, to succeed Rev. A. Rosenberger, who resigned some time ago; Dr. Edwards has been acting president during Dr. Rosenberger's absence in the Holy land.

Dr. Adam H. Fetterolf, for many years president of Girard College, has resigned on account of ill health. Rev. Stonewall Anderson, who has resigned several times only to be induced to remain in office, has registered his final resignation as president of Hendrix College at Conway, Ark., and will return to the ministry. Dr. James W. Easley, who for three years has been president of Union College, at Barbourville, Ky., has decided to relinquish his present duties and resume pastoral work.

John Jay Adams, an eminent lawyer and former circuit judge of Zanesville, is the new dean of the College of Law of the Ohio State University, and will devote his entire time to the cause of legal education.

A. F. Woods, director of the department of plantology of the agricultural department at Washington, has been elected dean of the Minnesota State Agricultural College, to succeed J. W. Olsen, resigned. The new dean is a comparatively young man, being born in Illinois in 1866. He was educated there and later, after moving to Nebraska, took the master's degree at the University of Nebraska. From 1890 to 1893 he was assistant botanist at Nebraska, and since then has been in the employ of the department of agriculture at Washington.

Hardin Craig, preceptor of English at Princeton University, has been chosen to fill the vacancy in the department of English of the University of Minnesota, caused by the resignation of Mrs. Francis Squire Potter, who left the university to take up the work as secretary of the National Woman's Suffrage Association.

Frederick Jackson Turner, Ph. D.,

now professor of American history at the University of Wisconsin, has been appointed professor of history at Harvard, and will begin his work in Cambridge next September. Professor Turner was born at Portage, Wis., in 1861. He received the degree of A. B. from the University of Wisconsin in 1884. In 1908 he received the degree of LL. D. from the University of Illinois, at the inauguration of President Lowell he received the Litt. D. from Harvard. He is first vice president of the American Historical Society, the Colonial Society of Massachusetts, the American Antiquarian Society and the Illinois Historical Society.

President Frank L. McVey of the University of North Dakota, recently elected, is the fourth president of that institution, which is just entering on its twenty-fifth year. He was born in Wilmington, Ohio, and his education began in the public schools of that state and of Des Moines, Iowa. His undergraduate work was done at Ohio Wesleyan University, and he received his doctor's degree from Yale in 1895, after which he spent some time in special investigations in England. Dr. McVey's experience as an educator has given him an opportunity to study educational problems from many points of view. He was principal of the high school at Orient, Iowa, before he became instructor in history in the Teachers' College of Columbia University. In 1896 he was appointed instructor in economics in the University of Minnesota, where he remained until 1907, being made successively assistant and full professor, and serving in many other important capacities. In 1907 he was appointed chairman of the Minnesota Tax Commission, in which connection probably his largest public service has been rendered. As president of the Minneapolis Associated Charities, from 1899 to 1909, he saw the annual budget increase from \$4,000 to \$28,000. The university over which Dr. McVey has been called to preside has had in the last few years a rather unusual growth. The campus of one hundred acres, laid out in parks, lawns

and driveways, will in the near future rank among the finest in the West. The equipment includes fourteen modern buildings, two in process of erection. The teaching and administrative staffs now number eighty-four, and the student enrollment for the year 1908-9 was 906.

A new department of economic entomology has been provided in the college of agriculture of the University of Wisconsin, by the regents, who elected J. G. Sanders of the United States bureau of entomology as assistant professor to take charge of the new work. Insect pests of Wisconsin orchards and gardens are to receive particular attention from the new department. Professor Sanders will devote his time both to instructional and research work in this field. For the last four years Professor Sanders, who is a graduate of the Ohio State University, has been assistant entomologist at Washington for the department of agriculture, where he has had charge of all of the inspection of importations of nursery stock from all over the world. He has thus acquired a wide and comprehensive knowledge of insect pests, and is now recognized as one of the world's authorities on scale insects.

Frank Russell White, formerly of Lyons, Nebraska, has been appointed director of education of the Philippine Islands, succeeding Hon. David Barrows. Mr. White is an alumnus of the University of Chicago, having taken his Ph. D. degree there after graduating in 1901. Mr. White for some years has been assistant to Mr. Barrows, and on the retirement of his chief was regarded by the department of education as the one best qualified to succeed to the principal office.

Dr. Charles McCarthy has been made head of the department of history in the Catholic University of America. He is a graduate of the University of Pennsylvania. Eight years ago Dr. McCarthy published his scholarly work, "Lincoln's Plan of Reconstruction," which received favorable criticisms in

this country and in England. As head of the department of history, endowed by the Knights of Columbus, Dr. McCarthy holds one of the most important positions in the Catholic establishments.

Professor Percy Ash, in charge of the department of architecture of George Washington University, has been elected associate professor of architecture at the University of Michigan, and is now at the latter institution. Professor Ash was with the department of architecture of George Washington University for seven years. Five years ago he was appointed professor in charge of the department. He is a graduate of the University of Pennsylvania, where he received the degree of B. S. in architecture in 1886. In 1895 he won the traveling scholarship of the University of Pennsylvania and went to Europe to study architecture in Paris and at the American Academy at Rome.

Dr. Luella Clay Carson was inaugurated president of Mills College on December 11, succeeding Mrs. Susan Mills, one of the founders of the school. Prominent educators from all parts of the Pacific coast attended the inauguration. Miss Carson was formerly dean of women and professor of English at the University of Oregon.

Dr. John Wallace Baird, assistant professor of psychology in the University of Illinois, has been appointed to the chair of psychology in Clark University. This is one of the two graduate chairs of this subject in the United States, the other being at Cornell. Dr. Baird succeeds Professor Edmund Clark Sanford, who has been elected president of Clark University. Dr. Baird is acknowledged to be one of the most prominent leaders in his line in America, having unusual ability for both effective teaching and scholarly research.

Miss Anna C. Hedges of St. Louis has accepted the chair of household economy in the University of New Zealand. Miss Hedges has been in New York as superintendent of the Hebrew Technical School for Girls. New Zealand recently sent an envoy to the United States

to seek out a woman capable of filling the newly established post. After a search that took him through England and Canada he found Miss Hedges, whom he declared to be ideally equipped for the place. Miss Hedges is a graduate of Washington University, and received the degree of M. A. from Columbia University. She has taught in the McKinley High School of St. Louis, and in Pratt Institute.

Prominent among the new names that have been added to the roll of the Harvard faculty for the coming year is that of Dr. Otto Knut Folin, who will occupy the Hamilton Kuhn endowment chair of biological chemistry. Dr. Folin is a graduate of the Universities of Minnesota and Chicago. Other appointments include Dr. Ernest E. Southard as Bullard professor of neuropathology; Dr. Myles Standish, formerly of Dartmouth, as professor of ophthalmology; Dr. Edward M. Eastman of Illinois and Connecticut as assistant professor of astronomy, and Dr. Frederick W. Putnam as honorary curator of Peabody Museum.

Lorado Taft, the Chicago sculptor, has recently been appointed professorial lecturer on the history of art at the University of Chicago. Mr. Taft has just concluded a series of six lectures at the university on the general subject: "The Sculptor's Art; Ideals and Technique," and among other things is known for his bronze relief of Stephen A. Douglas and portrait busts of Professor Thomas C. Chamberlin and Professor George W. Northrop. He is perhaps best known in connection with architectural and sculptural plans for the beautification of the Midway Plaisance, on which the University of Chicago now in great part faces.

The following appointments have been made to the staff of the Nova Scotia Technical College at Halifax: To be professor of civil engineering, Professor T. S. Hewerdine, University of Illinois, '04, professor of mathemat-

ics and civil engineering at McKendree College. To be professor of electrical engineering, R. R. Keely, Cornell, '00, for the past three years chief engineer of the City of Edmonton, Alberta. To be instructor in mining and metallurgy, Gerald F. Murphy, who, for the past year, has been taking a post graduate course in mining at Columbia University.

Northwestern University has announced the acquisition of three members for its faculty, one of whom is of more than national reputation. Professor Curtis Hidden Page of Columbia, who will head the department of English literature this fall, is a Harvard graduate, and is noted for his translation of Moliere's works and his published selections of English poetry. Dr. Leon L. Pennington, for three years assistant in the University of Michigan's botanical department, who has been appointed instructor in botany, is a Michigan graduate. Franklyn Bliss Snyder will succeed to the instructorship in English literature. He is a Beloit and Harvard graduate.

Sir Francis Joseph Campbell, knighted by King Edward in July, is one of the most notable blind men of the world, and one of the few persons born in the United States who have received the order of knighthood from a British sovereign. His work as a teacher of those afflicted like himself and as head of the Royal Normal College and Academy of Music for the Blind, at Norwood, near the Crystal Palace, London, has caused him to be regarded with enthusiastic affection by the public of England. His is considered to be the best college for the blind in the world, and toward its support Englishmen have subscribed more than \$1,200,000 since it was established in 1871. Dr. Campbell is now 76 years old, a little, wiry, nervous man, full of the bubbling energy and enthusiasm for his work that he has manifested throughout his long career. He was born near Winchester, Franklin County, Tenn., and had the full sight

of both his eyes until he was about four years old.

Professor William Graham Sumner, Yale's eminent economist, has retired from the faculty after thirty-seven years' service. Professor Sumner's retirement brings to a close the teaching career of one of the most remarkable men Yale has ever produced. He was born at Paterson, N. J., in 1840, and graduated from Yale in 1863, going then to the Universities of Gottingen and Oxford. In 1866 he returned to Yale as tutor and, with the exception of two years spent in church work, ever since has been identified with the New Haven institution. He is a prominent free trader and an advocate of the gold standard, and has written many books dealing with political and social science.

Dr. Isaac M. Agard of Amherst has been chosen president of Tillotson College at Austin, Tex., which has recent-

ly been chartered to build up and maintain the institution first chartered as the Tillotson Collegiate and Normal Institute. Dr. Agard, in addition to the presidency, teaches pedagogy and Greek. He graduated from Amherst in 1879.

A tablet to the memory of the late Dean Shipman recently was placed in Goddard Chapel at Tufts College. It is the gift of the class of 1899 to commemorate its decennial. The tablet is a low-relief in bronze, by Miss Marie Stickney. It bears the life-line sculptured profile of the dean, and the inscriptions, at the top, "William Rollin Shipman. MDCCCXXXVI. — MCM-VIII."; at the left, "Forty-four Years Professor of Rhetoric in Tufts College, Dean of the College of Letters"; below, "Teacher, benefactor, counselor, friend of two generations"; and at the right, "This memorial set, June, MCMIX, by the Class of MDCCCXC-IX."

OBITUARY

Professor William Alfred Packard of Princeton died of heart failure December 2, at the age of seventy-nine years. Dr. Packard was a native of Brunswick, Maine, and had been at Princeton since 1870. He served as professor of Latin and literature until 1905, when he was made professor emeritus. Following the example of his father, Alpheus Spring Packard, the famous American educator, he attended Bowdoin College and received the degree of A.B. in 1851 and that of A.M. in 1854. After receiving his first degree, he rendered his service as a teacher at Phillips-Andover Academy, and later as a tutor at Bowdoin. He graduated from the Andover Theological Seminary in 1857, and the following year studied abroad at the University of Gottingen. From 1859 to 1863 Dr. Packard was a professor in modern languages at Bowdoin, and from 1863 until 1870 he was a professor of Greek and literature at Dartmouth.

Rev. John McDowell Leavitt, an educator and writer of note and formerly president of Lehigh University and of St. John's College, died on December 12. Dr. Leavitt was born in Steubenville, Ohio, on May 10, 1824, and was graduated from Jefferson College in 1841, after which, for several years, he studied and practiced law. When still a young man he left his law practice and entered the theological seminary at Gambier, Ohio, from which he was graduated and ordained in the Protestant Episcopal Church in 1848. He did not remain long in church work, however, accepting, instead, a professorship in Kenyon College, and later in Ohio University, from which he received the degree of doctor of divinity, in 1874. Most widely known of Dr. Leavitt's writings are "Hymns to Our King," "Old World Tragedies from New World Life," "Reasons for Faith in the Nineteenth Century" and "Visions of Solyma."

Professor George Parker Fisher, Yale's venerable theologian, died suddenly last month of hemorrhage of the brain. For fifty-five years he was connected with the university and was for many years professor of ecclesiastical history in the Divinity School. Professor Fisher was a native of Wrentham, Mass., and was born August 10, 1827. In 1847 he was graduated from Brown University and went to Worcester to study law. He had become interested in religion, however, and abandoned a legal career to study theology, entering Andover Theological Seminary for this purpose. He was graduated from Andover in 1851. In 1854 he was appointed Livingston professor of divinity in Yale College, and held that position until 1861, when he resigned to be made professor of ecclesiastical history. He resigned from that professorship in 1900. In later life Professor Fisher was elected and remained dean of the Yale Divinity School until his health gave out.

Dr. C. J. Boulden, M. A., president of Kings University, at Windsor, N. S., died there on December 9. He was a graduate of Trinity College at Cambridge, and came from England in the fall of 1906 to accept the presidency of the Nova Scotia University. He was forty-eight years of age.

Professor A. S. Townes, one of the best known educators in South Carolina, died at his home at Clemson College, November 26, at the age of sixty-three years. For many years he was president of Greenville Female College.

Joseph Parker Warren, assistant professor of history at the University of Chicago, died on December 4, at the age of thirty-five. His remains were taken to Framingham, Mass., for interment. Dr. Warren took his bachelor's, master's and doctor's degrees at Harvard, becoming an instructor in history at the University of Chicago in 1902, and an assistant professor in 1909. At the time of his death he was engaged in assembling the materials for a work on Shay's Rebellion in Massachusetts in 1786, which, if completed, would have proved

an important contribution to the history of social conditions in Massachusetts in its early days. Professor Warren is survived by his widow, Maude Radford Warren, who is well known in the literary world, and who is assistant in English on the faculty of University College of the University of Chicago.

Arthur Gilman, widely known as an author and as the founder of the Harvard Annex, now Radcliffe College, died last month at Atlantic City. He was in his seventy-third year. Mr. Gilman was born at Alton, Ill., on June 22, 1837, and received his education in St. Louis and in New York City, but at the age of twenty began a business career as a banker's clerk in New York. In this occupation he was successful, but his health gave way through hard work and he retired in 1862. It was in 1877 that, with his wife, he formed the plan of instructing women through the Harvard courses, and they started the Society for the Collegiate Instruction of Women. This plan, after long consideration, was communicated to Professor Greenough and President Eliot in 1879. It was cordially received, and seven women undertook the general oversight of the scheme. Mr. Gilman became secretary of the movement, which was styled the Harvard Annex. For the next eighteen years Mr. Gilman's great interest was the conduct of this institution, first as secretary and later as regent, when the state incorporated it as Radcliffe College. He resigned the office of regent soon after the incorporation. In 1886 Mr. Gilman established a school for girls which he called the Cambridge School, but it was more generally known by his name. After the death of Henry Wadsworth Longfellow Mr. Gilman proposed that a suitable memorial to the poet be built on the plot opposite Craigie House, and to carry out his idea the memorial association was formed. Previous to commencement day in 1904, Mr. Gilman was the only member of the governing bodies of Radcliffe College who did not hold a degree from Harvard University. In that year he received an honorary degree, and the day after commence-

ment was elected an honorary member of the Harvard Chapter of Phi Beta Kappa.

The Rt. Rev. Abbot Hilary Pfraengle, founder and honorary president of St. Anselm's College, died suddenly and alone, on December 23, at the Benedictine Abbey of St. Mary at Newark, N. J., of which he was the head. His body was found in his room by a lay brother. Abbot Hilary was born in Butler, Pa., on May 8, 1843, and made his profession of a religious life on May 13, 1862. He entered St. Vincent College at Beatty, Pa., in 1863, and was ordained on May 26, 1866. He then went to Rome and received the degree of doctor of divinity at the Sapienza, in July, 1870, receiving the gold medal of Pius IX. He was then director of St. Vincent abbey from 1870 until 1886, when he was elevated to the office of abbot, and became the head of the great Benedictine establishment at Newark, N. J., under the jurisdiction of which is St. Anselm's College. In 1891, upon the invitation of the late Bishop Bradley, he founded St. Anselm's College.

David Wilkinson Smith, instructor in Greek at Brown University, was struck and instantly killed by a big vestibuled electric car last month. At Brown Mr.

Smith was considered one of the brightest Greek students who ever matriculated at the university. He was graduated in the class of '07, taking both his A.B. and A.M. degrees in four years. He was elected to Phi Beta Kappa in his junior year. He went to Brown from Woonsocket High School, where his record as a student seldom has been excelled. Mr. Smith was only twenty-six years old, and had he lived until next June he would have received the degree of doctor of philosophy in Greek.

Professor Frank J. Short, for a time in charge of engineering research at Cornell University, died December 23 at Fort Collins, Col., where he had gone to be treated for tuberculosis. He was graduated from the University of Wisconsin in 1897.

Professor Charles Gross, famous as a historian, and since 1888 professor of history at Harvard, died December 13. Among his many books are "The Guild Merchant," "Sources and Literature of English History to 1485," "Gilda Mercatoria," "Select Cases from the Coroner's Rolls," and "Bibliography of British Municipal History." Professor Gross was born in Troy, N. Y., February 10, 1857, and was a graduate of Williams, Gottingen and Harvard.

NEW SCHOOLS AND REMOVALS

NEW schools of various kinds are being born all the while. Some of them struggle, die, and are forgotten. Others owe their coming into existence to a legitimate demand, and so with the right kind of a start they are expected to take their place in the educational world, and to make that place larger and better. The coming of these schools will be noted from month to month. Occasionally an old-established school consolidates with another old-established school, and now and again a school changes its location that it may enjoy better advantages. These consolidations and removals also will be noted.

Carolina College, now building at Maxton, N. C., is to be opened next September. It belongs to the Methodists of the North Carolina Conference, and Rev. Euclid McWhorter has been elected president.

A colored agricultural and industrial college is to be located at Clarendon, Ark. Buildings, to cost \$20,000, are now in course of erection. Rev. J. B. A. Yelverton is in charge.

The University of Dixie has been granted a charter, and is to be located at Cookeville, Tenn. The new university will be conducted by the Christian Church, and for its site a tract of land of 100 acres has been secured.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE JANUARY MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

ARKANSAS RICE, by Frank L. Perrin. *World Today*. The development of this new industry.

THE BANNER YEAR OF AGRICULTURE IN AMERICA, by Victor Ayer. *National Food Magazine*. The value of the crops.

THE BLACK DIRT PEOPLE, by Henry Hoyt Moore. *Outlook* (Dec. 25). A place called Florida in New York state, where great quantities of onions are grown.

A COLONIAL GARDEN DOWN SOUTH, by Helen Ashe Hayes. *Country Life in America*. Full description in words and pictures.

EDMONTON TO PRINCE RUPERT, by Harold Havens. *Canadian Magazine*. The richness of the soil and the prosperity of the ranchmen, the future Eden of Canada.

THE FARMER AND THE GRANGE, by Horace Markley. *Circle*. The real significance of a big movement that is changing farm life.

FLOWERS THAT COST FORTUNES, by Jean S. Foley. *Pictorial Review*. They are carnations, orchids, dendrobiums, white cattleyas, royal purple dahlias, etc.

THE HANDLING AND STORAGE OF OUR HUGE GRAIN CROP. *Scientific American* (Dec. 11). Description of this wonderful industry.

A LAND-LOVER AND HIS LAND, by Martha McCulloch-Williams. *Suburban Life*. The story of an actual farm—a real high grade farm.

MAKING THINGS GROW WITH LAVA, by John R. Meader. *Technical World*. The discovery of the secret of perfect vegetation.

A MAN AND HIS JOB, by A. W. Dimock. *Country Life in America*. Part two of a story of applied forestry.

THE MIDWINTER GARDENS OF NEW ORLEANS, by George W. Cable. *Scribner's*. An object lesson and its argument.

MISTLETOE FARMING, by A. Pitcairn-Knowles. *Wide World*. The magnitude of the trade, and its importance to the farmers of Normandy and Brittany.

WONDERS OF ALASKAN AGRICULTURE, by Guy Elliott Mitchell. *Technical World*. We think of Alaska as a land of snow and ice, but there is a great agricultural section.

WHAT IS THE MATTER WITH FARMING? by Waldon Allan Curtis. *Independent* (Dec. 30).

On why the people leave the farms and seek the cities.

THE RECLAMATION OF THE ARID LANDS OF THE WEST. *Scientific American* (Dec. 11). The work and pictures of what has been done.

ART

ART ACTIVITIES IN THE UNITED STATES, by Ernest Knaufft. *Review of Reviews*. The buildings and what is being done, all of which shows a notable growth.

THE ART OF LUCIEN SIMON, by Charles H. Caffin. *Harper's*. The artist and reproductions of his paintings.

BOLDIN'S MASTERLY PORTRAITS, by Gardner C. Teall. *Metropolitan*. Something of the artist and his pictures.

A CURIOUS MUSEUM, by F. W. Marshall. *St. Nicholas*. About the Museum of the Dolls at Paris, with pictures of some of the dolls.

THE DECORATION OF HARD PORCELAIN, by Louis Franchet. *Keramic Studio*. A valuable lesson on colors, designs, etc.

THE GREATEST PICTURES OF THE WORLD, by William R. Valentiner. *Ladies' Home Journal*. The masterpieces of art that have received the verdict of approval of the people of all times.

LESSONS IN HOME-BUILDING FROM ABROAD, by William Neil Smith. *Delineator*. The artistic ideals and simplest forms of architecture offered by Italy.

MY FUNNIEST CHRISTMAS PICTURE. *Strand*. A collection of sketches by famous caricaturists.

THE NEW BUILDING OF THE MUSEUM OF FINE ARTS IN BOSTON, by Lauriston Bullard. *World Today*. Description and pictures of this important museum.

THE PASSING OF THE ANTIQUE RUG, by John Kimberly Mumford. *Century*. Why America cannot compete in the making of these rugs.

QUAINT OLD MIRRORS, by Mary H. Northend. *Boston Cooking-School Magazine*. She shows some of the mirrors found in the homes of Massachusetts.

REMINISCENCES OF AN AMERICAN PAINTER, by Elihu Vedder. *World's Work*. The beginning of a series, this first being on art education fifty years ago.

SAFEGUARDING THE ART TREASURES OF ITALY,

by Frank Jewett Mather, Jr. *North American Review*. The works of art have been steadily leaving Italy, and what has been done to keep them at home.

SOME PHOTOGRAPHIC DIVERSIONS, by Gustave Michaud of Costa Rica State College. *Scientific American* (Dec. 4). The use of anachromatic lenses and the artistic effects they produce.

A STUDY OF THE NEW PLAN OF CHICAGO, by Dr. Charles W. Eliot. *Century*. The city beautiful, and remarks on city planning in general.

BEST MAGAZINE FICTION

AFTERWARD, by Edith Wharton. *Century*. A strong story of an out-of-the-way house in England and a couple of Americans who occupied it.

AN ERROR OF THE LAW, by Alfred Damon Runyon. *Black Cat*. About the location of a county seat in Colorado.

THE AXTON LETTERS, by Edwin Balmer and William Mac Harg. *Hampton's*. Luther Trant, the psychological detective, determines identity by sound.

A BELATED BOOM, by Stella Wynne Herron. *McClure's*. Being a tale of the wayside adventures of the lord of the Barren Strand, the lady, and the ex-land promoter.

CAPT. AMOS COSGROVE'S MIND CURE, by L. Frank Tooker. *Pearson's*. A clever sketch of real people.

CELT AND SAXON, by George Meredith. *Forum*. The first of an Irish story.

THE COLLERTON ENGINE, by Hollis Godfrey. *Youth's Companion* (Dec. 9). The beginning of a good continued story for boys.

THE CONVERSION OF ST. WILFRID, by Rudyard Kipling. *Delineator*. The fifth of a new series.

CRIMSON CROSS, by Charles Edmonds Walk and Millard Lynch. *Blue Book*. A story full of thrilling situations.

THE DIPLOMACY OF DANNY NUGENT, by Alfred Henry Lewis. *Popular Magazine* (Jan. 15). A romance of the East Side.

MR. DOOLEY ON THE COST OF LIVING, by F. P. Dunne. *American*. A delightful philosophical discussion of a momentous question.

THE DRY RIDGE GANG, by B. M. Bower. *Popular Magazine* (Jan. 1). The inside history of an ingenious bank robbery.

ERNEST AND THE LATCH KEY QUESTION, by Inez Haynes Gillmore. *American*. An old estate is reopened and what happened in consequence.

THE EXQUISITE THUG, by Rupert Hughes. *Saturday Evening Post* (Dec. 11). A football story.

FELIX TELLS A STORY, by Lucy Pratt. *American*. In which he shows what a queer world fathers and mothers live in.

FOLLY O' THE WISE, by Cornelia A. P. Comer. *Putnam's*. The foolish psychologist and the honorary mother.

THE FUGITIVE FRESHMAN, by Ralph D. Paine. *Popular Magazine* (Jan. 1.) The beginning of a serial story in which the benefits of a college education are manifested in unexpected ways.

A FUGITIVE FROM ROMANCE, by Forrest Crissey. *Harper's*. A good story.

GARMENTS FOR AVIATION, by Montague Glass. *Saturday Evening Post* (Dec. 25). An international episode.

THE GREAT STRIKE, by Emily Post. *Metropolitan*. The perpetual visitors' union versus the amalgamated hostesses.

THE HEART OF AN ORPHAN, by Amanda Mathews. *McClure's*. A touching little story.

THE HEAVEN OF THE UNEXPECTED, by Lucy Meacham Thurston. *Lippincott's*. A complete novel.

A HEAVENLY ACCIDENT, by Anne Warner. *Circle*. About religion and disease as a punishment for sins.

HER COMPELLING EYES, by Frederick Palmer. *Scribner's*. An airship flight to beat a train.

HER COMPLEXION, by Mary Heaton Vorse. *Success*. A story of the toilet.

THE HIDDEN WORLD, by Mary Heaton Vorse. *Woman's Home Companion*. A New England neighborly story.

JACOB SCHULTZ, RECRUIT, by Edwin Jewett Bracken. *Black Cat*. Joining the regular army.

KINGSFORD, QUARTER, by Ralph Henry Barbour. *St. Nicholas*. The beginning of a college football story.

THE KITTEN THAT DID, by Lloyd Osbourne. *Canadian Magazine*. An amusing novelette.

KITTY'S CAMPAIGN, by Joseph Ivers Lawrence. *Pearson's*. A story of the war.

KOOLAU, THE LEPER, by Jack London. *Uncle Remus' Home Magazine*. The prison-life of the afflicted.

LA BELLA MERCEDES, by William Bulfin. *Everybody's*. A story of the southern Andes.

THE LAND OF UNBORN CHILDREN, by Maurice Maeterlinck. *Ladies' Home Journal*. A chapter made from the author's play, "The Blue Bird."

LIFE, by Katherine Cecil Thurston. *Metropolitan*. An Irish landlord and his tenants.

THE LITTLE STOKES GIRL, by Fannie Heaslip Lea. *Woman's Home Companion*. A house-party story.

THE LORELEI, by Willard French. *Smart Set*. A complete novel.

MADAME X. *Green Book*. Novelization of the English acting version of the popular play by Alexandre Bisson.

A MAN OF DEVON, by John Galsworthy. *Forum*. The beginning of an English story of a farm.

MINTIE, by Horace Annesley Vachell. *Strand*. It has the atmosphere of the adobe.

THE NEW ONE, by Clara E. Laughlin. *McClure's*. The scene is in Casey's kitchen.

THE MIRACLE OF LOVE, by Richard Le Gallienne. *Cosmopolitan*. A dreamy story of love.

THE NEGRO'S IDEA OF MARRIAGE, by Harris Dickson. *Success*. Being a rough guess at a minus quantity.

THE NIGHT BEFORE CHRISTMAS, by W. D. Howells. *Harper's*. A morality.

ON THE RAZOR EDGE, by Rupert Hughes. *Lippincott's*. A clever tragi-comedy in one act.

THE ONLY MAN IN THE HOUSE, by Beatrice Molyneux. *Strand*. A good boy story.

THE OTHER SIDE, by Anne Warner. *Cosmopolitan*. A renunciation for the sake of a soul.

PIANO JIM, by Bertrand W. Sinclair. *Popular Magazine* (Jan. 15). Complete novel of the mystery of a musical genius.

A PORT OF MISSING DREAMS, by Albert Bigelow Paine. *Outing*. A travel story.

QUEEN SALLY'S WAR, by Charles E. Brimblecom. *Gunter's*. An entertaining complete novel.

REST HARROW, by Maurice Hewlett. *Scribner's*. The beginning of a comedy of resolution.

THE RETURN, by Carter Goodloe. *Scribner's*. The story of a marquis.

ROGER JACKSON AT RAMSBURY, by Frank E. Channon. *American Boy*. The beginning of a continued story about an American boy at an English school.

A SHORT LINE ROMANCE, by Hamlin Garland. *Red Book*. A country story.

SMEDLEY'S STEPPING-STONE TO MATRIMONY, by Frank M. Bicknell. *Black Cat*. A little story of a flyer in stocks.

SUSAN CLEGG'S COURTING, by Anne Warner. *Woman's Home Companion*. Another delightful character sketch.

TARANTELLA, by Edith Macvane. *Ainslee's*. A complete novel.

TEETH IS TEETH, by Ellis Parker Butler. *Cosmopolitan*. A humorous story.

THE THREE GOLDEN SHOWERS, by Charles Battell Loomis. *St. Nicholas*. A fairy story for children.

THE TWO THOUSANDTH CHRISTMAS, by Harris Werton Lyon. *Hampton's*. A fantasy.

THE VACILLATIONS OF PETER "POET," by Herman Whitaker. *Century*. A story full of interesting rural characters.

THE VAMPIRE CAT OF NABESHIMA, by Fuji-Ko. *Smart Set*. A one-act Japanese play.

MRS. WEATHERWALKS AND THE HELTER-SKELTER, by Hulbert Footner. *Putnam's*. A humorous sketch, the scene being a summer park.

THE WEST WIND, by Cyrus Townsend Brady. *Sunset*. Of red men and white on the plains in days long past.

THE WHALE TOOTH, by Jack London. *Sunset*. A story of the early days in Fiji.

WHAT THE PUBLIC WANTS, by Arnold Ben-

nett. *McClure's*. A play in four acts, this being the first act. The idea of publishing a play in serial form is something new.

WITH INTEREST TO DATE, by Rex Beach. *Metropolitan*. A wrong that rankled and a great revenge.

THE WREATH, by Gouverneur Morris. *Red Book*. His stories are always good.

EDUCATIONAL

COLLEGE DOMINATION OF HIGH SCHOOLS, by Professor W. D. Lewis. *Outlook* (Dec. 11). It is principally of conditions in the state of New York.

THE CRUCIBLE OF MODERN THOUGHT, by Thomas H. Cuyler. *Progress*. The fifth paper which deals with the influence of the later philosophers.

EDUCATIONAL PROBLEMS IN HAWAII, by President Arthur Floyd Griffiths of Oahu College. *Independent* (Dec. 30). The schools, the many nationalities, and the difficulties of teaching.

MRS. ELLA FLAGG YOUNG, by Jewett E. Ricker, Jr. *Progress*. Something of the woman who is superintendent of the Chicago school system.

FAIR PLAY FOR THE SCHOOL TEACHER, by William H. Hamby. *Pictorial Review*. Discussing the shortcomings of parents, with a plea for a better understanding all around.

THE FRONTIER PROBLEM, by Joseph Wearing. *Canadian Magazine*. The work that is being done by the Reading Camp Association to educate men working in camps along the Canadian frontier.

THE REFORM OF SCHOOL ATHLETICS, by Professor Malcolm Kenneth Gordon. *Century*. The true relation of athletics to education and what should be done that the one may help the other.

SCHOOL TEACHING IN PANAMA, by May L. Baker. *Independent* (Dec. 23). The teachers, the pupils, and how the schools are conducted.

SEMINARY DIFFICULTIES, by John Quincy Adams. *Interior* (Dec. 9). The faculty viewpoint.

A STUDY OF YEAST, by Professor Eduard Buchner of Berlin University. *Independent* (Dec. 30). The lecture which gave him the Nobel Prize for chemistry, amounting to \$38,000, a diploma and a gold medal.

WHAT THE COLLEGE WOMAN CAN DO, by President L. Clark Seelye of Smith College. *Ladies' Home Journal*. Not only what she can do herself, but what wise mothers can do for her.

WHAR FERRER TAUGHT IN HIS SCHOOLS. *Current Literature*. A collection of valuable facts on the teachings of the late Professor Ferrer of Spain.

WHAT IS WRONG WITH OUR PUBLIC SCHOOLS? by Joseph M. Rogers. *Lippincott's*.

The first paper, taking up some notable deficiencies.

FINANCIAL

THE BILLION-DOLLAR COPPER MERGER, by Denis Donohoe. *Saturday Evening Post* (Dec. 25). Who are in it, and what it means.

BILLIONS OF TREASURE, by John E. Lathrop and George Kibbe Turner. *McClure's*. Shall the mineral wealth of Alaska enrich the Guggenheim trust or the United States treasury?

THE CANADIAN SYSTEM OF BRANCH BANKS, by H. M. P. Eckardt. *Independent* (Dec. 23). Their rapid growth and importance.

A CENTRAL BANK OF ISSUE, by Charles A. Conant, Victor A. Morawetz and Senator W. A. Peffer. *North American Review*. A thorough and complete discussion of the proposed central bank.

THE REVISION OF OUR BANKING SYSTEM, by Hon. Robert W. Bonyng. *Independent* (Dec. 23). He is a member of the monetary commission, and tells something of our needs.

RUSSIA'S FINANCIAL CONDITION, by Frederic Austin Ogg. *Review of Reviews*. A most complete showing.

THE YEAR IN FINANCE AND TRADE, by Frank D. Root. *Independent* (Dec. 23). The financial and industrial showing.

HISTORICAL

THE AMERICAN WOMAN, by Ida M. Tarbell. *American*. The third chapter on the women who have helped in the growth and progress of the nation.

CHARLEMAGNE, by Charles Edward Russell. *Cosmopolitan*. The first of a series of articles telling the story of the remaker of Europe—the founder of modern civilization.

A CITY INSIDE A PALACE, by Mrs. Herbert Vivian. *Wide World*. It is down in Dalmatia, where a mediaeval city has become tucked away inside the ruins of a Roman emperor's palace.

THE GREAT FEUDS OF KENTUCKY, by James M. Ross. *Wide World*. This is the third, and is about the Martin-Tolliver-Logan feud.

THE HAUNTED FERRY, by David A. Piatt. *Wide World*. For over fifty years its various owners have seemingly been pursued by an evil fate. It is the Lawrenceburg (Ind.) ferry on the Ohio River.

KING CHARLES THE FIRST, by Marion Harland. *Woman's Home Companion*. One of her literary pilgrimages.

"LORD GORDON-GORDON," by W. A. Croffut. *Putnam's*. A bogus peer who came to the United States and duped some of the most distinguished men in this country.

THE MECKLENBURG DECLARATION, by S. A. Ashe. *Uncle Remus's Home Magazine*. More about the exact date of the resolves.

MEMORIES OF GENERAL GRANT, by Major-General F. D. Grant. *National Magazine*. Some brief recollections of important events by the son of his father.

ON THE TRAIL IN TEXAS, by F. G. Hodsoll. *Wide World*. Second paper, describing Texas and New Mexico in their wild, primitive days.

RECOLLECTIONS OF ANDREW JOHNSON, by Harriot S. Turner. *Harper's*. A most interesting account of this American of whom the public knows but little.

RECOLLECTIONS OF THE KINGS AND QUEENS OF EUROPE, by Xavier Paoli. *McClure's*. The first of a series, telling of the life of Elizabeth of Austria.

WHEN BEAVER SKINS WERE MONEY, by George Bird Grinnell. *Forest and Stream* (Jan. 1). The first article is about Bent's Ford, pioneer settlement of Colorado, and stirring scenes in the Southwest.

INDUSTRIAL AND BUSINESS

AMERICAN BUILDERS IN CANADA, by C. M. Keys. *World's Work*. The big railroads of the Dominion ruled by men from Illinois and Wisconsin.

AMERICAN BUSINESS METHODS IN THE PHILIPPINES, by Monroe Woolley. *The Book-Keeper*. Their quickening effect upon the Spanish and native merchants.

AMERICAN HARVESTING MACHINERY. *Scientific American* (Dec. 11). The birth and growth of this vast industry.

ANOTHER PHASE OF THE DEEP WATERWAY PROBLEM, by Ebin J. Ward. *World Today*. This proposed lakes-to-the-gulf waterway is a serious proposition; some say that a channel cannot be kept open in the Mississippi.

AUTOMOBILES FOR AVERAGE INCOMES, by C. F. Carter. *Outing*. The great progress being made toward cheapness.

A CAPTAIN OF INDUSTRY OF THE SIXTEENTH CENTURY, by Professor Paul Van Dyke of Princeton. *Harper's*. Illustrated with photographs and old prints.

CONQUEROR OF THE ROCKIES, by Chalmers Lowell Pancoast. *The Book-Keeper*. How "Napoleon" Moffat, Colorado's empire builder, crossed the continental divide.

CONSERVATION OF NATURAL RESOURCES, by Elihu Stewart. *Canadian Magazine*. This great problem from a Canadian viewpoint.

EASY REMEDIES FOR KNOTTY SALES, by A. W. Rolker. *Saturday Evening Post* (Dec. 11). A few lessons in the science of salesmanship.

EMPLOYER AND EMPLOYEE, by Florence Lucas Sanville. *Harper's Bazar*. A discussion of their relations.

FIGHTING THE SNOWSLIDES, by C. F. Carter. *Saturday Evening Post* (Dec. 25). The trouble of railroading in the Northwest and how the difficulties have been overcome.

FORESTS FOR THE FUTURE, by T. B. Walker. *Sunset*. Conservation is difficult because private owners control four-fifths of the nation's forests, but Mr. Walker has a plan and outlines it.

FROM THE BOTTOM UP, by Alexander Irvine.

World's Work. The seventh article, dealing with life among "the squatters."

GARY. *Scientific American* (Dec. 11). The largest and most modern steel works in the world.

HEROISM VERSUS INSURANCE, by R. W. Emerson. *Technical World*. The industrial heroes who sacrifice for others and yet go unrewarded by grasping corporations that employed them.

HIGHWAYS OF PROGRESS, by James J. Hill. *World's Work*. Third article, which tells how the United States began to capture the trade of the Orient and how it was lost.

HOW WE CAN HAVE AMERICAN SHIPS FOR THE PANAMA CANAL, by Bernard N. Baker. *North American Review*. The question of what use is the Panama Canal to our country without American ships has been discussed. The present writer shows how we can have the ships.

THE IMPROVEMENTS OF AMERICAN WATERWAYS, by President Taft. *Outlook* (Jan. 1). Being a report of the President's speech delivered at the sixth annual convention of the National Rivers and Harbors Congress, Dec. 8.

INDIVIDUALIZING THE WORKMAN, by George Frederic Stratton. *Saturday Evening Post* (Dec. 18). One of the greatest problems of great employers.

THE MARCH ON THE WILDERNESS, by Samuel H. Barker. *Saturday Evening Post* (Dec. 18). Canadian empire builders and their tactics.

MONARCHICAL SOCIALISM IN GERMANY, by Elmer Roberts. *Scribner's*. The extent in which the associated monarchies, which form the German imperial state, are engaged in profit-yielding undertakings.

MY BUSINESS LIFE, by N. O. Nelson. *World's Work*. The second paper, telling of a factory without strife, a town without crime, a business that pays dividends to stockholders, workers and customers.

A NATION OF GREAT BRIDGES, by Frank N. Skinner. *Harper's Weekly* (Jan. 1). It tells of our remarkable achievements in bridge-building.

NEW YORK'S CONSERVATION OF WATER RESOURCES. *Review of Reviews*. What has been done and what may be done.

THE ONE-PRICE SYSTEM, by C. C. Hanch. *National Magazine*. The growth of this system and what it has done for the mercantile world.

OPENING UP OF CENTRAL OREGON, by George Palmer Putnam. *Putnam's*. What the coming of the railroads means to a neglected empire.

THE ORE FINDERS, by Eugene P. Lyle, Jr. *Hampton's*. Second article, on the romance of mining.

THE PANAMA CANAL, by Rear Admiral Robley D. Evans. *Hampton's*. Its effect, when

completed, on the commerce of the United States.

THE PIONEERS OF MOUND BAYOU, by Hiram Tong. *Century*. The negro village and colony down the Mississippi.

PRESCRIBING FOR SICK BUSINESSES, by Frank Wilbur Main. *Saturday Evening Post* (Dec. 25). How businesses are doctored and put on their feet and made to pay.

THE PROPOSED LAKES-TO-THE-GULF DEEP WATERWAY. *Scientific American* (Dec. 11). The whole plan and what it means, profusely illustrated.

PULLING THE RIVER'S TEETH, by Harris Dickson. *Technical World*. The whole situation regarding the improvement of the Mississippi river is made clear.

REMAKING A RAILWAY, by Sylvester Baxter. *Outlook* (Dec. 25). A study in efficiency.

A SCHOOL FOR RAILROAD MANAGERS, by Samuel O. Dunn. *Technical World*. The school is the Harriman railway system.

THE SMALL MAN'S MARKET, by James H. Collins. *Saturday Evening Post* (Jan. 1). Starting from nothing, and showing what advertising did.

THE SPIRIT OF AMERICA, by Henry Van Dyke. *American*. The substance of one of a course of lectures delivered by the Princeton professor at the Sorbonne, and is about will-power, work and wealth.

STREET RAILWAYS OF GLASGOW, by Jay F. Durham. *Progress*. The story of the best managed street car system in the world.

TRAGEDIES OF THE SUGAR TRUST, by Charles P. Norcross. *Cosmopolitan*. How the officers ruined a man and drove him to suicide, and other miserable business crimes of this detestable corporation.

UNKNOWN HEROES, by Roy Norton. *Metropolitan*. The bravery and the good that is done by men of whom the world never hears.

WATER POWERS OF THE SOUTH, by Henry A. Pressey. *Review of Reviews*. The article shows where they are and what they are worth.

THE WATER PROBLEMS OF THE NORTHWEST, by Randall R. Howard. *Pacific Monthly*. The problem of whether the individual, the state or Uncle Sam shall own and control the water.

WHAT NEW YORK CITY IS DOING TODAY, by P. Harvey Middleton. *Progress*. The newest and most important things that are being developed along all lines in the American metropolis.

THE WORKING GIRLS' STRIKE, by William Maily. *Independent* (Dec. 23). The recent strike of the shirtwaist makers in New York, the largest strike of women ever known in the United States.

YOUR PROPERTY AND MINE AT STAKE, by James R. Garfield. *La Follette's Magazine*. He calls for a public interest in our natural resources or private interests will control them.

LEGAL

CRIMINAL PROCEDURE IN THE UNITED STATES, by Professor James W. Garner of the University of Illinois. *North American Review*. The weakness of our present methods, and something of the recent Chicago conference on criminal law.

THE ENFORCEMENT OF LAW, by Theodore Roosevelt. *Forum*. The question of public officials being true to their oaths of office.

IS THE FEDERAL CORPORATION TAX CONSTITUTIONAL, by Hugh A. Bayne. *Outlook* (Jan. 1). An answer to an article by Charles W. Pierson.

JUSTICE IN THE WEST AFRICAN JUNGLE, by George Washington Ellis. *Independent* (Dec. 23). The laws and their efficiency and worth.

THE PRACTICAL WAY TO REGULATE TRUSTS, by Robert R. Reed. *Pearson's*. Mr. Reed is a lawyer, and he hits the present administration, and at the same time presents a plan that will make it difficult for the trusts to evade the laws as they are now doing.

SOME DIFFICULTIES OF A JURYMAN, by Joseph Hornor Coates. *Scribner's*. Some of the evils of the jury system.

THE STANDARD OIL DECISION, by Alexander D. Noyes. *Forum*. What it is and what it means.

LITERARY

MR. GILDER'S POETRY, by Hamilton W. Mabie. *Bookman*. The late author's work.

GLIMPSES OF T. B. ALDRICH, by William H. Rideing. *Putnam's*. This is Thomas Bailey Aldrich, the author, and the article tells something of the man, his home, and his work.

INSIDE VIEWS OF FICTION, by J. C. Cummings. *Bookman*. This second article is about detective stories.

MOLIERE AND THE DOCTORS, by Brander Matthews. *Scribner's*. It is mainly about his comedy, "L'Amour Medecin," which was written in five days.

MR. PETIT RIDGE'S CLEVER BOOKS, by W. D. Howells. *North American Review*. A tribute to the author and to his last and best book, "Splendid Brother."

RICHARD WATSON GILDER, by Brander Matthews. *North American Review*. Of the late author by an author who knew him.

SOME CONTEMPORARY GERMAN TENDENCIES, by Martin Birnbaum. *Bookman*. The works of authors of other lands that have found popularity in Germany.

SOME REMINISCENCES OF RICHARD WATSON GILDER, by George Sylvester Viereck. *Forum*. Interesting traits and stories of the late author.

MEDICAL AND HEALTH

HOW TO ACQUIRE A HARDY CONSTITUTION, by Charles Merrile. *Physical Culture*. Methods for developing the endurance to withstand cold and other hardships.

MY EXPERIENCE WITH NERVOUS SUFFERERS,

by Rev. Samuel McComb. *Harper's Basar*. It is of the Emmanuel Movement.

PELLAGRINS, by Frederic Blount Warren. *Technical World*. The newest disease victims of the United States, although European countries have been afflicted for centuries.

POPULAR DELUSIONS CONCERNING BUST DEVELOPMENT, by Marie J. Blakely. *Physical Culture*. How fashion and quackery lead ignorant women to strive to attain actual deformity.

THE RAW FOOD TABLE, by Upton Sinclair. *Physical Culture*. The article contains many things of interest to the health-seeker.

SLEEPING OUT-OF-DOORS, by Dr. Henry Farnum Stoll. *Harper's Basar*. How it should be done with the most comfort and the best results.

SLEEPLESSNESS, by Bernarr Macfadden. *Physical Culture*. Its cause and cure.

THE WAY TO HEALTH, by Dr. Luther Halsey Gulick. *World's Work*. This month it is on the pace of business men.

MUSIC AND DRAMA

CAN THE AMERICAN GIRL SUCCEED IN OPERA, by Carl Van Vechten. *Pictorial Review*. There are two obstacles in her way—the unscrupulous foreign managers and agents.

A CENTURY OF THE NEW YORK STAGE, by William Winter. *Pacific Monthly*. A look backward, and a comparison of the then with the now.

A CONVERSATION ON MUSIC WITH FRANZ KNEISEL, recorded by Daniel Gregory Mason. *Century*. An interesting discussion of music, and what this director and his great Kneisel Quartet has done to educate the people.

"THE DAWN OF A TOMORROW," discussed by Lucy France Pierce. *World Today*. Much of the dialogue of Mrs. Frances Hodgson Burnett's play of faith and optimism.

THE ENDOWED THEATRE, by Edward Goodman. *Forum*. It is about the New Theatre in New York and its plays.

"THE FOURTH ESTATE." *Current Literature*. A review and much of the dialogue of the realistic play of newspaper life by Joseph Medill Patterson and Harriet Ford.

FROM TENOR TO DIRECTOR OF GRAND OPERA. *The Theatre*. It is about Andreas Dippel of the Metropolitan Opera House in New York.

I BLAZED THE WAY FOR AMERICAN SINGERS, by Marie Rappold. *Delimitator*. She tells how without European fame success in opera is now possible in New York.

MAKING UP, by Wendell Phillips Dodge. *The Theatre*. The art of making up of the actor, as illustrated by Dodson, the well-known character actor.

MODJESKA'S MEMOIRS, by Helena Modjeska. *Century*. Second paper, telling of the triumphant rise and sudden abandonment of her profession for a home in the new world.

MUSIC AS A SOCIAL FORCE, by Lester B. Jones. *World Today*. No longer is music regarded as merely an art or luxury, but as a necessity.

THE MUSIC STUDENT ABROAD, by William Armstrong. *Woman's Home Companion*. Berlin and Paris as educational centers for American girls, and their advantages, dangers and drawbacks.

MY INTERPRETATION OF MACDOWELL'S "BARCAROLLE," by Teresa Carreno. *Delineator*. The third of a series of studies in musical renditions.

MY REMINISCENCES, by Lewis Waller. *Strand*. About the well-known English actor.

THE NEW THEATER AND CONTEMPORARY PLAYS, by Clayton Hamilton. *Bookman*. The size of the theater and the plays that have been presented there.

ON TOUR WITH MODJESKA, by Howard Kyle. *Metropolitan*. An intimate sketch of the late actress by a former member of her company.

PASSION PLAYERS BETWEEN SEASONS, by L. M. Davidson. *The Theatre*. The vocations followed by those who take part in the famous play given every ten years at Oberammergau.

PLAYERS AND PLAYHOUSES OF MEXICO, by Sherril Schell. *The Theatre*. The theatres, the actors, and what they play.

THE PLAYS AN ACTRESS NEVER PLAYS, by Henrietta Crossman. *Green Book*. The manuscripts of amateur playwrights and the strange ideas in them.

THE STAGE MANAGER, by Geo. C. Jenks. *The Theatre*. Something of the work done by this important individual.

THE WARDROBE WOMAN, by Sarah Fuertes Hitchcock. *Harper's Weekly* (Jan. 1). The troubles and delights of the woman who looks after dresses worn by the chorus in a big operatic company.

WHERE THE SINGERS REALLY STAND, by W. J. Henderson. *Ladies' Home Journal*. An explanation of the good and bad methods employed by famous women in opera today.

POLITICAL

AMENDING THE CONSTITUTION, by Professor James Albert Woodburn of Indiana University. *Independent* (Dec. 30). Discussion of the determination that the states vote upon another amendment to the Constitution of the United States.

THE APPEAL OF POLITICS TO WOMAN, by Rosamond Lee Sutherland. *North American Review*. A very strong and a very truthful setting forth of why the woman should be in politics.

THE BEAST AND THE JUNGLE, by Judge Ben B. Lindsey. *Everybody's*. More of the story of the corruption in politics.

THE BLIND REVOLUTIONIST, by Ernest Poole. *Everybody's*. A remarkable article on industrial conditions and the unrest they are creating, showing, as Dickens put it many years

ago, "It is the best of times, it is the worst of times."

BROKEN CHINA, by J. H. De Forest. *Independent* (Dec. 9). Description of conditions frequently occurring there.

CITY PLANNING AND THE CIVIC SPIRIT, by John Nolen. *La Follette's Magazine*. The main end of reform.

THE CRISIS IN ENGLAND, by Sydney Brooks. *North American Review*. It is about the rejected budget.

DAVID LLOYD-GEORGE AND HIS BUDGET, by Robert Barr. *Saturday Evening Post* (Jan. 1). A great deal about the man and little about his budget, and the great deal is very personal and interesting.

DEFENDING THE NATION'S COASTS. *Ben-ziger's Magazine*. The problem is being studied and there is hope for a successful solution.

THE DEMOCRATS AND THE TARIFF, by Senator Augustus O. Bacon. *Saturday Evening Post* (Dec. 25). The attitude of the Democratic senators to the present tariff law.

THE END OF CANNONISM, by J. C. Welliver. *Success*. He has reached the beginning of the end; the honest, healthy thought of forty-five states is against him, and he is doomed.

THE FERRER TRIAL, by Percival Gibbon. *McClure's*. An account of the court martial and execution of the Spanish radical.

FIGHTING FACES OF OUR SENATORS, by Sloane Gordon. *Success*. How they really appear, with caricatures by Vet Anderson.

THE GOVERNORS' MESSAGES TO THE PEOPLE. *World Today*. A number of state governors tell what they think is the matter and what is needed to improve conditions.

THE INSURGENTS VS. ALDRICH, CANNON, ET AL., by Henry Beach Needham. *Everybody's*. A continuation, this time taking up the case of the insurgents in the affairs of the national government.

IS PRESIDENT TAFT LEADER OR FOLLOWER IN HIS PARTY? *Success*. A canvass of the country, which gives an opinion of the first nine months of the present administration.

KEEPING PENNSYLVANIA WET, by Hugh C. Weir. *Circle*. The source of the saloon there is a little room in the capitol.

LORDS AND COMMONS, by Svetozar Tonjoroff. *World Today*. The fight between the English House of Lords and the House of Commons.

MAYOR GAYNOR AND THE POLICE, by George W. Alger. *Outlook* (Jan. 1). The new mayor of New York and the experiment he will make in police administration.

MY LIBELERS AND THEIR PROSECUTION, by William J. Gaynor. *Pearson's*. Something about the new mayor of New York.

THE NEW BALANCE OF POWER IN EUROPE, by Archibald R. Colquhoun. *North American Review*. That which makes for peace among the European countries.

THE MORMON CHURCH AND THE SUGAR TRUST, by Judson C. Welliver. *Hampton's*. How beet sugar, fostered by the government, has been absorbed by the trust to protect its tariff.

ON THE TRAIL OF THE TIGER, by George H. Cushing. *Technical World*. The beginning of a strong indictment against corporations working to control all the public utilities of Chicago.

OUR DEBT TO DR. WILEY, by Edwin Bjorkman. *World's Work*. The public servant who is a hard fighter for pure food.

OUR WASTEFUL CENSUS PLAN, by Allan L. Benson. *Pearson's*. We waste millions of dollars in taking the census, while the nations of Europe do it better for nothing. Our politicians talk economy, but play politics by increasing the number of governmental appointments.

THE POWER BEHIND THE REPUBLIC, by Charles Edward Russell. *Success*. Second article—business control of the press, the parties and the government—a mighty evolution is working steadily.

REPORTERS FOR THE PEOPLE, by Don E. Mowry. *La Follette's Magazine* (Dec. 25). Cities that publish papers to inform taxpayers of local conditions and needs.

ROBBING THE UNITED STATES, by Lyman Beecher Stowe. *Outlook* (Dec. 11). The investigation of systematic fraud at the port of New York.

THE STATESMANSHIP OF ITO, by William Elliot Griffiths. *North American Review*. The Japanese statesman who was assassinated.

THE STORY OF EUGENE AZEFF, by David Soskice. *McClure's*. An unmasking of Russia's secret police system.

SUFFRAGE ENTERS THE DRAWING-ROOM, by Mabel Potter Daggett. *Delineator*. The part society women are playing in the agitation.

TRAINING FOR A WAR IN A TIME OF PEACE, by Major-General Leonard Wood. *Outlook* (Dec. 25). About military training.

THE UNREST IN CENTRAL AMERICA, by Edwin Emerson. *Independent* (Dec. 9). A good description of conditions in those countries.

WATER-POWER SITES ON THE PUBLIC DOMAIN, by Hon. Richard A. Ballinger. *Review of Reviews*. His ideas, including a portion of his recent report to the President.

WESTERN POLITICAL DOMINANCE, by Arthur L. Ford. *Canadian Magazine*. The development of western Canada threatens to give that section political control of the Dominion.

WHAT WE WILL WORK FOR IN 1910, by Eva Perry Moore. *Delineator*. The clubwomen of America will champion the cause of the child.

WHY WOMEN SHOULD VOTE, by Jane Adams. *Ladies' Home Journal*. Some vital facts and reasons.

ZELAYA AND NICARAGUA, by Frederick Palmer. *Outlook* (Dec. 18). About the man and the country.

RELIGIOUS

THE ATTITUDE OF THE JEWS TOWARD JESUS, by Dr. Isidor Singer. *North American Review*. The change in feeling that has taken place.

A BUSINESS MAN'S VIEW OF MISSIONARY WORK IN CHINA, by Charles M. Dow. *Outlook* (Dec. 25). He tells of the changes and what the missionaries have done.

CHURCHES OF OLD LONDON, by Elia M. Peattie. *Harper's Bazar*. Descriptions and pictures of them.

GONE DRY, by Minnie J. Reynolds. *Delineator*. How after eighty years of temperance agitation the American nation is turning against the saloon.

THE GREAT ST. BERNARD HOSPICE, by Harold J. Shepstone. *Scientific American* (Jan. 1). It is on the principal highway between Italy and Switzerland, and the article tells of the great work done in saving lost and perishing travelers.

THE HEROIC IN RELIGION, by Robert F. Coyle. *Interior* (Dec. 30). A plea for strong men in the church.

THE LITERATURE OF "NEW THOUGHTS," by Frances Maude Bjorkman. *World's Work*. The magazines and the amount of "stufh," as they say in the editorial rooms, that is being written on various kinds of new thought.

MENTAL SUGGESTION IN THE REVIVAL MEETING, by J. Alexander Fisk. *Progress*. The religious "revival" is psychical rather than spiritual in its nature.

THE MESSAGE OF CHRISTIAN DEMOCRACY. *Pictorial Review*. Being a sermon by the Rev. Andrew F. Underhill of the Church of the Ascension, New York City.

THE NEW THOUGHT, by Christian D. Larson. *Progress*. Third article on what it is, what it has done, and what it has failed to do.

THE POETRY OF JESUS, by Edwin Markham. *Forum*. The first of a series of five articles, this being on the poetry of His career.

SHALL WE STAY IN THE MINISTRY? *Woman's Home Companion*. It is answered conclusively by the ministers of the country.

WHAT MY FAITH MEANS TO ME, by Jacob A. Riis. *Circle*. He tests his faith, and then draws conclusions.

WHAT'S THE MATTER WITH THE CHURCHES? by Rev. Edward Tallmadge Root. *Delineator*. The third article, taking up the waste in church property.

SCIENCE AND INVENTION

AN AERIAL PASSENGER RAILWAY, by Roland Ashford Phillips. *Scientific American* (Dec. 25). How one may take a bucket ride to the summit of the loftiest chain in the Rockies.

CARNIVOROUS PLANTS OF THE FUTURE, by S. Leonard Bastin. *Scientific American* (Dec. 18). Specimens of enormous plants that devour men and animals.

THE DISCOVERY OF THE NORTH POLE, by

Robert E. Peary. *Hampton's*. The beginning of Peary's own story.

EUSAFIA PALADINO, by James H. Leuby. *Putnam's*. A critical consideration of the medium's most striking performances.

THE FIRST CRUISES OF THE CARNEGIE, by L. A. Bauer. *Harper's Weekly* (Jan. 1). The wooden vessel that is sailing about the seas to discover errors in our magnetic charts.

DR. FREDERICK A. COOK, FAKER, by Karl Decker. *Metropolitan*. A review of the deeds of the explorer who failed to make good.

GLIMPSSES INTO THE STRUCTURE OF MOLECULES, by Professor Henry A. Torrey of Harvard. *Harper's*. The synthetic products of the chemist and the progress made during the last half-century.

HANS EGEDE, THE APOSTLE OF GREENLAND, by Jacob A. Riis. *Outlook* (Dec. 25). Some history concerning the great Danish explorer.

HOW YOUR EYEGASSES ARE MADE, by C. H. Claudy. *Scientific American* (Dec. 25). An interesting process of manufacture.

HYPNOTISM AND THE GHOST, by Reginald Wright Kauffman. *Hampton's*. A collection of experience gathered from Europe.

IF INSECTS WERE BIGGER, by J. H. Kerner-Greenwood. *Strand*. How they would look and a prophesy of what they would do.

THE INTERGLACIAL BEDS AT TORONTO, by Professor A. P. Coleman of the University of Toronto. *Canadian Magazine*. It sets forth in a popular way some interesting geological information.

IS THERE A LIFE AFTER DEATH? by Henry James. *Harper's Bazar*. The first paper, a most scholarly discussion of this always interesting question.

THE LIFE OF A SPLASH, by Perc Collins. *Scientific American* (Dec. 18). A drop of water from the time it starts to fall until it reaches its final destination.

THE MOST ANCIENT OF HUMAN SKELETONS. *Scientific American* (Dec. 18). Descriptions of those recently found.

THE NINTH ANNUAL LEPINE EXHIBITION OF TOYS IN PARIS, by Jacques Boyer. *Scientific American* (Dec. 18). Description of the new and wonderful toys there.

OXYGEN AND HUMAN ENERGY, by Dr. John B. Huber. *Scientific American* (Jan. 1). Experiments that are being made.

PRESENT STATUS OF THE ARGUMENT FOR LIFE AFTER DEATH, by Borden Parker Bowne. *North American Review*. Much of interest on a much-discussed subject.

RETROSPECT OF THE YEAR 1909. *Scientific American* (Jan. 1). A review of all that has been done in the world of science and invention.

THE SUBCONSCIOUS SELF, by Rev. Henry A. Stimson. *Forum*. He calls it "the latest novelty" and makes light of the idea.

THEORY OF ORGANIC LIFE, by James Rhoderrick Kendall. *Pacific Monthly*. This is the

third paper, and has for its subject, "Gravity."

THE VANISHING INVENTOR, by Henry M. Hyde. *Saturday Evening Post* (Dec. 18). What it costs the man with a new idea.

WAS THE STAR OF BETHLEHEM A COMET? by Waldemar Kaempfert. *Cosmopolitan*. An answer to the question over which astronomers have quarreled for years.

SOCIAL

AMERICAN WOMEN I HAVE MET, by Marcel Prevost. *Harper's Bazar*. As they impress this great French psychologist.

BARBAROUS MEXICO. *American*. The series continues, and this month is shown Mexico in ferment.

CHRISTMAS DAYS IN WASHINGTON, by Waldon Fawcett. *Christian Herald* (Dec. 8). How the President and government officials celebrate.

CHRISTMAS IN MANY LANDS, by Victor Pitt-Kethley. *Wide World*. How the day is observed in different parts of the world.

THE CONQUEST OF POVERTY, by Cardinal Gibbons. *Metropolitan*. The fourth article, in which is set down what the Catholic church is doing to solve the problem.

THE DANGERS OF INSTITUTIONAL LIFE, by R. R. Reeder. *Delineator*. How mechanical routine and lack of industrial training crushes out individuality and destroys initiative in children.

AN ELECTRICAL HOUSEHOLD, by Jacques Boyer. *Scientific American* (Dec. 4). A house in Paris has just been fitted up as an illustration of perfect comfort, everything being controlled by electricity.

THE EVOLUTION OF HUMAN KINDNESS, by President Faunce of Brown University. *Youth's Companion* (Dec. 16). The growth of kindness and some of the institutions which show this growth.

FIFTEEN YEARS WITH MY WIFE, by Francis Christian Wilson. *Woman's Home Companion*. The plain story of a plain man who married.

HOUSEKEEPING IN JAPAN, by Anne H. Fassett. *Harper's Bazar*. Illustrating how they do it there.

THE INSTALLMENT FURNITURE "SELL," by Richard Barry. *Pearson's*. The tricks used in selling furniture on easy payments.

THE ITALIAN WHO LIVED ON TWENTY-SIX CENTS A DAY, by Walter E. Weyl. *Outlook* (Dec. 25). The bread and butter struggle of the new settler in America.

LIFE STORIES, by Eleanor Gibson Tait. *Ladies' Home Journal*. From the experiences of real women, this one telling "How I nearly ruined my two daughters."

THE MARRIAGE QUESTION. *Independent* (Dec. 9). A symposium which views almost every side of the question.

THE MENACE OF THE POLICE, by Hugh C. Weir. *World Today*. The first of a series of

articles, this one telling how three million dollars a day are spent for crime.

MEXICO AS IT IS, by Gaspar Estrada Gonzales. *Sunset*. The first of a series dealing with Mexico and its people as they are today.

A MORNING WITH PESSIMISM, by Grant Showerman. *Harper's*. He concludes that both the optimist and the pessimist are wrong, and what is needed is to cultivate equilibrium.

THE NEW HUMANITY AND THE NEW CRIMINOLOGY, by Frank Emory Lyon. *Progress*. The changes that have taken place in the treatment and reformation of criminals.

A NEW TYPE OF PHILANTHROPIST, by Frederic C. Howe. *La Follette's Magazine* (Jan. 1). Joseph Fels, the millionaire agitator, who is spending his money and using his brains in a practical way to bring about equality of opportunity and the abolition of poverty.

NEW YORK SOCIETY AT WORK, by Ralph Pulitzer. *Harper's Basar*. Part two, and with a picture by Howard Chandler Christy, shows the society folk at the opera.

PLAIN MEN, by Hon. Mrs. Fitzroy Stewart. *Strand*. From a woman's point of view.

THE PROBLEM OF THE GROWING GIRL, by Caroline Benedict Burrell. *Interior* (Dec. 30). A very sensible talk on a most important subject.

THE PROBLEM OF RACE SUICIDE, by Dr. E. H. F. Pirkner. *Medical Brief*. A problem of national hygiene and prophylaxis more than political economy.

SHENANDOAH, by Henry Field. *Suburban Life*. The best type of small town in Iowa.

THE SOUTH'S FIGHT FOR RACE PURITY, by Robert Wickliffe Woolley. *Pearson's*. A condition that is growing worse, and what is being done against miscegenation.

STATE CARE OF INSANE, by H. C. Rutter. *Pearson's*. Some truths about its abuse and its possibilities.

VIRGINIA MOUNTAIN-FOLK, by Frederick W. Neve. *Outlook* (Dec. 11). Description gained from experiences as a preacher.

WHAT MAKES A WOMAN BEAUTIFUL, by R. W. Shufeldt. *Pearson's*. Women of many countries, and why their people regard them as beautiful.

WHAT THE NEW TARIFF DOES TO THE CONSUMER, by Will Payne. *Saturday Evening Post* (Dec. 11). The increases and the decreases.

THE WHITE MAN'S ANGRY HEART, by Harold Sands. *Canadian Magazine*. A consideration of the British Columbia Indian and of his suspicion regarding the encroachment of the white man on what he regards as his special territory.

WHO KILLED COCK ROBIN? by Franklin Clarkin. *Everybody's*. Sacrificing birds to secure plumes for milady's hat, and how many feathered tribes will soon be extinct.

THE WOMEN OF MEXICO, by George F. Paul. *Travel*. Description of them and their mode of living.

WOMEN OF THE NORTH POLAR REGIONS, by Mary W. Mount. *Harper's Basar*. How Eskimo women are courted, married, live, and die.

SPORTS AND ATHLETICS

AFRICAN GAME TRAILS, by Theodore Roosevelt. *Scribner's*. Fourth article, which describes Juja farm, and hippo and the leopard.

CONQUEST OF THE NORTHERN HERON, by Herbert K. Job. *Outing*. How they live and much interesting information about them.

THE FEATS OF A WONDERFUL SWIMMER, by William Thornton Prosser. *Physical Culture*. About Henry S. Horan, some of his performances and the value of swimming as an exercise.

FENCING A FASCINATING AND HEALTH-BUILDING SPORT, by Mildred Tracy. *Physical Culture*. A brief history and description of this artistic exercise.

FOOTBALL IN 1909, by Walter Camp. *Outing*. Complete review of the big games of the season.

GAME AND GAME FISH IN WINTER, by Samuel G. Camp. *Outing*. What they are and how they are best caught.

THE GREY SCOURGE, by Rook Carnegie. *Wide World*. Stories of the Roumanian wolf—harmless and cowardly in summer when there is plenty to eat, but a deadly menace in winter.

HUNTING IN THE ARCTIC, by Harry Whitney. *Outing*. This is part two, and tells of the days in the land of the musk ox and over the ice for walrus.

PERSONALITY IN FOOTBALL, by Walter Camp. *Century*. Contributions to the progress of the game by certain players and coaches.

POINTER OR SETTER—WHICH? by Todd Russell. *Outing*. Of interest to those interested in dogs.

ROLLING AS AN EXERCISE, by Herbert M. Lome. *Physical Culture*. The method used in retaining splendid physical proportions.

THE ROMANCE OF SEAL HUNTING, by H. J. Shepstone. *Wide World*. One of the most picturesque and perilous of the world's vocations.

TWO MISUNDERSTOOD DOGS, by Frank Carlton. *Suburban Life*. They are the Great Dane and the Bloodhound.

VICUNA HUNTING IN JUJUY, by Louis Mansfield Ogden. *Travel*. How this animal is hunted and the sport of it.

WAGNER, by Hugh S. Fullerton. *American*. Hans Wagner, the greatest baseball player in the world.

WISCONSIN VERSUS JAPAN IN BASEBALL, by D. J. Flanagan. *Independent* (Dec. 30). The trip of the University of Wisconsin baseball team to Japan.

TRAVEL

A 200-MILE LOOP IN THE YOSEMITE NATIONAL PARK, by Rodney L. Glisan. *Pacific Monthly*. Description of the scenery there.

AMIDST SNOW AND SWAMP IN CENTRAL AFRICA, by A. F. R. Wollaston. *Wide World*. Experiences in the neighborhood of Ruwenzori while in quest of natural history specimens.

A BRAZILIAN FOREST FROM A CAR WINDOW, by Lewis R. Freeman. *Travel*. What the traveler saw.

THE CABIN, by Stewart Edward White. *American*. Personal experiences in the Sierras.

CALIFORNIA—A WINTER PARADISE, by French Strother. *Country Life in America*. The most interesting points in the nation's great Western winter resort.

A CANVAS BOAT ON THE DEAD SEA, by Professor Ellsworth Huntington of Yale. *Harper's*. The author headed the recent expedition to Palestine, and he gives a most interesting account, including a verification of the Bible story of Sodom and Gomorrah.

CARAVAN LIFE ON THE SAHARA TODAY, by F. L. Harding. *Travel*. Interesting article on desert travel.

CHINA'S FAR WEST, by Professor Ernest L. Burton. *World Today*. Notes of a journey from Ichang to Chengtu.

CLIMBING A MOUNTAIN ON A WIRE ROPE, by Ivah Dunklee. *World Today*. This is the only railway of the kind in America, and extends from Silver Plume, Colorado, to the top of Sunrise Peak, an elevation of more than 14,000.

FLORIDA, by Littell McClung. *Progress*. The Riviera of America.

THE HOUSE OF THE SUN, by Jack London. *Pacific Monthly*. Description of a house and the country round about the island of Maui.

HOW I FOUND ROOSEVELT, by E. M. Newman. *World Today*. Mr. Newman is a traveler and lecturer; he found the ex-president in Africa and tells about it.

A LOOK AT PANAMA, by Albert Edwards. *Outlook* (Jan. 1). A view of the Isthmus today.

LOS ANGELES, by Harrison Gray Otis. *Sunset*. The city as it was and as it is.

MADEIRA, by Charles Neville Buck. *Travel*. The beautiful islands and their people.

MARKET PLACE OF OLD MEXICO, by Ada Brown Talbot. *National Food Magazine*. Description and the people round about.

NORTHERN INVASION OF SOUTH IN WINTER, by Day Allen Willey. *Uncle Remus's Home Magazine*. The kinds of people who go South, the places they visit, and what they do.

OLD LONDON, by Frederic C. Howe. *Scribner's*. The old city in word and picture.

PEKING AND THE CHINESE OF TODAY, by Captain Henry Rowan Lemly. *Travel*. The changes that have taken place in the city and the people.

SENTIMENT VERSUS UTILITY, by Lieutenant-Colonel H. M. Chittenden. *Pacific Monthly*. The treatment of national scenery.

TRAMPING IN PALESTINE, by Harry A. Franck. *Century*. The country and the people as seen along the way.

THE VANISHING PEOPLE OF THE LAND OF FIRE, by Charles W. Furlong. *Harper's*. About the treacherous tribes of Tierra del Fuego.

WINTER VACATIONS IN DIXIE AND THE ANTILLES, by C. H. Claudy. *Country Life in America*. Following the swallow Southward—where to go and how to get there.

A WOMAN IN THE HIMALAYAS, by Fannie Bullock Workman. *Putnam's*. First circuit of the Nun Kun Range and ascent of two virgin peaks.

BOOKS AND BOOK TALK

NEVER in the history of the world did authors receive such compensation for their productions as now. To be sure there are writers, even in these days of literary prosperity, who receive modest stipends indeed; but it must be remembered that they are just writers, not authors. The distinction may not be marked, but the difference is very great. An author has something to say plus name. A writer may or may not have something to say—probably not—but is wholly lacking in a name which will market the product of his labors.

When we hear that Robert E. Peary is to receive \$50,000 for the American rights of the story of his trip to the North Pole; that Roosevelt was paid a dollar a word for his

African hunting stories; that Kipling got \$25,000 for the English and American serial rights of "Kim"; that O. Henry gets as high as \$1,000 for a single short story—when we hear all this, it is with a degree of sadness that we turn to other authors who wrote much better for much less.

Those who make a practice of remembering such things say that the prices for literary composition began climbing upward about the time of the great success of Sir Walter Scott, the compensation for his "Life of Bonaparte" averaging \$165 for each day of work spent upon it. Thackeray was offered \$1,000 for "Henry Esmond," and he jumped at the proposition. Both Dickens and Hugo made good money, but when Eugene Sue drew \$20,000

for his "Wandering Jew"—a novel of probably upward of 500,000 words—the literary world gasped.

Dr. Johnson, it will be remembered, wrote his immortal "Rasselas" to pay the funeral expenses of his grandmother. Milton sold his "Paradise Lost" to a bookseller for \$25. Poe's "Raven" brought him the grateful sum of \$15.

But to return to the author plus name—the man who has done something—the man who is in the public eye. And having returned, just imagine what the publishers of today would give for Columbus's own story of his voyage and discovery, or for George Washington's reminiscences of the crossing of the Delaware, or even for John Brown's own account of his raid.

Ah, the now is the good old time—the time to live and work and enjoy prosperity—if you happen to be an author plus name.

MAROON TALES, by Will J. Cuppy, is a group of eight good college stories about the University of Chicago. They are filled with humor and that buoyant, youthful energy so much a part of college life, and for once at least a writer has been able to write some entertaining campus stories without confining himself to the athletic squads. There are athletic stories, and also there are other stories which enter into the atmosphere of the various activities of a large university. The tales are done in a handsome volume, and they are pleasant reading for men and women in or out of college. Forbes & Company, Chicago; 337 pages; \$1.25.

THE TEACHING OF CITIZENSHIP, by Edwin H. Hughes, treats of a subject that is most timely. Until recently Dr. Hughes was president of De Pauw University, and so the entire volume bears the mark of scholarship without in any way losing that delightful interest, which for the want of a better word is termed "popular." It is divided into ten lessons, or chapters, starting with the need and the method, and proceeding with the lesson of instinct, breadth, cost, protection, benefit, democracy, liberty, character, and duty. Citizenship may well be taught in our schools, and Dr. Hughes has developed the subject for the use of teachers and public speakers, and also has made it of interest and value to anyone who takes up the book. W. A. Wilde Company, Boston; 255 pages; \$1.25.

GRADED SENTENCES FOR ANALYSIS, by Mary B. Rossman and Mary W. Mills, is for use in intermediate schools, and is designed to save the teacher of English grammar much time and energy in the preparation or collection of supplementary sentences. The compilers are teachers, and the material offered in this volume was originally prepared for use in their own classes. There are more than 1,200 sentences for analysis or diagram-

ming; they are divided into sections, and follow a definite, logical, grammatical sequence. The Dictation Spelling Book, Mary Institute, St. Louis; 77 pages; 30 cents.

LYELL'S TRAVELS IN NORTH AMERICA, edited by Dr. John F. Cushing, cover the years 1841-1842 when Professor Lyell visited this country. He observed as a scientist and so wrote as a scientist. His is a quaint, old-fashioned style, beautiful for its simplicity, and as life in the days of '41 was very much different from the life of today, the reader will find plenty to interest in this small, neat volume. It is suitable for supplementary reading in the advanced grammar grades and high school classes. Charles E. Merrill Co., New York; 172 pages; 30 cents.

AMERICAN EDUCATION, by A. S. Draper, is a collection of papers and articles accumulated through the twenty-three years of his educational administration. The volume embraces some questions that are more pressing and burning now than they ever were before—such as the high school, training for efficiency and life, moral culture, athletics, etc. On many educational problems Dr. Draper offers some valuable suggestions. Houghton-Mifflin Company, Boston; \$2 net.

STUDIES IN GALILEE, by Ernest W. Gurney Masterman, presents a lucid account of Galilee as a whole, its structure, frontiers, divisions, natural products, the resulting character of its people's life, and its place in history. The book is richly stored with facts, it is lucidly written, and furnishes fresh and notable contributions to our knowledge of so famous a region. The University of Chicago Press, Chicago and New York; 170 pages; \$1 net.

A CERTAIN RICH MAN, by William Allen White, is one of the big successes of the season. In fact Mr. White is one of America's most successful present-day writers. His latest and best piece of fiction not only is delightful as a story, but offers an interesting group of characters, and underlying it all there are truths of deep moment. The Macmillan Company, New York; 434 pages; \$1.50.

THE TEACHING OF ARITHMETIC, by David Eugene Smith, professor of mathematics in Teachers College, Columbia University, is a reprint, with revisions and additions, from the *Teachers' College Record* of last January. It is written in a popular style and this, no doubt, has had something to do with its enthusiastic reception. The book is intended for those who are teaching or supervising the work in arithmetic in the elementary schools. It treats of the history of arithmetic, the reasons for teaching the subject, what it should include, arrangement of material, method, interest and effort, the work of the eight school years, etc. Teachers College, Columbia University, New York; 120 pages; cloth, \$1.75; paper, 30 cents.

CROWELL'S SHORTER FRENCH TEXTS comprise thirteen small volumes. They are arranged in four groups, but each book is complete in itself. The first group is very easy, the second is easy, and the third represents intermediate texts. These three groups are provided with vocabularies of all words and expressions which might be unfamiliar. The fourth group is without vocabularies, and contains texts suitable for middle and upper forms. The series is for teachers and students in French, and the books take up the less familiar, and, to a large extent, hitherto unedited texts. All of them are as varied as possible with respect both to difficulty and to subject matter. The series is designed to carry the pupil from the beginning until he has mastered a fair conversational French. Each volume is pleasant reading, and the plays are suited for school-room and drawing-room presentation. Thomas Y. Crowell & Company, New York; average length, 64 pages. 25 cents net.

THE FRENCH REVOLUTION, by R. M. Johnston, assistant professor of history in Harvard University, offers a "short history" of the thrilling period and events indicated. A new, uniform, and revised edition of the writers' admirable biography of Napoleon simultaneously is issued, the earlier work forming the natural and well-planned complement of the more recent volume. As Mr. Johnston himself says: "The one book continues the other, but in a different key." Together the two studies, each fine in itself, comprises a valuable and condensed resume of a wide and weighty topic none the less fascinating for the perpetual and voluminous discussion already called forth. Henry Holt & Co., New York; each \$1.25 net.

HIGH SCHOOL ADMINISTRATION, by Professor Horace A. Hollister of the University of Illinois, is a most excellent treatise on management, particularly for those entering the field of high school supervision. The author traces the history of the school, and then presents the legal status of high schools, the place of the secondary school in our system of education, the equipment, books and supplies, employment of teachers and organization, program of studies, coeducation, discipline, high school instruction, the business side, examinations, moral training, and in fact everything needed in the work for the proper conduct of the high school. It is well suited to the needs of advanced courses in college. D. C. Heath & Co., Boston, New York and Chicago; 379 pages; \$1.50.

THE JOURNAL OF A RECLUSE is a translation from the French, and is the intimate story of a human life. Neither the author's nor the translator's name is given. It is stated that the book is a literary "find." Be this as

it may, from the first to the last page the life-story of the recluse holds the reader with an almost fascinating interest. The style is delightfully simple, and for its diction alone is well worth the time of reading. The volume is really a collection of essays—from dawn to sunset of life, as it were—by a man who has lived largely, traveled widely, and suffered deeply. He talks of education, of religion, of marriage, of woman's place, of many things, and always his words are flavored with such wisdom, and beneath the surface one is made to feel the beat of a strong heart. There is the wind, the sunshine, and the odor of green fields—all so simple and so earnest. Thomas Y. Crowell & Company, New York; 346 pages; \$1.25 net.

COLLEGE YEARS, by Ralph D. Paine, answers much of the question, "What school for my boy?" The volume is a collection of entertaining, readable and reasonably convincing tales about Yale. As might have been expected, they run largely to athletics; there is a hint of what the author himself describes, with the tongue of Mr. Hector Alonzo McGrath, as "these college athletic stories with Christy pictures." In so doing, however, the author pretty accurately reflects college life as it appeals to a considerable proportion of normal undergraduates—and graduates also; he must be given credit for including an appreciative picture of the kind of youth who must needs work his way through college under discouraging handicaps, and has the sand to do it without allowing the visible differences between his own condition and that of the luckier classmates to sour his disposition. Charles Scribner's Sons, New York.

THE TECHNIQUE OF SPEECH, by Dora Duty Jones, is of value to public speakers, singers, and to those who desire to improve the quality of the voice in ordinary conversation. The basic principle in this work is pure pronunciation, and there are many diagrams and colored plates to illustrate her method. Harper & Brothers, New York; \$1.25 net.

FIFTY YEARS IN CONSTANTINOPLE, by Dr. George Washburn, has for its sub-title "Recollections of Robert College," and he tells the story of the founding and the growth of the important institution on the Bosphorus. The college was opened in September, 1863, with four students, and has prospered from the beginning, despite its hostile environment. It was obviously impossible, however, to write the history of the college without writing the history also of Turkey, and its relations to Europe and the Powers. There are here, therefore, very many observations of the highest interest to those who have followed the trend of affairs in the East, especially for the past two decades. Houghton, Mifflin Co., Boston.

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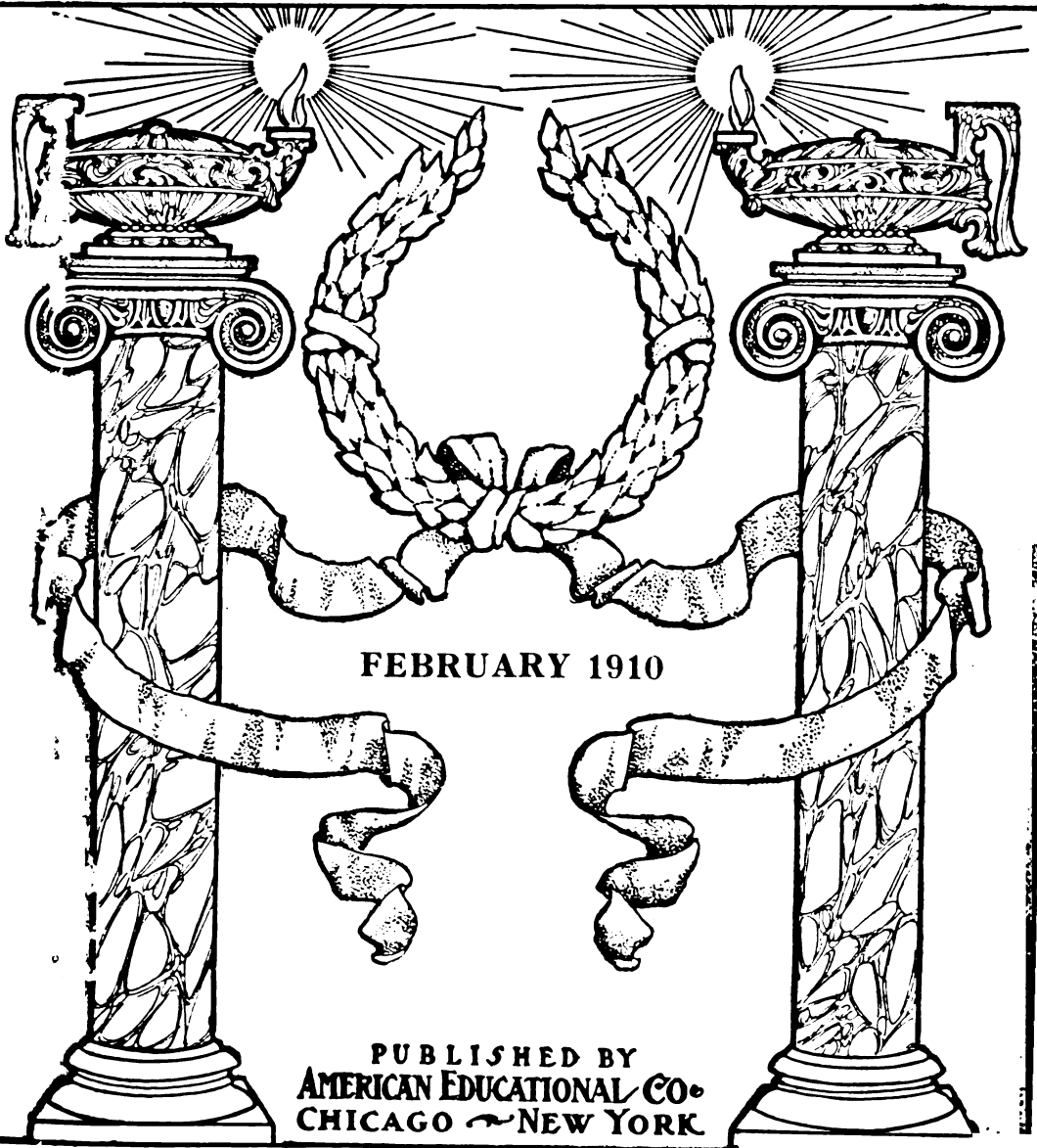
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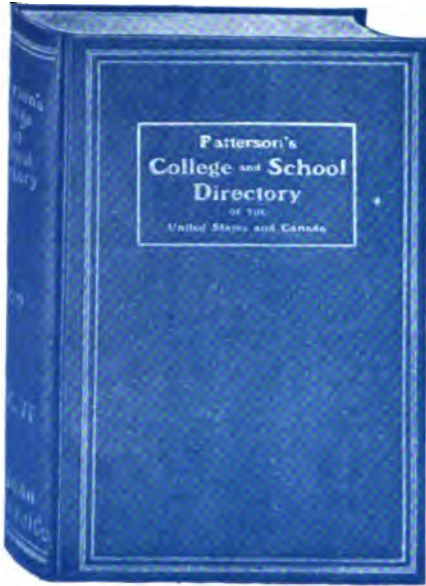
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FEBRUARY 1910

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NEVER SO EFFICIENT

By ERNEST FOX NICHOLS
PRESIDENT DARTMOUTH COLLEGE

THE COLLEGE in all its relations, is the most human and humanizing influence in all our civilization, and year by year its gains in this direction are substantial. Taking the good with the bad, our colleges have never been as well organized and equipped as now, nor have they ever done their work more effectively than they are doing it today. Any dissatisfaction with college life does not find its basis in comparisons with earlier years, notwithstanding many find, in such comparisons, partial reason for complaint. We are not quite satisfied with the college, because it does not realize our later ideals of education, not because it falls short of our earlier ones. It is well to have ideals and to have them high, and it is a wholesome sign of intellectual vigor to be impatient at the long distance which separates the way things are done from the way we think they ought to be done. Beyond just measure, however, dissatisfaction paralyzes hopefulness and effort; we must keep clear of pessimism, if we are to go forward.

If we can send into the world a yet larger number of strong young men—men clean in body, clean in mind, and large of soul, men as capable of moral as of mental leadership, men with large thoughts beyond selfishness, ideas of leisure beyond idleness, men quick to see the difference between humor and coarseness in a jest—if we can ever and in increasing numbers send out young men of this sort, we need never fear the question, "Can a young man afford the four best years of his life to go to college?"

COUNSELS OF THE COUNSELORS

*Get
the Habit*

THE man who has the study habit, the health habit and the work habit, has the key to the situation. Nations have gone down to dust because they quit work to play.—**ELBERT HUBBARD.**

*We Are
Growing*

WE are now entering upon a new era of education which will be the greatest in the history of the world. It will take years to bring it to a culmination, but it is surely coming.—**ABBOTT LAWRENCE LOWELL.**

*Which
Are You?*

PARASITES, plunderers and producers are the three classes of men. The man who organizes his labor so as to make it more effective is as much a producer as the one who tills the soil or makes things with his hands. So are those who teach new truths and those who inspire to higher living.—**IRA W. HOWERTH.**

*Be a
Thinker*

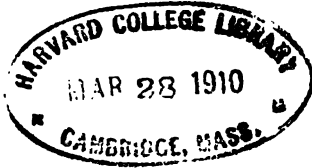
THE college is governed by the men who take the trouble to think. Every man who thinks for himself, whether on the right side or on the wrong side, is exercising a power over the lives of scores of others. It is because the majority of the men who think are thinking on the right side that the influence of the college is a good one.—**ARTHUR T. HADLEY.**

*One
Must Work*

THE high school is the people's college, and when our boys and girls are reaching out toward manhood and womanhood, one of the most important ideals we should give them, rich and poor alike, is that of labor, for one must work in this life or he steals or slaves. We must teach them that they must give back to the world in an industrial way all they take from it.—**P. P. CLAXTON.**

*Two Things
Are Necessary*

COURAGE and devotion on the part of the college; sympathy and support on the part of the people. With these things borne in mind, the colleges will continue to send out the same grade of high-minded leaders that they have sent out in the past, and the work of the founders will not be in vain—the work of these men who inaugurated the grand institutions over which we now have the honor to preside.—**W. H. CRAWFORD.**



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WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

In certain "holier than thou" circles it has become quite the fashion to de-

**University Life
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Defended**

cry the morality of our foremost institutions of learning. These self-appointed critics seek opportunities for indulgence in criticism. The United States government is quick to suppress utterances of an anarchistic nature, even to excluding from the mails newspapers and magazines which seem tinctured with railery. But this same United States permits speeches, articles and editorials that strike at the very root of popular government—the public school system—to continue unmolested.

As Dr. Henry van Dyke of Princeton says, a great many people in this country are growing weary of the never-ceasing branding of our colleges and universities as places of iniquity.

In a recent lecture on "Self-Development and Education in America," Dr. van Dyke is quoted in part:

"I am heartily sick of the spectacle presented by certain men, who, apparently, regard it as their religious duty

to slander our noblest institutions of learning. From some of their utterances on the platform and in magazines, you would imagine that these colleges and universities were sink-holes of iniquity, where vice and infidelity were prevalent. The very men who are doing this thing are the ones, of all others, who ought by every sense of right and decency to rally to their support. It is high time that some man of recognized university standing came forward and repelled these wholly false and unfounded attacks.

"With all regard for truth and sincerity, I say that nowhere in the whole world will you find a finer, cleaner and nobler set of young men than are to be found in American colleges. The atmosphere surrounding them is purer, the fellowship better, and the pleasures more wholesome than those which exist in similar institutions of any other country. It is true that there are men enrolled among the students whose moral influence is dangerous to their fellows, but it is 'up to' the parents of this country to instill into their children such pos-

itive qualities of good character and manliness that whether they enter a university or a counting house they are superior to evil influences.

"There is another class of critics, less harmful, but equally unjust, who say that the atmosphere in our American universities does not compare with that of foreign institutions. My answer is, that, thank God that it is so. The majority of graduates turned out by the universities of Cambridge and Oxford are intellectual snobs. As institutions for embellishment they are unsurpassed, but the spirit which they inculcate in the minds of their young students is entirely foreign to the spirit of our system of government. I have a son matriculated in an English college, but I would rather have had him lose his right arm than to have been deprived of his academic training in America.

"The greatest bulwark of our republic is the spirit of democracy fostered among the students of our higher institutions of learning. It matters little whether he be a son of a multi-millionaire, of the president of a great railroad or even of the President of the United States, each student is treated on the same basis as the poorest enrolled. The question asked of each man is not, what is the history of your parents, but what sort of a fellow are you? Have you the powers of leadership, are you vigorous, friendly and sociable? And his popularity and influence is gauged accordingly.

"From many years of experience in university work, I have found that parental wealth or fame counts for naught when it comes to the judgment pronounced by one student on another. The son of a wealthy family is actually handicapped in a university, as he must either make good or be called a snob. On the other hand, poverty does not count either in the race for honors, unless it be to prevent the student from entering into the full college life, as he must devote his spare time to earning money. It is a fact, however, that the most popular and influential men in a student body are usually the ones who

must work to pay their way through. I do not deny that there are a number of exclusive clubs of rich young men formed among the students, but when compared with the brisk, free atmosphere and potential influence exerted by the great majority without, they are of little account.

"The criticism sometimes made, especially by foreign educators, that our collegiate system of training is not thorough, is perhaps the most justified of any made. The immense popularity of the elective system which swept through our colleges and universities, from coast to coast, has presented one of the most serious problems before the educators of our nation today. The curriculum of some of our universities, especially in the West, resemble an encyclopedia in the range of subjects covered. What we want is not a greater variety of subjects for study, but a more thorough training in the things most fundamental and vital.

"The tendency to raise the entrance requirements to our higher institutions of learning is, in my opinion, an equally serious mistake. The qualification for any young man wishing to enter a university should not be his ability to read so many Greek or Latin passages, solve a required number of algebraic theorems, but whether he is able to go ahead when he does go in. If he is able to spell correctly, write legibly, read intelligibly, and think and act for himself, he is ready to go ahead.

"That there is foundation for the criticism that our colleges and universities are not turning out more men of great scholarly attainments is not by any means a cause for discouragement. What we want them to teach our boys is how to think clearly, act independently, judge correctly, and, in short, to be a gentleman and a good citizen. The question America asks her graduates is not how many degrees they took while in college, but what are you, and what can you do?

"To be thus equipped, a good physical training is as necessary as the development of the brain. The strong athletic

spirit among our young men in college is not to be deplored, but rather to be encouraged and properly guided."

"The college man of today has less religion, but is more religious than the college man of forty years ago. The college men of North America are morally the cleanest men in the world. Despite the extent to which the college man's ignorance of the Bible has been advertised, the Bible was studied in colleges more in the year 1909 than in any previous year. The belief in a personal God is far more general in the college than in the community."

Armed with a great many statistics to bear out these assertions, and following along a somewhat similar line of thought advanced by Dr. van Dyke, President Charles F. Thwing of Western Reserve University has entered the lists against the clerical and other critics who declare that the modern American university is a hotbed of atheism.

His defense of the religion of the colleges is contributed to *The Interior*, and in it he traces the changes in the form of the college men's religion that have led outside observers to believe it is dying out.

The religion of the modern college student is less noisy and emotional and more practical and effective than that of forty years ago, Thwing concludes in his analysis. The twentieth century student does not waste much nervous energy in remorse over imaginary or real sins, the writer declares, but tries to do what he can to help other people along.

"College men do not talk much to each other, except intimates, about their religious experiences," President Thwing says, "but they do seek to help each other into the best life. They give silent cheer to each other in the upward progress. If one of their members falls into the moral perils no help is more sane more quiet or more efficient than the help of the college fellow.

"The moral perils of college men are

no more numerous than they were a generation ago, and the means for overcoming these perils are stronger and more constant. It is certainly true that drunkenness is greatly diminished. That intemperance, too, which may not quite amount to drunkenness, has also lessened.

"College sentiment was never so set against drinking of any sort as it is today. The college students themselves are setting a good example for the college graduates to follow when they meet in their alumni clubs and associations."

Ideal public schools are not likely to arrive very soon. Were the schools

Education Outside of Books

ideal today, they would not be so tomorrow. The schools must ever keep pace with conditions and progress. Progress never stands still, and so the school that attempts an approach toward the ideal must be constantly changing. But that a great deal to improve the schools can be done at once is pointed out in Joseph M. Rogers' series of articles on "What is Wrong with Our Public Schools," now appearing in *Lippincott's Magazine*.

The second of these articles—there are to be six—appears in the February issue, and it takes up the subject of "Education Outside of Books." The following excerpts are taken from the second article:

"It is certain that if the three R's were restored to their former importance, many fads and fancies would be given up as fads and fancies in actual courses of study and replaced more profitably in other ways. Take, for instance, physiology, upon which much stress is laid in these days. It is an important subject, concerning which every child should have some fundamental instruction, but it is not necessary to spend years in studying it from text-books. An illustrated lecture of half an hour each week by a competent physician would be of far more value than the books now studied. It seems a fact that

the children gain little practical benefit from this study at present. Then there is physical geography, which is made to include the elements of geology, astronomy, and zoölogy. I have never yet found the boy who did not consider this study a bore. He flounders through the book, learning some special things without getting a grasp of the whole subject, and usually is more mystified than enlightened by many of the statements. Here is a case where a simple text-book would be sufficient if supplemented by a course of illustrated lectures, which children would certainly enjoy and from which they would derive permanent benefit.

"In these days great stress is laid upon what is called English, which includes grammar, composition, literature, etc. A few authors are chosen, and children pore over these, commit some pieces to memory, and analyze them until they are tired out and disgusted. I speak from experience and wide observation. How many school children have ever heard a great piece of literature properly read? I should like to have a fine reader spend his time going from school to school, reciting some of the world's best literature, with appropriate comments. It would do more than all the text-books in existence.

"If there were a dozen lecturers visiting each school, occasionally making use of moving pictures and lantern slides or of other illustrative material, I feel sure that children would not only be greatly interested, but that they would have things impressed on their minds in more definite fashion. If for each of these lectures there were furnished to the pupils a brief printed syllabus, the subject matter could be more firmly impressed and the lessons forever remembered. And what seems probable is that the children would be the means through them of giving their parents a good deal of information. This may seem like bringing the university method down from its high estate, but I have yet to discover why that which is good for grown men isn't good for adolescent minds.

"How may we expect to develop individualism by our present system? We do not do so. It is a fact that individualism exists, but it is in spite of our school system, and not because of it. What opportunity do we give our children to learn of the beautiful in life when we house them in jail-like structures? How are we developing manhood when we keep boys cooped up like animals and treat them almost like criminals? We want to give them a chance to work hard and to play hard, to give knocks and to take knocks, to get some of the discipline of life at the very beginning, so that it will not fall upon them suddenly when they are totally unprepared.

"Many grand men and women come out of our public schools, it is true, but small praise is due the schools for the result. Some think our system must be good because it is difficult and distasteful to children, on the theory that the hard thing is the greatest good. No mistake could be greater. We do want our children to learn to accomplish difficult tasks, we want them to have some stern discipline of life, but we cannot accomplish anything of the sort by our present methods. We are simply discouraging children, making them lazy, and driving them from intellectual tasks, when it is just as easy to stimulate them.

"A boy will tire himself out playing baseball, while he will bitterly resent having to chop a little wood; yet he will chop wood willing if thereby he is earning the money to see a foot-ball game. All of us work from motives, generally of a very utilitarian sort. We want certain things, and follow the line of least resistance to get them, even when the least resistance means working hard, if to do without the things is still harder. Our schools can be supplied with stimuli that will make children look upon them as a source of pleasure.

"Our best private schools have seen that if they are to hold their own they must offer what the public school cannot give, and so we find them equipped with gymnasia, workshops, foot-ball fields, and the like. It may well be that

the pupils are pampered to some extent, but at least they are given a chance to develop in several directions. Yet very few of these institutions have reached the ideal or even approach it. These schools are expensive, but some of the same methods applied to public schools would not cost so much per capita since a much larger school population would be involved and the machinery might extend over a large territory.

"At times the direful condition of the public schools has been so apparent that private efforts have been made to improve them. The most interesting experiment of the sort was made at Menominee, Wisconsin, where Senator Stout used some of his vast wealth to make the public schools more than a place to get book-lore. He joined forces with the school authorities and spent money freely establishing schools the like of which this country had never before known. This resulted after a time in the schools being able to care for themselves on the new basis, simply because, having tasted of the good things, the people insisted on having them, regardless of cost. Then the public spirited Senator endowed an institute to work along with the public schools, to serve as an apprenticeship for those who wanted to go further in the arts. The Stout Institute is today one of the finest monuments to the intelligence and philanthropy of man that this country contains—better, I think, than all of the many Carnegie libraries in the whole state of Wisconsin.

"The experiment proved several things. It showed how vastly the old system could be improved, how eagerly the youth of the country took up with the new learning and profited by it, and—which I wish to impress most—how willingly the parents paid the high price for it when they saw its worth. Any man is willing to pay fifty cents for a dollar."

Mr. Rogers, in his first paper, *Lippincott's* for January, discussed some of the notable deficiencies in our schools, and compared the American system with that of several European countries.

Sarah Louise Arnold, who is dean of Simmons College, in an interesting article which appears in *The Delineator* for February, contrasts the wishes of the

When Daughter
Goes
To College

mother with those of the father when the time comes for the daughter to go to college. The mother chooses a college which "promises social opportunity and the alluring 'college life,' of which she has heard much. The degree is in her mind from the beginning, as an assured token of the advantage which, at the end of four years, her daughter is to derive from the college, and already the cap and gown and the commencement festivities loom large as prerequisites.

"She sends Dorothy to college partly because such opportunity had been withheld from her; and if she has felt any of the limitations of a somewhat narrow life, or has been conscious of ambitions which failed of achievement, she pictures in this wider life which the college opens to her girl all that she had missed in her own. So she rejoices in the sacrifices which make this training possible for her Dorothy, and invests the new life with a halo of hope and aspiration. Thus it happens that the mother's conception of the college and its gifts is often very different from the true state of affairs, and that the good which she invokes for her daughter is not always in the line of her needs."

But, writes Dean Arnold, while the father is no less solicitous for his daughter's welfare, he very often has a clearer vision of the paths opening before her. The writer then recalls a number of conferences wherein are revealed the father's hopes and plans for his girl. All of them are willing and anxious that the mother's wishes should be carried out, and that the daughter's own desires should be fulfilled, but, at the same time, they want to see her given definite training for some calling, even though she may never be called upon to earn her own living. Such provision serves as a good accident policy. One father said: "I'd like my daughter to earn her living

long enough to know how to measure what is done for her." It would help her to better appreciate her father, her brothers, her husband, and also those who do the work of the world.

"Suppose she doesn't use it just as we plan? The training will come in handy in a good many places. She will have better judgment in spending; she will understand business better; she will understand people better; she will be less visionary. Now, visions are well enough, but you need to harness them to something to make them useful to mankind. And so far as I can see, her husband and her children and her home will be just so much the better off for everything she can learn about everyday life. And if I understand her right, that will go far in the end toward making her happy."

"It is interesting to note," writes Professor Arnold, "that all these fathers clearly discern and earnestly desire for their girls a larger freedom, a truly liberal education. They ask for them liberty to fulfill in the highest sense the largest and most sacred obligations. There is no trace of the desire, often so falsely imputed, to keep either wives or daughters in servitude; rather, there is a clear perception of the higher service which clear-eyed women eagerly accept, to which they always aspire. Plainly put, to their minds a woman's education is subjected to two extreme tests: the independent care of herself outside the home; the coordinate, cooperative care of herself and others within the home. They realize that the first should not normally be final, but should contribute to the second, which is the greater and finer task, and which offers the privilege of the supreme service. More truly than the mother and daughter does the father conceive this aim; and with almost no exception he recognizes and concedes it.

"But 'making ready for self-maintenance' is something more than learning the principles and practice of an art or craft. This the father knows. His experience in business has taught him to take for granted certain obligations

which are binding upon all who cooperate in a common enterprise. These are not arbitrary and prescribed; they are inherent in the nature of the task, and must be met without flinching, without fretting, and with an eye single to the good of the business. This means for the girl a completely new field. The home has in its kindly nurture provided for her personal wants, and, so far as possible, met all her personal desires with liberal privilege. Unconsciously she has become accustomed to a life shaped to her personal interests. In any 'misunderstanding' the mother has stood by to explain how her daughter feels, and why she is so hurt; and the mother thereupon arranges conditions to the daughter's immediate advantage. Beyond this condition the mother is not likely to see. She does not realize that in the world outside the home such relations are impossible, and that her daughter's personal attitude toward affairs will go far to render her unfit for service where she is yoked with others. Here the father's vision is needed; here his hand should guide and his experience give light. And here his daughter needs to learn from him how to overcome the personal 'sensitiveness' in the face of impersonal criticism, and to substitute love of the work and delight in achievement for the complacent pleasure of accepted flattery or personal praise.

"Such perspective as business demands is not likely to be secured either in school or college, unless the father contributes his experience, and the principles which govern affairs are made clear to the student girl."

"In the first place," says J. Scott Clark, professor of English in Northwestern University,

English Instruction "the high school pupil should be taught
in the
High School to spell the large

number of words which he naturally adds to his vocabulary during the ordinary four-year high school period. Obviously, the study of history, science, literature, and foreign languages compels the pupil to use many words that

he has never used before. Yet a very large proportion of our secondary schools pay no attention whatever to orthography. Moreover, most of the high school pupils take at least a little Latin, and their spelling may be greatly improved by calling their attention to the relation of the connecting vowels of the different conjugations to the spelling of Latin derivatives in English.

"In the second place, English composition should have a definite place in the high school curriculum, just as distinctly as Latin or mathematics, and should be taught by an instructor especially trained for this work. In many high schools little if any attention is paid to English composition, while in a still larger number of schools the antediluvian method of dividing up the composition work among the teachers of other branches is still followed. The result is just what might be expected. The teachers justly regard this work as an imposition, and they slight it accordingly. Moreover, very few of them are at all qualified to revise composition work. One reason why so few high school graduates are able to apply the well-established and invariable principles of punctuation is that so few high school teachers themselves know how to punctuate. They glibly excuse themselves with the easy and unsound remark that 'there is no uniformity of usage,' and their pupils ignorantly justify themselves by repeating the same time-honored lie.

"Again, we still find, even in high schools where some attention is paid to English composition, antiquated and most illogical methods of revision in use. Too often the teacher encourages error and slovenliness on the part of the pupil by laboriously turning into a semblance of good English the careless constructions presented. It would be just as wise to eat the pupil's dinner for him, and the results would be similar on either side—starvation for the pupil and mental indigestion for the teacher.

"Nothing should be done for the pupil that he can and ought to do for himself. His errors should be indicated by

marginal comment or, better, by numbers referring to the principles violated, and then he should be required to work out his own literary salvation by applying the principles and so learning to correct and gradually to avoid his own errors. Effective teachers of English are much more rare than effective teachers of almost any other branch. Until school boards are willing to employ and pay well teachers especially fitted for this work, and until a due amount of time is allotted in the high school curriculum for English class and composition work, we shall continue to find the wretched blunders that appear so numerous in freshman manuscripts."

Without considering the arguments for or against woman's right to a higher education, Ellen C. Hinsdale of Mount Holyoke College, in the *School*

Review for January, sets up the claim that in the forty years of trial, co-education has not been given a fair test. The article deals with the best method and place for woman to obtain a higher education, and with the reforms of wrong conditions now existing in the co-educational institutions of the country.

"Woman's right to the higher education is no longer disputed," writes Professor Hinsdale, "at least not on this side of the Atlantic. How and where she shall obtain it is still a matter of controversy. Shall it be within the walls of that twentieth-century convent, a woman's college, or in a college affiliated with an established institution for men, or shall it be within this very institution itself? The choice of parents in this matter will be influenced by traditions, personal prejudice, geographical and economic factors, and by the character of the young woman concerned. If the father is a New Englander, it will be either the woman's college or the college co-ordinated with a foundation for men; but if he belongs to the Middle West or the farther West his choice will fall in most cases upon the state univer-

sity or the small co-educational college. When the University of Michigan opened its doors to the first woman student in 1870, co-education made a great advance over the beginning that had been made earlier by Oberlin and other church colleges."

In reply to the statement of President Hamilton of Tufts College that soon "the average young man will no longer attend a co-educational institution because he does not feel at home in the classroom with women," Professor Hinsdale says: "It is not the presence of young women that keeps the men away, but the fact that the economic conditions of the time are luring the young men into the engineering departments. At the same time the pursuit of culture is left in the hands of the women."

Miss Hinsdale concludes that co-education has never been afforded a fair trial. The housing of the women and the social side of their lives in the educational institution has never been wisely considered in America as at Oxford and Cambridge in England.

"The mode of living which women students are still obliged to adopt in the majority of co-educational institutions, especially state universities, leaves much to be desired. No suitable provision for their college life awaited their entrance, and none has followed it. Without traditions of their own, and without guidance from educational authorities, the women modeled their social life after that of the men. Side by side with the fraternity and fraternity house sprang up the sorority and the sorority house. Seldom was a suitable patroness placed at the head of this, but it was rather left to the direction of the twelve or twenty inexperienced girls who were responsible for its existence, though not one of the number could properly oversee a home. Here the 'hop' of the 'frat' house and the society lady's 'afternoon' are attempted, with the expenditure to be covered by sacrificing some ordinary propriety of housekeeping. Not yet does the American father treat daughter and son with the same financial impartiality; the 'frat' house and the 'society lady's' 'afternoon' will be far advanced

before fathers and husbands cease putting the question regarding the ten cents of yesterday.

"Not until the question of residence has been much more wisely considered than hitherto will co-education have received a fair trial. State universities should provide houses for women students, where nice personal habits and the graces of social life can be fostered, and women of culture and social position should preside over these. At Oxford and Cambridge the halls for women are in the care of ladies of very high connections in the social, political and literary world. It does not answer the question to say that a state government cannot afford such expenditures; as soon as fathers and mothers demand it, the appropriations will be forthcoming. The creation of the office of dean of women is a beginning of the needed reform, though prejudice has sometimes accorded scant courtesy to women's deans. President Van Hise of the University of Wisconsin has expressed the wish that the young women in co-educational colleges might borrow an independent social life from the colleges for women alone. With proper provision for residence and social oversight, they might do so."

In the concluding paragraph Miss Hinsdale discusses the educational and social aspects of the woman's college, which, without a stronger resistance than at present, will change into a new sort of finishing school.

"However, the social life of the woman's college is not altogether perfect. That such an institution is the best place for many girls is true. Nevertheless, a close examination of the 'college life' there shows too great a leaning to the boarding school. The social side of the woman's college is threatening to overshadow the educational, if it has not already done so. Not long ago, a prominent lady in one of our cities, herself a college graduate and a person of fine scholarship, said to the writer: 'I wish my daughter to have the college life, but I do not care whether she learns anything from books or not.'"

Among the university presidents of the country none is considered a greater champion of "educational institutions for education and not for social distractions," than Dr. Winthrop Ellsworth Stone of Purdue. In his annual report, recently issued, President Stone calls attention to that phase of college life which is now occupying the attention of administrative officers and faculty members in no small degree—the influences inside as well as outside of the college walls which tend to obstruct and to pull down the work being done by the institution. President Stone says, in part:

"The ultimate problem for consideration by the university authorities is the maintenance of efficiency, as an educational institution, to the end that its product shall meet the demands and expectations of the public it is intended to serve.

"Coincident with the growth in numbers and popularity of an educational institution is the appearance in its environment and among its students of customs, institutions and traditions, the influence of which is to counteract in some degree those forces which the university employs to attain its true purpose. In this connection are to be considered the great variety of student activities, increasing as the student body grows, for the most part innocent and valuable in themselves, but which tend constantly to develop beyond their function as a form of recreation of diversion and become an absorbing feature of student life.

"The environment of the institution has a tendency to become mercenary in its attitude as the larger numbers of students bring larger disbursements of money for living and recreation; the purveyors of amusements offer inducements for wasteful expenditure of time and money; society advances its claims; the physical environment of the university may expose the student body to unsanitary conditions of living or to contagious diseases, and finally immorality

and vice are alert to the possibilities of their trade among young men.

"Enough has been said to indicate that these influences arising both from within and without the student body, either by their undue exaggeration or by their inherent nature, exert a powerful influence counter to the aims of the university.

"To ignore these forces would be to neglect a duty which the institution owes to its ideals. To deal with them effectively is not easy. It is doubtless generally true that the energies of educational authorities are consumed quite as much in meeting these negative influences as in assembling and directing the positive forces of education.

"The graduates of a university must be men and women who are well trained to do the things to which they have set their hands; more than this, they must have the power of future growth and development in their respective callings, and they must have acquired those traits of character which fit them for the high responsibilities of citizenship. The degree to which the university accomplishes these results indicates its efficiency.

"This problem is not so simple as it at first appears. The factors which enter into it are both positive and negative. It is noteworthy that the difficulties in the way of attaining educational efficiency are not surmounted by providing material resources such as money, buildings and equipment, or intellectual resources such as a competent faculty. It is beginning to be realized that these things alone, while of first importance, do not obtain effective education, but that the university authorities must also meet and overcome many negative forces and influences which tend to neutralize their direct efforts."

Dr. Ernest Fox Nichols, president of Dartmouth College, has just completed a month's trip, going as far west as Omaha. During the month he was called upon to make many speeches. He dis-

**Keeping a
College
Educational**

**A Month
of
Travel and Talk**

cussed a number of educational problems, from the purpose of the college to football, and in each instance he left something for his hearers to think about. From the many set speeches and impromptu talks before alumni associations and educational bodies, we take the following:

"The purpose of the college today is to train men mentally and morally for leadership. The great changes which have come about in the college curricula in the last generation are not due to any change of purpose, but rather to the changed requirements for leadership. Our modern civilization has so increased in complexity, and the field of knowledge has become so broad, that leadership is no longer general, but has become specialized.

"The aim of the older college was threefold, to give mental and moral training, intellectual interests, and scholarly tastes. But with the growth of scientific knowledge the world has made greater demands upon the colleges. The increased application of natural science to medicine, engineering, and the industries and the application of economic principles to our growing commerce has lengthened the period of study required for proficiency in every important calling. We can no longer train men for effective service by holding to a single course throughout four years.

"The modern college has thus been forced to add a fourth to the threefold aims of the older colleges. It now must provide a point of departure from which its students may go better prepared into the professional and technical schools of their choice. To accomplish this many new subjects have been added to the curriculum and elasticity introduced into the requirements. A student may choose a broad line of study which will aid in his future professional studies."

In discussing the question of college curriculum Dr. Nichols took a stand for long-established compulsory study of the classics. He believed the study of Greek, Latin and a liberal amount of mathematics the best foundation for the college education. The elective system,

he held, was best used sparingly, suggesting that the college could best prescribe the course for a student who did not have a well defined idea of a systematic group of studies tending to fit him for whatever career he might have mapped out for himself.

He gave some interesting illustrations of the manner in which the student governing body at Dartmouth, known as the *paloepitus*, is keeping college decorum at a high standard. The body consists of eleven seniors. At the end of each year it chooses six of its successors from the coming senior class and the class elects from its number an additional five. The body in its own way, which is sometimes original, has practically put an end to hazing for one thing.

He gave an illustration of how a junior was brought around. The latter had been apprehended in the act of compelling a freshman to learn some vulgar verses. Each member of the *paloepitus* armed himself with a barrel stave and each applied one single argument with the stave to the offending junior. He felt the force of the combined eleven arguments sufficiently to promise that he "wouldn't offend again—and he hasn't."

Dr. Nichols also told how the physical welfare of the students is being watched over. An isolation ward is provided in the college hospital and even cases of la grippe are placed there. The students in the dormitories are constantly watched for signs of such diseases as tuberculosis.

Dr. Nichols is much interested in the college game of football, but said that the question as to the change of rules was largely a matter for the "experts and the doctors" to decide. He declared that it is largely the evil effects of the game that is brought before the public, and not the good that results from it.

"It is hard to say what might happen to the big, husky fellow of 180 pounds, full of life, vim and energy, if he were not allowed to work off a part of his surplus physical reserve," said Dr. Nichols. "Without football, or some similar game, the responsibility of parents and colleges might become much greater."

Twenty-nine differing nationalities, with delegates numbering more than 3600, attended the sixth international convention of the Student Volunteer

**The Student
Volunteer
Movement**

Movement, which held its sessions in Rochester, New York, December 29 to January 2. The delegates represented nearly all of the 1000 institutions of higher learning in the United States and Canada in which the Movement aims to promote missionary life, and it is believed that over two hundred and fifty thousand students have already come under its inspiring influences.

The Movement had its inception in a conference of Christian college students entertained by Dwight L. Moody at Mount Hermon in 1886, when out of 250 student attendants, 100 pledged themselves to missionary service. Organization was effected in 1888, when its name, with the motto "The Evangelization of the World in this Generation," was adopted.

What this motto may mean and has meant to the Movement was told by Mr. John R. Mott in one of the most eventful sessions of the conference. It presents a commanding ideal, emphasizes the pressing and overwhelming urgency of the missionary situation, and reminds the church that the problem is one which living men have to face in behalf of men now living. It appeals for heroism, develops statesmanship, induces thorough preparation for missionary work, and exerts a profound spiritual influence.

The Movement proves its service only as a recruiting agency. It does not send out missionaries, but aims to awaken active interest in foreign missions among Christian students, and to enroll competent volunteers, whom it aids to prepare for missionary life work. It has enrolled 25,000 students in mission study classes; and it is now true that no one class of people believes so strongly in missions as do the students in our higher institutions; 4,338 volunteers, through the influence of the Movement, reached the mission field prior to January 1, 1910.

These were sent out by fifty-five mission boards; one-third are women; over 1200 have gone to China alone. The Movement is making a strong missionary interest permanent; has raised the standards of qualification and stimulated the spiritual life of students everywhere. Missionary gifts from students have increased to \$127,000 a year, and there is a growing sense of responsibility among students who are to spend their lives in the home field. These have resolved to make the church at home an adequate base for world-wide missionary service. Several institutions are supporting their own missionary representatives. There is a "New Yale" at Changsa, China, and an enterprise of Princeton students at Peking is flourishing. Even more notable has been the consecration of native students. The Peking and Shantung Universities have furnished bands of 200 and 100, respectively, for missionary service.

"Painless Education" was the subject of an address before the Missouri State Teachers' Association, at St. Louis, by Professor Otto Heller of Washington University. His aim was to disprove the charge that American schools are suffering from an overdose of culture. He declared that in the history of the last fifty years there was constant improvement of industrial processes, but not in civilization, saying that the average American "works for a dollar like a horse and spends it like a donkey."

"The evils of business life have entered too much into the schools," said Professor Heller. "The new education gives to the youth the world view of the money-getter, when, as a matter of fact, the primal intent of education is to make the student a gentleman and a good citizen.

"The trouble with the schools is that they don't teach duty. Children are systematically spoiled with play and jest. When an eighteen-year-old boy goes to college he is crassly ignorant. An analysis of a freshman's mind recently was

made and it was found that he knew nothing of literature or history, but was an authority on football, prize fighting and such sports.

"So a system is constructed. From the maxims of business life, the ethical cant of politics, pallid commonplaces of scriptural derivation, from misquoted or misunderstood assertions of incipient sciences—in fine, from the flotsam and jetsam of all wisdom, sacred and profane, we cobble and patch together a scheme of education intended to serve the double purpose of an apology for the present and a program for the future.

"Signs are not wanting that we are on the eve of greater, more upsetting changes than any that have gone before. A new battle cry has gone up, whose vibrant echoes stir that greatest of educational bunglers, general public, to frenzied enthusiasm, 'Education for Use!' Under this device a veritable campaign is preparing against what is deemed our excess of culture."

"The young men in our colleges get much advice," says the Boston *Transcript*,

**The Genius
for
Hard Work**

"but they are not likely to get any that is much better than that offered by Edward J. Phelps of the Yale class of '86." Mr. Phelps has not been so long out of college as to subject himself to the charge of being an old fogey. Nor are there any symptoms of that sort revealed in his utterances in the *Yale Alumni Weekly*. His article is one of a series of articles written by men who essay to tell what they would do if they could take their course over again.

Mr. Phelps does not think that he would conduct himself much differently, and yet, looking back on his experience, he says that he would first of all seek to acquire the genius for hard work. "You may," he says, "call it anything which you like—the 'power of application', 'grit', 'pluck', 'sand', or what not, they all amount to the same thing." It is something "within a man which prevents him from laying down a task to

which he has set his hand until he has done it as well as he can."

Now very obviously the old way to get a capacity or a genius for hard work is through hard work. One can not gain it by loafing through his college course, taking what is easy, devoting most of his time to athletics. To learn how to work one must work. The man who fails to acquire this knowledge at college has to get it in later years with great difficulty and at much pain to himself, or else to suffer the penalty for not knowing how to work. It is hard for the young gentlemen to realize this, as it has always been. There is no great change in that particular. There is no college graduate who does not feel that he wasted many opportunities, that he could and would do much better if he had the thing to do over again.

Though there has not been much change in the men, there has been a great change in the colleges, for they have made it easier for men to loaf away their time. Our whole theory of education, from the kindergarten up to the university, is that as much as possible should be done for the student and as little as may be by him. Not only that, but his tastes and aptitudes, and even his prejudices are consulted, the idea being that the curriculum should be molded to him, rather than that he should be asked to do anything that runs contrary to his desires. It is in this way that we seek to develop special gifts. As a result we often fail to develop anything save laziness and love of ease. There is no gift, worth anything at all, that will not be better if its possessor is put through a rigid training along general lines. The question with many young men today is, not so much whether they shall do what is pleasing to them, as whether they shall do what is easiest—the easiest thing being the most pleasing. Even when the studies which they elect are in the line of their life work—assuming they know what their life work is to be—it is still doubtful whether they are fit to enter on them in their freshman year.

The mere fact that a boy does not "like" a certain study by no means proves that it will not be good for him. And if he dodges work which does not please him, taking only what is easiest, he may in time come to find all work displeasing. And that is the danger against which Mr. Phelps warns us. He would have men study hard, not primarily to learn things, but to get the "genius for work." The idea should appeal at least to the more thoughtful of the men who go to college. Habits of application and well trained minds ought surely to be the product of a college training.

"It is of course the merest truism to say that the prizes of the world, all that are worth having, go to the hard workers," to again quote from the *Transcript*. "We can not read the biography of a great man without being amazed at his industry—at the vast sum of his achievements. Even those who themselves pass among men as hard workers must feel that they are the veriest idlers when they read of what the really great toilers got through with. There is no substitute for hard work. Probably the boys in college will conduct themselves much as boys in college always have done, and it may be that it is just as well. But one thing they should remember, and that is that, our education being what it is, there are more temptations to shirking than there were a generation ago, more ways out of hard choices. Therefore they need to be specially on their guard. The man who comes out of college without at least some capacity for hard work might just as well have stayed at home. For the chances are that he has, not only not learned how to work, but has acquired tastes and habits which positively unfit him for hard work."

More and more are business men interesting themselves in the affairs of the college, because more and more the college is interesting itself in the affairs of business. The better they understand each

**The
College Man
in Business**

other the better off will be the college, business, and the whole world round about. In *System* for January Theodore P. Shonts, himself a college graduate, sets forth his views of the college man in business, and his words are very fair, very sane, and very worthy of consideration. Mr. Shonts is one of the largest employers of labor in the world, and so the experience of years has gone into the framing of his estimate of the college man:

"To the extent that a college-trained man can turn to practical use the mass of information acquired during his undergraduate days, to the extent that he can apply his mental discipline to the solution of conditions he meets in the business world, to that extent, and no further, can he develop into a man of affairs.

"The fact that a man is college-trained is not necessarily an indication that he is educated. A college offers opportunities for education. So does the world. But at college he has unusual facilities not only for acquiring facts and figures, but for acquiring them under intelligent direction and by scientific processes. The knowledge that the root of the Greek *louer* is derived from the Sanscrit is of no value to him in holding his job as a clerk in a railroad office, but the discipline that enabled him to solve the former problem will help him solve the problems that confront him in the latter. On this assumption, the college man is to be preferred to the man without this training.

"Business men are essentially thinking men. They have been trained by experience and by their natural proclivities to think along commonsense and practical lines. The only way to learn to think is to think. The college offers to teach him how. It aims to give a mental discipline—not intellectual stuffing, but mental drill. It shows him how to analyze, to synthesize, to compare, to differentiate, to reason logically to correct conclusions. Such abilities are essential to the business man; he is successful or unsuccessful to the extent that he has these qualifications. He can acquire

them out of college; most men do. But he has the opportunity of acquiring them more readily in college.

"Some college-bred men have considered an education to be an accumulation of data. They have sought to keep the intellectual food served out by their professors, in cold storage, for future use, when it was intended for immediate consumption and consequent intellectual growth. It is this false conception of the value of their assets, their belief in knowledge as an end instead of a means to a power, that has wrecked so many college men when they entered business.

"The highest order of mental or physical development can be attained only by following a sane and regular regime. The orderliness and system of a college training produces, other things being equal, the most accurate, logical and discriminating mind. This is the type of mind this business world demands. So far as the college man accepts his training as a means toward development rather than as an end in itself, so far can he capitalize it as a business asset.

"No more serious problem confronts the American college today than that of working out a curriculum that will best equip its students to develop the vast enterprises which American industrial forces have established. When this is done, we shall have fewer misfits when college men step into the ranks of business."

The conference idea of the Atlanta University (colored) is unique but of great benefit. Having the advantage, at this institution of higher training, of students and graduates more thoroughly trained for the work of research than in most Southern schools, the Atlanta Conference prepares each year a specially chosen subject by careful preliminary investigation, so that when the conference actually meets it has before it a body of fresh, accurate data, the best-known on the subject in hand. This Atlanta idea has now been brought to its thirteenth year, and has accumulated by

**Atlanta
Conference
Idea**

its method of work a unique and peculiarly valuable mass of information. The publications of the Conference are as follows:

No. 1—Mortality among Negroes in Cities.

No. 2—Social and Physical Conditions of Negroes in Cities.

No. 3—Some Efforts of Negroes for Social Betterment.

No. 4—The Negro in Business.

No. 5—The College-bred Negro.

No. 6—The Negro Common School.

No. 7—The Negro Artisan.

No. 8—The Negro Church.

No. 9—Notes on Negro Crime.

No. 10—A Select Bibliography of the Negro Americans.

No. 11—Health and Physique of the Negro American.

No. 12—Economic Coöperation Among Negro Americans.

No. 13—The Negro American Family.

Besides these main lines of effort the Atlanta Conference has pursued its work in other ways; it has maintained a bureau of information which has answered questions for the United States Department of Labor, the United States Census Office, the United States Commission to the Paris Exposition, professors in Harvard, Cornell, Wellesley, the University of Texas, Mercer University, Hampton and Tuskegee Institutes, the General Education Board and the Board of Education of the English Government, besides many institutions, societies, and individuals. The Conference is represented on the select committee of the American Economic Association for the study of the Negro; it has furnished articles from time to time for the Bulletin of the United States Department of Labor, the Annals of the American Academy, and leading magazines. It has furnished lecturers for the Board of Education, New York City, the American Society for the Extension of University Teaching, the American Academy of Political and Social Science, and other gatherings. Many prominent educators and men of affairs are interested in the conference.

OF CURRENT INTEREST

LEARNING BY DOING

THAT is the way—learn to do a thing by doing it. Dickens's old schoolmaster, Scrooge, had the idea, but his perverted nature kept him from putting into practice the idea as it should be put. Study, theory and practice form the triangle of success. Without the harmony and the working together of the three elements there ever remains something devoutly to be wished. We must study the theory to know, and then we must practice to know that we know. Perhaps the whole scheme of education lies in the proper adjustment of the triangular sides. And perhaps the reason for the failure of some graduates—and some who are not graduates—who pass out into the world of work and struggle is to be found in the absence of a nice balance of study, theory and practice.

The Kansas State Agricultural College, in its domestic science department, is adjusting the triangular sides to a nicety. The particular feature to which attention is called is designated as "the dinner work," and is one of the most interesting studies offered to young women anywhere in the United States.

The domestic science short course students are divided into three groups, and then these are divided again into eight groups of four each. Each group consists of a cook, assistant cook, dishwasher, and waitress. The cook is in charge of the group, and as each girl holds her position one week and the group works four weeks, each gets a chance to be in charge of the operations. There are eight small kitchens, on two sides of a large central dining room, in which are eight tables, one for each group.

At the beginning of each week the

new cook is given \$4 with which she is to furnish five meals for four people, planning her meals under the supervision of her instructor, Miss Grace Woodward. The five meals consist of one three-course dinner, two three-course luncheons, one five-course dinner and one five-course luncheon, these meals being served at noon on regular college days.

Members of the faculty are the lucky ones who can eat these "feasts," and the fact that some have been on the waiting list for a year before getting a place, shows that it is not considered like a place on the government "poison squad."

The aim of the work is to give the young women a practical knowledge of the preparing of meals in a simple, dainty manner, and also to give them a practical knowledge of the cost and buying of food stuffs. Each cook has her own account book, in which she keeps a record of all cash supplies and department supplies used. By department supplies is meant the staple supplies kept in the storeroom. This storeroom is in charge of Miss Lindsey, an instructor, with whom the cooks settle every morning for supplies used the day before. Each afternoon the cook goes down town to market to purchase the supplies she will need for her menu the next day. The kitchens are 8 by 8 feet, and each is equipped with china, silver and cooking utensils for serving four people. Also a utensil cabinet, china and linen cabinet, porcelain sink, gas range and a work table.

It is a self-supporting course. The faculty members each pay \$1.25 per week. The four dollars coming from the table goes to the cook, while the remaining dollar pays for table laundry,

ice, etc. This allows two tablecloths, eight napkins, two centerpieces for the table and two tray doilies. The table decorations come out of the four dollars. The competition between the eight kitchens seems to be to see who can serve the best and daintiest meals within the four dollar limit. The final results show a range of from \$3.15 to \$4 for the cost of the week. The money not spent is returned to the department.

The preparation for this course includes a term's work in the theory of household management, which they are carrying out. The girls are scheduled to work from 10 o'clock a. m. to 1:50 p. m.

It is the custom of the college to take all its distinguished guests to the domestic science building for dinner, and whenever a speaker is invited to the college a gentle hint is made of the domestic science "feed" and he usually comes without urging.

COLUMBIA'S BOOK SHOW

A BOOK show—a public exhibition of a collection of historical books and manuscripts the like of which never has been seen before in this country—closed at Columbia University on January 14. The bibliophile who missed this show missed that which would have proved the treat of his bibliographical career.

The collection contained only about a hundred items. But such items—each with an interesting history. J. Pierpont Morgan, and others who can afford to indulge their taste for such things, loaned some of their greatest treasure.

There was no catalogue to the collection—just a rough printed list. As we pass through it is rather difficult to select individual items without falling into the catalogue style, or to select those items which are of the greatest value. So many of them are so unique.

There is "The Golden Gospels." This famous book is a testament inscribed in pure gold leaf on purple vellum. It dates back to about the year 600, and from the fact that it is inscribed on purple vellum it was plainly made for

royalty. Tradition, which is decidedly unsafe for historical dependence, thinks that "this book may have been made for Charlemagne." Be that as it may, it has been in great hands. From France it went to England, and it is known to have been given by Henry VIII to Pope Leo X after the head of the church had conferred on Henry the title of "Defender of the Faith" in 1521. Later, when Henry seized the English monasteries, the honor was revoked, but the book did not go back to the king. The splendid volume is in a perfect state of preservation, as its value has prevented it from going into the hands of those who did not appreciate it.

Here are two of the fifteenth century the "Chronique de Jehan, de Courcy," written about 1430, and the "Histoire Universelle, Compilee d'Orose, de Saluste, de Lucan, etc." For richness of coloring, delicacy of execution and the general artistic beauty of the larger miniatures, few French manuscripts can surpass the Chronique. It is illustrated by six exquisite miniatures, each 9 by 8 inches, and eight smaller ones, representing scenes from sacred and profane history, while its 337 leaves are beautifully written. Before Barrois acquired this in 1822, this manuscript was in the La Valliere and Count MacCarthy libraries, two of the finest collections of the eighteenth century. It was purchased by the Earl of Ashburnham at the Barrios sale in 1849, and at the Ashburnham sale was bought by Quaritch for \$7,100, and at a considerable advance became Mr. Morgan's property. The Orosius volumes, of 453 folio leaves, were probably written about 1440, and illuminated with seventy-eight splendid miniatures, partly in camaieu gris, a chaste and simple style in which the effects are produced by the graduated tints of a single color. This work requires the skill of an artist of merit, and specimens like this, which cost \$7,000, are rarely to be found.

The "Black Book of Timologue" is an Irish manuscript of the fourteenth century, written in Gaelic and containing much of the history, manners and

customs of the ancient Irish. The volume also contains a portion of the "Book of Conquests" and the lives of some of the Irish saints. One of the earliest of biographical works is a little volume written about the year 1000, being St. Jerome's life of St. Paul. The earliest known biography composed on German soil is here in a copy of Willibald's "Vita St. Bonifatii Moguntinensis," a manuscript of the twelfth century. Other manuscripts include the "Historia Figuralis" of the thirteenth century, the "Chronicon" of Jordanus Osnabrugensis and the "Historia gentis Langobardorum" of Paulus Diaconus.

It is to be remembered that all these books were issued before the art of printing. The first printed book, the Gutenberg Bible, is a wonderful example of the art typographical. We speak of it as the first printed book, but beside it is a specimen of the "Block Book" printed from a single wood block before types were made movable. China, however, is in the lead in printing, because here is shown a copy of the "Tzu chih t'ung chien," "The Mirror of History," printed about a hundred years before the Gutenberg Bible, according to eminent Chinese scholars, and with movable blocks of type representing words.

To the English speaking race Le-fevre's "Recuyell of the Histories of Troy," printed by Caxton at Bruges in 1473, must be considered the gem of this wonderful collection. It is not only the first book printed in the English language, but the copy loaned by Mr. Morgan for this exhibit is the only perfect copy known, the few other copies in existence being fragmentary. The black letter is difficult to read in itself, but the task is made the harder by the quaint English words of Chaucer's time.

The items of Americana form a remarkable feature of the exhibition. The cornerstones of Americana, the Bay Psalm Book and the Eliot Indian Bible are lacking, although Mr. Morgan has both of these among his private treasures. There is, however, the most valu-

able piece of Americana in the world, relatively speaking, for it is worth many times its weight in gold—the Latin letter of Christopher Columbus, dated Rome, 1493, announcing his discovery of the New World. It was a letter written to Gabriel Sanchez, treasurer of Aragon, and was printed four times in 1493. There was an earlier letter, addressed to Luis de Santangel and in Spanish. This unique treasure is now in the Lenox Library in New York. It is a bibliographical treasure absolutely unrivalled, but the Latin edition comes second to it in interest as a piece of Americana, and Mr. Morgan's copy is one of the finest in existence.

English history was not overlooked in this remarkable collection. Here was found Hollingshead's "Historie of Scotland," published in 1585. David Hume's autograph notes for his "History of England," written on small sheets in a delicate hand, quite unlike Macaulay's original manuscript notes of his "History of England," which are in a large ledger, on blue paper, with frequent interlineations and corrections. Gibbon's notes for his "History of Rome," in his autograph, were also shown, and it is worthy of note that they are much fuller than the published work, many of his digressions and elaborations being eliminated in the final draft.

Of American historical interest there were several broadsides, including the first Thanksgiving proclamation; a protest against taxing the Colonies without their consent, dated 1774; "An Ordinance Ascertaining what Captures on Water Shall Be Lawful," and an advertisement of the United States lottery, 1776. This lottery was organized by Congress to help the cause of freedom, and advises the citizens to take this splendid opportunity to draw one of the 42,317 prizes or of the 57,683 blanks. The capital prize is \$50,000. A manuscript which was sold in Boston at auction and last month appeared in the Columbia collection, is the original muster roll of the Concord Minute Men. There was also the autograph manuscript of Irving's "Life of Washington," and the

original manuscript of the second treaty of amity (with the Netherlands), in which the United States, in 1782, was recognized as an independent power.

THE MORAL EQUIVALENT OF WAR

SOMEONE—it doesn't matter who—once referred to Professor William James of Harvard as "the psychologist who writes like a novelist." Perhaps this was done to contrast him with his distinguished brother, Henry James, the novelist who writes like a psychologist. But be that as it may, the foregoing serves to introduce a short review of Professor James's article, which forms the February issue of *International Conciliation*, copies of which may be had without price by writing Sub-station 84, New York City.

The article is well worth the time of every citizen who cares to lift his mind out of the smoothly-worn rut. In these days of military peace and money-mad warfare, the words of Professor James are good for the school and for the home. So far as we know he is the first advocate of peace who does not belittle or otherwise dodge the arguments made by those who believe that war is an inevitable and, on the whole, a beneficial factor in our human life. He makes no attempt to minimize the good qualities which the soldier's career brings out so strikingly—fidelity, cohesion, tenacity, heroism, self-sacrifice, inventiveness, physical vigor—and he has no wish for a state of world-peace where these qualities are not constantly called into action. His conclusion, however, is not that as the lesser of two evils war should go on, but rather that if men will but seek them the world is full of other opportunities than war for developing and exhibiting these vital qualities.

Professor James furnishes "food for thought" in these words:

"The war party is assuredly right in affirming and reaffirming that the martial virtues, although originally gained by the race through war, are absolute and permanent human goods. Patriotic pride and ambition in their military

form are, after all, only specifications of a more general competitive passion. They are its first form, but that is no reason for supposing them to be its last form. Men now are proud of belonging to a conquering nation, and without a murmur they lay down their persons and their wealth, if by so doing they may fend off subjection. But who can be sure that other aspects of one's country may not, with time and education and suggestion enough, come to be regarded with similarly effective feelings of pride and shame? Why should men not some day feel that it is worth a blood-tax to belong to a collectively superior in any ideal respect? Why should they not blush with indignant shame if the community that owns them is vile in any way whatsoever? Individuals, daily more numerous, now feel this civic passion. It is only a question of blowing on the spark till the whole population gets incandescent, and on the ruins of the old morals of military honor, a stable system of morals of civic honor builds itself up. What the whole community comes to believe in grasps the individual as in a vise. The war function has grasped us so far; but constructive interests may some day seem no less imperative, and impose on the individual a hardly lighter tax.

"Let me illustrate my idea more concretely. There is nothing to make one indignant in the mere fact that life is hard, that men should toil and suffer pain. The planetary conditions once for all are such, and we can stand it. But that so many men, by mere accidents of birth and opportunity, should have a life of nothing else but toil and pain and hardness and inferiority imposed upon them, should have no vacation, while others natively no more deserving never get any taste of this campaigning life at all,—this is capable of arousing indignation in reflective minds. It may end by seeming shameful to all of us that some of us have nothing but campaigning, and others nothing but unmanly ease. If now—and this is my idea—there were, instead of military conscription a conscription of the whole youth-

ful population to form for a certain number of years a part of the army enlisted against Nature, the injustice would tend to be evened out, and numerous other goods to the commonwealth would follow. The military ideals of hardihood and discipline would be wrought into the growing fibre of the people; no one would remain blind as the luxurious classes now are blind, to man's real relations to the globe he lives on, and to the permanently sour and hard foundations of his higher life. To coal and iron mines, to freight trains, to fishing fleets in December, to dish-washing, clothes-washing, and window-washing, to road-building and tunnel-making, to foundries and stokeholes, and to the frames of skyscrapers, would our gilded youths be drafted off, according to their choice, to get the childishness knocked out of them, and to come back into society with healthier sympathies and soberer ideas. They would have paid their blood-tax, done their own part in the immemorial warfare against nature, they would tread the earth more proudly, the women would value them more highly, they would be better fathers and teachers of the following generation."

THE CARD INDEX SYSTEM

THE system is not new—that of keeping a complete record of every child in every city school—but with the higher development and more perfect teaching methods, the system is being enlarged and improved. The card index system has reached a high state of efficiency in the schools of Newton, Massachusetts, and it has proved of much benefit, not only to the pupils, but to parents, and instructors and principals.

When a child is first enrolled in a Newton school, whether in the kindergarten department or any higher point in the course, his name, age, residence, and certain other facts are entered on a card. From time to time throughout the course, important facts regarding the child's health, the condition of his sight and hearing, his habits, character-

istics, tendencies, interests, ambitions and ideals, together, perhaps, with suggestions concerning effective means of treatment, are recorded by teachers and principals on uniform cards prepared for the purpose. These are filed alphabetically in a special cabinet in the principal's office. When the child is transferred from one building to another, the child's cards are also transferred and find their places in the files of the building to which the child goes. They are not transferred to schools outside of the city.

Every child's record is easily accessible at any time to those who have a right to see it. This intimate, personal, broadly educational history, which grows with the pupil, accompanies the child through his course.

These records are often of great service to a thoughtful teacher, receiving a new pupil; they help the teacher to get, at the outset, an insight into the child's character and needs such as she might otherwise obtain only after many weeks. In this way much is done to counteract some of the disadvantages of changing teachers. But perhaps the greatest benefit from these records accrues to the teacher making them, in that they help to direct and focus the teacher's attention on the child as an individual to be understood and treated individually.

In discussing the project, Dr. F. E. Spaulding, superintendent of the Newton schools, says, in part: "When this system has been in use longer pupils will enter the high school with a recorded history much more suggestive than the mere impersonal and colorless fact that they have met the requirements for admission.

"Such a history, sympathetically studied and wisely interpreted by high school teachers, cannot fail to be of great advantage to pupils and teachers. In the high school, intimate acquaintance of pupils and teachers is much more difficult than in the elementary schools. In the latter a teacher and thirty or more pupils work together throughout the day; in the former a pupil 'recites' to three, four, or even

more, different teachers, and a teacher meets 'in recitation' a hundred, even two or three hundred different pupils within the week.

"A two-fold caution is impressed on the teacher dealing with these records. She must be careful to make records in such form and spirit that they will not prejudice subsequent teachers against the children to whom they refer; in reading the records made by other teachers she must not allow herself to be prejudiced against the pupils concerned. Not only is the most careful and conscientious teacher liable to err in observation and judgment, but every teacher is subject to her own limitations. She necessarily records something of herself, in making a record of a child. Moreover, change, growth, are the laws of childhood; what was perfectly true of a child yesterday may not be true today and tomorrow. In spite, or rather because, of all such necessary qualifications of the absolute value of these records, they are of inestimable assistance to every teacher who will teach children and not merely subjects."

For many years the principal of the Newton High School has sent, quarterly, to each grammar school principal the standings of all first-year pupils from the grammar school concerned. Grammar principals and grammar teachers as well are much interested in the success of their graduates in the high school. They are interested not only on behalf of the pupils, but for the sake of the reputation of their schools. Through the medium of these reports, grammar school principals and teachers are able to do much for the welfare of their pupils in the high school.

Something of the value and character of these card records is shown by the following extracts from a half-dozen records of pupils entering the high school, as published in a recent report:

(1) A fine boy; excellent mind; superior in literary interpretation and expression; a leader in all his work; somewhat lacking in energy, however, and needs some prodding in order to have him do all he is capable of doing.

(2) Two years in eighth grade, allowed to take ninth grade work, but not promoted on merit. Impulsive, generally easily guided; needs a firm, kind hand; is a boy who really appreciates an extra, outside-of-school word of encouragement. He used to be very troublesome, but in the ninth grade he tried hard to improve.

(3) Fair ability, but poor worker; little energy; apt to be out of school for poor reasons; no ambition to excel; quiet and ladylike in deportment.

(4) Two years in grade ix.; been out of school a great deal on account of ill health; has done fairly well this year; very slow and weak in English, very poor speller—in fact, can't spell; needs much encouragement; is fully worth time and attention given to him; enters high on certificate.

(5) Fair ability; good, faithful worker, but little encouragement at home; should get this at school; slow thinker, particularly in mathematics.

(6) Best all-round pupil I have sent into high school. She should be able to secure "A" in nearly all subjects. Does her best in everything and will not need watching or driving. Parents not wealthy and she will need to earn her own living. Commercial course would be enjoyed.

THE Y. M. C. A. AND EDUCATION

TEN years is such a little space—in the reckoning of time it is as nothing—yet in the decade just passed the educational activities of the Young Men's Christian Association have increased to very large proportions. This increase serves as a further reminder of the interest in and the growth of education in America. The following figures were compiled by *Association Men*, and cover the ten years from 1900 to 1910.

Ten years ago the educational department of the Y. M. C. A. had enrolled 25,900 students, now it has 49,148; then there were 9,876 educational clubs, and at present there are 21,000; in 1900 there were no trade schools, but today there are twelve; the five-day schools

have been increased to thirty-nine; in the decade the outside schools have grown from sixteen to 135; practical talks on education have multiplied from 1,144 to 5,400; formerly 998 teachers were enough to do the work, now 2,184 are required; the number of educational secretaries now is sixty-five, while formerly eighteen were sufficient; and the tuitions have grown from \$38,000 in 1900 to \$375,000 in 1910.

This is a showing that all friends of education may well take pride in quoting. But the figures above are not all. To offset the constantly reiterated assertion that the moral side of student life is growing from bad to worse we have some other figures. In the final analysis morality is largely a matter of opinion. The Young Men's Christian Association does not base its right to an existence on either a fixed or a changing creed, but that its teachings are moral and that its members are honorable and trustworthy citizens is acknowledged by all sects.

This ten years' record of the Y. M. C. A. with college students tells its own story. And it serves to record the fact that the students at our colleges and universities, in the matter of morals, are holding their own with the rest of the world. In 1900 there were 595 Young Men's Christian Associations located at the various colleges and universities in America, and these associations had a membership of 33,000. In this year of 1910 there are 763 associations, with a membership of 61,000. This means that practically every college, university and private school of standing has an established Y. M. C. A., and that about one-fifth of the students attending these institutions are members of the association. The Bible class students now number 33,000, whereas ten years ago there were only 12,000; and the college Y. M. C. A. secretaries have been increased from thirty-nine to 181. There is nothing truer than the saying that a man's interest is where his money is. Therefore, the very large increase in the value of college Y. M. C. A. buildings is indicative of a very great interest on the

part of students. In 1900 the total value of the 595 Y. M. C. A. buildings located at the colleges and universities was \$369,700. Today the 763 buildings are worth \$1,166,450.

CARING FOR SCHOOL CHILDREN

THESE is being sent out by the Bureau of Municipal Research of New York City a bulletin. It is addressed to the school superintendents throughout the country, and is entitled "What 360 cities are doing for the physical welfare of school children." At the same time a request is made of the superintendents to send in a statement of what is being done along these lines in their own schools or cities.

"These cities," says the bulletin, "have a total population of 22,000,000 and a total school enrollment of over 4,000,000. Of these cities 149, with 700,000 school children, are not making any attempt to discover transmissible diseases at school; 211 are inspecting for such diseases; 234 are examining for defective vision; 171 for breathing troubles and 119 for bad teeth; 107, with a population of 2,800,000, have no examination of any kind for their 550,000 school children.

"Finding diseases and defects does not protect children unless discovery is followed by treatment. In fifty-eight cities nurses take children to dispensaries or instruct parents at schoolhouses; fifty-eight send nurses from house to house to instruct parents and to persuade them to have their family physicians, or nearby dispensaries, give the necessary attention; 101 send out cards of instruction about tuberculosis, dental hygiene and diet to parents, either by children or by mail; while 157 cities have arranged special coöperation with dispensaries, hospitals and relief societies for giving the children the shoes or clothing or medical and dental care which is found necessary.

"Children found predisposed to tuberculosis, or already infected with it, will be sought out and given special care or instruction by ninety-seven cities. Out-of-door schools, roof schools,

ferry boat school and hospital schools for tuberculosis children are provided. New York City will spend next year \$6,500 for making over and equipping twenty rooms in regular buildings, a first step in an entirely new plan of ventilation which will give outdoor air to all children, sick or well. New York also excludes from school children already infected with tuberculosis, which in justice to these children makes necessary proper care and special classes away from other children.

"Three or four years ago medical inspection meant a hurried looking over of school children to discover measles, scarlet fever, diphtheria, etc. Now twenty-three cities look more for defective vision than for transmissible diseases.

"Three years ago adenoid growths were almost unheard of among school teachers, and not even progressive medical men were taking an interest in dental hygiene. Yet today in 171 cities adenoid, hypertrophied tonsils and breathing defects are seen to be a more serious menace to child welfare and school progress than the more easily detected contagious diseases of which people are more afraid, and 119 cities are taking inventory of dental needs at school."

GROWTH OF ESPERANTO

YEARS are necessary for an idea to reach the people. The mass is educated slowly. Esperanto was first taken up in this country about twenty years ago, and yet in this year of high prices and political farce many who know—or, at least, many who think they know—are not quite sure whether Esperanto is a country or a cure-all put up in pint bottles.

Just to prove this the attention of the reader is directed to a very fashionable reception, held in a certain large city a few weeks ago. There was present a lady of much wealth and social distinction, who had just returned from a year in Europe. The lady is a mother and, like most mothers, she is very proud of her son. She told of his many accomplishments, closing with

the statement that he "speaks all modern languages."

One of her listeners remarked: "Then, of course, he speaks Esperanto?"

"Oh, like a native."

The fact that the next international congress of Esperantists will be held in Washington in August, 1910, has increased interest in the universal language in the United States. At the last meeting, at Barcelona, Spain, thirty-three nations were represented. Esperanto is gaining ground fast, it is said, in the United States. There are at present more than 3,000 members of the National Association of Esperantists. But this does not represent the real number of persons who have taken up Esperanto. It is reported that 29,000 copies of one textbook on Esperanto were sold in this country last year. It is only in the last five years that the work of spreading the language throughout the world has assumed large proportions.

Every effort is being made by the Esperantists to have courses in the universal language made part of the curriculum of the public schools. Dr. E. C. Reed, general secretary of the Esperanto Association of North America, says that the study of Esperanto is a very good training for children's minds, and that after they have progressed in Esperanto they can, with comparatively little trouble, pick up any of the other languages.

Classes for the study of Esperanto may be found in almost every large city. A few universities have courses in the language, and in a number of cities there are Esperanto clubs for the blind. In view of the cost of publishing their books it is said that it will be a great saving if the blind can be taught a universal language in which all the books may be published.

Scientists are said to be much interested. Were it possible to print all scientific works in a universal language, their study would be greatly facilitated. There are many good reasons advanced for the adoption of Esperanto.

TEACHING THE DEAF BY THE SPEECH METHOD

By JOHN D. WRIGHT, M. A.

PRINCIPAL THE WRIGHT ORAL SCHOOL OF NEW YORK CITY

Editor's Foreword Unconsciously, perhaps, but nevertheless a fact, we are the heirs of popular opinion. And for that reason grandfather and father, and even many of ourselves have gone on thinking that because a child is deaf he also is dumb. If Mr. Wright's series of articles do nothing more than help correct this popular fallacy they will have been well worth while. Last month Mr. Wright briefly sketched the history of the education of the deaf in the United States, and in so doing emphasized three points that should be widely heralded by every friend of education: That the deaf child may be taught the use of speech; that those afflicted with deafness should not be regarded as objects of public charity; that all education should be once and forever separated from the curse of political influence. In the present article he gives something of the idea of the problem which confronts the teacher of the deaf, and in a brief way explains the methods employed to enable the person deprived of the usual means of acquiring speech and language to acquire them through another sense not ordinarily used for that purpose. For March Mr. Wright will present the third step in the subject, that of language teaching and lip-reading, or, to be correct, speech-reading. When one considers the marvelous development of Helen Keller, in the teaching of whom Mr. Wright played an important part, it behooves all people to help place the education of the deaf upon a more sane and a more practical basis.

THOSE who have not been in some way brought in contact with the case of a congenitally deaf child have never given the subject enough thought to comprehend the conditions associated with, and consequent to, total congenital deafness. They know that a totally deaf child is also dumb, but they usually associate deafness and dumbness much as they associate a hot temper with red hair, two things which experience has shown frequently go together, but which appear to them to have no casual connection. They have never studied the process by which the hearing child learns to talk; and think that the dumbness accompanying deafness is due to some defect in the speech organs which, curiously enough, is usually associated with a defect in the ear. They are astonished when told that not one case in a hundred thousand of dumbness connected with deafness is due to any defect in the organs of speech. They have never realized that the ear

is Nature's teacher of speech, and that the only reason why the deaf child does not learn to talk is because he lacks the teaching usually provided by the ear.

The child living in a silent world sees the movements of speech, of course, among those around him, but does not associate them with sound or with communication of ideas, any more than we associate the movements of eating or winking with language and the expression of thought. Sometimes a deaf child does independently discover the fact that certain motions of the lips and tongue bring about certain results, and he tries to roughly imitate those movements when he desires the same results, but there is no conscious association of sound with the visible motions and his own attempts at their imitation are usually silent. He has precisely the same voice as his hearing brother or sister; his spontaneous sounds of laughter or crying are the same as those of other children; but the physical sensation of

sound to the maker, when the hearing is absent, is so slight as to be overlooked by the deaf child until his attention is directed to it. The first step then is to make him conscious of that slight feeling of physical vibration that accompanies the spontaneous sounds. As a rule this is quickly accomplished by the utterance of a sound while the child's hand is upon the teacher's throat. Usually it is not necessary that the teacher should feign laughter or crying, though occasionally that has to be done to get the child to make a sound in turn and feel it in his own throat, head and chest with his own hand as he has felt it in the throat of the teacher. In almost all cases the little deaf child has discovered his own voice sensations before he begins his regular instruction in speech, but he never does and never could associate the sensation with the proper positions of the speech organs to produce articulate sound.

Oral means of communication, like written language, is a growth, and the period of its development has been inconceivably long. Animals communicate certain simple ideas to each other by means of sound. It is probable that the highest developed race of apes has evolved something akin to a spoken language, and yet a vast lapse of time separates the detached, almost inarticulate grunts and screams of the chattering monkey from even the most rudimentary speech of the lowest of savage men. But the growth of oral communication has been based upon the sense of hearing. Spoken language has gradually developed in a way to appeal to the ear. The visibility or invisibility of a position requisite to produce a certain sound played no part in its final selection and survival as a component of speech. Oral communication was addressed to the ear and not to the eye, and the power of a sound to impress the organ of hearing and differentiate itself from other sounds was the factor which determined its adoption and retention as the system of spoken language slowly grew. The question of discrimination by the eye between two sounds never entered

into the matter. Had the human race been created with only the sense of sight some form of spoken language might still have developed, but it would have differed very widely from that which has grown up with reference to the sense of hearing. A spoken language could be constructed which would be clearly and readily comprehended by the eye alone, and it would not radically differ in principle from present articulate speech, but the speech that has resulted from the possession by the race of the sense of hearing is very badly constructed to appeal to the eye. It is, indeed, an extraordinary thing that an organ so utterly different from the ear can be trained to comprehend a system of communication created solely for and well adapted only to the powers of the ear.

But deaf children must live their lives in a hearing world. We cannot change fundamental conditions, so we must adapt ourselves as well as we can to those conditions. Spoken language can never be radically changed to make it more legible to the eye, therefore, if the deaf child is put into possession of the heritage of his race in a spoken form of communication, his eye *and his mind* must be trained to associate ideas with sequences of motion, as hearing people have trained their ears and *minds* to associate ideas with sequences of sound. Notice the stress laid upon the training of the mind. In the last analysis we see and hear, that is we get information from seeing, and hearing by the brain and the eye and ear. None so blind as those who won't see. None so deaf as those who won't hear. You may have acute vision and your neighbor's may be very defective, yet he of the defective vision may have a well-trained mind, and when you each look through a microscope he sees far more than you. You may have acute hearing, and yet in Germany you may not understand a thing that is said to you, while your very deaf German neighbor understands it all readily. You sit in your room doing hard mental work and the clock on the mantel strikes the hours, the quarters

and the halves unheeded by you. Your ears are performing their function as well as ever, but your mind is not coöperating. So the training of the deaf to interpret into ideas the sequences of movements that they see on the face of a speaker is more a training of the mind than it is a training of the eye, and mind building is a much slower and more difficult process than sense training.

Sense training is, to be sure, an important part of the work of teaching a deaf child to understand speech, for the senses are the tools with which he must work to supply his mind with the material from which to create the ideas. And here again we meet with a fundamental difficulty, for we must shape and sharpen the tools by using them upon themselves. To train an organ to a high state of efficiency is a little like trying to make a razor from a strip of thick steel with nothing but the strip itself to work with.

Enough has been said along these several lines to give a slight conception of the nature of the problem presented by the congenitally deaf child to the teacher who is asked to teach that child to understand when spoken to and to reply in articulate speech of his own. Let us turn now to the specific means that are employed to obtain this result. In the first place one cannot speak intelligently unless one has some knowledge of language. This seems axiomatic and yet very many people fail to grasp the fact. They think that if a child can be taught to make the articulate sounds of a language he will at once burst into fluent and intelligent speech. The parent often expresses the wish that the deaf child be taught at once to "read," meaning by "reading" the pronouncing aloud mechanically of the words of a printed page. The absurdity of this will appear on a moment's thought. I might teach you in a few hours to make all the sounds of the Hottentot language, yet you would be helpless either to speak Hottentot or to understand it when you heard it spoken. Yet you have already acquired one language, and you have thoroughly mastered the idea of what

language is, how it is used, and what it can do. You are in a most ripe and receptive attitude toward Hottentot. The deaf child, on the other hand, has no language on which to base his study of another's language. He doesn't know what any language is like or what it can do. He has not even the conception of language. You may find difficulty in conceiving the mental condition of an untaught little deaf child, but you must consider it and arrive at some grasp of the situation before you can devise a way out. Just to teach him to take a fixed number of sounds is not going to teach him to talk. You have got to develop in him some language with which to express himself before he can apply his articulate sounds to self-expression.

We turn for guidance to Mother Nature. How does she teach her children to talk? Do they begin to talk all at once? When do they begin to talk? What precedes the first intelligible utterance on the part of a child? For nearly two years he only looks and listens, making little or no attempt to reproduce what he hears, but learning to understand most of the language addressed to him and much of what is said in his presence. At the end of this period of observation and absorption he begins to imitate, in an imperfect way, the utterance of the words whose meaning he has learned and the use of which he finds convenient to obtain the things he wishes. His ideas are few, his wants simple, and his vocabulary is correspondingly small. His first efforts at articulate speech would not be intelligible even to his mother or his nurse if they did not already know what he was trying to say. But having the sense of hearing and getting some pleasure and amusement from his own sounds he goes on babbling and practicing all through his waking hours. Over and over again he tries to more closely imitate the sounds he hears, sometimes under the incentive of his mother's urging, more frequently merely for his own amusement. Little by little the organs find the requisite positions and adjustments and in time

the words, which at first were only understood by his most intimate associates, become clearer and more distinct in their utterance till even strangers comprehend what the child is saying. But the result is obtained by thousands, yes, hundreds of thousands, of repetitions and incessant self-correction through the personal teachings of the sense of hearing. All through the waking hours of the child the instruction is going on, the lesson is being practiced, because the teacher, that is the ear, is always on duty and always correcting the imperfect attempts, hour after hour, day after day, month after month.

Experience has shown, as was to be expected, that the development of the deaf child follows the same lines as those laid down by nature in the case of the hearing boy. He must pass through a receptive period, during which he gains a conception of the existence of language; that every object, action and emotion has a name; that people convey their thoughts, and make known their wants by means of movements of the mouth and tongue; that he can learn to interpret these movements, and so get some of his natural curiosity satisfied. All this must logically precede any attempts on his part to express by similar mouth and tongue movements his own thoughts and wants. As the little two-year-old child understands far more language than he can use, so the little deaf child must learn to understand much from the movements of speech before he can speak himself.

The process of associating ideas with the movements of the lips and tongue may be begun by the deaf child as early as the same process by means of the ear begins in the hearing child, but that the process will be very much slower in the case of the deaf child will be expected when we consider the difference in the action of the two organs of the eye and the ear, to say nothing of the imperfect adaptation of a language created exclusively for the ear to comprehension by the eye. Speech appeals to the brain through the ear without conscious pre-direction of the listener, whereas speech

can never appeal to the brain through the eye without a prior effort on the part of the child to direct and focus his eyes upon the face of the speaker. To maintain, for more than the briefest period, the intense attention necessary in order to interpret the slight and evanescent movements of the lips requires a degree of mental development and maturity not possessed by the child of two years. The comprehension of speech by the eye necessitates a greater development of brain than the understanding of spoken language by the ear. This is partly due to the fact that through thousands of generations this power of associating ideas with sequences of sound has been developed till it is almost an insinct, whereas the brain cells are wholly unprepared to associate ideas with sequences of lip movements.

But while it requires a more advanced state of brain maturity to comprehend language through the eye than through the ear, it demands a still greater mental development to learn to reproduce the sounds of speech by sight, tactile and muscular senses alone and unaided by the ear. The correct positions for most sounds are hidden by the lips and teeth, and the teacher, in order to make them visible, must assume wrong and unnatural positions, and then tell the child not to imitate exactly what he sees, but to modify them in certain ways. To convey these ideas to a deaf child requires a considerable understanding and judgment on his part, as well as a trained power of observation, and any one who has made even a superficial study of little children will know that they do not possess these powers at two or three years of age. A beginning can be made in training a little child to read the lips at two years of age by directing his butterfly-like attention to the lips as frequently as his eyes flutter to the face of the speaker, and he can be gradually taught to recognize the names of the people of his little world and the names of many of the things he uses and likes, and to understand many simple baby directions as the hearing child does. But it is not wise to attempt any stated

articulation training for speech on his part till the little brain has acquired the maturity of about four years of age. In fact, it is not a very serious loss to him if all his training in lip reading, as well as in speech, begins when he is four years old. Under the old manual methods the children were not allowed to begin their education till they were eight. By the time, however, that a child is four the brain has sufficiently developed to make it well worth while to train it specifically along the lines of language and speech through the eye and muscular sense. We wish, as far as possible, to take advantage of the immense forces of heredity, and for uncounted centuries the race has acquired the great part of its working vocabulary between the ages of two and twelve. These years, therefore, are for the human brain the natural language-learning period, and during this period language is most readily acquired.

Let us assume now that, as is usually the case, the little deaf child comes to his teacher at four or five years of age, without having had any previous training in lip reading, language or speech. He is a bright little human animal with great possibilities of soul and body, but all undeveloped. His education must be obtained through the use of his sight, his tactile, and his muscular senses, and his brain must be trained to coördinate the impressions obtained through these senses, and translate them into ideas and expressions of ideas. But he cannot use these senses to advantage without a considerable power of attention, which he does not yet possess. The teacher's first effort must then be directed to the cultivation of the power of controlled and sustained attention, and to the training of the senses that are to be the child's working tools. During his first weeks in school the little one is trained to always direct his eyes to the mouth of the teacher when she asks his attention. He soon learns to recognize his own name and that of his classmates when spoken by the teacher, and many other words and simple commands. No effort is yet made to have him articulate

words, though some drill in making simple sounds is soon begun.

But sense training must lead the way. He must be taught to observe and so discriminate. In order to develop these powers he is taught to detect differences of weight, size and texture, with and without seeing, to sort colors, to arrange blocks and papers, and work with other kindergarten materials, as the teacher directs; to observe accurately and to imitate exactly. He is also trained to recognize by touch, while the eyes are closed, vibrations of the strings of some instrument, as a zither or a guitar, for he must become very sensitive to vibration to gain any control of his voice a little later.

The hearing child must spend two years in receptive training before he spontaneously gives back anything. The mental maturity of the little deaf child of four enables him to pass more quickly through the initial stage of receptivity and sense-training. In a few weeks the teacher can begin to ask of him a little return in the form of utterance of simple words.

No recourse is had as yet to written or printed forms of language. It would be a comparatively easy thing to teach the little ones to read and write at once, and the parents are always delighted and unduly proud when this is begun; but the final goal must be kept in mind, and too early introduction of written forms hinders the attainment of the primary object of this system, which is to make the spoken form of communication as much the natural medium of the deaf child as it is of the hearing. Our aim is to so develop the brains of our pupils that they shall think and unconsciously express themselves in spoken language, just as their hearing brothers and sisters. Writing and print is far easier to read than the evanescent movements of the lips, for the element of time and speed does not enter. The written word remains as long as you wish to have it, but the spoken word is gone in a flash. Therefore, if written forms are introduced before the habit is fixed of watching the lips and of expecting to get

ideas from their rapid movements, the child comes to lean upon the writing as a crutch, and so fails to give the concentrated attention to the spoken form that is necessary to catch its meaning, since he feels that in a moment the easier and more permanent form will be presented to him. If a child were always wheeled about in a chair he would never learn to walk, so spoken language will never become the natural and permanent medium of communication with the deaf child if he is allowed to depend at the start upon written or printed forms.

To the general public the teaching of speech to the totally deaf, and otherwise dumb, child is probably the most interesting phase of their education and seemingly the most difficult and wonderful. In this task teacher and pupil have to rely upon the tactile and muscular senses and the sense of sight. Even the highest development of these senses does not make him capable of the exceedingly fine physical discriminations requisite for the perfect recognition and regulation of pitch, inflection and timbre of voice. Therefore, the speech of a totally and congenitally deaf child never possesses the same series of inflections and modulations produced by the voice when guided by the delicate mechanism of the ear. The difference between loud and soft, high and low, rising and falling inflection can be, and are, taught, but the constant play and variety of these changes, as exhibited in speech, is beyond the power of our muscular and tactile senses to control. But, while the tones of the voice are more monotonous and the quality, as a rule, less musical, the speech will be articulate and intelligible.

The start is made by the teacher making the fundamental vowel sound à (ah) continuously while the child feels the vibration of her throat and observes the shape of the mouth. While the child's hand is still held upon her throat the teacher, without stopping the sound of her voice, changes her lips to the rounded position for o (oh), then relaxes to the form of the natural, indefinite sound u, as in "up." The little one quickly

learns to utter these sounds while imitating the changing form of the teacher's lips. Perhaps she will then gently close her lips while making a soft sound and the consonant "m" results. Placing a tiny bit of paper on the back of her hand she closes her lips and then, opening them with a sudden little puff, blows the bit of paper off upon the floor. The child eagerly tries to do the same thing in his turn and in a moment has made the sound of the letter "p." If now the teacher reverts to the sound of à, and while uttering it closes her lips gently without interrupting the sound, the child's hand upon her throat, he perceives the continuous vibration accompanied by the changed position of the lips, imitates the action, and has uttered his first word "arm." Again starting with the indefinite sound of u, uttered through the slightly parted lips, she ends by puffing the bit of paper from the back of her hand. The little one does the same and the word "up" is spoken. The meaning can be quickly associated with these two utterances, and a beginning has been made upon spoken language. Many of the sounds, like those of the letters "k" and "g," "sh," "s," etc., are made so within the mouth, by varying positions of the tongue, that they are difficult to illustrate without exaggeration and misconception, and are taken up after the easier and more evident sounds have been mastered to some extent.

But even when the child can, by exerting his will and strict attention, make all the sounds of his native language, he has a very long road to travel before he can so train his organs that the proper adjustments become reflexive, as they must be in fluent and rapid speech. The number of repetitions necessary to render any action reflective is enormous. As for example, to be able to play at sight from the sheet of music an unfamiliar selection, or to play and talk at the same time. And herein the deaf child labors under a very great disadvantage as compared with the hearing child, for the latter has a thousand corrections from his ear to one that the

deaf child can get from his teacher. The difficulty is to get sufficient correct practice, and not to fall into incorrect habits through lack of a guide as ever-present and ever-alert as the ear of the hearing child. As the first efforts at speech of a little two-year-old child are intelligible only to its mother or nurse, so the little deaf child's early utterances are not very easily understood except by those intimately associated with him. But as the baby's speech gradually grows clearer as time goes on, so does the speech of the deaf child, but its progress is of necessity slower and the results less perfect. Little by little he masters all the simple sounds (and the reader must not confuse the sounds of the letters with their names; the name of the letter "p" for example is "pee," but the sound of the letter "p" is a voiceless puff, or more strictly speaking a sudden, voiceless stoppage of the breath by closing the lips.) Having mastered some twenty simple consonant sounds and at least sixteen vowel sounds, he has still to learn more than fifty combinations of consonants and various modifications of the vowel and consonant sounds when followed or preceded by certain particular sounds. In all this long road there are very many pitfalls for the little deaf fellow groping his way along a difficult path with an inefficient substitute for the trained and slowly-developed guide that Nature has supplied to his hearing brother. When he says "sk" he has to exercise the greatest care that a touch of voice does not creep in between the s and k and make "skate" sound like "suckate." Or that the voice stops with a sufficient promptness after a "d" is finished, lest "goodby" becomes "gooduby." He must note the tiny difference in sensation between an "f" and a "v," when the positions are the same and only a touch of voice with the "v" distinguishes it from the "f"; and yet that slight difference makes a word "divine" or "define." The same slight variation

makes "pig" "big," the visible positions being the same in each.

Patience, perseverance, love. And the greatest of these is love. Line upon line, precept upon precept, repetition upon repetition, but earnest love and gentleness and interest as the motive power, and in time the goal is reached. Slowly the tongue and lips and palate learn their lesson. Slowly they acquire facility, and less and less attention is required for the manner of speech and more and more can be spared for the matter.

There is no space in this article for any discussion of the problem of teaching the English language to a congenitally deaf child, but it is even a greater and more difficult task than the teaching of speech. Nor is there room to discuss the difficulties that beset the lip-reader in his efforts to interpret the movements of speech with their confusing similarities of appearance through utter unlikeness of sound and meaning, where the eye cannot distinguish a "p" from a "b" or an "m," an "f" from a "v," a "t" from a "d" or an "n." It is, indeed, an intuitive science, a gift like that of music or art. And yet a deaf child well taught by the speech method, though starting at four, behind the hearing child of two, and having to acquire all that the hearing child acquires of knowledge and education and, in addition, confronted with the tremendous task of learning to speak and to comprehend the English language by means of senses not intended by nature to be used for the purpose, and therefore but imperfectly adapted to that end—with this great additional labor laid upon his shoulders, the deaf child, well-taught by the speech method, arrives at the age of eighteen nearly abreast of his hearing brother, having as much education and often knowing more and able to do more. All honor to him and to the patient, devoted men and women who have brought him on his way.

A WORKMAN'S SON AT OXFORD

OXFORD, you know, is not a poor man's university. H. A., in the Manchester (England) *Guardian*, tells of his experiences at Oxford, and they are very interesting—not without the heart-clutch that has been felt by most young men and women when they go from their own familiar world out into a world that is new and strange. H. A. was a toiler—all his life had he worked and worked hard—the prejudice that one class holds toward another was his and—. Well, it only goes to show that the more all the people know about all the people, the better off all the people will be. But let Mr. A. H. tell his own story in his own way. It is a good story, worth the telling:

It was like being born again; but whereas the babe is probably hardly conscious of the strangeness of its surroundings, a man of nearly thirty years is acutely alive to every difference in his new existence; and here was I, who on the Wednesday had been hard at work before a class of over eighty boys and girls in an elementary school, on the Thursday transported to Oxford to be a member of one of its most famous colleges. Is there any wonder that for several weeks discomfort was the chief feeling? An acute self-consciousness, a knowledge that I was woefully inexperienced in the ways of richer people, that I should doubtless commit unwittingly many unpardonable solecisms; and, more than all, a strong class-consciousness, a knowledge that all my life had been passed among humble folk whose English was too often dialectical, whose sense of refinement was in externals undoubtedly defective—all these combined to give the sensations probably experienced by a hedgehog that is about to be domesticated when it is first intro-

duced fresh from its fields and hedges into a domestic interior.

Then, too, I didn't understand servants! It was so strange to have a man at one's beck and call. Nor did it seem right that I, who had always waited on myself, cleaned my boots, done odd jobs about the house, should have all these things done for me. But when at 7:30 on my first morning at college the good man came into my bedroom, drew up the blind, poured cold water into the shallow bath, and said, "Half-past seven, sir," then, indeed, I was shocked! He evidently expected me to have a cold bath; to sprinkle myself with icy water on that keen October morning—a most unheard-of proceeding! A further sense of strangeness afflicted me in the possession of two rooms, a "bedder" and a "sitter," the latter a large double-windowed room very comfortably furnished, and with the walls all paneled not with oak but painted wood. There were no pictures—those I could provide if I wanted—and from one of the pile of advertisements received during the next few days I learned that pictures could be hired by the term. But having pictures was out of the question. By some oversight the college authorities had omitted to notify me that I must provide my own table linen, cutlery, etc. It wouldn't have made much difference if the notification had come earlier; for where was I to find £10? Cutlery or linen from home was out of the question; there was nothing to spare there. Luckily the servant came to the rescue.

"Of course, sir, it won't matter for a week or two. You can use some of the other men's things," he said.

"But they'll find out, and then—" I didn't complete the expression of my fears, for he replied:

"Oh, no sir! We always does it. The knives and forks and things is always gettin' mixed, so nobody'll know."

"Well, I shall get a month's salary from school at the end of the month, and I can get all I want then; so if you could manage to keep me going till then I should be very glad."

"Oh, yes, sir! That'll be all right!"

And it was so, till the month end, when my gold, which I had planned to spend on clothes and books, had to go for three tablecloths, half a dozen napkins, three pairs of sheets, three pillowcases, and a dozen each of knives, forks, spoons, etc. But they were not bought in Oxford! It was soon very evident that prices were at least twenty-five per cent higher than at home; hence my shopping was done by post.

Is it necessary to say that such expenditure caused me the greatest of all my discomforts? During the first few days I was maddened by the way in which "freshmen" were throwing money about. Pictures, cushions, fancy articles, pipes, clothing, baths, books, wines, tobacco, cigarettes—to say nothing of the linen and cutlery—were all being bought in huge quantities at fancy prices. To me, whose purse had always been but poorly furnished, whose career nine years ago at a day training college had been a time of poverty so great that frequently two meals a day had to suffice; that for a week at a time I was absolutely penniless; that for Saturday night after Saturday night I was glad to earn four shillings for playing the piano in a certain little public house; that I was compelled to give nine or ten music lessons per week to children in order to earn the princely sum of one shilling per hour cash—to me this lavish expenditure seemed at first not merely unnecessary, but criminal.

Then came my first hall dinner. Solid silver spoons and forks! What wicked waste! A clean napkin every night! A four or five course dinner, and only once in my life had I experienced an evening dinner. Truly I was a commoner! Opposite sat a lord's son; by my side the

son of a famous writer; near me were the descendants of historical families. I was poor, shy, nervous, sore in spirit, alone as I had never been before. It was a new world, and I was half afraid. As I returned alone through the shadowy quadrangle past the ancient building up to my room I felt heartsick and miserable. Nor was the warm solitude of my room at first any antidote. It was full of ghosts. Famous men had lived in it—at least one great poet, one famous historian. Other rooms on the staircase had housed great statesmen, literary men, poets, thinkers. Why, then, was I here? Was it all a dream? Or was it really true that the old hard life was behind me, that I, too, was at last given the chance for which I had craved, for which so many better, more worthy men than I crave in vain down below there in the schools, the factories, the foundries?

"It was very good of you to come. You know I sometimes feel that men like me are not fit to talk to men like you. You have worked hard and struggled upwards, and we've done just nothing except spend money we never earned, mostly on pleasures and dissipations." This was said quietly, simply, and I believe sincerely as I was leaving a student's room, after having eaten the largest and most costly breakfast I had ever enjoyed. He was the son of an extremely wealthy man; he had a princely allowance from his father; he came from a famous public school. And in spite of my forcible interjection of the word "Rubbish!" in spite of the little argument I could bring to bear on his statement, he was evidently depressed by reflection on his own idleness and wealth. Nor was this the only occasion on which men like him have said the same sort of thing to or about me. In fact, I have been amused, astounded, even provoked to find that in my own college were men who gave me a sort a halo, and approached me with the diffidence I confess I had felt towards them, merely because I was supposed to be "a real live workingman who had seen life, and had

struggled up to Oxford just as the story-book young man does." One modest youth, expressing to a friend of mine his desire to know me, said: "But I don't suppose he'll care to talk to me. I'm so ignorant of things."

Thus before long I was actually being sought as the man who knew a good deal at first hand of social problems and the life of the poor. At debating societies I was soon embarrassingly in request, for a characteristic of Oxford today is the extraordinary interest taken in all sorts of social questions—unemployment, poverty, housing, education, the right to work, slum life, conditions of labor, sweated industries. Such subjects have occupied a very large proportion of the debates both at the Union and at the various college societies. It was this keen interest in social reforms which first showed me my greatest misconception with regard to the "upper classes." Like most loyal members of the proletariat, I had preached of the callousness, the indifference, of the rich to the sufferings of the poor. I had honestly believed that the rich were more responsible for the evils of poverty and unemployment, rack-renting and sweated labor. But now that I was

thrown amongst these ravening beasts like a slave amongst wolves for their delectation, I found that quite a large number of these wolves were watch-dogs.

I soon found that in my own college, at any rate, class prejudice hardly existed at all. With few exceptions, I was on the most friendly footing with all the men of my own year and with most of the men of the years next above and below me. Of course there were cliques; it would be marvelous if there were not. But they are not formed on class lines. They are formed of groups of men of the same tastes, and it is possible for a man to belong to two or three cliques. There is, indeed, at Oxford a strong and forcible minority who to some extent do really justify the vehement attacks made upon them from the foot of the Martyrs' Memorial on Sunday evenings by fanatical Socialists. But then they are the extremists of the rich, just as the vehement revolutionary is the extremist of the poor. Luckily they form very small minorities, and both are disappearing. There is a widespread enthusiasm throughout the university for social amelioration, for social work. Rich and poor learn to know each other.

PUNGENT PRESS BRIEFS

Cornell University has received an endowment providing an annual prize of \$100 for the student who writes the best original poem. If the prize were for the best college yell it might create some enthusiasm.—*Boston Transcript*.

It is rumored that Dr. Cook has been offered the chair of psychic phenomena in Copenhagen University.—*Norfolk News-Leader*.

More probable, and much more in accordance with the fitness of things, that Dr. Cook should be made emeritus professor of English fiction at Rockefeller's University of Chicago.—*Norfolk Virginian-Pilot*.

Chancellor Day of Syracuse, who "values the lives of his students too highly to sacrifice one at the hands of football," recalls the orator who described sylvan solitudes where "the hand of man had never set its devastating foot."—*New York World*.

"What is the college for?" asks a magazine

writer. Every manager of a football team knows.—*St. Paul Pioneer Press*.

A Harvard professor says the ten commandments need revision. Let's give them a fair trial first.—*New Haven Paladium*.

Professor Marx of Stanford University finds that only one American professor in five can live on his salary. Hence this delightful output of magazine articles!—*Boston Transcript*.

"I thought you said your son was highly educated." "He is. He was the highest man in his class at college." "Then how do you account for the fact that he has succeeded in writing the words of a popular song?"—*Chicago Record-Herald*.

The education which develops a woman toward masculinity is as much a failure as that which develops a man toward effeminacy.—*Baltimore American*.

The small boy can find no joy in prosperity, knowing he must return to school.—*San Antonio Light*.

GENERAL COLLEGE NEWS

THE annual pamphlet, compiled and published by Professor Rudolf Tombo, Jr., of Columbia University, showing the enrollment of the twenty-eight leading American universities, is just off the press. His comparative statistics show that on the whole considerable gains have been made all along the line, although this year four institutions—Iowa, Minnesota, New York University and Yale—show a loss as compared with the previous year. The greatest gains have been made during the year by Columbia, Chicago, Wisconsin, California, Cornell, Ohio and Pennsylvania, in the order named.

According to the figures for 1909, the twenty-eight universities rank as follows:

1. Columbia	6132
2. Harvard	5558
3. Chicago	5487
4. Michigan	5259
5. Cornell	5028
6. Pennsylvania	4857
7. Illinois	4502
8. Minnesota	4351
9. Wisconsin	4245
10. California	4084
11. New York University	3834
12. Nebraska	3402
13. Yale	3276
14. Syracuse	3248
15. Northwestern	3197
16. Ohio	3012
17. Missouri	2589
18. Texas	2492
19. Iowa	2246
20. Indiana	2231
21. Kansas	2144
22. Tulane	1882
23. Stanford	1620
24. Princeton	1400
25. Western Reserve	1083
26. Washington	1003
27. Virginia	767
28. John S. Hopkins	710

With a few exceptions there have been general gains in the attendance of

the male undergraduate academic departments, the most important increases being shown by Princeton, Nebraska, Stanford, and Kansas. The enrollment of undergraduate women also shows a satisfactory general increase; at Cornell and Syracuse the number of undergraduate women is larger than that of the men. Harvard continues to lead in the number of male academic students, being followed by Yale, Princeton, Michigan, Chicago, Wisconsin, Columbia and Minnesota.

A general depression is noticeable in the case of the engineering schools, Stanford being the only institution of this nature to register an increase. Cornell continues to maintain its lead in the number of scientific students.

Thirteen of the medical schools and ten of the law schools exhibit a loss as against last year. The graduate schools have experienced an increase of 393 students, Harvard being the only one on the list to show a decrease of any moment. All of the schools of agriculture show a decided gain, the single exception being Minnesota, though this university still remains in the lead so far as attendance is concerned.

Two-thirds of the institutions experienced an increase in their summer sessions, the most significant gains being made by Columbia and Chicago.

A number of serious fires occurred during the month of January, and in consequence a large amount of educational property was destroyed. The Delta Upsilon Lodge at Cornell University was burned, causing a loss of \$40,000. The college of medicine of the University of Virginia was completely destroyed, as also was the Virginia Hospital, the estimated loss being \$150,000.

The chemical building at the North Dakota Agricultural College burned, \$63,000 covering the building and contents. The Morris Brown College, a colored institution at Atlanta, Georgia, was damaged to the extent of \$25,000.

Believing that "fully 50 per cent of unhappy marriages among young people of the working classes are due to the wife's ignorance of the simplest duties of domestic life," philanthropic women of New York city and Pittsburg are organizing a "Wifehood Guild," in which, just as business is taught in the Pratt Institute, instruction in the duties of the household will be given for a nominal fee. In a suburban home the guild will teach cooking, housekeeping and nursing to a school of 100 young working girls who will live in the institution during the six months' course. The fee will merely cover expenses. Women doctors will lecture on physiology and medicine, so that the students may have some knowledge of the cares of motherhood. Headquarters of the guild will be at Huntington Manor, L. I. Three acres of land have been purchased there by the incorporators. Architects are now employed in making plans for a permanent guild house. A house will be rented at Huntington Manor, in which temporary headquarters will be opened in the spring.

Declaring that it is as important that college women should be taught the scientific care of infants as that college men should study agricultural problems, Dr. Edna D. Day, professor of home economics in the University of Missouri, has established for the women students an elective course in the raising of babies. Forty women in Dr. Day's class, practically the entire number, expressed their desire to join the new class. Dr. Day will lecture while a nurse bathes a baby. Such subjects as the temperature of the water, when and how often soap should be used, what kind of towels are most sanitary, and what kind of clothing must be used to keep the baby's skin from being irritated will be discussed. Dr. Day believes that a nursery should

be run in connection with the university, where women of Columbia could leave their babies through the day.

With a view to establishing in New York City the greatest medical school in the world, the trustees of Columbia University have made known their plans for the improvement of the College of Physicians and Surgeons. The plan involves an expenditure of \$3,000,000. A course of instruction in agriculture has been inaugurated at Columbia after a lapse of more than a hundred years. One hundred and thirty-five students enrolled in the first class.

Wellesley recently compiled figures showing that the total valuation of her college buildings is \$1,780,700. Since President Hazard entered upon her office in 1899, the number of students has increased from 688 to 1312, the endowment from about \$400,000 to upwards of \$800,000. Of the buildings now on the college grounds, eleven have been added during this administration.

When the first mine workers' school was opened in the anthracite region about a year ago mining men throughout the country, both employers and employees, were anxious to see how the experiment would result. Now the school is no longer an experiment. Having begun its second year, the school is regarded as a permanent feature of the coal-mining activities of the section where it is located. Its object, briefly, is to give to all employees in and about the mines, no matter how high or how low their positions may be, the opportunity of instruction. The records of the first year show that the opportunity has been eagerly seized by all classes of mine workers. The school is at Lost Creek, a village in the "Middle Region" of the coal fields. It is thus in reach of several large collieries. A building formerly used for offices serves as a school-house. The library of mining literature, small at the beginning, is added to from time to time. At hand also are the various periodicals devoted to mining subjects. Coöperation with a correspondence school, which offers elaborate mining

courses, is the distinctive feature of the mine workers' school. By arrangement the pupils obtain a special rate for the correspondence course, and two instructors are employed by the company to help them get the most benefit out of it. It is not required, however, that the mine worker who enrolls shall take a course in mining; he can study arithmetic, English, grammar, or anything else that he chooses.

A meeting of the trustees of the Jeanes Fund for the Extension of Rural Negro Schools was recently held in Washington, President Taft being a member of the board. The Jeanes Fund amounts to a million of dollars, which was left by Miss Anna T. Jeanes of Philadelphia, to encourage the movement for the education of colored children in the thinly populated country districts of the South. Some discussion occurred relative to asking federal aid for the extension of the movement, as it was pointed out that even a million dollars would be inadequate when it has to cover the large area of the Southern states. It was decided that 152 teachers should be employed this coming year, this force to be divided into extension workers, supervisors and organizers. It is proposed to include in the field of activity 1600 schools and 132 colleges during the year. The board reported that the organization had been perfected to such an extent that all that is needed to extend the work is more money. The work of the teachers and organizers is to arouse a spirit of self-help among the colored students of the South. They aim to lengthen the school terms, and to introduce some industrial features into the course of studies. In the near future the controllers of the fund hope to introduce ideas on home sanitation in the rural districts.

Spokane College is another institution to establish a course in practical journalism. The work will begin next September. Instruction will be given in writing for the press, as well as practical training in the various branches of newspaper work, such as the make-up of a

paper, the composing room side of the business, methods of circulation and advertising, soliciting, collecting and general management.

The University of Michigan is to establish a course in journalism. Michigan has maintained courses in newspaper theory and practice, in book reviews, and in technical journalism, but the plans are to organize a complete and thorough department such as is to be found at Missouri, Wisconsin, Illinois, Kansas, Washington, Minnesota, New York and other universities.

For many years the University of Illinois has maintained a division of the chemistry department that is known as the division of applied chemistry. This division, under the direction of Professor S. W. Parr, is now gathering materials from all over the globe for a museum of industrial chemistry. In connection with the work of this department the chemical work for the engineering experiment station of the University and the Illinois geological survey is carried on. In its investigation it touches upon many problems of interest to the industrial world. Among these may be mentioned the importance of coal analysis and of coal inspection; of the determining of the number of heat units in coal, petroleum, gas, etc.; the study of boiler waters suitable for use in steam generators and methods for their purification; the chemical principles involved in the manufacture of cement, sand-lime brick, etc. Numerous bulletins have been published showing the results of these various investigations. One of the unusually interesting results of their investigations is the manufacture of an artificial stone by using the amorphous silica deposits of southern Illinois. In connection with class work, courses are conducted in metallurgy; in the assay of gold and silver ores; in the analysis of city gas supplies; producer gas; flue gases, etc., and a study is made of the chemical processes employed in various industries.

The Association of Kentucky Colleges and Universities, which, since its

establishment a few years ago, has been recognized as a potent factor in advancing the educational interests of the state, was recently incorporated. The object is to create a bond of union between the colleges and universities in the work of advancing the interests of higher education in Kentucky.

The name of Iowa College at Grinell, Iowa, has been changed to Grinell College. This change was deemed wise because of the frequent confusion resulting from the names Iowa State College and Iowa College. The former is the state agricultural school at Ames.

Brown University shows a total attendance of 967, 26 less than a year ago. There are 681 undergraduate men. The entering class of 187 is smaller by 54 than last year, a loss almost entirely accounted for by a material increase in the entrance requirements for the engineering degrees which has just gone into effect. As an immediate result the number of candidates for these degrees fell from 119 last year to 71 this year. It is a striking fact that of last year's class of 119 engineers, only 73 remain in college. In freshman candidates for other degrees there is a loss of only six as compared with last year. The graduate department has had a notable growth from 92 to 111. Brown has thirty-two buildings, including eight chapter houses, now occupied for university purposes.

The new Pasteur Institute established at the University of Wisconsin in November last, has already treated thirty-five hydrophobia patients from sixteen towns in eleven counties of the state. The immediate need for the establishment of such an institute for the treatment of Wisconsin patients was impressed on the university faculty by the fact that three men and 584 animals died in the state of hydrophobia last year, the disease being proven in forty-two localities. The live stock losses included 400 cattle, 100 hogs, fifty-six horses, and twenty-six sheep, besides many valuable dogs.

The Bates College catalogue for 1909-10, just issued, shows the total number of students to be 461. There are 74 seniors, 106 juniors, 119 sophomores, and 149 freshmen. The total attendance is larger by 22 than that of the last college year. There are 253 men and 208 women in the college. In the freshman class, there are 89 men and 60 women. The group system, which has recently received the endorsement of Harvard, and which seems to promise an escape from the evils of free electives, has for several years been in use at Bates, all the subjects of study having been arranged under three general heads: Languages, philosophy, sciences.

Harvard has established what is termed the Graduate School of Business Administration, the primary purpose of which is "to give thorough and scientific instruction in the fundamental principles of business organization and administration, and to present such a range of elective courses that each student may receive the special preparation which is suitable to the requirements of the business career he purposes to enter." A broad foundation may thus be laid for intelligently directed activity in commerce or manufacturing, or in accounting, auditing, railroading, banking, or insurance. There are also courses for admission to the insular and consular services. Candidates for the degree of Master of Business Administration must be graduates of approved colleges or scientific schools and must take a two years' course. In doing this Harvard is following the lead of some of her younger sister universities.

The University of Cincinnati, which, through Dean Herman Schneider, originated the plan of co-operative industrial education, whereby a student studies one week in the university and then works one week in shop or factory, and which is being largely copied throughout the country, has received just recognition in the city of its birth. The city of Cincinnati has appropriated \$300,000 for additional buildings and \$150,000 for power and equipment, so that the insti-

tution may enlarge its output of capable, productive and thoroughly equipped engineers. Last year there were 3,000 applicants for places in the school, only seventy-six of whom could be taken.

Open-air schools for tubercular children continue to multiply, and it will be but a short time until every city in the United States will maintain them, and then the disease will be largely if not wholly stamped out. Cincinnati is to have the open-air schools and so is Philadelphia. Dr. J. M. Withrow of Cincinnati, who recently returned from a tour of inspection of Europe, in which he included all the larger and more distinctive systems of schools, expects to call a general meeting of members of the boards of education from every part of the country to consider the advisability of adopting the European open-air plan in this country.

The Rev. Alfred De Barritt stated at a reunion of the students past and

present of the Presbyterian School in Cienfuegos, Cuba, that he has placed over 200 young people in Christian schools in North America, and that if each of these young persons has spent only \$400 for their education, travel, etc., that they have spent \$80,000 in the United States. Notwithstanding this fact the school in Cienfuegos has no building, simply a rented house—with no modern equipment whatever. What an opportunity for the lovers of education in Cuba. It was interesting to note at the reunion the number of graduates of the school who are now public school teachers, and five of the young men are missionaries.

Bellevue College, at Bellevue, Neb., is to be consolidated with Hastings College, at Hastings, Neb. The school will be known as the Bellevue College of Hastings, and the entire plant is to be removed to the latter city. Both colleges are under the management of the Presbyterian Synod of Nebraska.

DONATIONS AND BEQUESTS

NEVER a month passes that Andrew Carnegie does not write a few checks for a few special donations to educational institutions. Last month he gave \$40,000 to the University of South Dakota for a new library building and \$10,000 to be added to the endowment fund of Randolph-Macon College.

West Virginia Wesleyan College recently received gifts amounting to \$14,000; \$5,000 from Andrew Sterling, \$7,500 in realty from the estate of Thomas Dowling, and \$1,500 from the estate of Miss Apollonia J. Walter.

To Williams College from the late Frances E. Curtiss of Chicago, \$25,000.

To Huron College from Mrs. Anna M. McClymond of Morris Plains, N. J., \$5,000, to be used in defraying current expenses.

To Bowdoin College from the late

Professor Packard of Princeton, \$5,000 for the library.

Within a month Muhlenberg College has received gifts amounting to \$16,000. The endowment fund now amounts to \$272,000. This does not include the \$200,000 building fund recently raised.

To Lincoln College, Lincoln, Ill., from the estate of Russell Newman, \$10,000.

To Beloit College from the late Mrs. Frances E. Curtiss, \$25,000. She also left \$2,000 to Park College.

Ohio Wesleyan University has received since June last gifts amounting to \$87,801.

To Syracuse University from J. S. Huyler of New York, \$20,000.

Lebanon Valley College is assured of raising a fund of \$100,000 by June next, \$93,000 having already been pledged.

Proctor Academy at Andover, N. H.,

has succeeded in adding \$40,000 to its endowment fund.

To Stanford University from Mr. and Mrs. F. W. West of Seattle, \$10,000, the income from which is to defray the expenses of "The West Lectures on Immortality."

Princeton announces that its recent gifts amount to \$671,631, of which \$300,000 is from the late Morris K. Jessup of New York, to be known as the C. C. Cuyler fund.

Trinity College of Hartford, Conn., has received \$5,000 from the Rev. John Brainard of New York. Trinity has completed its endowment fund of \$500,000, the largest subscription, \$100,000, coming from J. Pierpont Morgan.

The Catholic University of America has just received two bequests, each for \$100,000.

The American University, the educational seat of the Methodist Episcopal Church of the United States, now building at Washington, D. C., has received \$50,000 from an unknown Westerner.

To Yale from J. Pierpont Morgan, \$100,000, for the establishment of the William H. Laffan professorship of Assyriology and Babylonian literature. The gift is a memorial to Mr. Laffan, editor of the *New York Sun*, who died recently.

To Montpelier Seminary, Montpelier, Vermont, from Dr. D. K. Pearsons, \$50,000.

NEW BUILDINGS

GROUND has been broken for the great library building at the University of Chicago, which is to serve as a memorial to the late President William Rainey Harper. The contract price is \$600,000, and the building is to be completed by the summer of 1911. The structure will be 276 by 80 feet, fronting on the Midway Plaisance. The main building will be six stories, 113 feet in height; with two towers, 138 feet high containing eight stories. Provision will be made at first for 400,000 volumes, with an ultimate capacity of 800,000 volumes. The main library building will be the center of a group containing the modern languages, philosophy, history and classical buildings, which, when built, will house their respective departmental libraries, each being connected with the main building. This plan contemplates ultimate provision for 3,000,000 volumes. The most modern facilities will be provided for the librarians and the staff of assistants, which will render access to any volume in the imposing edifice both speedy and easy. The fixtures will, it is estimated, cost \$100,000. The \$200,000 constitut-

ing the remainder of the fund available for the memorial will be treated as an endowment fund for the maintenance of the building.

The new law building at the State University of Iowa is completed, at a cost of \$130,000. It is of stone, three stories and basement, and is a valuable and handsome addition to the group of university buildings.

The University of Pennsylvania is soon to erect a zoological laboratory in the Botanical Gardens.

The University of Tennessee is having plans prepared for the erection of a new library building.

North Dakota Agricultural College is to replace at once the chemical building recently destroyed by fire.

The college of medicine of the University of Virginia, at Richmond, which was recently destroyed by fire, is to be immediately rebuilt.

The Alabama Polytechnic Institute at Auburn has planned to erect a textile building at a cost of \$40,000.

Westminster College is to erect a two story building to be used for the administration offices and for recitations.

AROUND THE CAMPUS

WHAT is to be done to modify the game of football? That something must be done seems assured. In fact, many college and university presidents, a large number of parents, the press, and even some law makers, who hear the voice of protest, demand that the game be made less dangerous.

The Intercollegiate Athletic Association, which met in New York during December, passed the following resolution:

"That the Football Rules Committee of this Association be instructed to use every possible endeavor to bring about such a modification of the rules as shall, in its judgment, tend to reduce to a minimum the dangers of physical injuries to players and at the same time retain, as far as possible, the desirable, wholesome features of the game."

At the same meeting at which this resolution was passed there were presented from various colleges a number of suggestions for changes in the rules. Of these the most systematic and comprehensive were the eight submitted by the United States Military Academy at West Point, at which a cadet was killed in a football game last autumn.

The practice, which grew up some twenty years ago, of massing the players together around the man who held the ball and driving them like a catapult at a particular point in the opposing line of men resulted in providing an opportunity, if not an incentive, for rough and unsportsmanlike play on the one hand, and on the other hand, in increasing the number of serious injuries. In 1905, therefore, the rules were changed to make the game more open; at the same time little was done to prohibit the use of the mass play. As a result clean play-

ing was encouraged, but the dangers of the game were, if anything, increased. The defending line could not be formed purely with the purpose of meeting a mass play, for an open play might be possible at any time. Consequently the very revision of the rules, which improved the game in one respect, made it more difficult for players to be protected against its more dangerous features. It has therefore come to be clearly seen that what is needed is not merely an encouragement of open play, but the positive elimination of excessive mass-playing.

It is noteworthy that in spite of the energetic and, in some respects, passionate agitation carried on in some quarters for the abolition of the game, of the ninety colleges whose faculties have expressed an opinion only one committed itself to the policy of unqualified abolition, and one was so uncertain as to record a tie vote in its faculty. Of the eighty-eight others, on the other hand, it is gratifying to note that only five committed themselves to the opinion that the present rules were satisfactory, and even these conceded that some minor changes might be necessary. All the rest favored the elimination of dangerous plays. Of these, seventeen believed that it was best to adopt outright one of the two forms in which the game is played in England—that is, either Rugby football or Association football, called in English university slang, respectively, Rucker and Soccer; the great majority—fifty-nine of them—believed, however, that it was best to attempt a radical revision of the American game.

The suggestions for such radical revision were of different kinds. Some of these were in general terms, others were evidently merely for the amelioration

rather than the reform of the game, but those that received attention were concerned with material changes. The principal definite suggestions were those, as we have said, which were offered by West Point. These were all designed to eliminate mass play and such dangerous features as dragging and pulling, and to encourage more open play. These suggestions, with the opinions of the executive committee of the association, are under the consideration of the committee charged with the revision of the rules.

The agitation for abolishing sororities at Wellesley has created little interest at Smith and Mount Holyoke. The policy of both has been against sororities from the outset. President Seelye of Smith says: "From the very foundation of the Smith College it has been known to our students, and to all who have known anything about our college, that Smith is not a college of fraternities. (President Seelye has said that the word 'sororities' is barbaric.) One result of the policy has been that we have never tried to deal with any specific case. Girls have come to us with the understanding that they were not coming to a college of secret organizations. For that reason they have not sought to establish any. They have acquiesced with us. The college, faculty and students may be stated to be in opposition to college fraternities. Of that there can be no doubt whatever."

Bowdoin College offers some interesting figures on the cost of a college education—at least what it costs at this New England institution. In passing it may be stated that an education costs just what a student makes it cost. A table is furnished showing the average expense account of a student whose primary purpose was to acquire knowledge, and it ranges from \$305 in his freshman year to a little above \$275 in his senior year. This is compared with the account of a student with an independent income, who was active in many of the college organizations, and this ranges

from \$347 to \$383. The department denominated "Self-Help," which is characteristic of many colleges, furnishes food for thought. Of 192 students from whom reports were received, 167 earned part or all of their college expenses. Twenty men in the class of '07 earned an average of \$902.34 during their course. They learned the very important lesson of independence when the mind receives the strongest impressions and it is such men who reflect honor, not only upon their alma mater and the community in which they live, but upon the country as a whole.

"Expert farmers wanted; salary \$1-200 per annum." The Indian Service is making this attractive offer to agricultural students who are sufficiently equipped to train the braves on the reservation in raising farm products. The appointments will be restricted to graduates of agricultural colleges. The successful applicants will be designated by Indian Commissioner Valentine to manage model demonstration farms on reservations in arid and semi-arid regions of the West.

Miss Theodora J. Franksen of Chicago, totally blind since she was eight years old, a student at the University of Chicago, was elected to the Phi Beta Kappa Society, an honor conferred by the university for high scholarship. The announcement was made at the same time that Miss Franksen was awarded the title of associate in literature. Since coming to the university three years ago Miss Franksen has won a scholarship each year. So far as is known, she is the first blind girl to receive the distinction of election to Phi Beta Kappa.

Max Pam of Chicago has donated to Notre Dame University the sum of \$1,000, which is to be offered as a prize for the best thesis or book dealing practically with the subject of religion in education. The details of the contest are left entirely to the faculty of Notre Dame, but Mr. Pam suggests that the contest be open to all persons desiring to enter and qualified to do so, no mat-

ter in what part of the world they may live. The judges, the time limit for the closing of the contest, and all other regulations are to be taken care of by the university officials.

The Iron and Steel Institute of London has announced a number of research scholarships in the metallurgy of iron and steel and allied subjects. The scholarships were founded by Andrew Carnegie, who donated \$100,000 to the institute for that purpose. The object of the scholarships is to advance the application of iron and steel to industry. The requirements for competition for the scholarships are: The applicant must be under thirty-five years of age and must be either a graduate of a college or trained in an industrial establishment.

Two prizes, one of \$100 and the other of \$50, are offered by the education committee of the Massachusetts association opposed to the further extension of suffrage to women. Essays submitted for the prizes must be on the stated subject, "The Case Against Woman's Suffrage," and must be written by women who are juniors or seniors during the present year in any college in Massachusetts; and these essays must be sent before April 15, 1910, to Mrs. Barrett Wendell, Boston.

The E. L. DuPont de Nemours Powder Co., of Wilmington, Del., is offering a first prize of \$100 and a second prize of \$50 for the best essay on "The Use of Explosives in Blasting Stumps, Boulders, Breaking up Hard Pan, and Tree Planting." The competition is limited to agricultural students. Papers must be in by October 1, 1910.

The University of Wisconsin has established a system of student self-government in all matters of discipline. The faculty and regents have just granted the request of the students for a court of their own to try all violations of university rules, and to fix their own penalties. The Student Conference, composed of representatives of all the student societies, have nominated twelve seniors and six juniors, from whom the whole con-

ference will choose a court of nine, six being seniors and three juniors. As the juniors are to serve two years, the court will always have three of its six senior men of a year's experience in office. As a result of the new system the students take the entire responsibility for maintaining good order on all occasions, and the court will enforce all student, faculty and regent rules. When a student has been tried and sentenced by the court the faculty will execute the sentence. In case the student is dissatisfied with the court decision, he may appeal to the faculty, which, in turn, may either dismiss the appeal or remand the case to the court for a rehearing.

The Association of Collegiate Alumnae, composed of more than 5000 members in various cities, is about to test the law of heredity by an investigation of its own membership and their antecedents from three generations or more. The national committee is said to be engaged in an earnest endeavor to determine scientifically on the best way to develop and improve the human race. President David Starr Jordan of Leland Stanford University is chairman of the committee.

Returns compiled by Yale's bureau of self-help show some striking results for the present year of the new loan system. There have been 250 applications for aid funds, taking the form of tuition scholarships, for which \$23,185 has been granted in 217 cases. Thirty-three applications have been rejected. Of the \$23,185 the sum of \$3055 has been given as ministerial aid, derived directly from funds given to students intending to become clergymen. The remaining \$20,130 represents funds in which students can elect gifts or loans. The sum of \$5100, or about one-fourth, has been chosen as loans, and \$15,030 as gifts. Election of loans grows from the beginning of the four years' curriculum. In the freshman class they have been taken this year by five applicants out of 58; in the sophomore by 11 applicants out of 45; in the junior by 15 applicants out of 41, and in the senior by

23 applicants out of 44. Out of 188 applicants—not counting 29 “ministerial applicants”—54, or about 29 per cent. have elected loans. Last year the proportion accepting loans was almost exactly the same. In the freshman class \$910 represents loans, \$5670 gifts; sophomore, \$250 loans, \$3820 gifts; junior, \$1530 loans, \$2860 gifts; and senior, \$2410 loans, \$2680 gifts. Results of the system indicate that, while successful, the elective loans do not increase in the undergraduate body as a whole. Increase of loans in the upper classes is offset by increase of college aid or gifts in the lower classes, while the responsibility assumed is greater at the outset of college life. This year, under more careful scrutiny of cases by the college dean, there has been a decrease from 250 to 236 in the number of applications, and some decrease in the aid funds given.

Nineteen students—sixteen boys and three girls—have been suspended from the University of Nebraska because of delinquency. These nineteen students, with a few others, were placed on the probation list before the Christmas holidays when they began slipping behind in their studies, but since their period of trial began they have failed to improve their work, and accordingly they were dropped from the university rolls. This action in dropping the delinquents was taken by the committee of the senate, having supervision over the failures and conditions, and it will prevent the suspended students from again registering in the university until after the close of the present semester.

The Students' Union of the University of Illinois, organized last year under very favorable circumstances, has now begun an enthusiastic movement for a new \$200,000 building. It is the purpose that the new building erected shall be a general meeting place for all Illinois men.

The bulletin of Smith College for 1910 shows 1660 regular students. These

come from all parts of the country, and to many women and parents a summary of their first names may not be uninteresting. The most popular name is Helen, of which there are 101; the old favorite Mary follows with 89; Margaret comes third with 63; Ruth has 60; Florence, 52; Elizabeth, 47; Marion and Mildred each 41; Dorothy, 40; Edith, 35. Less than twenty of the others number over a dozen each, viz.: Agnes, 13; Alice, 28; Anna, 23; Edna, 16; Eleanor, 18; Ethel, 23; Frances, 16; Gertrude, 32; Gladys, 19; Grace, 22; Josephine, 13; Katharine, 25; Louise, 26; Marguerite, 17; Marjorie, 23; Mabel, 13. The foregoing constitute one-half of the 1660, and the rest are in great variety.

The University Club of the city of Washington is to have a new home. The plans call for a structure 72 by 142 feet in ground dimensions and eight stories high. It will be built of stone to the top of the first story, and light tapestry brick, with stone and terra-cotta trimmings, above. It will be surmounted by a roof garden, which is intended to be an important adjunct of the club in the summer time. The new club will stand at the corner of Fifteenth and I streets northwest, upon the site purchased by the club several months ago.

Nashville, now the collegiate center of the South, recently established a University Club. Handsome and commodious quarters have been secured, and the membership is limited to 150.

For the convenience of students who might not otherwise care to open a more or less temporary bank account, or to whom banking privileges might not otherwise be available, the University of Chicago maintains a department of student deposit accounts. At the close of the year 1908-9, 839 students held deposits in this “bank,” the total amount aggregating \$66,854.65. On the corresponding date of the preceding year there were 778 student depositors, with the sum of \$57,154.98 to their credit.

AMONG THE FACULTY

JUST now when certain churchmen, politicians, and others not entirely divested of personal interests and prejudices, are condemning the teachings and the professors who do the teaching in our universities, *The Independent* asks "what is a university professor?" and then replies: "Americans yet fail to understand just what manner of human being a high grade university professor is, and just what he is good for. We are sorry to have to believe that, notwithstanding all the honest pride that we begin to feel in the rapid growth and the present excellence of our universities, the average intelligent American does not yet quite comprehend a professor's work, or know how he ought to be treated in order to obtain from him the utmost service that he is qualified to render to his fellowmen."

Reference is then made to the fact that in America everything is business and "how much money is there in it." This being true, and it also being true that our new universities, like our older colleges, are "financed and controlled by boards of trustees made up largely of business men, or they are maintained out of state revenues, and controlled by the appointees of politicians," it is evident that the work of the professor is rarely appreciated, even by those who are instrumental in hiring him. Perhaps this is one reason for his low salary.

"It is inevitable that, under these circumstances," says *The Independent*, "trustees, and not only trustees, but also the business and political men with whom they associate, should look upon a professor as a kind of hired man. As gentlemen they refrain from using the term, and they treat the professor as a person entitled to consideration and respect, but in their innermost conscious-

ness they can no more help thinking of him in terms of the business relations in which their whole scheme of thought and life has been molded than they can help comparing income and expenditure.

"But because these ideas and conditions are the real elements entering into university control in America we have here an ignorance that is nearly absolute of the precise kind of service that a high grade professor in Germany or in England is expected to render to his nation and the world. By way of substantiating this statement, it is necessary only to ask how any American board of university trustees would react to the proposition that their professors of highest rank, and most highly paid, should be left entirely free to offer instruction to students or not; or to instruct hundreds, or scores, or only two or three especially qualified students, without dictation or even suggestion in the matter from the university 'authorities.'

"With few exceptions American trustees would pronounce such an arrangement preposterous. Yet in the English universities, and everywhere on the Continent of Europe, professors enjoying such freedom are a matter of course. And the arrangement, so far from being preposterous, has justified itself by fruits of productive scholarship and scientific discovery which Americans can only envy.

"It all goes back to a difference of fundamental assumptions. The American assumption is that any professor is a hired man set to do a prescribed task. The European assumption is that a university professor, worthy of his appointment, is a responsible man fit to be entrusted with serious responsibility.

"American universities have done well," concludes *The Independent*. "We

expect them to do better. But they will not do all that the public should require of them until they change their fundamental assumption as to what a university professor is and what he is for."

The Rev. Louis S. Cupp of Kansas City has been elected chancellor of Christian University at Canton, Mo. Dr. Cupp is an alumnus of this university, graduating in 1899 with the degree of bachelor of arts, and has been engaged in the ministry. Dr. B. W. Ayers, who has been acting president, was recently elected president of the Holiness University at Oskaloosa, Iowa. Professor John Hugh Reynolds of Hendrix College, Conway, Arkansas, has been made president of that institution. He is an alumnus of the college and earned his master's degree at the University of Chicago.

Dr. J. W. Repass, for five years president of Centenary Female College, Cleveland, Tenn., has resigned, his resignation to take effect at the close of the present school year. Centenary has prospered under his management. Practically all his life has been spent in educational work, and it is not likely that he will leave the field of education. President Samuel G. Hefelbower of Gettysburg College at Gettysburg, Pa., has resigned, and he will retire from the position next June.

Dr. William E. Huntington, who has been continuously connected with Boston University for twenty-eight years—for twenty-one years as dean and now nearly seven years as president—has told the trustees of that institution that he shall ask to be permanently relieved from the duties of the presidency with the ending of this academic year. Dr. Huntington feels the need of rest and change. While the trustees were strongly disposed to insist on his delaying action of this sort for several years at least, he has for these personal reasons felt obliged to tell them that his decision must be regarded as final. Boston University has had in its history

only two presidents—Dr. William Fairfield Warren, who served from its foundation in 1873 until 1903, and Dr. Huntington, who was then promoted from the office of dean—a method of president-making to which that institution wisely feels attached. Dr. Huntington has been the second dean of Boston University as well as its second president. He was born at Hillsboro, Illinois, in 1844, received his early schooling in Milwaukee, and in 1870 graduated from the University of Wisconsin. Three years later he was graduated from the school of theology of Boston University. The degree Ph. D. was given him by Boston University in 1881, from Syracuse University and Wesleyan University in 1903 he received the degree S. T. D., and LL. D. from the University of Wisconsin in 1904 and Tufts College in 1905.

The Carnegie Institution has withdrawn its annual grant of \$10,000 to Luther Burbank, the plant wizard, and Burbank declares the action is a relief, maintaining that cares and responsibilities accompanied the yearly gift. The action of the institution's officials is based on the fact that the plant merger is being exploited for commercial purposes. Another reason assigned is that Burbank is not the originator of the spineless edible cactus. "I am exploited whether I am willing or not," declared Burbank. "Moreover, I don't claim to have originated the spineless cactus, but I do claim to be the first man to make it commercially useful. But for the advice of friends, I would have dissolved my connection with the institution last year. Personally, I have no desire for wealth or fame. I will say, though, that it was mutually agreed with the institution that I should have the privilege of supplementing its inadequate grant by the sale of my productions, as before the contribution was offered."

Professor Henry S. Graves, chosen to fill the office of United States forester, in place of Gifford Pinchot, is a friend and protege of Mr. Pinchot, un-

der whom he served as assistant forester from 1898 to 1900. Born in Ohio in 1871, he was graduated from Yale in 1892, and then studied at Harvard and took a forestry course in Germany. Since 1900 he has been director of the Yale Forestry School. After Harvard Mr. Graves joined Mr. Pinchot at Biltmore, North Carolina, where, on George W. Vanderbilt's great estate, the first application of scientific forestry to American conditions was being made.

But six honorary degrees have been granted by the University of Washington since its organization. Five of these were conferred during the twenty-eight years of existence in territorial days, from 1861 to 1889, and only one during the twenty years since statehood.

Professor Albert T. Clay, assistant professor of Assyriology at the University of Pennsylvania, has accepted a call to the chair of Assyriology just established at Yale University by J. Pierpont Morgan. Professor Clay has been at Pennsylvania since 1898, during which time he has built up a world-wide reputation as a student of the old civilization of Babylon.

Dr. William F. King, president emeritus of Cornell College, sails from San Francisco February 5 for a tour around the world. He will stop at Honolulu, Tokyo, Hong Kong, Manila, Singapore and at various points in India. Then coming up through the Suez Canal, he will travel for a year or more in Europe. He will be accompanied by J. Carleton Young, Cornell '76, of Minneapolis, the well-known book collector.

Ernest Carroll Moore, the present superintendent of schools in Los Angeles, who won a great fight against the "interests" for the establishment of more and better school buildings, has been elected to the newly established professorship of education at Yale, and has accepted the call. Two unnamed citizens of Connecticut have promised \$20,000 each toward the endowment of this professorship, and it is hoped and believed that the remainder can be raised within

the state, as the purpose of the chair is to co-operate with the public school teachers and superintendents of the state. Professor Moore received the degree of doctor of philosophy from the University of Chicago. He succeeds Professor C. H. Judd, who resigned last year to accept a professorship at the University of Chicago.

Dr. A. H. Sutherland, who has just been appointed an instructor in the department of psychology at the University of Illinois, comes to the university from the Government Hospital for the Insane, at Washington, D. C. Mr. Sutherland took his doctorate at the University of Chicago and is a thoroughly trained experimentalist. He has worked especially in abnormal psychology and neurology for the past year or so, and is interested also along the lines of animal and educational psychology.

A. H. Taylor, Ph. D., who has recently been elected professor of physics at the University of North Dakota, is a graduate of Northwestern University. He later went to the University of Michigan, where he was assistant in physics. After staying for a short time at Michigan, he accepted a position as assistant instructor in physics in the University of Wisconsin, where after two years he was promoted to the position of assistant professor of physics. While at the University of Wisconsin, Professor Taylor was in charge of the department of engineering physics. From the University of Wisconsin he went to the University of Göttingen, Germany, where he studied under Ziemann. His most important contributions to the field of physics have been in the form of special studies of electrical measurements, a number of which studies have appeared in the *Physical Review*.

In order to accept a business position more favorable financially than his present place, Dr. C. P. Hutchins, for three years director of the department of physical training at the University of Wisconsin, has resigned. Dr. Hutchins came to the university from Syracuse, where he had been connected with the

athletic department for some years. In 1906-07 he coached the varsity football team, and since then has had charge of the track team, although for over a year his duties as director of all branches of gymnastics and athletics have taken the larger portion of his time and attention.

Dr. Louis A. Klein, who entered actively upon his duties as dean of the University of Pennsylvania veterinary school last month, began his new work under the most auspicious circumstances. The student body breaks all records this year, and an \$80,000 addition to the present building has just been authorized. Dr. Klein, a native Philadelphian, entered the University of Pennsylvania from Brown Preparatory School in 1894, when 23 years old. He graduated with honors in 1897, winning the J. B. Lippincott prize for high scholarship. In 1898 he entered the employ of George W. Vanderbilt as veterinarian on his estate at Biltmore, North Carolina, and the following year entered the service of the United States Bureau of Animal Industry. In 1900, while stationed in Philadelphia, he was elected lecturer on Meat Inspection at the University Veterinary School, but resigned from this position and the government service in 1901 to become professor in Iowa State College. From 1903 to 1907 he was professor in Clemson Agricultural College, South Carolina, and has been Deputy State Veterinarian of Pennsylvania since that time.

Dr. Charles F. Chandler, Mitchill professor of chemistry of Columbia University, has presented a request to be relieved of active teaching work at the close of the present year. With great reluctance the board accepted the famous chemist's resignation, but by a special vote made it take effect as of June, 1911, and gave Dr. Chandler a year's leave of absence dating from the coming June. Professor Chandler is probably the best-known and most prominent member of his profession in New York City. He has been engaged in college instruction since 1856, when

he was graduated from the University of Goettingen with the Ph. D. degree. Since 1864 he has held the chair of chemistry at Columbia, and for thirty-three years of that period was dean of the Columbia School of Mines. As an educator he has had under his instruction a large proportion of the engineering profession of the country.

Harlan F. Stone has been made dean of Columbia Law School, to take office on July 1 next. Mr. Stone takes the place of Harry A. Cushing as the head professor in the law faculty. He is a graduate of Amherst College, class of '94, and Columbia Law School, class of '98.

Dr. David Nyvall of Minneapolis has been chosen professor of Scandinavian languages by the regents of the University of Washington, to fill the chair created by the last legislature. He will be the first incumbent. Dr. Nyvall is a native of Sweden, having received various degrees at many prominent Scandinavian centers of learning.

Dr. David P. Barrows, former United States Commissioner of Education in the Philippines, has become a member of the faculty of the University of California. Dr. Barrows will work in the department of education as coadjutor to Professor Alexis F. Lange, who is acting president of the university during the absence of President Wheeler in Berlin. Dr. Barrows is a California alumnus, and was for a short time a member of the faculty in the anthropological department. He went to the Philippines first as a representative of the University of Chicago and Field Museum, and later was selected by the Philippine Commission to supervise the introduction of the public school system of the United States in the islands.

Miss Margaret Spence, a University of Chicago graduate, has been selected by President Fassett A. Cotton, president of the new Wisconsin State Normal School at La Crosse, as superintendent of the new domestic science department. It is to be established at the

opening of the second semester, Feb. 4. Miss Spence is a bachelor of philosophy and a bachelor of education. President Cotton was formerly state superintendent of schools of Indiana.

During the fall term, Professor Samuel P. Hayes of the philosophy department at Mount Holyoke College, performed numerous experiments on members of the class of 1912 to ascertain, if possible, some new facts about color-blindness. During the Christmas vacations Professor Hayes gave a most interesting report of these experiments at a meeting of the American Psychological Association in Boston. Color-blindness appears to be very rare in women, defective color vision being almost entirely confined to men. Only fourteen out of sixty-three students experimented on at Mount Holyoke made mistakes in color matching.

Alvin S. Johnson, formerly professor of economics at the University of Texas, has been appointed associate professor of political economy at the University of Chicago. Dr. Johnson took his bachelor's and master's degrees at the University of Nebraska in 1897 and 1898, and his Ph. D. degree at Columbia University in 1902. From 1902 to 1906 he taught economics at Columbia, becoming professor of political economy at the University of Nebraska in 1906, and professor of economics at the University of Texas in 1908. He gave a course on political economy at the University of Chicago during the Summer quarter of 1909.

OBITUARY

Professor James Barr Ames, dean of the Harvard law school, died January 8, the cause being a nervous breakdown. Dean Ames was a native of Boston, having been born there in 1846. He received his degree of bachelor of arts at Harvard in the class of 1868, and entered the Harvard law school, receiving the LL. B. degree in 1872. He won his A. M. degree in the same year. His honorary degrees were doctor of laws from New York University in 1898,

University of Wisconsin 1898, University of Pennsylvania 1900, Northwestern 1903, and Williams 1904. While in the law school he was first a tutor in French and German in Harvard College, 1871-1872, and the following year an instructor in history. He was admitted to the bar of Massachusetts in 1873. He never practiced, for in the fall of 1873 he became assistant professor of law at the Harvard law school. He became professor of law in 1877, and two years later was given the Bussey chair of law. He succeeded Professor Langdell as dean of the law school, June 18, 1895, and on January 26, 1903, he was transferred from the Bussey professorship to the Dane professorship. Professor Ames developed the "Harvard" system or "case" system of teaching law, which is the best recognized modern method. A constant contributor to law reviews, he had also written a number of case compilations which rank high among law text books. His essays on the history of the common law, however, probably gained for him the most popular fame.

Miss Harriet Eliza Paine, for many years prominent in the literary world, died at Lynnfield Centre, Mass., January 12, aged sixty-four years. She had devoted her life to books and lectures designed to prepare girls for college. She had taught in Exeter Academy, N. H., at Miss Windsor's School in Boston and the Wheaton Seminary in Norton. Two of her books were "Girls and Women and Chats" and "Girls on Self-Culture."

Miss Anne Eugenia F. Morgan, B. A., M. A., professor of mental and moral philosophy at Wellesley College from 1878 to 1886, and professor of philosophy from 1886 to 1900, died at Santa Barbara, California, last month. Her death removes one of the early group who worked to establish college curriculum and methods on a broad and progressive basis.

Professor Samuel S. Sanford, long the head of the music department of Yale University, died January 6 at his home in New York City. He retired from

the head of the music department of Yale in 1902 because of poor eyesight. Professor Sanford was elected to the chair of applied music in the Yale Music School in 1894, and in addition to his work of teaching, was active in the development of the New Haven Symphony Orchestra. He presented to Yale, a number of years ago, the jewelled mace and collar of the president, both of which appear annually at the university commencements.

Professor William Arnold Stevens, who for thirty years occupied the chair of New Testament interpretation in the Rochester Theological Seminary and was a writer on philological and biblical subjects, died January 2 at Rochester, N. Y. Professor Stevens was born at Granville, O., in 1839. Following his early education in his native place he entered Denison University and was graduated from that institution in 1862. Later he studied at the Rochester Theological Seminary, Harvard, the University of Leipzig and the University of Berlin. Rochester University conferred on him the degree of doctor of laws in 1882.

Ex-President William G. Tight of the University of New Mexico died last month at Glendale, California. The body was cremated and sent to Dr. Tight's birthplace, Granville, Ohio. Dr. Tight was only forty-five years old. He was president of the University of New Mexico for nine years, resigning a few months ago. He earned a master's de-

gree and for several years was head of the department of geology at his old alma mater, Dennison. As he taught, he studied, and working in Harvard and Chicago Universities he prepared himself for his great work on "Drainage Modifications in Ohio, West Virginia and Kentucky," with which, after he went to the University of New Mexico, he won a Ph. D. degree at Chicago. He had been a member and president of the Ohio State Academy of Science, and for ten years secretary of the Dennison Scientific Association. He had affiliated himself with the United States Geological Survey and had earned an important place in the Geological Society of America.

Rev. Patrick F. Healy, S. J., formerly president of the Georgetown University, whose death in the university infirmary occurred January 12, was born in Macon, Ga., February 27, 1834. At sixteen years of age he entered the Society of Jesus as a novice at Frederick, Md., and was sent to Belgium to take an advanced course in theology and philosophy. In 1872 he was appointed to the presidency of the university, and during the ten years that he occupied the chair saw the completion of the magnificent structure now the main building of the university and known as Healy Hall. For several years after his retirement from the presidency of the college he was engaged in parish work in New York, but failing health forced him to return to Georgetown and enter the infirmary.

EDUCATIONAL MEETINGS TO COME

THE first meeting of the new year that may be regarded as of national importance will be held at Indianapolis, Ind., March 1-4. It is the department of superintendence of the National Education Association, and will be attended by superintendents of schools and prominent educators from all parts of the country. There must be

1,000 certificate holders from beyond fifty miles of Indianapolis in order to secure the reduced railroad rates. The Claypool Hotel will be headquarters. The president is Stratton D. Brooks, superintendent of schools, Boston, Mass., and the secretary, John F. Keating, superintendent of schools, Pueblo, Colo. A most interesting program has been ar-

ranged, and practically all the vital present-day school problems will be discussed.

The Religious Education Association will hold its seventh annual convention at Nashville, Tenn., March 8-10. There will be addresses by Professor George A. Coe of Union Theological Seminary, President Faunce of Brown University, President Mackenzie of Hartford Theological Seminary, Professor Herbert L. Willett of the University of Chicago, President Swain of Swarthmore College, President Moffatt of Washington and Jefferson College, Chancellor Kirkland

of Vanderbilt University, and many others prominent in religious and educational work.

The National Education Association will hold its forty-eighth convention in Boston, July 2 to 8. A rate of one fare for the round trip will be granted. The long-delayed announcement of the place of the next meeting is due entirely to the reluctance on the part of railroads to grant a satisfactory rate. It is expected that the Boston convention will be the most largely attended of any meeting of the Association in recent years.

EDUCATORS ARE SAYING

JAMES L. HUGHES, INSPECTOR TORONTO SCHOOLS:

The time is not far distant when books will be abolished from the schools altogether, and in their place will arise an individual course of study suited to each child. It is wrong to teach each child the same thing. Not one in ten thousand is constructed alike. Each one has it in him to make good in one certain line of life work and no other. I can take a child and give him a manual training course without one study out of the regular school course and yet develop him into a brighter man with a more active and probing brain than I could by sending him through the eight years' academic course. Why? Simply because a child's brain develops when he focuses it upon something that needs probing—that will make the brain active. Schoolbook learning does not do that for the child. Manual training does.

PRESIDENT WILLIAM O. THOMPSON OF OHIO STATE UNIVERSITY:

It is easy to remark that colleges are not what they ought to be, because the statement is always true. It settles nothing, however. All good institutions are not what they ought to be. If they were, there would be nothing left to do in this world. Another thing people say is that the college does not come in

touch with real life. I say it is not necessary for the college to be in touch with all phases of outside life. There are a great many things in life that it is fortunate the colleges do not have to come in touch with. That excess of athletics causes intellectual disintegration is another criticism often heard. People take the game of football too seriously. Boys and girls of our time are not always discussing football. They are interested in and talk about subjects they study more than they discuss football. Taking them as a whole, including even preachers, I believe people in "real life" spend quite as much time over the baseball editions of our newspapers as the college students spend on football.

PROFESSOR JOHN DEWEY OF COLUMBIA UNIVERSITY:

There is no more efficient body of workers in America than the great army of its woman teachers. They "feminize" boys? Nonsense! Or where are our effeminate boys, if you please? The notion that our splendid women teachers are making mollicoddles of their boy students is utterly absurd. Why, women themselves are anything but mollicoddles in these days of basket-ball and athletic "stunts" without number! They'd be the first to despise the "feminine" boy—in- stead of petting him into being.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE FEBRUARY MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

CANADA'S WORK FOR HER FARMERS, by L. S. Brownell. *McClure's*. What has been done through the experimental farm, how the soil is made to increase its yield, the growth of forests and general agricultural conditions.

CONSERVATION AND RURAL LIFE, by Sir Horace Plunkett. *Outlook* (Jan. 29). The first of four articles, in which an Irish view is given of Roosevelt's rural life and conservation policies, and their intimate relation to agricultural prosperity.

CONSERVATION VS. CONVERSATION, by Stewart Edward White. *Saturday Evening Post* (Jan. 29). Actually saving our forests and waterways and just talking about it.

COWBOY OR SHEPHERD, by George C. Morris. *Pacific Monthly*. The tragedy of the Wyoming range and how the cattlemen of that state see that the sheep is to be king.

SHEEP RANCHING IN THE WEST, by Barnum Brown. *Independent*. (Jan. 13). Complete description of the ranches, the inhabitants and the life.

THE MOTOR CAR AND THE ROAD, by Logan Waller Page. *Scientific American* (Jan. 15). The destructive effect of high speed.

THE REVOLT AGAINST KING COTTON, by Carl Crow. *Van Norden*. How the South is fast becoming a region of diversified crops.

THE STORY OF AN ARKANSAS FARM, by William R. Lighton. *Saturday Evening Post* (Jan. 22). How a man and his wife made it, built their house and the success and delight of it all.

THE WITCHERY OF A CALIFORNIA GARDEN, by Alice MacGowan. *Suburban Life*. How the gardens appear and their delightfulness.

TWENTY MILES FROM BOSTON, by Grace A. McKenzie Clark. *Suburban Life*. A year in the real country and how it was spent.

VITICULTURE IN CALIFORNIA, by George C. Husmann. *Sunset*. The history and the wonderful growth of the grapevines.

WHAT'S AN ACRE WORTH? by William R. Lighton. *Saturday Evening Post* (Jan. 8). A glance at farm-land values in different

parts of the country. The colleges have made land valuable by greatly increasing its productivity.

WHAT THE MOTOR VEHICLE IS DOING FOR THE FARMER, by Walter Langford. *Scientific American* (Jan. 15). The many ways in which it is being utilized.

ART

A NEW DEPARTMENT IN PHOTOGRAPHY, by Robert Williams Wood. *Century*. Some new ideas, with photographs to illustrate them.

A YOUNG BREADWINNER, by Fanny W. Marshall. *St. Nicholas*. An interesting sketch of the great English artist, Sir Thomas Lawrence, written to interest boys and girls.

AN OLD CIRCLE, by Ford Madox Hueffer. *Harper's*. Reminiscence of the Pre-Raphaelites. The author's grandfather was Ford Madox Brown, the painter, and intimate friend of Rossetti, William Morris and others of this aesthetic group.

FREDERIC REMINGTON, by Royal Cortissoz. *Scribner's*. Something of the late painter of American life and his work.

GRAND OPERA IN COMIC ART, by Gardner Teall. *Bookman*. How opera is the butt for all manner of fun.

MUST THE AMERICAN CITY BE UGLY? by Arnold W. Brunner. *Harper's Weekly* (Jan. 15). They are now largely in the mob state, but there are indications of great beauty.

MY REMINISCENCES, by Leslie Ward. *Strand*. This is "Spy," the famous English caricaturist, and he tells something of himself, his work and reproduces a number of unpublished sketches and cartoons.

REMINISCENCES OF AN AMERICAN PAINTER, by Elihu Vedder. *World's Work*. The second article, in which is viewed the Florentine years.

SOME MASTERS OF PORTRAITURE, by Elisabeth Luther Cary. *Putnam's*. A talk about Rembrandt, Hals and Van Dyck and their portraits, with several copies of the same.

THE ART OF GEORGE HENRY, by Charles H. Caffin. *Metropolitan*. The work of the Scottish artist, who, twenty years ago, began to be known outside of Glasgow.

THE ART OF HANGING PICTURES, by Sher-

ill Schell. *House and Garden*. That the pictures may show off to the best advantage and that they in turn may show off the room to the best advantage.

THE BEAUTY OF LINCOLN, by Gutzon Borglum. *Everybody's*. An interesting analysis of his features.

THE BOSTON MUSEUM, by Mary B. Hartt. *Outlook* (Jan. 22). Description of and explaining the new way of showing works of art.

THE EVOLUTION OF STYLE IN MODERN ARCHITECTURE, by Thomas Hastings. *North American Review*. He shows the changes that have been made, and how buildings are made more practical and at the same time more artistic.

THE FIRST PORTRAIT OF R. L. S., by J. B. G. *Putnam's*. It is a copy of a pencil portrait of Robert Louis Stevenson.

THE STORY OF ART IN AMERICA, by Arthur Hoebler. *Bookman*. Part one, which treats of the days of early struggle, just before and just after the Revolution.

TREATMENT FOR PANEL FOR VASE, by Ruth E. Jennings. *Keramic Studio*. For students and others interested in china and pottery decorations this magazine is invaluable. It is filled with designs, colored plates and lessons of great worth.

BEST MAGAZINE FICTION

A CIRCUIT RIDER'S WIFE, by Walter H. Everett. *Saturday Evening Post* (Jan. 22). The beginning of a story of two old-time itinerants.

A GIRL INTERVENES, by Frances Marlowe. *Blue Book*. A novelette of adventure in a London fog.

A PERVERTED PUNISHMENT, by Alice Perrin. *McClure's*. The scene is in a railway station in India.

A SPLENDID HAZARD, by Harold MacGrath. *Ainslee's*. The beginning of a continued story, the scene of which is Paris.

A STERN CHASE, by Tom Masson. *Black Cat*. A man and his tailor.

A STRING OF PEARLS, by Claire Wallace Flynn. *Woman's Home Companion*. A little domestic comedy in one scene.

AMONG THE NAMELESS, by Richard Washburn Child. *Metropolitan*. Hard-up days and plan to marry a girl for her money.

CAMEO KIRBY. *Ainslee's*. A novelization of the popular play by Booth Tarkington and Harry Leon Wilson.

COUPLE O' ROGUES, by Leonard Stone. *Gunter's*. Complete novel of New York life. with a detective in it.

DON HARVEY AND THE SHADOW, by Grace Macgowan Cooke and Caroline Morrison. *Harper's*. A good boy story.

HAMLET OF WEST HOUSTON STREET, by Walter Prichard Eaton. *Pearson's*. A story of the slums and their theatres.

HENKERS MAHLZEIT, by Alicia Ramsey. *Smart Set*. A little play which takes its

name from a favorite dish served at the last meal taken by a member of the circle leaving home.

HER PASSIONATE PILGRIMAGE, by Weymer Jay Mills. *Smart Set*. A young duke discovers that he has no right to his title; he makes a deal with the lawful owner for the use of his name for a year, and then sets out for America to win an heiress.

HOSTAGES OF FORTUNE, by Atkinson Kimball. *Scribner's*. Out at a summer camp.

IN EVERY PORT, by Fannie Heaslip Lea. *Woman's Home Companion*. The scene is New Orleans and the story begins at the French ball.

IN VAUDEVILLE, by Helen Green. *McClure's*. A humorous character sketch of some vaudeville performers in a theatrical boarding house.

JIMSIE BATE AND THE FURNACE FIRE, by Mary Heaton Vorse. *American*. The little difficulties that come to a family living in a flat.

MY FIRST AEROPLANE, by H. G. Wells. *Strand*. The time is somewhere in the future, and he looks back to the year 1912.

OPPORTUNITY, by Helen Nowell Brooks. *Hampton's*. Not a love story, but the troubles of a married couple trying to live on the husband's salary, which serves to again prove that all troubles do not end with marriage, as the plays and novels try to make us believe.

SEALED ORDERS, by Ralph D. Paine. *Cosmopolitan*. The habit of obedience that led to death.

SUCH A LITTLE QUEEN. *Green Book*. F. R. Toombs novelizes Channing Pollock's delightful comedy, which is one of the present season's theatrical successes.

SUSAN AND THE CHINESE LADY, by Anne Warner. *Woman's Home Companion*. Another Susan Clegg story.

THE AFTERGLOW, by Ruth McEnery Stuart. *Harper's Basar*. A good monologue.

THE BUTTERFLY MAN, by George Barr McCutcheon. *Ainslee's*. First chapters of a new story.

THE CANNIBAL KING, by George Kibbe Turner. *McClure's*. A good story for boys.

THE CHOSEN INSTRUMENT, by Samuel Hopkins Adams. *Everybody's*. A story of music and death.

THE CONSUMING FLAME, by James B. Connolly. *Hampton's*. A boarding house frequented by ship captains and its tragedy.

THE DUCHESS AND SALEM TARR, by Henry C. Rowland. *American*. Tarr is a harpooner, and on the sands he finds a woman.

THE ELEVENTH HOUR, by Edwin Balmer and William B. MacHarg. *Hampton's*. Another Luther Trant story.

THE FIGHTING MCLEANS, by Mary E. Wilkins Freeman. *Delineator*. A love story and its difficulties.

THE FLY IN THE OINTMENT, by Montague Glass. *Saturday Evening Post*. (Jan. 15). One of his delightful Potash & Perlmutter Hebrew stories.

THE HERMIT OF THE BUBBLING WATER, by Frederick Palmer. *Scribner's*. A story of Danbury Rodd, aviator.

THE HIRELING, by Rupert Hughes. *Saturday Evening Post* (Jan. 22). A good story of accident and misunderstanding and love and that sort of thing.

THE HOUSE OF HEALING, by Juliet Wilbor Tompkins. *Woman's Home Companion*. The first chapter of a new love story.

THE JOB HUNTER, by Harris Dickson. *Saturday Evening Post* (Jan. 8). A good sketch of an old-time negro called "Ole Reliable."

THE LAMB IN SHEEP'S CLOTHING, by Nelson Lloyd. *Scribner's*. About a boy and his ma and the man his ma might marry.

THE LITTLE HOUSE, by Richard Washburn Child. *Saturday Evening Post* (Jan. 8). A rather humorous story of a sad fat girl.

THE LONG NORTH TRAIL, by A. M. Chrisholm. *Popular Magazine* (Feb. 15). How fate landed a man in Canada.

THE LUCKLESS POT, by B. M. Bower. *Popular Magazine* (Feb. 1). An altercation between cowboys and sheep herders.

THE MAGIC CITY, by E. Nesbit. *Strand*. The first chapter of a serial story for children.

THE MAN HIGHER UP, by Edward B. Waterworth. *McClure's*. Politics and the things that go with it—saloons and policemen, for instance.

THE MATRIMONIAL SWEEPSTAKES, by P. G. Wodehouse. *Cosmopolitan*. A story of the interest below stairs in a young lady's choice of a husband.

THE PECULIAR AFFAIR OF JOHN BLUGGIN, by James Francis Dwyer. *Black Cat*. Bluggin is an Englishman who is very English.

THE REAL THING, by Maud Wilder Goodwin. *Century*. A private theatrical episode.

THE ROOM OF THE TRUNDLE-BED, by Anna E. Finn. *Cosmopolitan*. A story of a child that is very true and very interesting.

THE THINGS HE WROTE TO HER, by Richard Wightman. *Success*. A man and a woman meet, they seldom see each other afterward, and the man writes what he thinks.

THE TREE OF JUSTICE, by Rudyard Kipling. *Delineator*. A new tale of Dan, Una and the Puck of Pook's Hill.

THE UMBRELLA MAN, by Mary E. Wilkins Freeman. *Harper's*. For those who like good homely sketches that are close to the soil.

THE WIFE, by B. Brace. *Black Cat*. At a western summer resort and an acquaintance struck up there.

THE WILD OLIVE, by the author of "The

Inner Shrine." *Harper's*. Part one, and it takes its name from the words of St. Paul, "Thou, being a wild olive tree * * *"

THE WIT OF PORPORTUK, by Jack London. *Sunset*. A story of the Indians of the Yukon.

THE YOUNG WIZARD OF MOROCCO, by Bradley Gilman. *St. Nicholas*. The beginning of a continued story which will delight young folks.

THAT TURNER PERSON, by Alfred Henry Lewis. *Cosmopolitan*. One of the Wolfville stories, relating the revival of a shattered romance.

THROUGH THE SPIRIT OF IAPI, by Hamlin Garland. *Success*. A very human story of the very human West.

WHAT THE PUBLIC WANTS, by Arnold Bennett. *McClure's*. The second act of this interesting play being published in serial form.

WITH THE BEST INTENTIONS, by Ralph D. Paine. *Popular Magazine* (Fig. 15). Concerning a footballer.

EDUCATIONAL

A FALSE SEX EMPHASIS, by Anna Cadoogan Etz. *North American Review*. An essay in praise of woman, and also the difference in the education of the sexes in the human family.

A NOTABLE GATHERING OF SCHOLARS, by Reuben G. Thwaites. *Independent* (Jan. 6). It is about the twenty-fifth anniversary celebration of the American Historical Association and the American Economic Association, held in New York City last December.

CHICAGO'S SCHOOL BUILDINGS, by Cara Reese. *Good Housekeeping*. She calls attention to certain facts in connection with fire escapes.

EDUCATION AND OVERALLS, by Elmer Ellsworth Brown. *Youth's Companion* (Jan. 13). Learning to work and think.

EDUCATION IN GERMANY, by President Arthur T. Hadley of Yale. *Youth's Companion* (Jan. 6). How the schools of Germany are conducted.

FINDING A LIFE WORK, by Hugo Munsterberg. *McClure's*. The important question of fitting the child with just the right occupation is here discussed at length.

FRIENDS OF THE FAMILY, by Elia W. Peattie. *Good Housekeeping*. The beginning of a series on the teacher as the friend.

HOW THE PUBLIC LIBRARIES HELP THE PUBLIC SCHOOLS, by Mary A. Laselle. *Normal Instructor*. And also how the schools can help the libraries, and the pupils, by creating a love for good literature.

MORAL LIFE IN OUR COLLEGES, by Professor Frederic S. Goodrich. *Physical Culture*. The first of a series filled with inside facts regarding college life.

PENSIONS FOR WOMEN TEACHERS, by Lil-

lian Flint. *Century*. What American cities are doing for the veterans of the schools, both men and women.

SCHOOL DAYS IN THE '30's, by Sarah Martyn Wright. *Independent* (Jan. 13). The kindergartens of today and the "Infant Schools" of seventy years ago are compared.

THE CRUSADE INVISIBLE, by Harold Bolce. *Cosmopolitan*. The beginning of a series, in which he attempts to show that girls' colleges are the melting pot of religion, and that the women students are changing the old ideas of what constitutes Christianity.

THE DECADENCE OF FRANCE, by Mrs. Belamy Storer. *North American Review*. If there is a decadence, the author claims that it is due to the exclusion of all religious sentiment from the schools.

THE PLACE OF MANUAL ARTS IN THE SECONDARY SCHOOLS, by Professor Walter Sargent. *School Review*. He claims that the manual and industrial training increases the attractiveness of the schools for the pupils and makes them better citizens.

THE OLD WEST IN PAGEANT, by William Hard. *Outlook* (Jan. 22). Description of the Historical Pageant of Illinois, given on the campus of Northwestern University last autumn.

THE YEAR'S SPLENDID BENEFACTIONS. *Christian Herald* (Jan. 12). Over \$140,000,000 given to education, benevolence, missions, churches, and various worthy causes during 1909.

THE PUBLIC HIGH SCHOOL, by Ella Flagg Young. *School Review*. She discusses the students and their studies and aims at more broadness.

UNIVERSITY OF CHICAGO, by Edwin E. Slosson. *Independent* (Jan. 6). This is the last but one of the series on Great American Universities, which is described very minutely.

WHAT ARE THE SCHOOLS DOING TO YOUR BOY AND GIRL? by Eleanor Atkinson. *World Today*. The first of a series, telling what boys and girls are made of—some features of the interior biography of the child upon which the modern school bases its teaching methods.

WHAT FATHERS DESIRE FOR THEIR DAUGHTERS, by Sarah Louise Arnold of Simmons College. *Delineator*. Men of the business world see in college training a safeguard against future needs.

WHAT IS THE TROUBLE WITH THE SCHOOL TEACHER? by Professor William McAndrew. *World's Work*. What the public might do for the teacher, and what the teacher might do for himself.

WHAT IS WRONG WITH OUR PUBLIC SCHOOLS? by Joseph M. Rogers. *Lippincott's*. Second paper, in which the English system is compared with the American, followed by a plea for the practical education outside of books.

FINANCIAL

FOUNDING THE HOUSE OF GUGGENHEIM, by Eugene P. Lyle, Jr. *Hampton's*. From peddling shoe laces to the owner of millions.

GUARDING THE POOR MAN'S SAVINGS, by John Harsen Rhoades. *Outlook* (Jan. 29). The postal savings plan is discussed; also what the government will do with the money.

GOLD IN RELATION TO THE COST OF LIVING, by Irving Fisher. *Review of Reviews*. When prices are rising, money is depreciating. The gold platform on which we stand is not solid, but sinking.

HOW TO BORROW MONEY, by Will Payne. *Saturday Evening Post* (Jan. 22). Using and abusing a line of credit.

THE BUILDING OF A MONEY-TRUST, by C. M. Keys. *World's Work*. How the banking power of three billion dollars has been centralized at J. P. Morgan's desk.

THE CENTRAL BANK PLAN, by Judson C. Welliver. *Pearson's*. A simple explanation of the central bank plan, its advantages and risks to the average man.

HISTORICAL

A DIARY OF THE RECONSTRUCTION PERIOD, by Gideon Wells. *Atlantic Monthly*. A little history.

A GEORGE WASHINGTON LETTER, by Herbert Johnston Campbell. *Pacific Monthly*. A recently discovered letter, written August 1, 1777, and the article tells how the letter was brought to light and also reproduces it.

A HALF-FORGOTTEN HEROINE, by J. Earl Clauson. *Putnam's*. About Ida Lewis, the lighthouse keeper in Newport harbor.

ABRAHAM LINCOLN IN 1848, by James Sidney Allen. *National*. A little history of the days when the world knew him not.

HISTORIAN OF THE CHERRY TREE, by Walter B. Norris. *National*. About Parson Weems and his life of Washington, and how the Parson became famous through his story of the cherry tree incident.

IF OUR FASHIONS WERE THEIRS, by E. S. Valentine. *Strand*. Pictures of famous historical events reproduced, and then the same incidents shown as they would appear had the fashions of today been in vogue in the olden times.

IN THE PATH OF SHERMAN, by W. W. Lord, Jr. *Harper's*. A little war history which dates back to just after the fall of Vicksburg.

LEGENDS OF THE CITY OF MEXICO, by Thomas A. Janvier. *Harper's*. A collection of stories that are told.

MRS. LAFCADIO HEARN'S REMINISCENCES. *Pacific Monthly*. The first of a two-part article about the late Mr. Hearn of Japan.

ON THE TRAIL OF WASHINGTON, by Frederick Trevor Hill. *Metropolitan*. Part one of a two-part article, which throws some

new light on the personality of our first President.

THE LADIES OF THE COURT OF LOUIS XIV, by Elizabeth Wallace. *Outlook* (Jan. 15). The struggle between France and Savoy, and the coming to the French court of the little daughter of Victor Amadeus II.

THE LAST OLD TAVERN OF LONDON, by Rutledge Rutherford. *National Food Magazine*. It is Ye Old Cheshire Cheese, where many men who live in history were wont to while away an idle hour.

THE MEANEST THIEVES IN THE WORLD, by Henry Westerman. *Metropolitan*. Policy players, and some of the gamblers who have "fleece" the rich and the poor alike.

THE PRESERVATION OF MOUNT VERNON, by Abby Gunn Baker. *Century*. A record of a half century of patriotic work by the Mount Vernon Ladies' Association of the Union.

THE SOUTH'S COLDEST DAY, by Dr. R. J. Massey. *Uncle Remus*. When man and beast froze to death.

THE SPELL OF DAMASCUS, by Robert Hichens. *Century*. Second paper of the Holy Land series, wherein is described that most ancient city of Damascus, which looks to be one of the newest.

THE STORY OF CHARLEMAGNE, by Charles Edward Russell. *Cosmopolitan*. Second article, reviewing the history of the champion of the church patron of learning.

INDUSTRIAL AND BUSINESS

A NEW KIND OF ORGANIZED LABOR, by Henry M. Hyde. *Saturday Evening Post*. (Jan. 8). How the railroads are planning to fight legislation.

A NEW TRANSCONTINENTAL RAILWAY, by William Thornton Prosser. *Pacific Monthly*. The Chicago, Milwaukee & St. Paul Railway is fourth among the great transcontinental systems to penetrate the American Northwest.

ALL IN A DAY'S RUN, by William Harneden Foster. *Scribner's*. A day's experience in the cab with a locomotive engineer.

BUSINESS SUCCESS AND FAILURE, by Frank Greene. *Century*. Remarkable American statistics, showing instances of success after failure, the chief causes of bankruptcy, and preventable causes.

CONQUERING THE SEVEN SEAS, by Lewis Nixon. *Cosmopolitan*. The first of a series, and tells of former American supremacy on the high seas, and also how that supremacy has been lost to foreign nations.

FAIR REGULATION OF RAILROADS, by Samuel O. Dunn. *North American Review*. A timely article on a subject that is now before the country.

FLAGLER AND FLORIDA, by Edwin Lefevre. *Everybody's*. A sketch of the quiet, unassuming man who has done so much for Florida's East Coast.

HAPPY HUMANITY, by Frederik Van

Eeden. *World's Work*. First paper, telling the story of a co-operative experiment in Holland that failed because the class-hatred of its beneficiaries excluded proper leadership.

HIGHWAYS OF PROGRESS, by James J. Hill. *World's Work*. Fourth article, taking up our wealth in swamp and desert, the rich farms to be reclaimed, and the need of reforming the land laws.

INTENSIVE RAILROADING, by Charles F. Spears. *Review of Reviews*. What it costs to move a car, the revenue derived from the hauling of freight, and many things about railroading that are not generally known.

ON TIME, by Thaddeus S. Dalton. *Harper's Weekly* (Jan. 22). The incessant struggle of the railroad to prevent its trains from falling behind their schedule.

OUR CHANCE IN CHINA, by Louis Brownlow. *Success*. An immense commercial opportunity which American merchants have so far failed to grasp.

OUR COAL SUPPLY TODAY, by Guy Elliott Mitchell. *Review of Reviews*. The amount of coal mined in the United States, what it is worth and where it is used.

RAPID TRANSIT IN NEW YORK CITY, by Henry Irving Dodge. *Independent* (Jan. 20). The different kinds of roads, how they are operated and their terminals.

ROMANCES OF ROSSLAND, by Harold Sands. *Canadian Magazine*. The strange stories of fortunes made in mining.

SALMON FISHING IN PACIFIC WATERS, by Bailey Millard. *Outlook* (Jan. 22). This is a wonderful industry, but it is not more wonderful than are the fish.

STRIKES AND PUBLIC UTILITIES, by Walter Gordon Merritt. *Outlook* (Jan. 8). He reviews a number of recent strikes and suggests a remedy.

THE AWAKENING OF ARKANSAS, by Winfield W. Dudley. *Technical World*. No longer is it a state to be made fun of, but is developing in a wonderful way.

THE BIRTH OF A TOWN, by Arthur Hawkes. *World Today*. An account of how Kindersley, the new city in the Canadian northwest, came into being.

THE FUR YIELD OF MANY WATERS. *Benziger's*. Gathering furs—an occupation in which an army of people is engaged.

THE GREATEST WATER POWER EAST OF NIAGARA, by Lauriston Bullard. *World Today*. It is the Connecticut river in New England, and the article tells how its great power is being harnessed and utilized.

THE INJURED WORKING MAN VS. THE BOSS, by Edwin Morris. *Pearson's*. Both sides of the question of the liability of employers toward men injured in the course of duty.

THE MARKET-PLACE, by Richard Wightman. *Metropolitan*. An interesting essay on things for sale, including man himself.

THE MOST STRIKING AUCTION-ROOM INCIDENT I REMEMBER. *Strand*. A symposium of well known auctioneers.

THE NEW NORTHWEST PASSAGE, by Kirk Munroe. *Harper's Weekly* (Jan. 29). Canada's projected outlet for her wheat through Hudson Bay.

THE PROGRESSIVE PACIFIC COAST, by Henry T. Finck. *Scribner's*. The wonderful growth of the cities and the development of the whole western country.

THE REVIVAL OF OUR SHIPPING, by Alfred Spring. *Outlook* (Jan. 15). Our merchant marine is compared with that of other nations. He holds that ours is inferior, and points out why other nations are supreme on the sea.

THE RULE OF THE ROUSTABOUT, by Harris Dickson. *Technical World*. He is the real problem of the Mississippi River, and it will do little good to dig a deep waterway until methods of handling freight are revolutionized.

THE SMALL MAN'S MARKET, by James H. Collins. *Saturday Evening Post* (Jan. 15). Small, useful household articles, and how they are promoted and put on the market.

THE WHITE COAL OF SWITZERLAND, by Frederic C. Howe. *Outlook* (Jan. 22). The second of five articles on industrial democracy in Europe, and treats of the little nation and its resources.

THE WILD PONIES OF EXMOOR, by Chas. J. L. Clarke. *Wide World*. Some account of the horses and what takes place at Bampton Pony Fair, the only fixture of the kind in England where the ponies are brought annually for sale.

WHY THE PANAMA CANAL MAY BE A BAD BUSINESS VENTURE, by Rear-Admiral Robley D. Evans. *Hampton's*. On whether the canal should be thrown open to the world free of charge.

LEGAL

LEGAL PROTECTION FOR THE DISTRESSED, by Mary Hamilton Talbott. *Interior* (Jan. 27). Many cases cited, until one wonders if there is such a thing in this free America as real justice for the poor.

WHAT ABOUT OUR COURTS? by William Allen White. *America*. Showing the evil workings of our judiciary and that the old order of property rights against human rights must change.

WHAT HAS BECOME OF OUR PURE FOOD LAW? by Samuel Hopkins Adams. *Hampton's*. It took seventeen years to have the law passed, and today, only three years after its passage, it is being destroyed by the rotten methods of fraud and poison.

LITERARY

A FRENCH AMBASSADOR ON ENGLISH LITERATURE, by Brander Matthews. *Putnam's*. A good literary talk, including the ideas of Jules Jusserand.

A STUDY OF A NEW YORK DAILY, by By-

ron C. Mathews. *Independent* (Jan. 13). Analysis of the contents of a daily newspaper, showing what is printed—the demoralizing, the unwholesome, trivial, and the worth while, the latter being equal to the first two.

GEORGE CABOT LODGE, by Edith Wharton. *Scribner's*. An appreciation of the poet and his work.

MODERN DUTCH LITERATURE, by A. Schade Van Westrum. *Bookman*. New writers and their work.

ON THE ORIGIN OF WALLER'S COUPLETS, by William W. Gay. *North American Review*. An interesting literary essay.

PROFESSOR CROSS'S LIFE OF STERNE, by W. D. Howells. *North American Review*. A critical article, with a little history of the witty young country parson.

REMINISCENCES OF AN EDITOR, by William H. Rideing. *McClure's*. He tells of James Payn, Charles Reade, Mrs. Oliphant and others.

RICHARD WATSON GILDER. *Century*. A symposium describing him as a poet, as a moral force in politics, as an editor, and his philanthropic work and his relation to the arts.

SELMA LAGERLOF, by Edwin Bjorkman. *Review of Reviews*. The great Swedish writer of modern fairy tales.

SOME REPRESENTATIVE AMERICAN STORY TELLERS, by Frederic Taber Cooper. *Bookman*. Tenth in the series, and tells of the method, work and future of Robert W. Chambers.

TAKING CARE OF THE BOOKS, by Russell Fisher. *House and Garden*. How to use and keep them undamaged.

TALKS WITH TENNYSON, by Elizabeth Rachel Chapman. *Putnam's*. Part I, in which are recorded a number of conversations with the poet.

THE AMERICAN NOVEL IN ENGLAND, by Gertrude Atherton. *Bookman*. The best article on this subject yet written, reviewing the work of all our authors who have found popularity on the other side.

THE PLEASURE AND PROFIT OF READING, by Orison Swett Marden. *Success*. A plea for the reading habit, and how it improves and enlarges one's mental capacity.

THE WANING POWER OF THE PRESS, by Francis E. Leupp. *Atlantic Monthly*. He shows that the press is losing in prestige and gives a reason therefor.

THEN AND NOW. *Bookman*. The Bookman is fifteen years old, and the article tells of its growth and of present-day writers, and how they appeared then and now.

TRACKING SHAKESPEARE TO HIS LAIR, by Montrose J. Moses. *Theatre Magazine*. The historic theatre, where Shakespeare appeared as Adam in "As You Like It."

YELLOW JOURNALS, by Louis J. Stellmann. *Sunset*. Description of the Japanese and Chinese newspapers of San Francisco.

MEDICAL AND HEALTH

BEAUTY CULTURE FOR THE HAIR, by Madame Teru. *Physical Culture*. How the hair may be strengthened and how it may be beautified.

CONFESSIONS OF A MODERATE DRINKER. McClure's. How he began to drink, why he never drank to excess, total abstinence not difficult, and the result that moderate drinking does not pay.

FAT AND ITS FOLLIES, by Dr. Woods Hutchinson. *Cosmopolitan*. The warfare that is waged against adipose, a harmless, healthful, innocent tissue, and some of the methods of making it move on as desired.

LIGHT AS A PRESERVATIVE OF HEALTH, by Sir James Crichton-Browne. *Youth's Companion* (Jan. 27). A plea for plenty of light and why it is necessary.

NERVOUSNESS, A NATIONAL MENACE, by Rev. Samuel McComb. *Everybody's*. What it is, including the disease of fear, and how it may be cured.

NITROGEN STARVATION, by Charles E. Woodruff. *North American Review*. Attention is called to some facts that have been lost sight of in relation to human food and dietetics.

RIGORS OF ARCTIC LIFE, by Thorwald Anderson. *Physical Culture*. The habits of the Eskimo are not ideal, but nevertheless they are a hardy people.

SOLVING THE PROBLEM OF HEATING AND VENTILATION, by William H. Werner. *Physical Culture*. How pure air, properly heated, may be secured at comparatively small cost.

STRANGE PLAGUE Baffles Science, by Rene Bache. *Technical World*. It is the spotted fever, and the article tells much about its origin and the experiments that are being made to eradicate and cure it.

THE DUST NUISANCE, by C. H. Johnson. *Physical Culture*. The best ways of dealing with it are discussed.

THE MAN WHO DARED, by John Milo Maxwell. *Physical Culture*. The man is Mayor William R. Niven of Bellefontaine, Ohio, who forced the law to act on a person infected with venereal disease.

THE SLEEPING SICKNESS, by Louis L. Seaman. *Outlook* (Jan. 15). What Africa offers to the scientist, and an explanation of the malady that costs so many lives.

THE RAW FOOD TABLE, by Upton Sinclair. *Physical Culture*. He believes that he has solved the dietetic problem. In this day of "no meat" his ideas are worthy of consideration at any rate.

UNNECESSARILY BLIND BABIES, by Dr. J. J. McCarthy. *Pearson's*. The carelessness of parents which results in the blindness of babies, one-third of all blindness being due to this cause. The remedy is explained.

VEGETARIANISM IN CENTRAL AFRICA, by Guy Walter Sarvis. *Physical Culture*. The

author has traveled thousands of miles, has crossed the equator five times, and has studied the people who live on fruits, nuts and vegetables.

WHAT THE PUBLIC CAN DO, by Dr. William Osler. *Woman's Home Companion*. The beginning of a series of articles—a campaign of hope—on the eradication of plagues.

MUSIC AND DRAMA

CAN AMERICA PRODUCE ITS OWN OPERA SINGERS? by Giuseppe Campanari. *Delineator*. The success of home-made artists has demonstrated that European training is no longer a necessity.

ENGLAND'S ACTOR KNIGHTS, by Shirley Burns. *Green Book*. Who they are and why.

GREAT ACTING AND THE MODERN DRAMA, by Walter Prichard Eaton. *Scribner's*. What has influenced the drama and opera, with a word about actors and singers.

HOW OPERA SINGERS ARE DEVELOPED, by Emma L. Trapper. *Harper's Basar*. Some of the methods, with emphasis on the fact that nearly all the great singers were born with voices that needed only a minimum amount of training.

"ISRAEL." *Current Literature*. An excellent review and much of the dialogue of Henri Bernstein's play of race prejudice.

LANDSCAPE IN MUSIC, by Lawrence Gilman. *Harper's*. Treats of the new school of composers, which comprises such men as d'Indy and Debussy.

MODJESKA'S MEMOIRS, by Helena Modjeska. *Century*. Third article, which tells of the failure of the Polish colony in California which the actress and her husband helped to establish, and her return to the stage.

MY PRELUDE IN C SHARP MINOR, by Serge Rachmaninoff. *Delineator*. The fourth of a series of studies in musical renditions.

PAVLOVA OF THE TWINKLING TOES, by Pierre Van Rensselaer. *Cosmopolitan*. The premiere danseuse of the Russian Imperial Opera, who is coming to America.

"THE FOURTH ESTATE," by Lucy France Pierce. *World Today*. A review and much of the dialogue of the great newspaper play of corruption by Joseph Medill Patterson and Harriet Ford.

THE MANAGER, THE STAGE, AND THE PUBLIC, by William A. Brady and Joseph R. Grismer. *Green Book*. They tell how they guess at providing the public with theatrical fare.

THE MASTER OF PROPERTIES, by Vivian Ogden. *Green Book*. The man who supplies all the articles used in theatrical productions, and how many of the things which seem real are made.

THE NEW THEATRE AND THE TRUE by Henry Miller. *Saturday Evening* (Jan. 29) manager a

actor discusses the new "uplift" theatre and the true theatre.

THE THEODORE THOMAS ORCHESTRA, by C. Norman Fay. *Outlook* (Jan. 22). The great Chicago orchestra, its history, home, and prominent members.

WHAT A GOOD PLAY REALLY IS, by Brander Matthews. *Independent* (Jan. 27). In anticipation of a book on the general subject which Professor Matthews will publish in the spring.

WHERE DREAM-WORLDS BECOME PSEUDO REALITIES, by Henry Wilson Carlisle. *The Theatre*. It is about the work of scenic artists and what their work means to the stage.

POLITICAL

A CITY WITHOUT A BOSS, by William H. Knight. *La Follette's Magazine*. It is Los Angeles, which is now governed by its citizens.

A POLITICAL PROMISE FROM WOMEN, by Richard Barry. *Pearson's*. Here is offered the reasons for women wanting to vote, as told by themselves.

A UNIVERSITY PROFESSOR IN POLITICS, by Shailer Mathews. *World Today*. The work of Charles E. Merriam as chairman of the Chicago commission on city expenditures.

AMERICA'S CONSTITUTION THE BEST, by E. R. Johnstone. *Christian Herald* (Jan. 26). Our country, its laws, its people and its customs contrasted with those of other lands.

BARBAROUS MEXICO, by Herman Whitaker. *American*. The series continues, and this time is about the rubber slavery of the Mexican tropics.

BRINGING DEAD CITIES TO LIFE, by F. G. Moorhead. *Technical World*. The commission form of government and what it is doing for Des Moines, Iowa.

BUSINESS vs. POLITICS, by Lyman Beecher Stowe. *Outlook* (Jan. 8). The new regime in the New York custom house.

CANNONISM, by Samuel McCall. *Saturday Evening Post* (Jan. 15). How the Speaker looks to the regulars.

ENGLAND AND GERMANY—WILL THEY FIGHT? by William Bayard Hale. *World's Work*. The question is answered from the viewpoint of a year spent in European capitals learning the facts at first hand.

ENGLAND IN EVOLUTION, by Harold J. Howland. *Outlook* (Jan. 29). First paper in which is shown how the budget began it.

ENLIGHTENED SELFISHNESS, by E. A. Van Valkenburg. *Success*. He speaks of it as a saving force in American life, and that there will be an ultimate triumph of right ideas and ideals.

IS THE REPUBLICAN PARTY BREAKING UP? by Ray Stannard Baker. *American*. A story of the insurgent West and the troubles that are now threatening the party.

GETTING THE VOTE FOR WOMEN, by Ida Husted Harper. *Harper's Bazar*. The methods, including a description of a typical day at the National Suffrage Headquarters in New York.

HOW TO SECURE MAJORITY RULE, by Karl A. Bickel. *La Follette's*. Practical test of the preferential system, whereby you can vote for five candidates at the same time and deliver a knockout blow to the "gang."

IN LINE WITH THE TAXPAYER, by Roby Danenbaum. *World Today*. In the tax collector's office and the excuses people make in an effort to get out of paying their taxes.

LORDS AND COMMONS, by Ralph D. Blumenfeld. *Outlook* (Jan. 8). The most dramatic scene in the battle of the British budget.

MEXICO JUDGED BY ITS FRIENDS, by W. J. Ghent. *Independent* (Jan. 20). He shows that the situation is serious, and while Diaz and his country has been given much praise it is in truth a nation very low in the scale.

NEW ZEALAND, by the Rt. Hon. Sir Robert Stout. *North American Review*. He discusses its problems and policy.

POLITICS WITHOUT POLITICIANS, by Richard S. Childs. *Saturday Evening Post* (Jan. 22). The growth of the politician in the United States and how he is killing the nation and making it the laughing stock of the world.

PRINCE ITO AT OISO, by Yone Noguchi. *Sunset*. A little about the assassination of Prince Ito of Japan, but more about him as he appeared when he retired from the cares of office into the quiet of his "Blue Sea Villa."

REFORMING THE AMERICAN NAVY, by Admiral Winfield Scott Schley. *Cosmopolitan*. A fighting man's view of our naval efficiency.

SHOULD THE PRESIDENTIAL ELECTORAL SYSTEM BE ABOLISHED? by Professor James Wilford Garner of the University of Illinois. *Independent* (Jan. 27). He gives some history and discusses the system from many points of view.

THE AMERICAN WOMAN, by Ida M. Tarbell. *American*. Her first declaration of independence and the suffrage movement reviewed from the day of the first call for a convention to consider the rights of women, which was back in 1848.

THE AWAKENING OF OUR CITIES, by Don Ensminger Mowry. *Van Norden*. There is a determination to conduct affairs on business principles and disregard greedy politicians.

THE BEAST AND THE JUNGLE, by Judge Ben B. Lindsey. *Everybody's*. The trail leads a step farther—from the offices of the corporations to the doors of the Capitol and even enters the Supreme Court itself.

THE CONFESSIONS OF AN INSPECTOR OF PUBLIC WORKS, by Benjamin Brooks. *World's Work*. The confession is honest, for the writer says there are three kinds of inspectors—"all despicable."

THE GENERAL ELECTION IN GREAT BRITAIN, by W. T. Stead. *Review of Reviews*. How the members of the British parliament are elected.

THE INCOME TAX AMENDMENT, by Senator Norris Brown. *Outlook* (Jan. 23). An argument for the wisdom of giving power to Congress to impose the tax.

THE "KNOW-YOUR-CITY" MOVEMENT, by Anna Louise Strong. *Pacific Monthly*. Its growth and what it means to the cities of the country.

THE MENACE OF THE POLICE, by Hugh C. Weir. *World Today*. This second article deals with the bully in the blue uniform, the man who is supposed to give protection, but who protects only the people he is supposed not to protect.

THE NEW IRELAND, by Sydney Brooks. *North American Review*. This concludes a series of articles on the present administration in Ireland.

THE PEACEFUL REVOLUTION, by Frederic C. Howe. *Outlook* (Jan. 15). The first of five articles on industrial democracy in Europe, this first dealing with the change, or evolution, that is sure to come. Corrupt power is tottering, and the people who create are sure to have the results of their labor.

THE POLICEMAN AND THE HOME, by Minnie J. Reynolds. *Delineator*. Chief of Police Fred Kohler's plan, which by giving officers discretion in arrests Cleveland avoids expense, encourages honesty and suppresses crime.

THE POWER BEHIND THE REPUBLIC, by Charles Edward Russell. *Success*. Third article, where business, which rules us all, is not quite wise as yet.

THE SITUATION IN NICARAGUA, by Professor Amos S. Hershey. *Independent* (Jan. 13). He reviews the recent trouble in that country and its relations with the United States.

THE SITUATION IN THE KONGO, by H. De Vere Stacpoole. *Independent* (Jan. 27). He takes up the conditions and presents the late King Leopold's relations thereto.

THE TRUTH ABOUT NICARAGUA, by Robert Wickliffe Woolley. *Van Norden*. American promoters and financiers the real backers of the revolution which resulted in the abdication of Zelaya and exposed the weakness of "shirt-sleeve" diplomacy.

THAT NICARAGUA RIDDLE, by J. Crittenden Underwood. *Travel*. The relations of that country and the United States revealed in a new light, with the opinion that Nicaragua has been grossly bullied and that Uncle Sam has been hoodwinked by Wall Street.

WHAT IS K? by Richard Washburn Child. *Everybody's*. It is the tariff schedule under which we pay a daily toll for the protection of our wool growers and workers and manufacturers.

WHAT'S THE MATTER WITH IRELAND? by Seumas MacManus. *Travel*. Irish-Americans are debating the sincerity of Hon. Herbert Asquith, and the truth about Ireland is told.

WHY SHOULD THE COST OF LIVING INCREASE? by Walter E. Clark. *Review of Reviews*. Protective tariff explains high prices for many commodities.

RELIGIOUS

CAUSES OF DROUTH IN DRY SERMONS, by Malcolm McLeod. *Interior* (Jan. 13). There are sermons with nothing in them, and this is because the minister is expected to be all things else before a preacher.

HIS LIFE SPENT IN HELPING OTHERS, by Abby Gunn Baker. *Christian Herald* (Jan. 28). The man is Herman de Lagercrantz, Sweden's minister to the United States.

LABOR LEADERS IN GREAT BRITAIN, by Charles Stelzle. *Independent* (Jan. 6). The Rev. Stelzle has taught the church its duty to the workingmen, and he reviews the situation in England, the leaders, and what is being accomplished.

ON THE DECREASE IN THE MINISTRY, by Cyrus Townsend Brady. *Review of Reviews*. Some facts and figures on the number of churches, the membership, and the number of men entering the ministry.

PROHIBITION IN ALABAMA, by Robert G. Hiden. *World Today*. Some remarkable facts, such as the investment of more money since prohibition, and less crime, less violent deaths, and fewer arrests.

THE RELIGION OF THE COLLEGE STUDENT, by President Charles F. Thwing of Western Reserve University. *Interior* (Jan. 20). How they view the subject, and how he has less religion but has more religion than he had forty years ago.

THE SOCIAL MESSAGE OF THE HEBREW PROPHETS, by Rabbi Stephen S. Wise. *Pacific Monthly*. A review of the teachings of the Prophets.

WHAT PROHIBITION MEANS TO KANSAS, by Harrison L. Beach. *Pearson's*. The result of a careful investigation, showing that business and general prosperity have increased and that crime and poverty and degradation have decreased.

SCIENCE AND INVENTION

A BATTLE WITH ICE-FLOES, by Captain C. Brouard. *Wide World*. A life-and-death tussle in the ice-bound Bay of Karaga.

A GREAT OPEN-AIR TELESCOPE, by Professor S. A. Mitchell of Columbia University. *Scientific American* (Jan. 29). About the giant telescope at Treptow, Germany.

A NEW ERA OF THE AMERICAN LOCOMO-

TIVE. *Scientific American* (Jan. 29). There is shown two very large and very remarkable engines.

AMERICA'S FIRST AVIATION MEET AT LOS ANGELES. *Scientific American* (Jan. 29). Detailed account of the flights made by the American and French aviators.

AUTOMOBILE FIRE ENGINES, by Herbert T. Wade. *Scientific American* (Jan. 15). A new type of motor vehicle that is fast coming into use.

BEYOND THE DEAD SEA, by Professor Ellsworth Huntington of Yale. *Harper's*. A further description of his work on the Yale expedition to that land.

ERNST HAECKEL, DARWINIST, MONIST, by Professor Vernon L. Kellogg. *Popular Science Monthly*. A close study of the scientist.

GRAPHITE MINING IN CEYLON. *Scientific American* (Jan. 8). How it is mined and made ready for the market.

INVENTIONS OF THE FUTURE, by Thomas A. Edison. *Independent* (Jan. 6). He discusses many things, principally the waste and the making of much out of little.

MY FRIENDS, THE SPIRITUALISTS, by Professor Hugo Munsterberg. *Metropolitan*. Some theories and conclusions concerning the famous Italian medium, Eusapia Palladino.

MY OWN STORY, by Eusapia Palladino. *Cosmopolitan*. The Italian peasant woman, whose demonstrations of a supernatural force, are the marvel and the despair of science, tells the story of her life and work.

PUTTING OLD NEPTUNE TO WORK. *Scientific American* (Jan. 29). Novel methods of utilizing the power of the waves.

RAILROADING TOWARD THE NORTH POLE, by Frederic Bount Warren. *Technical World*. Up in the Hudson Bay country, the railroad there, and the international issue that is almost certain to follow its completion.

RECORDS OF A POLAR EXPEDITION, by Edwin Coffin. *National*. The author spent twenty different seasons in the Arctics, and he presents a picture of the struggle of polar expeditions.

RESTORATION OF THE PALEOLITHIC MAN, by Professor Richard S. Lull of Yale. *Independent* (Jan. 27). His recent restoration of the prehistoric man has created wide comment and discussion.

SCIENCE AND EUSAPIA PALLADINO, by John R. Meader. *Technical World*. The spirit-mediums of the past and the strange and wonderful things being done by this Italian medium.

THE AMATEUR WIRELESS OPERATOR, by Robert A. Morton. *Outlook* (Jan. 15). The growth of wireless telegraphy and the problem presented by the so-called amateur interference.

THE BRENNAN MONO-RAIL CAR, by Percival Gibbon. *McClure's*. What it is, what

it has done thus far, and what it is expected to do.

THE DISCOVERY OF THE NORTH POLE, by Robert E. Peary. *Hampton's*. Second article, which tells of recruiting the Eskimos and hunting for food supplies for the perilous voyage north from Etah.

THE EVOLUTION OF AERIAL CRAFT, by J. E. M. Featherstonhaugh. *Canadian Magazine*. He tells what has been achieved in this most interesting of sciences.

THE MYTHICAL CANALS OF MARS, by Henry Paradyne. *Harper's Weekly* (Jan. 15). He shatters the canal theory by showing how photography of that planet has demonstrated its impossibility.

THE NEW NAVAL HARBOR AT DOVER. *Scientific American* (Jan. 22). Complete description and pictures of the English harbor.

THE NEW SCIENCE OF ANIMAL BEHAVIOR, by Professor John B. Watson of Johns Hopkins. *Harper's*. He tells of various experiments with various animals and the results.

THE ONE-LEGGED RAILROAD OF TOMORROW, by Edward Hungerford. *Travel*. It is sure to be adopted, for "the toy of today is the tool of tomorrow."

THE SCHERL GYROSCOPE MONORAIL CAR. *Scientific American* (Jan. 22). The Principle of its operation.

THE TRUE STORY OF THE CALAVERAS SKULL, by Professor John C. Merriam. *Sunset*. When did the race first colonize the American continent, the finding of the Calaveras skull, and what it is.

WIRELESS RAILROADING, by Robert F. Gilder. *Putnam's*. The application a great railway system is planning to make of wireless telegraphy or telephony in connection with the running of its trains.

YOUNG AMERICA AN INVENTIVE GENIUS, by F. W. Splint. *Van Norden*. Boys who are invading the field of science and who design and operate complicated machinery.

SOCIAL

A DRESS REHEARSAL, by Harry Cowell. *Smart Set*. It is about clothes, and it is delightfully satirical, and therefore delightfully true.

A MAORI WEDDING, by D. W. O. Fagan. *Wide World*. These people are most hospitable hosts, and they excel themselves on the occasion of a marriage feast, called "hui," which is accurately described.

AN ETHNOLOGIST IN THE ARCTIC, by Vilhjalmr Stefanson. *Harper's*. An interesting picture of life among the Arctic Esquimaux.

AN EXPERIMENT IN SCIENTIFIC MOTHERHOOD, by Frances Maule Bjorkman. *Van Norden*. It is made plain how science is casting out all superstitions in the rearing of children, and refutes the old theory that a college woman is incapable of bringing up a child with success.

CAPTURED BY FILIPINOS, by William

Juraschka. *Wide World*. Experiences of a United States sailor who fell into the hands of the insurgents, and for nearly five months endured all sorts of hardships and tortures.

CRISS-CROSS OVER THE BOUNDARY, by James G. McCurdy. *Pacific Monthly*. The ways and means employed and the romance of smuggling across the Northwest frontier.

DAVID KAPLAN; RUSSIAN JEW, by Walter E. Weyl. *Outlook* (Jan. 22). More on the Jews gaining a foothold in America.

DECORATING THE CHEERFUL DINING-ROOM, by Mabel Tuke Priestman. *Suburban Life*. Remember that "in a cheerful dining-room you are sure to find optimists; in a gloomy one, misanthropes."

EXTRAVAGANCE AND COST OF LIVING, by Robert Shackleton. *Saturday Evening Post* (Jan. 29). What our growth in luxurious living has to do with high prices. But many things which were once regarded as luxuries are now considered necessities—bath rooms, for instance.

HOUSING THE COUNTRY CLUB, by J. W. Fox. *Suburban Life*. Six successful clubs and the methods which they have followed in the erection of their buildings.

HOW ROYALTY RIDES ABROAD, by Fritz Morris. *Travel*. Many Americans fail to realize that a king is just a man until they see one, and then they are disappointed.

NEW YORK SOCIETY AT WORK, by Ralph Pulitzer. *Harper's Basar*. Part third, showing them at the ball.

OMAHA. *Woman's Home Companion*. How people live in this most intensely American city.

PIONEER WOMEN OF THE NEW NORTH, by A. S. Atkinson. *American Home Monthly*. Description of them and how they live.

PRISONS AND PROGRESS, by Lyman Beecher Stowe. *Outlook* (Jan. 29). The changes that are taking place in the management of prisons and the treatment of prisoners.

RECOLLECTIONS OF THE KINGS AND QUEENS OF EUROPE, by Xavier Paoli. *McClure's*. This month is presented a very intimate and delightful sketch of Alphonso XIII and Queen Victoria.

SMOKING THE HAREM OUT OF ASIA, by Saint Niah Singh. *Travel*. The first of a series that will tell why and how the women of the Far East and Europe are struggling for emancipation and a square deal.

SUCH IS LIFE, by Henry Casalegno. *National Food Magazine*. The Plaza and the Mills hotels of New York are compared. The former is very good and very expensive; the latter is very good and very inexpensive.

THE CONQUEST OF POVERTY, by Robert W. Bruere. *Metropolitan*. This is the fifth opinion, and offers a socialist solution of the problem. No matter what may be

thought of socialism as a theory, the movement was inspired as a means toward the eradication of poverty.

THE COST OF LIVING, by Frank Julian. *Good Housekeeping*. An article on the important question of the day.

THE HOUSEKEEPER AND THE RISING COST OF LIVING, by Agnes C. Laut. *Review of Reviews*. Prices are now higher than in time of war, and the householder is beginning to feel that an invisible hand is picking his pocket.

THE KNOWLEDGE OF GOOD AND EVIL, by Professor T. D. A. Cockerell. *Popular Science Monthly*. A discussion of their relations.

THE LADY OF THE HAREM EMERGES, by Raja Rame. *Harper's Weekly* (Jan. 29). The psychology of the woman of the Orient, now emerging from her seclusion.

THE PROBLEM OF SUPERANNUATION IN THE CIVIL SERVICE, by Alcott W. Stockwell. *Putnam's*. On the age of retirement, pensions, and the history and idea of it all.

THE "SERVANT PROBLEM" IN EAST AFRICA, by Cyril Panting. *Wide World*. The "boys" make your tea with your bath-water and use your butter for anointing their bodies.

THE SOUTH'S FIGHT FOR RACE PURITY, by Robert Wickliffe Woolley. *Pearson's*. Second great article, in which is shown a hideous result of the depravity and thoughtlessness of man.

THE SUBURBAN AND THE CITY CHILD, by Dr. William S. Sadler. *Suburban Life*. A comparison of health, morals and happiness, with all the advantages in favor of the suburban child.

THE SUBURBAN HOME WHERE THERE IS NO MAID, by Caroline French Benton. *Suburban Life*. How to systematize the work so that the wife and mother has the least to do.

THROUGH THE CUSTOM-HOUSE, by H. A. Vivian. *Woman's Home Companion*. How the woman traveler can avoid delay and annoyance; an article that has the endorsement of the Collector of the New York port.

VINTAGE DAY, by Frona Waite Colburn. *Sunset*. The vintage festival held last September at Aetna Springs, which has become a fixed holiday event in the vineyard districts of California.

WILLIAM, THE SUDDEN. *Hampton's*. It is about the German Emperor, and it is a careful, critical estimate of him as a simple and human man.

WORKING WONDERS IN A PRISON, by Saint N. Singh. *Christian Herald* (Jan. 26). The prison is at Fort Madison, Iowa, and Warden Sanders has discontinued many of the old rules, even refusing to lock the cells of some prisoners, and permitting others to go out into the town unaccompanied.

SPORTS AND ATHLETICS

AMERICAN GAME TRAILS, by Theodore Roosevelt. *Scribner's*. In this, the fifth month of his wanderings, he tells of a buffalo-hunt by the Kamiti, a queer little swampy stream.

AN ALL-TIME ALL-AMERICAN FOOTBALL TEAM, by Walter Camp. *Century*. The development of the Rugby game, further changes desirable, and current criticisms discussed.

COASTING, by H. L. Fair. *St. Nicholas*. He tells how to make and use a double-runner sled.

ENGLISH SPORT, by Emerson Hough. *Saturday Evening Post* (Jan. 15). The sports and the entire sporting system of England are set forth.

LODGING WITH A RATTLESNAKE, by A. W. Dimock. *Van Norden*. An adventure in the everglades of Florida that banished sleep and nearly ended in a tragedy for a sportsman.

MECHANICAL BOWLING MACHINE. *Scientific American* (Jan. 8.) The operator is required to use the same brains as in rolling the ball with the hands.

MOTORING ON WINTER ROADS, by Victor W. Page. *Suburban Life*. The joys of it and the best way to do it.

MY FAVORITE PATIENCES, by W. Dalton. *Strand*. A talk on patience, illustrated with many card games, in which the great virtue is patience.

RUGBY FOOTBALL ON THE PACIFIC COAST, by Professor Frank Angell of Leland Stanford. *Independent* (Jan. 27). He believes that Rugby should take the place of the more dangerous game, and tells of the success with which the new game has met.

THE COLONIAL PHYSIQUE, by F. A. Hornbrook. *Physical Culture*. A comparison of the physique of the citizens of British Colonies with that of Americans and Englishmen.

THE DOG-DERBY OF THE FAR NORTH, by H. J. Shepstone. *Wide World*. Description of the four-hundred-and-twelve-mile dog-team race held every winter at Nome, in Alaska.

THE FIGHTING GAME, by Garnet Warren. *Metropolitan*. Puglists and some of their famous mills.

THE QUEST FOR THE BIGGEST BEAR, by DeMoss Bowers. *Wide World*. Monarch at Golden Gate Park, San Francisco, is said to be the largest grizzly bear known, and this article describes how he was captured.

TRAVEL

A CITY OF FOUNTAINS, by Jean N. McIlwraith. *World Today*. The fountains to be seen in the city of Rome.

A LITTLE TOUR AROUND SAMARIA, by Professor M. P. Young. *Christian Herald*

(Jan. 12.) The country, the people, and some of the customs.

A PACIFIC TRAVERSE, by Jack London. *Pacific Monthly*. On sailing from the Sandwich Islands to Tahiti.

ALL ABOARD FOR BOMBAY, by E. Alexander Powell. *Everybody's*. A delightful trip, during which is seen the country, the people, and many places of interest.

AMONG THE SHILLUKS OF SOUTHERN SOUDAN, by F. Scott Thompson. *Independent* (Jan. 20). Some of the strange customs of the people who live 2,000 miles up the Nile.

CUBA, by Richard Barry. *Travel*. It is described from the viewpoint of a winter paradise and playground.

FROM THE LETTERS OF M. A. B. Van Norden. Part one of the views of a young American girl who visits London.

HOW I FOUND ROOSEVELT, by E. M. Newman. *World Today*. Second article, in which he tells of Uganda, the home of sleeping sickness.

IN THE FOOTSTEPS OF SHAKESPEARE IN STRATFORD, by M. Wilma Stubbs. *Interior* (Jan. 13). A quiet little jaunt round about the home of the Immortal Bard.

IN THE WORLD'S HIGHEST CAPITAL, by A. R. Stark. *Christian Herald* (Jan. 19). La Paz, Bolivia, and some of the customs there.

INTO UNKNOWN PAPUA, by Beatrice Grimshaw. *Wide World*. Papua is the modern name for British New Guinea. The coast is being developed rapidly, but the interior is wild and peopled by treacherous cannibals.

MEANDERINGS IN MEDIEVAL BRITANNY, by Frank Yeigh. *Canadian Magazine*. What is to be seen there.

PANAMA AND THE PANAMANS, by Forbes Lindsay. *Travel*. The beauties of the country and some interesting customs are shown.

REAL CASTLES IN SPAIN, by Louise Closser Hale. *Metropolitan*. Pictures and descriptions of many of the famous old castles.

STEALING A MARCH ON THE FAR EAST, by Harry A. Franck. *Century*. Being the adventures of a stowaway from Cairo to Ceylon.

THE CABIN, by Stewart Edward White. *American*. Second article on personal experiences in the Sierras, taking up the acquisition of treasure, the conduct of life, and pioneering.

THE ROMANCING OF A SQUARE PARTY, by Louise Closser Hale. *Harper's*. Describes a gay Italian journey, and is illustrated with exquisite etchings and drawings.

TWO LADIES AND A PONY-CART IN CENTRAL JAPAN, by Vera Collum. *Wide World*. A three-hundred-mile driving tour, something never before attempted in Japan.

BOOKS AND BOOK TALK

EVERY ill wind blows some good to somebody. This is optimism, but it is true optimism. There is some optimism that is just optimism. Were the professors of the country being paid large salaries—salaries they deserve—would they be inclined to burn so much midnight oil working over manuscripts? Generally speaking, wealth is not conducive to hard work. Professors may be exempt from this condition, but as yet they have not been given an opportunity to prove it. Poor pay has made the professor work hard, and the result is an ever-increasing number of interesting and valuable books. This is not an argument in favor of poor pay, but it shows what lack of adequate compensation has given to the literary and educational world, for among the best books of our day are those written after hours by the teacher. Just as teachers are the students of all that goes to make up the many sides of life, just so do their books reflect those many sides. When the history of American literature is written, the college professor will come in for conspicuous mention.

A MANUAL OF COMMON SCHOOL LAW, by C. W. Bardeen, for thirty-five years has been the standard text-book on the subject, has been entirely re-written to correspond with the New York school law passed in 1909. The arrangement is changed, so that it now begins with the school district, the smallest unit, and proceeds through union school, village, city, town, and county to the state, ending with the commissioner of education and the regents of the university. The new edition is twice as large as that it replaces. Almost the entire statute law of 1909 is given, but there is the same recognition of common law that marked the former editions. C. W. Bardeen, Syracuse, N. Y.; 470 pages; \$1.50 net.

PUNISHMENT AND REFORMATION, by Frederick Howard Wines, is a study of the penitentiary system. A few years ago Dr. Wines brought out the first edition of this study of our penitentiary and reform system. The book was at once recognized as a new note in this very important subject. After running through eight editions, "Punishment and Reformation" is now being given a new and gratifying lease

of life by the addition of later material by the author. Especial attention is called to the most recent aspect of the reform movement—the indeterminate sentence. The work is invaluable to every law-maker and giver. Thomas Y. Crowell & Co., New York; 400 pages; \$1.75 net.

THE APPROACH TO THE SOCIAL QUESTION, by Professor Francis Greenwood Peabody, is an elementary book of real worth on social science. The book centers about the labor question, which he approaches in four different ways, from the standpoints of social science, sociology, economics and ethics. He finds social science valuable for purposes of analysis, but lacking in sympathetic motive for amelioration. Being a Harvard professor, he does not think much of sociology, regarding it as vague and unpractical. He is more friendly toward economics. But it is to ethics that he gives the crown for furnishing a real solution of the present problem of labor. This problem is much more than economic, he says. It is moral in its basic nature and final appeal. The workers make material reward secondary to class consciousness and to the right to live their own lives in their own way. It is freedom rather than wages which they desire. The Macmillan Company, New York; \$1.25 net.

SOURCE BOOK FOR SOCIAL ORIGINS, by Professor William I. Thomas of the University of Chicago, shows much reading and much labor in its preparation. The "source books," which are becoming so popular in all the historical and social sciences, began as classroom aids, but bid fair soon to be much more than that. They are developing into elaborate digests of the literature of these various sciences, and one may safely predict that they will have still further development in this direction, because the mass of literature in each special field is so great that even an expert in a related field needs a guide to it when an incursion becomes necessary to him. The selections reprinted are all well packed with facts. The fourteen bibliographies of the book are alone worth the having. University of Chicago Press, Chicago and New York; 1,000 pages; \$4.77 postpaid.

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THE AMERICAN EDUCATIONAL REVIEW



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WHO IS EDUCATED

By ABRAM W. HARRIS

PRESIDENT NORTHWESTERN UNIVERSITY

NO COLLEGE *claims that it can give a man either brains or ability. An education is different from a schooling. An education may be acquired by man in travel or in a business pursuit, and he may not attend school at all. On the other hand, a man may have schooling and not be educated. But we do say that the most practical way to educate is to give a schooling and that it be done in the college. A college education is a sifting process. Those who make successes of their college education make it worth the while.*

FROM THE BACK OF THE NOTEBOOK

- ☞ Ignorance is no longer bliss; it is blisters.
- ☞ The "good fellow" rarely ever turns out to be the real fellow.
- ☞ Ignorance does a great deal of grinning, but very little smiling.
- ☞ You can lead a student to college, but you can't make him think.
- ☞ When a student makes a show of himself it isn't always a comedy.
- ☞ It takes brains to know; it takes education to know that you know.
- ☞ Better have an appetite and nothing to eat than plenty to eat and no appetite.
- ☞ One should try to be above the gutter, but one should not try to be up in the clouds.
- ☞ You can't tell what a student really knows by looking over his examination papers.
- ☞ There is always room at the top, but the steps are many and the elevator stops half way up.
- ☞ It is the man in the last seat in the last coach who can always tell all about how to run the train.
- ☞ I prefer the sinner who swears once in a while to the saint who makes everybody swear all the while.
- ☞ Miscellaneous knowledge is of only slight value. There should be disposition as well as acquisition.
- ☞ When the foot of adversity kicks us and we pick ourselves up and look about, sometimes we find that we have been landed upstairs.

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THE MONTH'S REVIEW

WHAT EDUCATIONAL PEOPLE ARE DOING AND SAYING

If one is to judge by what one hears and sees one comes to the conclusion that the American people, taking them as they go, expect education to do too much. They seem to have the impression that education will do almost anything—that it is a panacea for all ills. Young men hear of other young men who have passed from halls of learning to honorable and lucrative positions; young women hear of other young women who have gone from schools of various kinds into employment that is congenial and that pays well. They have not heard of those who failed, or if they have they have turned a deaf ear to the echo of failure.

To borrow the thought of President Harris of Northwestern University, to go to school, to seek knowledge, to acquire an education gives to men and women neither brains nor ability.

An education is like a woman's beauty, or like life itself—worth much or little, in proportion to one's ability

to use it to advantage or disadvantage.

The late Sam Jones used to say that the reason more students did not carry away more useful knowledge was because they did not have anything to put it in. This may sound a bit rough, as did all of the Sam Jones philosophy, but it contains a grain of truth. The college makes us neither great nor successful. The most that the college can do is to develop what is already ours, to make us know that we know, to place within our hands some of the tools and teach us their use. The rest of the job depends upon ourselves. When the public understands and appreciates this, there will be fewer disappointments and less criticism of the higher institutions of learning.

If one has the fitness and the ability to be an engineer, then the time spent in the engineering department of a university will be time well spent. But if one is without ability, a course in engineering will not make of him a high-grade engineer. There are great engineers, great doctors, lawyers, preachers, dentists, journalists, teach-

ers, architects, stenographers, musicians, and so on, but it was not the college that made them great. The college did its share. Greatness is a matter of combination—a coördination of training and ability. Every day we see mechanics who possess great natural ability, but who never reach the high positions. This is because they are deficient in the training which the school is able to give. On the other hand we see the college graduate who is denied the position that is ever waiting at the top. This is because he is lacking in ability.

The schools that are honest—and all the best schools are honest—do not claim to do more than that which is here set forth. They are even trying to advise and direct students to the courses toward which their ability naturally leads them. The great difficulty lies in the fact that so many people mistake desire for ability. Then when they fail they and their friends are inclined to place the blame on the college. Hence the criticism.

Appropos of what has been said, here is a frank statement recently issued by the Ohio State University: "It is, of course, impossible to train such by the Ohio State University: unless they possess natural talents for that class of work. In general, these are indicated by a liking for mathematics and the applied sciences of chemistry and physics; also by an interest in the use of tools, in drawing, and in practical construction. Every year many persons who are not naturally fitted to be engineers enter the colleges because they believe that engineering pays. As in every other profession, a man's success depends largely upon his native adaptability to his particular line of work, and it is very seldom that one who has not shown natural inclinations along the lines indicated above makes a capable engineer."

With the idea at large that educational institutions can take young men and women and transform them into almost anything, has grown up

certain schools that keep the thought alive by displays of announcements of successful grauuates. The methods of such schools are dishonest. Knowledge never can be figured as a detriment, but announcements which encourage men and women to prepare for lines of endeavor for which they are unfitted works a positive detriment to the whole collegiate and special school system. And from the failures of students grows much of the criticism, causing suffering to those institutions which should be objects of the highest praise.

If there must be criticism, let it be directed at the schools which are misleading a public which seeks fame and riches via a short cut, and not at those institutions which are honestly seeking to honestly direct the young men and women of the country.

To believe the newspaper reports would be to believe that "The Utility of Higher Schooling" is done in red ink on asbestos. Thus once more are we

furnished an example of the power of the press to extract large sensation from little that is sensational. The book, off the press last month, was a subject for large discussion in educational circles. Its author is Richard T. Crane of Chicago, who is not unknown to educators. Mr. Crane is a millionaire, a large manufacturer, and a philanthropist. He has made certain investigations, and from these he has formed certain opinions of schools and teachers. These opinions are expressed in language that is vigorous and pointed. But Mr. Crane does not hold in one hand a firebrand and in the other a pen heated to a white heat. The book contains much that seems overdrawn and prejudiced, but a reading of the more than three hundred pages reveals many truths—truths which prominent educators acknowledge and often discuss. In fact, Mr. Crane uses the words of university and college presidents and pro-

fessors, graduates, business men and others in an attempt to prove his case.

From a reading of the sensational clippings appearing in the newspapers one might draw the inference that Mr. Crane is opposed to education and in favor of ignorance. This would be doing the author of the book a great injustice. As he himself says in his introduction, "I am quite as much in favor of education as most people are, and a great deal more than some who pretend to favor it. The difference between us is that I am in favor of the education that educates, and consequently makes men valuable citizens, rather than the class of men these institutions generally turn out." In other words he draws a distinct line between education and schooling. Mr. Crane is a hearty supporter of education up to the completion of the grammar grades of the public schools. Beyond this point he has definite ideas.

Part one of the volume is a revised reprint of the book published first in 1902. In this he quotes Doctor Eliot on his "five-foot shelf of books." Out of this he builds the assumption that if a study of these books "will give any man the essentials of a liberal education," as Doctor Eliot claims, then what is the need of a teacher or of four years at college, since they can give the student no more. In this part of the book Mr. Crane reproduces the lists of questions he sent out to college presidents and professors, graduates, business men and others, and then follows with their replies. Here the whole aim is to discover the efficiency of college graduates that the worth of collegiate training may be fully determined.

Mr. Crane is a self-made man, "proud of the job," to use the words of the *Chicago Record-Herald*, and so he looks at education with a business man's "dollar" eye and with a business man's consideration of a business proposition.

The second part of the book deals with technical and special schooling,

and it is from this section that the newspapers have taken their extracts. Here Mr. Crane attempts to show the fallacy of technical schools, and that he regards his attempt as successful we have but to quote his own words:

"I believe that I have shown clearly that higher schooling does not make either brains or ability. And as these are the only things that count in any of life's activities, what use can we have for the higher schools? As these schools are not needed they cannot be anything but a curse, as one English writer calls them."

Mr. Crane claims that technical and special training does not better fit young men to secure and hold good positions; that the best training is to be had in the shops and factories and where actual work is done. "It is conservative to estimate," says Mr. Crane, "that the expense of higher education to this nation must be at least \$100,000,000 a year. And this enormous sum is literally thrown away, much to the injury of the country and its people.

"This vast waste of money means blood drawn from the people, blankets taken from their beds, food from their tables, coal from their cellars, clothing from their backs—all in the line of sacrifice on the altar of higher education.

"It is high time that the American people realized this, for I believe that if they once become fully aroused on this matter they would take steps to compel the higher educators to go to work and earn an honest living."

Mr. Crane delights in contrasting the work of men without technical schooling, including himself, with the work of those trained in the schools. And in all such cases the honors go to the former class. Then occurs the much-quoted statements on the college professors:

"If the professors can tell us how to raise corn or build bridges or dig tunnels or run factories or manage stores, then in the name of common sense let us give them a chance to show us

how all of these things should be done.

"The college men talk as though they knew all about every other man's business and that they could manage affairs better than the business men themselves.

"College professors and teachers are prepared to give advice on all subjects. As \$2,000-a-year teachers they tell us how to turn out \$5,000 and \$10,000 a year business men. Isn't it a bit strange that it never has occurred to these smart college fellows to go into business for themselves? Why draw a small salary for telling young men how to draw big salaries if you are capable of drawing the big salary yourself?"

The only exception Mr. Crane makes is of those who pursue scientific research for medical purposes. But this does not prevent him from branding many medical colleges as humbugs. He is undecided which does the most damage—the medical or the law schools—and points to the great overproduction of lawyers and doctors. He disposes of the colleges that give a classical education with these words: "I believe they no longer deceive the public to any great extent, for I have noticed that but few of them pretend to give the student anything of practical value. All they profess to do is to make him an ornamental member of society."

The people of the country pay an enormous price for every engineer of brains or genius turned out by the technical schools, is one of the points made by the author. Thousands of these young men are educated for engineers who never disclose any signs of ability above that of the common man.

Allowing for the money thus spent on the ones who never do anything great, the author computes that for every really great engineer turned out by the schools the people pay from \$5,000 to \$50,000, that much money being thrown away for the education of the weak ones. Mr. Crane believes that the ordinary engineers could be

educated in the workshops of the country, and that even the extraordinary ones—that is, the ones with genius—could be turned out by the same process at hardly any cost at all.

It seems to be the theory of the teachers and the exploiters in the technical schools, Mr. Crane asserts, that a technical school can make a great engineer out of anybody. This, however, is not the belief of the man who hires the engineer when he is finished. The author calls attention to the fact that the young man who has cost society about \$5,000 to educate in a technical school goes to work at \$700 a year when he starts in at his trade—laborer's wages. And after he has spent five years in the business—if he survives the tests—he may get as much as \$1,700 a year.

Mr. Crane devotes much space to the agricultural schools in the state universities, pouring upon them wholesale denunciation. One entire chapter of his book is devoted to the University of Wisconsin, which he says "defrauds the state." He adds: "The University of Wisconsin, like practically all of the higher educational institutions, is a great fraud and an imposition on the public. All these institutions resort to an immense amount of deception, but none of them, as far as I know, can be compared with the university at Madison in its barefaced misrepresentation of facts."

He attempts to show that the agricultural schools and the experimental stations have not had the slightest influence on the crops. The reports, as interpreted by Mr. Crane, show that, at least in the cases of the University of Wisconsin and the University of Illinois, if there has been any influence on the growing of crops it has been a backward influence.

Mr. Crane rakes the Pennsylvania Railroad; the General Electric Company and the Westinghouse Company for their tendency to encourage the technical schools. He declares that one of the greatest fallacies of the

times is the popular belief that the college man is better than the non-college man—"other things being equal." How can other things be equal, he asks, when the man who has not been in college, and the rest of it, is, in practical experience, several years ahead of the college man to begin with?

A chapter is devoted to Andrew Carnegie, in which the idea is advanced that his schools were established to immortalize the name of "Carnegie." He is a strong advocate of manual training in the grade divisions of the public schools, and would like to see further development in this direction.

Taking it all in all, "The Utility of Higher Schooling" is a remarkable book, a reading of which is well worth anybody's time. It condemns education, and it praises education; it is for the practical, and it is against the theoretical.

Prominent educators of the country took up the newspaper reviews of Mr.

**Educators
Reply
To the "Attack"**

Crane's book, and with these reviews as a basis for opinion, offered plenty of comment. It is to be regretted that the educators had not read the book instead of the sensational extracts which appeared in the newspapers. While a reading of the book would not greatly alter their opinions, it would give them a much clearer view of Mr. Crane's ideas. Mr. Crane has certain well-defined opinions and he expresses them in no uncertain language. When he hits he hits hard, just as he did a year ago when he declared that perhaps the best thing that could be done for the University of Illinois would be to apply a torch to the buildings and plow up the campus and plant crops.

This led President James, in discussing the present attack, if "attack" is the right word, to tincture his words with a bit of irony: "At that time (meaning a year ago) the attack did us so much good that I suggested

we give Mr. Crane a vote of thanks. * * * The most effective answer to Mr. Crane is the desire of the fathers and mothers of the state to send their boys here in increasing numbers. College men are more and more in demand for employment. No good senior student here but has offers of employment before he is graduated. Let Mr. Crane go on. The more he stirs up the water the more good he will do the university."

The University of Illinois and the University of Wisconsin are given more space in Mr. Crane's book than are any other schools, but President Van Hise of the latter institution dismisses the subject with "it wouldn't be worth while to waste time on that kind of stuff." Dean Russell of the college of agriculture, however, said: "Mr. Crane is what is called a 'self-made' man, and has little approval for anyone who reaches success except through his own unaided efforts and without aspiring to what is called higher education. It would not take long to convince an unbiased person that the University of Wisconsin, including the college of agriculture, has done much to uplift intellectual and economical conditions in this state."

Many of the comments are of interest, not only as answers to the questions raised by Mr. Crane, but because they throw more or less light on educational conditions and problems in general. It is in this light that we read the words of President Harris of Northwestern University, which are given the place of honor on our first reading page.

Dr. Frank W. Gunsaulus of Armour Institute, one of Mr. Crane's own townsmen, is quoted: "Nobody pays any attention to what Mr. Crane says. The schools will go right on in their work of education as if he had never written or investigated. The technical schools will continue to supply the engineers demanded by industry and by Mr. Crane. The fact is that the technical schools do not turn out one-half the men that are wanted. So far

as his attack on the teachers is concerned, he shows his lack of common sense. Our teachers could, all of them, if they desired to do so, leave this place and secure much more money with business people. If he doubts that fact let him come down here and we will show him the offers that our men have refused."

George Noble Carmen, director of Lewis Institute, Chicago, one of the best technical schools in the West, a class to which Mr. Crane devotes much attention, furnishes this reply: "There is some good sense in what Mr. Crane says, if it could only be applied. The reason we have not had as good managers in the schools as he has in his business is because we have not had enough money. I wish that we had sufficient money to attract men like Mr. Crane to our ranks, and then our success would be greater than it has been in the past.

"Perhaps Mr. Crane takes the ground that all progress is wrong; that instead of going forward we have been going backward. Our schools put through young men who may not be geniuses. They do not guarantee to make geniuses out of men. But they increase the number of good men by giving large numbers of men an opportunity to develop themselves when they really have the genius in them.

"The technical school, the college, the university, is the open door. You have self-developed geniuses, of course, but who can say how many men of genius would never have developed at all had it not been for the chance they were given in the school?

"I would not think it a paying thing to strangle the freedom of scientific research just because its results are not immediately and obviously utilitarian. From the money spent in 'useless' scientific research the world has reaped millionfold crops of wealth and comfort."

Dean M. E. Cooley of the engineering department of the University of Michigan took the ground that Mr. Crane's policy "is one of destruction,

in that he pulls down without any thought of rebuilding. He has nothing to offer in place of the things he destroys. His measure of worth is the dollar. He has no thought of what an education can do toward making good citizens.

"He fails to appreciate the fundamental idea of the education which the engineer of today receives. He does not seem to know that engineering schools are not trying to turn out men who can command a big salary at once, but are trying to turn out broad-gauged men, who, when they have acquired the experience of practical life, will be able to fill the requirements of good citizens in a manner apparently undiscovered by Mr. Crane."

President George E. MacLean of the State University of Iowa offers this opinion: "The ideals for the future depend upon the institutions of higher learning. The march of civilization is guided by them. Mr. Crane is entirely mistaken on the medical and engineering colleges. The purpose of these schools is to produce constructive workers. To condemn them for not turning out high salaried men is like blaming the minister for not preaching high salaries rather than consecration to his congregation."

The reply of the Massachusetts Institute of Technology is that from reports received the minimum salary of its graduates is \$1500 a year. Mrs. Ella Flagg Young, superintendent of the public schools of Chicago, is "inclined to think Mr. Crane has not viewed his subject in its entirety."

In discussing Mr. Crane's book and in commenting on his many ideas educators and editorial writers seem to have overlooked one important fact. This fact has to do with the question of why teachers draw small salaries for telling young men how to draw large salaries, instead of going into business and drawing the large salaries themselves. The answers have been that

**Why
Teachers are
Teachers**

teachers love the work of teaching. No doubt this is true of teachers just as it is of men and women in all other lines of work. It is safe to say that most men who do things worth while do them without thought of remuneration. Even the millionaire would have us believe that he is in the game not for the love of money, but for the love of the game. There are writers, preachers, inventors, musicians, artists, actors, and even business men, who would rather do what they are doing and starve, than to do other things and grow prosperous. It is the same with teachers.

But there is another phase of the question that is deeper and more fundamental—a phase that seemingly has been overlooked. It is this: Many men and women there are who know how things should be done and who can train others to do them, but who could not go out into the world and do them themselves. And in this class we find many teachers. This is one reason why not a few teachers are holding two and three thousand dollar positions in college and not five and ten thousand positions outside of colleges.

Blessed is the man who knows his place, seeks it, and then fills it. He gives that others may receive. The world owes him a debt that it can never pay.

Certain minds carry the fallacy that for a man to be able to teach others to do a thing he must be able to do that thing himself. The history of teaching and the history of important accomplishments shows that this is not true. Every teacher has sent into the world pupils who outshone the master, unless, perchance, the teacher happened to be one of the world's geniuses.

But let us leave the line of conjecture and take up a few facts to prove that the teacher may be able to train others to do things even though he may not be able to do successfully the things he teaches. Let us enter the world of the theatre, where hundreds of examples are to be found. Take

just one—David Belasco, regarded as one of the greatest producers and teachers of actors and actresses the world has ever known. He is a wonderful teacher of the art of acting—he can make others act, but were he himself to take to acting he would occupy a very mediocre position.

Does not literature furnish examples without number of writers who have written accurately of places they never saw and of experiences they never experienced? Theirs was the nature of the teacher. There are teachers who train the singing voice, but who cannot play the piano accompaniments for the songs they are teaching their pupils.

Farmers have spent lifetimes on farms and yet never discovered certain facts about soils and fertilization that a teacher of agriculture was able to tell them.

A man may know how a thing should be done and may be able to make others know. Also, a man may know how to do a thing, may even do it, and yet be utterly unable to make others understand. Thus one can teach but cannot go into the shop and do, and the other can do but cannot teach. God gives to one man that he may give to others, and it is all helping all that makes the world move forward as it goes 'round.

On February 1 Dr. Edmund Clark Sanford was formally installed as president of Clark College,

Clark College
Installs a
New President

at Worcester, Mass. The exercises were attended

by many college and university presidents from all parts of the country. Dr. Clark is a graduate of the University of California, and received the degree of doctor of philosophy from Johns Hopkins University in 1888. Several important addresses were delivered by prominent educators, and these discussed some of the educational problems of the day.

David Samuel Snedden, Massachusetts Commissioner of Education, had

for his subject "The College and the State," in which he seemed not certain that the relations of the two are ideal. In his address he said:

"The modern American college has many aims. Perhaps the service of which the college most frequently boasts is its contribution to civic efficiency. It is supposed to prepare those who are to lead in the army of citizenship. But are we certain that college men are taking the high civic place which in our moments of ideal making we hold for them? It would seem to be a fair criticism of the college that it has not yet studied its output sufficiently from this point of view. For many of its students the college lays the foundations for subsequent professional study. But it has been very slow to admit its social responsibilities in the matter of giving a professional character to part of the education which those prospective teachers receive."

President Nichols of Dartmouth spoke on "The Ideal Function of a College," and told what kind of instructors are needed for the college men of the future:

"A college stands out as a body of capable teachers and a capable body of students," said President Nichols. "All the rest is either machinery or relaxation. If the relations between students and faculty are vital, wholesome and sound, no athletic disasters nor maladministration can wreck a college. If, on the other hand, the relation between the students and faculty are formal and perfunctory, on both sides no triumphant athletics nor heroic administration can save a college from disintegration.

"The highest function of the college today is not merely to offer sound instruction to young men but to make them eager to take it; eager to know and to do what young men ought to know and to do in the world. The teacher must be a man of contagious scholarly enthusiasm who wins respect and a hearing for his learning by the breadth of his human sympathy and

his generous attitude toward life. The college should not be content merely to instruct, but should seek to develop young men mentally and morally, to draw them out, strengthen and build them up.

"The young men whom we want to train for college teaching are young men of high spirits, high ideals and ambition; young men who are not seeking an easy life but opportunity for energetic expression and achievement. We want young men with self confidence; men who do not shirk from competition but seek it. If this ideal of function of the college appeals to the public, let funds be provided to employ more teachers and pay them salaries upon which they can live in such reasonable comfort as will make effective work possible. After the funds are in hand, let the public look to it that they are not spent for stone and marble monuments, for pomp and circumstance, but are invested in the effective and trained manhood of our youth, who later will make abundant return in high service to the state and the nation."

In his inaugural address President Sanford made a plea for a trial of individualized college teaching, saying that the college which prepares teachers should be made a "collegiate testing station." Clark College is unique in many ways. Here athletics are not a feature. While Clark believes in physical training, and has its inter-class and inter-group contests, its students do not participate in intercollegiate contests. Thus a saving is made in the students' time and attention and one of the most vexing of administrative problems is eliminated. As a result the course is reduced to three years, and this, together with the low tuition fee of \$50, makes an appeal to students of a distinct type—to men who have no money to waste, and who are willing to work hard in order to save a year in getting through with

**The College
Where
Students Study**

their preliminary training. In seriousness of purpose, in reasonableness of attitude, in general responsiveness they are a select company.

After stating the purpose of Clark College, President Sanford said: "We have here most unusual opportunities for making trial of promising new ideas. We have a board of trustees who will welcome any well-considered innovation whose aim is the betterment of the college, a small alumni body ready to be helpful and not inclined to dictate, no traditions demanding reverent treatment, and a faculty of young men, together with a small student body. Can we pardon ourselves if we miss such a unique opportunity to apply the method of actual experimentation to so difficult and practised a problem?"

After saying that "it is a mistake to put the college under bonds to give the bachelor's degree to every man who completes a fixed amount of work, whether that represents the greatest profit which he individually could derive from his college course or not," President Sanford outlined further his idea of the proper aim of a college.

"A college aims to teach a youth how to live rather than how to make a living. A student ought to bring away four kinds of benefit. He ought to get a certain amount of definite knowledge which he will keep for all time; he ought to get certain habits of thought or methods of procedure; he ought to get new lines of interest; and finally, he ought to get a set of standards or ideas by which to judge his own work and that of others. This outfit of standards is the most valuable thing which a college can give a boy, and yet they are paradoxically enough, for the most part, an incidental effect of the teaching. Some come as a by-product, but others, and some of the finest, come almost wholly by friendly contact with those that have them."

The inauguration of President Sanford occurred on the birthday of both Jonas Clark, for whom the college was named, and Dr. G. Stanley Hall, presi-

dent of Clark University, the material and spiritual founders of the institution.

In the third of the six papers on "What is Wrong With Our Public Schools," now running in *Lippincott's Magazine*, Mr. Joseph M. Rogers, the author, discusses the teacher. Mr. Rogers thinks that teaching "has become too much of a commercial calling, and not so much as formerly an honored profession—a lamentable state of affairs for which the public is largely responsible." He repeats what we all know, that at present teachers are "the most overworked, most undervalued, and most underpaid public servants in the country," unless an exception is made of the clergy.

Mr. Rogers then repeats another fact: that few women start out with the slightest notion of making a permanent profession of teaching. They teach merely to secure money to tide them over the years between graduation and marriage. He believes that the teacher is born and not made, and that unless there is in a teacher the "deepest love of the vocation and an unflinching enthusiasm—almost a missionary spirit—there will not be the best results. Given these fundamental qualifications—and they exist in every community—there is a chance for training teachers who will be invaluable in any locality. But to secure them the rewards must be proportionate to the service rendered.

"We have no single standard for teachers in this country. In each community there is some sort of standard, but at present to be a teacher calls more for influence than for technical equipment, save in the most enlightened communities. Training schools and schools of practice help some young women, but too many teachers enter upon the work with no other notion than that of giving instruction in the same slipshod manner in which they received it. Of course we are making

some progress, but nothing like what is needed. The system employed is more to blame than the teachers. In these days, when the pupils write so much of their work and pay less attention to their text-books, they are deprived of much of the personal enthusiasm of the teachers, which is one of the greatest factors, while the teachers are submerged in clerical work, such as the correcting of papers, etc."

Mr. Rogers is an advocate of better salaries and fewer pupils. He says: "To me it seems impossible for a woman or a man to teach forty children with any degree of success under the existing methods. I shall be criticised for making an attack upon the best judgment of the country's school administrators, but I am not afraid of that, for I find that most pedagogists agree with me. The failure of our present system is too apparent to call for any argument."

"The time will never come," writes Mr. Rogers, "when women are not needed in the schools. They ought always to have charge of the very young and in all grades there must needs be some. In secondary schools for girls, especially, women are indispensable. But the time is coming when the word 'teacher' will no longer be considered a feminine noun. Beyond the age of twelve, all boys and most girls should be instructed most largely by men who are devoting their lives to education and are specially equipped for that purpose."

He believes that this system should prevail because he thinks that the time will never come when large numbers of women are willing to enter the profession and devote their lives to teaching.

"The men who enter upon teaching in the public schools as a profession with any enthusiasm are woefully few. Most of them drift into the work by accident or because they have nothing else to do, and they get out of it as soon as possible. This is natural since the rewards are few and the exactions are many. Many young men teach

school while they study for one of the professions or look around for some good business opening. Some get into a rut of teaching, from which they cannot escape even if they so desire. They have given too many hostages to fortune. They plod along, and while they are not necessarily poor teachers, they are not likely to be highly ambitious, owing to the little prospect of advancement.

"A man cannot teach successfully all his life any more than can a woman, although his active years may be more. There should be a pension system established whereby every teacher, on reaching the age of fifty-five or sixty, may retire on a comfortable income—not to go into idleness, but to perform other duties for society. One cardinal difference between the government of this country and that of Great Britain is that in the latter every man who has secured a competence is expected to take an interest in politics and public affairs generally, and to give of his time and money to the state. With us it is wholly different. We look upon politicians as a separate class, and not a very high one at that. We expect few services for nothing, and those for which we do not pay are usually worth little. That is one reason why the public schools are not better managed.

"A large number of retired teachers in any community would furnish a most desirable element. With a position and income assured, they would not only feel like doing something worth while, but would be highly useful in many ways. * * * The retired teachers would have their social, intellectual and moral values beyond their compensation."

Mr. Rogers's series of articles is aimed more directly at the general public than at the country's educators, and they are certain of doing a deal of good. He calls attention to some conditions that are in need of improvement. One of these is that the "attitude of the public toward its teachers is disgraceful." Until there is an awakening teachers will not occupy the position that is rightfully theirs.

In trying to solve the problem of the high cost of living many are crying "back to the farm."

Advance Made in the Teaching of Farming No less a personage than Secretary Wilson of the Department of Agriculture, in a recent address, declared that the only solution of the cost-of-living problem was the education of more farmers so that they can double the products of our soil. This caused William E. Curtis to make an investigation of the teaching of the science of farming, and in one of his daily letters to the *Chicago Record-Herald* he gives the results of that investigation.

Mr. Curtis begins by saying that "the Agricultural Department is of itself the greatest and most useful of educational institutions in that particular line of study and research, and Secretary Wilson has done more than any other man to convince people that agriculture is a science and that it is possible and profitable for a farmer to work with his brains as well as his hands."

"Twelve or fifteen years ago very few young men were studying agriculture," writes Mr. Curtis, "and that science was taught in very few schools. Either the University of Illinois or the University of Wisconsin has today in its agricultural department more students than were studying agriculture in all the schools of the United States combined, and if anyone had suggested the appropriation of money by legislatures to pay for agriculture instruction in the public schools he would have been called a crank."

The year 1909 was a great one for agricultural colleges, not only in the number of students in attendance but in appropriations. "Montana appropriated \$487,000, Pennsylvania \$526,000 and Kansas \$671,000 for agricultural education. Georgia appropriated \$100,000, Missouri \$100,000, Iowa \$400,000, Michigan \$200,000, California \$200,000, Arkansas \$160,000, and New York voted a similar amount for class-rooms and laboratories.

"Graduate schools of agriculture were established in Illinois, Massachusetts and New York; faculties and courses of study were reorganized on broader lines in Alabama, Arkansas, Georgia, Louisiana, Massachusetts, Oregon, Rhode Island, South Carolina and Wisconsin. New agricultural colleges were established in Hawaii and Porto Rico. Provision for the training of the teachers of public schools in agriculture, so that they may be able to teach their scholars the simple science of gardening and a knowledge of plants, were made in twenty-seven states."

The legislatures of Oklahoma and West Virginia enacted laws requiring the teaching of agriculture in all the schools. In fourteen different states agricultural high schools were established by legislative enactment in order to prepare students for the agricultural colleges and give those who are unable to obtain a higher education an opportunity to learn the rudiments of the science. Teachers' colleges for instruction in agriculture were established in Indiana, Michigan and Nebraska, and agricultural departments were established in the normal schools of twelve states.

"Alabama increased her appropriation for the support of agricultural high schools in every congressional district from \$2,500 to \$4,500 each. The legislature of Virginia appropriated \$20,000 for agricultural instruction in her secondary schools; Texas has appropriated \$32,000 and Minnesota \$25,000 for the same purpose; Mississippi has voted a subsidy of \$1,000 toward the support of one agricultural high school in each county and Louisiana voted \$500 for agricultural education in every school approved by the state board."

Some form of agricultural instruction in the elementary schools is now almost universal, and in many of the states school gardening has become a feature.

Mr. Curtis reports that "appropriations for farmers' institutes have been

made by forty-seven states and territories during 1909, and the attendance during the last year was 2,438,682 farmers who were instructed by 1,100 lecturers, of whom 426 are members of the faculties of agricultural colleges.

"Special institutes were held last year in every state except Louisiana and Nevada, and in every territory except Alaska and Porto Rico. In several of the states lecturers are employed to go about the country with stereopticons during the winter months, delivering illustrated addresses upon subjects of especial local interest. The people who are engaged in this work have organized under the title 'The Association of Farmers' Institute Workers,' and by co-operation they are able to do much more effective work."

In a number of states the colleges send out agricultural trains, presided over by selected professors. These may be called traveling schools, and they bring ideas, experiments and the results of experiments direct to the farmers. In a few states where the interests are diversified, a number of trains are sent out, one for the fruit growers, one for stock raisers, one for agriculturists, and so on.

The United States Bureau of Education, in its report for the year ending June 30, 1909, includes the following list of colleges in which the science of agriculture is taught, with the number of students in each:

Alabama Polytechnic Institute.....	42
Arizona University	9
Arkansas University	59
California University	155
Colorado Agricultural College.....	38
Connecticut Agricultural College.....	113
Delaware College	11
Florida University	4
Florida State College for Women.....	75
University of Georgia.....	62
North Georgia Agricultural College.....	15
University of Idaho.....	4
University of Illinois.....	465
Purdue University	205
Iowa Agricultural College.....	515
Kansas State Agricultural College.....	215
Kentucky State University.....	18
Louisiana State University.....	25
University of Maine.....	40
Maryland Agricultural College.....	19
Massachusetts Agricultural College.....	265
Michigan State Agricultural College.....	412
University of Minnesota.....	192
Mississippi Agricultural College.....	160
Alcorn (Miss.) Agricultural College.....	83

University of Missouri.....	328
Montana College of Agriculture.....	25
University of Nebraska.....	40
University of Nevada.....	1
New Hampshire Agricultural College.....	39
Rutgers College	12
New Mexico Agricultural College.....	19
Cornell University	415
Greensboro (N. C.) Ag. Col. for Colored Men	100
North Carolina College of Agriculture.....	117
North Dakota Agricultural College.....	41
Ohio State University.....	223
Oklahoma Agricultural College.....	108
Oregon Agricultural College.....	141
Pennsylvania State College.....	57
Rhode Island State College.....	26
Clemson (S. C.) Agricultural College.....	238
South Dakota Agricultural College.....	19
University of Tennessee.....	35
Agricultural College of Texas.....	152
Agricultural College of Utah.....	97
University of Vermont.....	34
Virginia Polytechnic Institute.....	58
College of William and Mary.....	12
State College of Washington.....	122
West Virginia University.....	83
University of Wisconsin.....	630
University of Wyoming.....	7

Total.....5,430

This list does not include the negro schools of the South where thousands of young colored men are being trained in the science of agriculture. Neither are the private schools listed, as, for instance, the school farm in DeWitte Clinton Park, where last summer 800 New York boys and girls worked as amateur farmers.

Mr. Curtis speaks of the agricultural instruction in the sixty-four land grant colleges—those institutions supported by the proceeds of the sale of public land, under acts of Congress. "They have farms and grounds valued at \$12,004,682; buildings, \$37,401,578; apparatus, \$3,532,099; machinery, \$2,121,291; libraries, \$3,585,826; live stock, \$937,016; miscellaneous equipment, \$4,565,224; total, \$106,342,679.

"The income of these institutions in 1908, exclusive of the funds received from the United States for agricultural experiment stations (\$1,089,600), was as follows: Interest on other land grant funds of 1862, \$737,730; interest on other land grant funds, \$112,772; United States appropriation under acts of 1890 and 1907, \$1,500,000; interest on endowment or regular appropriation, \$299,787; state appropriations for current expenses, \$5,230,770; state appropriations for buildings or other special purposes, \$4,819,067; income from endowment, other than federal or state

grants, \$828,456; tuition fees, \$1,070,782; incidental fees, \$860,744; miscellaneous, \$2,778,682; total, \$18,238,792.

"The value of the addition to the permanent endowment and equipment of these institutions made in 1908 is estimated as follows: Permanent endowment, \$1,538,904; buildings, \$3,705,100; libraries, \$225,399; apparatus, \$334,507; machinery, \$232,392; live stock, \$73,356; miscellaneous, \$297,321.

"The total number of volumes in the libraries was 2,144,180 and the total number of pamphlets 609,267.

"The total number of acres of land granted to the states under the act of 1862 was 10,570,842, of which 1,010,439 are still unsold.

"The number of persons in the faculties of the land grant colleges in 1908 was as follows: Preparatory classes, 689; collegiate and special classes, 2,878; total, counting none twice, 3,362. In the other departments the faculties aggregated 2,050, making a grand total of 5,412 persons in the faculties of the land-grant institutions.

"The students in 1908 in the colleges for white persons were as follows: (1). By classes—Preparatory, 6,684; collegiate, 25,997; short course or special, 13,953; post-graduates, 788; other departments, 21,081; total, counting none twice, 67,209.

"The students in colleges and schools for colored persons were as follows: By classes—Preparatory, 4,761; collegiate, 865; short or special, 312; other departments, 797; total, 6,738.

"The graduates from both white and colored institutions in 1908 were 6,282, and since the organization 78,749. The average age of graduates in 1908 was 22 years and 1 month."

Professor John J. Stevenson, along with many others, believes that in American colleges today foot-

**College Diversions
Are
Too Diverting** ball, baseball, and athletics generally, as well as many of the

social "diversions," no longer serve their original purpose of affording "recreation to mind and body," but have be-

come, to a most regrettable extent, the baneful means of "diverting or turning aside" the students from their legitimate work. In an article which recently appeared in the *Popular Science Monthly*, Professor Stevenson says:

"If a visitor from some outside region should read the college papers, which are encouraged because they give young men an 'admirable preparation for journalistic work in after life,' he would be convinced that American boys in college think of little aside from professional sport."

He shows what all must recognize as true, that the college papers are filled with athletic and social news, all of which is "featured" as the important doings of the school. Then passing into the college buildings Professor Stevenson points out to the visitor that "the walls are often decorated with trophies won in intercollegiate contests; the names of college champions shine out on the roll adorning the gymnasium, but he finds no roll of honor men in the class-rooms; silver cups and medals of gold, silver, or bronze abound for athletes, but prizes for men who excel in study are few and insignificant; victory in the intellectual arena seems to count for little even with the professors; victory in contests requiring only such abilities as a savage possesses alone deserves permanent record in the shrine of learning.

"If this visitor go farther in examination of the college plant, he may find that great sums of money have been expended in acquiring athletic fields, in provision for comfortable seating of spectators; that buildings for physical culture often excel in equipment those for mental culture, and that the coaches for teams in athletics are, as a rule, better paid for the time expended than are assistant professors or, in some cases, than even the professors. He will have little doubt that those who have control of college affairs think more highly of the extraneous courses than they do of the college curriculum."

Professor Stevenson pertinently asks what has been gained by the large ex-

penditures for athletic fields and gymnasia. Vast sums have been expended, but "the great equipment is utilized more and more each year for teams composed of men whose bodies need no such anxious care. The vast majority of students must gain their physical culture by proxy, by paying generously toward support of their college champions, just as they must secure much of their esthetic culture by supporting publications or teams in chess and debating and by purchasing tickets to glee club concerts—all for the advancement of the college."

Defenders of athletics, intercollegiate contests, and the so-called "diversions" advance the argument that those who oppose such things are "indifferent to the health of students." Professor Stevenson says this is not true. On the contrary, most of them are "warm defenders of physical culture; they would be gratified if the course in gymnastics were made more extensive and compulsory, for they recognize that young men who need such training have no desire for it." The ground on which they denounce the present system is that it has "relegated study to the background and has made the proper college work merely an annex to exhibitions. That which is only incidental has been made all-important."

The testimony of Columbia university is cited. In the *Review of Reviews* for December appeared this testimony: "It is four years since football was abolished at Columbia. . . . It is the unanimous testimony of Columbia professors that the autumn weeks have now, for the first time, become quiet, orderly, and abundant in work. Previously serious academic work began after Thanksgiving. Football dominated everything until that day. The tone of the student-body has improved."

The average student "finds much study a weariness to the flesh; glee clubs, athletics, and the rest increase the weariness; they absorb the chief interest, and there remains only a petty fraction of the original interest to be devoted to study."

Then there is the question of good faith to be considered. The huge funds donated to our colleges were given "for the training of the mind, not for the training of the body." Money secured for gymnasia and the rest "was obtained originally on the plea that the student's body must be cared for that he may do better work with his mind. The colleges have not kept faith with the donors." Coaches "are selected because of their well-known qualifications and are paid accordingly; college instructors are not always selected and paid on a similar basis."

Professor Stevenson believes that the present wretched condition will grow "unless those in control of our colleges change their conception of what a college should be." It will not be changed until "the control of college affairs has passed from the hands of men unacquainted with the actual needs, and has been placed in the hands of those who have respect for teachers."

In a recent talk on college life, President Garfield of Williams advocated the provision of ways and means by which every student could develop his bodily powers. "Everywhere in our colleges we have gone to extremes in the direction of social activities and athletics," said President Garfield.

The question of how much or how little the Bible should be taught in the schools, like the poor, seems to be always with us. No doubt the critics of Doctor

Religion
and
Education

Charles W. Eliot will be surprised to know that that eminent gentleman thinks the schools need the Bible. In a speech last month he deplored the exclusion of religious teaching in the public schools. He is of the opinion that a difference of religious belief has had much to do with prohibiting the reading of the Bible in many of our schools. "That is going a good way," said Doctor Eliot, "but that exclusion has resulted from the fact that the Catholic Church uses a version of the Bible differing from the Protestant."

And then he continued: "Now, how

slight the differences are between those versions. It takes a very careful reader to point them out. How extraordinary it is that such differences should make it impossible to read the Bible at all. To make so serious a result depend upon so slight differences is extraordinary when we consider that the New Testament was not made up till years after the death of Christ. The wisdom and the beauty of the Gospels were transmitted from mouth to mouth for more than 100 years. On these different versions has resulted the exclusion of our own sacred books from the public schools.

"It would be difficult to state which changes fastest, religion or education. I have had sixty years of observation. There is not a subject taught now as it was fifty years ago, in the school, college or university. If we look back to the conception of religion that came down to us from the Puritans 400 years ago, what a wonderful change there has been in the reception of dogma. What a wonderful change of our state of mind from that of the Puritans, from whom some of us are descended.

"With all the present variety of sects, dogmas and ceremonies, there are certain unifying grounds underlying this diversity. They are the improving conception of God; the idea that all our thoughts of God and of heaven are really derived from experiences we have had with lovely, good human beings; that is, our conceptions of virtue and of goodness have come from our experiences of life, for all religions today worship all saints. In both religion and in education we find a love of truth and of beauty, and a widening sympathy, and that is the way we mortals approach the immortals."

Perhaps much of the difficulty lies in the fact that we do not always understand each other. The "my way is right" and the "your way is wrong" feeling is too prevalent. Religion should teach men to be tolerant, and were they more tolerant perhaps we would not hear so much criticism.

Rev. David J. Burrell of New York,

as well as other Presbyterian ministers, lays the blame for the lack of religious teachings at the door of the Carnegie Foundation. This opinion is due to the unwillingness of the Foundation to give money to denominational schools.

In an address last month President John N. Tillman of the University of Arkansas scored Doctor Eliot and a hundred lesser lights as "doing their best to blast away the rock of ages." He said that "throughout the East there is little genuine religion to the square inch. In the West, however, there is as yet little detriment caused by these new doctrines, and in the South, thank God, there yet remain undisturbed the great fundamentals of true Christian religion."

Rev. Cortland Myers at Boston declares that "we are educating boys to be sharpers and thieves." And more:

"We have been called a godless nation. This statement is by no means a falsehood. It is verified in our American life and above all in our public schools. In our public schools you find no teaching of morality and no recognition of God. I don't wish to be sectarian, but I do want our children to learn to be righteous. The tremendous defect of our schools is the fact that we have left out the Bible, the greatest piece of literature and purest source of morality that was ever given to the world.

"Considerable rubbish has been thrown into our minds to the effect that intellectual education would suffice to make good citizens. What are the facts? We have been filling the jails and penitentiaries with men educated to the wrong instead of right.

"Here's a boy in Harvard College who is talking about the fourth dimension. I believe you could put up the fingers of both your hands and there would not be that many people who understand the fourth dimension. And then you could put them all down but one who knew about that subject and he would be a fool.

"What a false idea of education to take a boy of eleven years and teach such stuff! What can he do with such

a thing after he gets out? There are several such prodigies in that wonderful university across the river and never a single atom will be heard of them after that period. I'd rather have my boy play than study.

"What we need is to help our boys and girls when they are young; not build jails to house them after they have fallen. Teach morality in the schools and the fundamental principles of humanity, in which Japan is far ahead of the schools in America."

Gentlemen! Gentlemen! learn to temper judgment with toleration, and by so doing you may help to teach us the real spirit of true religion.

A book that is being much quoted and talked about is "Social Development and Education," by Professor M. V. O'Shea of the University of Wisconsin. The development of social attitudes in the child and the education that should make these attitudes of value to society in general are subjects that suggest many problems, and these problems Professor O'Shea has treated both from the theoretical and practical point of view. But even Mr. O'Shea's theories are derived from actual experience than from abstract, philosophic vagaries.

The reader will find no chapter in the book that does not have to do, either directly, or indirectly, with the vital present-day problems that confront the parent or educator of children. Mr. O'Shea attempts to outline a plan of education that will make the individual more efficient as a social being, and in his exposition of such a method, criticism of current modes of training are to be expected. These criticisms seem to form Mr. O'Shea's most important contribution towards the solving of these perplexing problems, for if some of the more glaring faults that he has pointed out were remedied, the resulting condition of affairs would approach to what represents Mr. O'Shea's ideals.

"High school fraternities, sororities and the like give cause for alarm in

their tendency to sophisticate and make blasé boys and girls who are still, for the most part, in the adolescent period. Sophistication (and what student in the flush of his first year at college would confess to being anything else?) is harmful even in the higher institution of learning because of its destruction of the learning attitude; but it is much more so in high schools. Boys and girls still in the preliminary stages of physical and intellectual development are indulging in certain of the dissipations of adults, and in consequence thereof they are losing their enthusiasm for the developing activities that should occupy them mainly at this time. The testimony from every quarter is to the effect that the legitimate work of the secondary school is seriously threatened by the invasion of these extraneous interests, and there is a demand for heroic measures in order to keep the lives of our pupils simple and plastic and assimilative." The drastic means taken by the city of Chicago to extricate high school secret societies, is one that should plainly show that the nuisances have long since ceased to be "absurdities" and are a positive menace.

The only adequate way in which to represent Mr. O'Shea's idea of the dominance of the masculine in our public schools is to quote his entire paragraph upon the subject:

"Our elementary and high schools are staffed so largely by women that there is grave danger that boys will not have presented to them for emulation during their most impressionable years concrete masculine types. The situation is becoming all the more serious, since men are, as the years go on, playing a less and less important part in shaping the lives of the young in the home. Many a boy in urban communities does not see his father oftener than once or twice a week, and then not under circumstances so that he may enter into give-and-take relations with him. Consequently, such boys grow up to manhood without having come into genuine vital contact with any adults of the masculine persuasion. His models have been

women, his mother, his governess, his teachers. Foreigners predict that our masculine character will speedily decline under such a régime as this; and there is surely just cause for apprehension. There is probably greater danger of the disintegration of masculine than of female character in American life. It seems absolutely imperative that we should have a very much larger proportion of vigorous men in the schools than we now have in every section of the country, if we shall succeed in preserving the masculinity of our boys."

These two methods of handling typical problems are sufficiently illustrative of the vivacity with which Mr. O'Shea analyzes and discusses the evil effects of certain present-day conditions, and his suggestions for solving and consequent betterment are no less interestingly pertinent. He advocates the development of our industrial interests, but he firmly holds to the idea that education, to be worth anything, must succeed in causing the pupil constantly to make æsthetic choice and to produce æsthetic things; he bewails the formal, mechanical methods of many teachers, and declares the professional training of teachers and the consolidation of country schools are signs of progress; mechanical methods of religious teaching, as often found in parochial schools, are to him, from the same point of view, not conducive to an apprehension, in any sort of vital manner, of the nature of God, and he is frank enough to say, "Hard knocks resulting from concrete experience in social adjustment are essential to effective learning of ethic and moral principles."

The newspaper accounts of the address of Professor Arthur H. Quinn at the Contemporary Club of Philadelphia were so distorted that we take pleasure in presenting a résumé of his speech. Professor Quinn is of the department of English of the University of Pennsylvania, and his topic was "Adverse Tendencies in American University Life." On this question

Professor Quinn declares himself an optimist. His reason for being one lies in the fact that the adverse tendencies in American university life were discovered first of all by the universities themselves.

"But," said Professor Quinn, "it is not safe to take refuge in an undiscerning optimism. The air is full of criticism of university methods and results. The recent convention of the National Education Association at Denver was the occasion of a definite attack on university control of secondary education and a demand that the universities of the country should justify their claim to be the sole judges of what is best in higher education.

"That justification, in my opinion, can come only when our institutions of higher education become universities in the true sense of that word. The American university is a compromise between the ideals of English and of German university life, and its salvation lies in its adapting itself to modern American conditions, adopting what is best in foreign methods, but remembering that its first duty is to minister to the wants of a democracy. There are two ideals in higher education. One would develop an exclusive, retired existence, in which a comparatively few students and teachers become a little community, retiring from the world in order to acquire knowledge and culture. It is an attractive picture, but it is a question whether such an institution is as useful to the race as the broader, larger university, located in a great community, affecting its life at various points and being in turn affected by its ever increasing needs and demands. Certainly the latter type of university is more in accord with American and with democratic ideals.

"The American university should have as its great qualities, then, liberality and democracy and in consequence of these it will develop in each student individuality. It must be liberal to new studies as they prove themselves worthy of serious artistic or sci-

entific treatment, not being content with a stereotyped curriculum, for a curriculum, like a language becomes dead when it ceases to develop new forms. It must be liberal also to those studies which experience of years has shown to be of great value in developing thoroughness of method and adaptability of mind, two qualities whose possession is of more importance to the student than any acquisition of facts. For the one defect of the liberal is that he is liberal only to liberality, rarely to conservatism, and his desire for what is new may blind him to the value of what is established.

"The university must also be liberal to its students as to their choice of studies. Gladstone once said that the best way to prepare a land for liberty was to give it liberty, and so it is with the student. Yet even here too much liberty is harmful rather than helpful. The faculty advisor at Harvard or Pennsylvania, the preceptor at Princeton, who guide the undergraduate in his choice of studies perform a function whose importance it is impossible to over-estimate. Let me add in this connection, that in my experience as an advisor, the difficulty has been not to persuade the undergraduate to do sufficient work but to keep him from undertaking too much. Without such guidance the elective system is a mockery, and the value of its help is measured of course by the character of the men who give it. To make any function of a university efficient, the very best intelligence and the broadest sympathies must be secured in its administrators and its faculties. President Thomas has dwelt at length on the insufficient financial compensation of college teachers. It is not the amount of salary which is so important as it is the unfortunate habit of the public to judge a man by the amount of his salary, to believe that a two-thousand dollar man is one-fifth as efficient as a ten-thousand dollar man. Perhaps some of the intellectual difference of the undergraduate toward his studies, of which we have heard so

much, may be due to his being affected unconsciously by this false standard.

"The adverse tendency in American university life which seems to me most appalling is its materialistic and utilitarian trend. If universities are to command the respect of the thinking public they must recognize that their function is to educate men, not to train wage-earners. Engineers are awaking to the fact that if engineering is to be made a learned profession its members must command the respect which is won only by the man who is an all-round man—not a highly-skilled mechanic. In the sacrifice of culture for special technical proficiency there is a danger of losing even the latter. For example, I know of a city in which the telephone system loses money and time every hour because the man who superintended its installation knew so little of the nature of phonetic values as to put "l" and "r" on the same party-wire. If it be considered unreasonable to demand such knowledge on the part of an engineer, is it unreasonable to believe that an educated man would at least have been aware of a problem which needed some care in its solution? The great organizers of industry tell us that they can get all the bookkeepers, the stenographers, that they want; what they cannot get is a sufficient number of men capable of leadership, who can face a problem outside of their own experience and solve it either through the experience of others or on those broader principles of experience which are the assets of the educated man.

"Happily there are signs that the pendulum has swung its length in the direction of utilitarianism and is coming back. The universities that are keeping in the fore-front are adding to the number of cultural subjects on their technical curricula, and all those that wish to remain in touch with educational thought must do so likewise.

"In general, the encouraging signs are in excess of the discouraging ones. The great amount of real work being done in every American university, the

tendency of professional and technical education to ally itself wherever possible with established universities, the constantly growing demand for university trained men in the public service, and finally the essential democracy of all really great universities are signs of promise for the future.

"The American university is not perfect. It is human and it is American. Like all other American institutions it is developing and being essentially right, it carries within itself the seeds of its own perfection. As I have said, its severest critics are within its walls. When the officers and faculties of the American universities become content with them, then and not till then may we begin to despair."

President Hadley of Yale once made a distinction between the secondary school, as a preparatory school with the function of training (by means of a classical course) to precision in thinking and accuracy in speech, and the high school, demanding courses marked by scope and flexibility. The implication was that the "high school trains in a general way, but one must not expect when within its precincts to hear thought expressed accurately or to find the boys and girls thinking clearly and definitely."

This proposition forms the point of departure for Mrs. Ella Flagg Young's informal discussion on "The Public High School," a stenographic report of which appeared in the February *School Review*.

"While it may be true," Mrs. Young declares, "that President Hadley did not intend to say anything so severe with regard to high-school work, yet one sometimes wonders whether it is not in accordance with fact that in our effort to give the boys and girls a slight acquaintance with every field of learning we tend to develop a birdlike, flitting tendency in the minds and in the habits of thought and expression of those boys and girls."

A "conspicuous vagueness in the use

of language," and in the laboratory an "indefiniteness in the scientific attitude," a sort of "playing with the work," are pointed out as symptoms of the trouble. The remedy Mrs. Young would find in training the pupils on the one hand in habits of continuous and intensive application, and on the other in habits of genuine social and intellectual intercourse. She would concentrate the intensive work of the pupils on three subjects in each course. Then she would introduce a fourth subject, requiring no intensive preparation, but serving to awaken the pupils to the social environment and to the movements of society and to develop the artistic and aesthetic side of their nature. Furthermore, the boys and girls should be encouraged to work helpfully together, "instead of carrying their answers around in their pockets, each almost hoping that nobody else has all of the correct answers."

In the light of this need for developing a high seriousness of social intercourse Mrs. Young touches upon the question of women teachers in the high schools.

President Jacob Gould Schurman of Cornell believes that modern languages ~~are~~ are practically useless to the great majority of persons who learn them. In an address

Modern Languages Useless

before the Modern Language Association of America, recently in session at Ithaca, New York, President Schurman discussed the place of modern languages in the college curriculum and plainly intimated that in the future they would be unable to hold the favor they do now. He said:

"The modern languages were originally introduced partly on the ground of their practical utility as media of intercourse with other nations, but mainly as available substitutes for the literary and linguistic discipline furnished by the ancient classics.

"There has been a great change in our conception of liberal culture since the fight was first made for the introduction of modern languages into the college

curriculum. Latin and Greek were then regarded as essential conditions of a liberal education. We must, as a matter of fact, recognize that Greek is practically gone as a college subject, and that Latin, even though holding its own today, occupies no such pre-eminent position as it did.

"If French and German and other modern languages are to be retained, not as substitutes for Greek and Latin, but for their own sake, what are the grounds and reasons for maintaining them? The obvious answer of the practical man is that they are useful for persons who desire to read French, German or Spanish books or to converse with Frenchmen, Germans or Spaniards. There are, however, so many good books written in the English language that the most omnivorous reader could probably satisfy his literary cravings if he knew no language but his own. And, if you exclude our college and university teachers and scholars, probably not one person in 500 who learn modern languages ever uses them afterward in conversation, or could use them even if it were necessary. The teachers and the scholars gain their mastery of foreign languages by studying in foreign countries, and the small circle of persons outside these who will ever need to speak foreign languages might be advised to follow the same course."

The United States has trained within ten years an army of 6,000 Filipino

Schools In the Philippines	teachers, competent to give instruction in the English language among a people to
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whom that tongue prior to the American occupation, was as strange as was Tagalog to the population of Chicago, is the report of the Department of Public Instruction at Manila. But that is not all—it is only the beginning. There is administered in the Philippines an up-to-date school system, providing instruction from kindergarten to high school for half a million children.

Instruction is not confined to the "three R's." There are well-equipped

schools of manual training, domestic science, medicine, nursing, agriculture, and even fisheries. In short the instruction and the entire school system is a model of the American type, adapted to the conditions and exigencies of Malayan life.

The whole system was administered by Dr. David P. Barrows, a discerning student of social and ethnological conditions in the islands for almost the entire period of the American occupation. He has had associated with him about 700 American teachers.

At chapel exercises the other morning, in discussing education and what

Some Values of Education	it is worth, President Hill M. Bell of Drake University, among other good things, let
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fall these words:

"A boy cannot regard a college course as a road to the millionaire's haven, although it may be truthfully stated that as a class college trained men are the most thrifty in the world. But there are some values of a college course that the student cannot escape. They are his, whether he will or not. Education and broader vision are inseparable. Likewise education and larger freedom, added power, increased wisdom and greater happiness. Surpassing all these is that of larger usefulness. To be able to serve one's fellows delights the heart. To do this in an unusual measure truly exalts a man. These are values that should not be ignored by the young man of today. Is there anything else that a youth can do even in ten years that will have comparable value? To ask the question is to answer it. There is not. Surely 'we must educate,' for we would not live the narrow, circumscribed lives that are ours if we do not. To be in full possession of one's powers is to be pre-eminent in good works. To be pre-eminent in good works is altogether worth while—of more value than anything else that can be named. That is the mighty ultimate of university training."

OF CURRENT INTEREST

THE VOCATION BUREAU

COULD we know the life-work for which a boy or girl is best fitted, and could we start training them for this work at an early age, think of the wasted effort, the heart-breaking disappointments, and the many dollars that might be saved. One of the great problems of the age is to find a way to start the boys and girls right. Many educators and many friends of education are studying the problem and offering suggestions. We are being offered palmistry, phrenology, horoscopes, and various other ways and means. A newly organized society has prepared a list of nearly two hundred questions to be answered, claiming that a study of these answers will assist in solving the mystery, "What am I best fitted to do?"

Professor Hugo Munsterberg of Harvard, writing under the title of "Finding a Life Work," in *McClure's Magazine*, refers to the present unsatisfactory conditions under which the youth chooses his career.

He believes that the vocation bureau is the remedy. "The effort of the vocation bureau is to remedy these conditions through expert counsel and guidance. The immediate means consist, first, in furnishing the young people with a knowledge of the requirements and conditions of success, the compensations, opportunities, and prospects in different lines of work; second, in guiding the candidate to a clear understanding of his own aptitudes, abilities, interests, resources, and limitations. Moreover, the officers of the vocation bureau must act as true counsellors, reasoning patiently with the boy or girl on the practical relations between their personal qualities and those objective conditions of the social fabric. Thus

the goal of the bureau is to find for every one the occupation that is fullest in harmony with his nature and his ambitions and that will secure for him the greatest possible permanent interest and economic value. No doubt much depends upon the wisdom and judgment, the sympathy and insight, of the counsellors and not every manager of such an institute will equal, in that respect, the founder of the first vocation bureau. Certainly, for such a task, thorough preparation is needed, and the equipment of a pioneer school for the training of vocational counsellors was, therefore, necessarily the next step."

GEORGE JUNIOR REPUBLIC

ONE of the agencies that is helping to make good citizens is the George Junior Republic, founded by Mr. W. R. George back in 1875. At Freeville, New York. Mr. George and his assistants, with 144 boys and girls started the idea toward success. This miniature republic covers a territory of 300 acres and at present contains fifteen buildings. The citizens are mainly boys and girls sent from the police courts in New York on suspended sentence. These citizens absolutely govern themselves and literally reform themselves, physically, intellectually and morally.

The government is a merging of the federal, state and city administration. The elective officers, term one year, are president, vice-president, secretaries of state and treasury and a district attorney.

The occupations are similar to those in the outer world. Here we find hotel keepers, lawyers, bankers, carpenters, farmers, and among the girls, cooks, milliners, and seamstresses. Skilled helpers instruct and advise citizens in

their various occupations. The aluminum money of the republic corresponds in denomination to smaller U. S. coins. Education, moral instruction and recreation are by no means neglected. Everyone is required to attend the republic school. There is a public library, a chapel, a newspaper, a militia company, and a flag drill for girls. Baseball and football receive the attention they merit. Here is one of their yells which expresses loyalty to their republic and its aims:

Sizz! Bom!
Hear yet this!
Down with the boss; down with the tramp;
Down with the pauper, down with the scamp;
Up with the freeman; up with the wise;
Up with the thrifty; in to the prize!
Who are we?
Why we—we—the citizens of the G. J. R.
We love our land and we should die
To keep old glory in the sky.

The unpromising and unlovely produce of the slums is transformed by the Junior Republic into the material from which a few years in college has fashioned more than one lawyer, clergyman, engineer, merchant, or skilled workman. This institution's proudest title is doubtless the one given it by an ardent supporter, "a manufactory of citizens."

In speaking of the George Junior Republic, Professor Milo G. Derham of the University of Colorado, who gives the founder and his work hearty endorsement, says:

"The truism that bearing of responsibilities often awakens latent capacities and corrects tendencies to a reckless and barren life is at the basis of the solution which W. R. George has gradually evolved."

VOCATIONS FOR COLLEGE WOMEN

FOR a very long time it has been the custom for women who are graduates of colleges to regard the profession of teaching as the one supreme vocation open to them. Last month Miss Gill, formerly dean of Barnard College, and now president of the Intercollegiate Alumnae Association and head of the appointment bureau of the

Women's Educational and Industrial Union of Boston, addressed the students at Radcliffe on "Vocations Other Than Teaching for Women."

"Young women who enter professional life," said Miss Gill, "are disheartened and discouraged by failure; on the other hand, there are many individual successes. College women who go into business are not willing to begin at the bottom and learn carefully all the little details of the business; they demand privileges of which they are not worthy. Many people are willing to pay a college graduate more than they would pay a more competent high school graduate, for they realize that if only the individual prove worthy the breadth of a college education will make the person infinitely more valuable than the other girl who was worth more at the beginning. Women as a whole are inferior to men in a business way, though this is not necessary; they lack initiative and daring, they are not willing to take risks and make individual diversions from the regular routine as men are. Now we come to a more fundamental reason: there is a lack of permanence in the business undertakings of women, which of necessity breeds inferior service. As long as women look on outside work as a thing to be taken up if nothing better is offered and necessity presses they cannot do good work. Every woman has in her secret heart hopes of and ideas about a home of her own. This is just as it should be. But every woman needs some worthy, skilled occupation, which is suited to her, which she can do well and which she likes in order to give her life unity. It is a case of need, not of wealth or poverty. They may take it as a means of livelihood, they must take it as a unification, as an intensification, an expression of the best that is in them, as a means of self respect and satisfaction.

"When a woman has adopted a career she cannot break it should she marry. That would mean a life chopped in two and would destroy unity. She should take the thing to which she is most

adapted and get as far as possible before marriage. After that there is a time when her first thought is of her home, but still she should keep her chosen vocation in mind, using it as an intellectual reaction until the time comes when she no longer has to think of her home first. Then she should once more take up her work for pecuniary reasons if necessary, otherwise for the benefit of humanity at large.

"Now we come to the professions which may be carried on in this way. Almost all of the older standard professions may be thus carried on. Teaching is the occupation so many women enter whether they are fitted for it or not, because it is so eminently respectable. Women who are teachers not because they wish to teach, but because they want to earn money in a respectable way, not only keep better women out of the profession, but by lowering the standards, keep the salaries of teachers lower than they should be kept. There are many other occupations just as socially recognized as teaching and far more remunerative.

"A woman cannot begin too early to think of her career, but she must not narrow too soon, for a too narrowly specialized person cannot succeed. Think of what you like, then of what you lack, and conclude your occupation. Women have not the background as yet which generations of careful business training have given men. And this background is necessary for success in the business world. Certain individuals are able to develop this background, and in time women as a whole are going to be able to do it. Many people are happy without the rights and privileges to which they are entitled, but no one is happy without a well defined, congenial duty.

"Thirty years ago women earned less than they earn now. But as the wages increased, so did the capacity for spending. Women are the spenders in this world; they spend far more than the men. Most business women save enough money to enable them to live comfortably in their old age; but they do not as a

whole put by enough to enable them to give lavishly to others. Men invariably provide for a second generation. Women almost never do so. If women are to earn as men earn they must save as men save and provide for a second generation as men provide. It is not sufficient for many women simply to have a skilled occupation; they must be able to use it, to sell their skill on the market as men do; only by earning, by self-support and by saving do women learn the true proportion of things. It is because they are so unused to anything of the kind that they are such spenders, are so needlessly extravagant. For the purposes of household economy they should learn the value of things in this way. There is no business into which a woman cannot enter. If a woman cannot give but half of her day to business it is perfectly possible for her to carry on a definite business and earn sufficient for her maintenance. And every woman, no matter what her station in life, should have a definite skilled occupation which she has put to the test in the market of the world, in order that she may realize to the full the best that is in her."

A GEORGIA MOUNTAIN SCHOOL

WHEN the world grows more civilized it will recognize its soldiers of peace, and medals and monuments and pensions will show appreciation of the heroic work done by those who have sacrificed for the larger good. Among those who are yet to receive their rewards are Miss Martha Berry and Mrs. Martha Gielow, two quiet, hard-working Southern women who are doing so much for the education of the poor mountain children of the South.

Miss Berry is the founder and director of one of the most unique schools in the South—a school which is meeting and solving one of the problems which should be of interest to every American: the education of the poor boys of the isolated mountain districts. Miss Berry tells the following story of the struggle to establish this school. Read it, and then judge if her efforts do not deserve

as much reward as is given the heroes of war:

Ten years ago in a little log cabin at my home I began teaching a few poor boys and girls in a little Sunday-school. Seeing their lack of education, and visiting their homes in the different parts of the county, I discovered that the great and real need of these people was an industrial school on their own ground, where they could be taught some farming and carpenter's work, the value of time and the dignity of labor. After working for four years and establishing five Sunday and day schools in the most needy parts of the county, I founded an industrial school for the poor white boys of the South. I tried to get people interested to help me in this work, and while they sympathized with me in my efforts and recognized the great need of such a school, still they did not seem inclined to give actual money, which was needed so badly to start the school. The only thing left for me to do to carry out this enterprise was to deed a tract of land of 100 acres, given to me when a little girl by my father, and build upon it a ten-room dormitory. As my means were limited I found it necessary to have this building put up by day laborers, making the cost as small as possible. When this building was finished I had no money to buy furniture, but I felt that was a minor point.

I decided to start the school with a few boys and get them interested in making tables and benches out of boxes, and determined that we would buy only such things as we were obliged to have. I bought a few cots and chairs and a friend gave me a small kitchen stove. With this meager outfit the Berry School began its existence January 13, 1902. A friend volunteered to give her services as a teacher. Our industrial department consisted of four hoes, one spade, two rakes and one plow. We had only one horse, "Rony," which we called our Sunday-school horse because he had done such faithful service throughout the country. We kept him busy through the week, going into the nearest town bring-

ing out needed supplies, and then he also did all the hauling.

On our opening day we had five boys, and within a few weeks we had eighteen. Then the problem arose how we were going to feed them, teach them to cook, scrub, wash their clothes, care for their rooms, etc. Also a regular course of study had to be mapped out, and we had to look after their physical and mental as well as their spiritual welfare. I charged these boys \$5 a month, but some were too poor to pay even that amount, and we had to give them extra work to make up the sum. Two hours each work-day were required from each boy as his regular apportionment of work, aside from the extra work.

Three out of the first eighteen boys we had have graduated from our school and are holding positions of trust. One of them is leading his classes at the University of Georgia, and is president of the Young Men's Christian Association. Another is teaching and helping to uplift poor and ignorant country boys, and is considered one of the best county school teachers.

From such a small beginning we have grown steadily. We now have 150 boys, fifteen teachers, 1,200 acres of land, three dormitories and a good recitation hall. Our plant is valued at \$150,000. This does not mean that we have had any large donations, but it does mean that I have worked constantly, both summer and winter, and that the student labor in helping to erect the buildings has counted for much, not only helping the school but also the boys themselves. The boys have tilled the land, and our campus, which was once an old cotton field, has been transformed into a place of beauty and usefulness. We are extremely poor. Year by year, or month by month, the necessary expenses have to be raised. The small amount we charge the boys is only enough to pay for the actual food they eat. The teachers' salaries, all improvements and every incidental expense I have to raise by my own personal efforts, which means continual anxiety and work, backed by fervent prayer. Our

recitation hall cost \$10,000. Eight hundred dollars of this amount was given in one-dollar bills.

A practical school like this is doing more to teach these poor boys things they ought to know to help make of them useful citizens and good practical men, than any other school in this part of the country. The school is incorporated under the laws of Georgia. We have a board of trustees and we feel that money invested in these dividend-paying boys will bring great returns, as they have so much latent talent and ability. It is a great inspiration to the teachers to have an opportunity of awakening the great possibilities that are within the boys. One of our teachers who has had great experience in Northern schools told me that she never really enjoyed teaching until she came here, as she finds the students so eager to learn and so easy to control. It is an incentive to any one to lead them to the paths of knowledge.

These boys come from very needy homes where their labor is necessary to help support the family, and it means a great sacrifice on the part of their parents to spare them to come to school. One poor woman was so anxious for her boy to attend this school that she parted with her only milch cow, denying herself and family milk and butter in order to help her son obtain an education. Nothing in this school is given free. These American boys are too proud to accept gifts. Old clothes given to the school are sold to them. They make the money to pay for them by working at the rate of 6 cents an hour on their holidays—a suit of old clothes being sold for 25 or 50 cents. The boys understand that we have very little outside help in our work and that it is of the utmost importance to work with economy, frugality, neatness, promptness and thoroughness. As an example of how such discipline is heeded and carried out, we had a boy who complained of his assistant in the kitchen being too wasteful, saying, "He would peel the potatoes too thick," a thing which to his mind and

teaching meant a loss to him personally and to every boy in the school.

These are only a few examples of the school's work. The real accomplishment lies ahead—an accomplishment which must be foretold only by the generous co-operation of public-spirited philanthropists who will assist in the upbuilding of this Southern school for these American boys.

THE COST OF ARMY OFFICERS

BASING the estimate upon the cost of maintenance of the United States Military Academy at West Point, which, in round numbers, amounts to \$1,000,000 a year, it takes \$10,000 to educate an army officer. At least this is what Colonel Hugh L. Scott, superintendent at West Point, says, and he ought to know.

The average number of cadets for the last few years has been about 400, and the facilities for educating these young men surpass those of any similar institution in the world.

In his recent report Colonel Scott states that "the revised curriculum adopted by the academic board and approved by the War Department in 1907 is now in operation with the fourth and third classes. The benefits of the revision are already apparent, particularly in the advantages derived from the correlation of the allied subjects taught by the different departments. In connection with the revision the heads of five of the departments of instruction have been engaged in the preparation of new textbooks adapted to the revised courses, as well as corrected to keep pace with the improvements and inventions in the respective arts and sciences of which they treat." He speaks also of the efficiency of the engineering department and the great advancement in the course of instruction in cavalry drill and horsemanship and in practical military engineering, etc.

"We have put Spanish in the first class," says Colonel Scott, "so that when an officer goes out of this institution to the Philippines, Porto Rico, or to Cuba,

he can talk with the natives in their own language. In former times the mathematical courses were rapid and stiff, and in some cases the cadets were pushed so rapidly that they got beyond their depth. For this reason we have added three months to the time and cut down the material as much as possible. We have not reduced the standard, but have provided more thorough instruction. We are dovetailing mathematics and mechanics, so as to make the course more practical and are giving more attention to the applied sciences than formerly, to electricity, chemistry and such things, in the way of practical application of what is taught in the books."

An advocate of peace asks of what use are these trained soldiers, and the *Philadelphia Ledger* makes reply: "Of what use are the West Point cadets? Why how in the world could we inaugurate a President of these United States without the presence of the cadets?"

THE IDLER'S APPRECIATION

NOT all those who leave their impress on the ever-changing student body have their names printed with capital letters in the lists of honorables who make up the teaching forces of our institutions of learning, nor are they given honorary degrees in recognition of valuable services rendered. Neither are their names to be found in "Who's Who." They belong to the large body of idlers who just idle along through the world doing things, and who, like the soldier—what was his name?—ask nothing for their duty "beyond the doing it." If "Who's Who" attempted to give the names of all the Americans that are of real service to humanity, who have done things worth while for the world and its people, Dr. Eliot's sixty-inch shelf would not hold the list extending from A to D.

I dare say that the recipient of every honorary degree deserves the recognition. But these plodders along the road of human service—these consecrated lives—they deserve some honorary mark of appreciation. Perhaps

some day some university will find a degree that seems to fit these idlers, and will make a new departure by singling out the more conspicuous and attaching to their names a recognition in keeping with the work they have done. Meanwhile, being an Idler less-conspicuous and less-deserving, I feel like calling attention to one of the good, worthy souls.

Frank E. Hotchkiss. Did you ever hear of him? Every student at Yale these thirty years past remembers Hotchkiss. He has served as superintendent of buildings and grounds, and last month he retired. It is a large-sized job to look after the buildings and grounds of a large-sized university like Yale, and do the work well. Hotchkiss did his work well—the thirty years are his best recommendation—and he did something besides, something not in the contract, something you can't pay men to do. He swayed the destinies of the undergraduates as far as their living quarters went, schooled them in more than one branch of human wisdom, his optimism lighted the dark places for more than one hard-pressed college youth, he changed the upstart and the shammer into a worker, he gave to aristocracy a touch of the democratic, and he was bribe-proof and made the students respect honesty and fairness. We can buy service, but we cannot buy character and its influence. Hotchkiss sold his labor and gave his influence. Once too he gave a lecture on the need of a "Professorship of Common Sense," and it stands out at Yale as a classic. Although retired, Mr. Hotchkiss will remain to welcome the returning graduates at Alumni Hall and to direct the perspiring undergraduates to their annual seats of torture.

Many a college and university has its Hotchkiss. Their names and personality and influence live in the memories of the students quite as long as do the much-loved professors. Perhaps that is their reward—not being forgotten.

THE WORK OF THE COLLEGE

By DR. J. W. LEE

***Editor's Foreword** This article formed the substance of an address delivered by Dr. Lee of Atlanta at a banquet of Macon, Georgia, business men held in the interest of Wesleyan College. In these days of criticism of the American college, the article furnishes a striking summary of the function of the higher institution of learning in the struggle for existence, together with a prophetic look into the future. It has been said that the United States is a nation of critics, and so the self-appointed, for the want of more useful employment, devote time to the making and hurling of wholesale criticism at the college, and in so doing overlook an all-important fact which Dr. Lee very happily brings to their attention. The teaching of the student, necessary and important as it is, is only a part, and sometimes a very small part, of the actual work of the real college and the real university. Take any large university—say Wisconsin—and consider the work done for the good of the whole people as well as that done for the individual student. Thousands there are who do not realize the part the college and the college man plays in the production of better food-stuffs, better agricultural methods, the eradication of diseases, and so on, and in not knowing they formulate criticism, just as though they knew.*

EVERY student knows that to insure bountiful harvests the soil must be supplied every year with such fertilizing foods as the plants can eat. By failing to furnish the wheat with rations necessary to keep it fat and flourishing on the plains of Dakota, the farmers find themselves reaping twelve bushels to the acre instead of twenty-five as they did when the soil was fresh. Plants are not averse to knick-knacks, but the one stable and absolutely necessary item of diet demanded by the vegetable world is found in the nitrogen, out of which four-fifths of the air is made. But trees and wheat cannot poke their heads into the sky and eat nitrogen out of the firmament any more than birds can eat sunshine until it is packed for them by the Creator into blackberries. Before this unstable element called nitrogen can be served up to plants it must be wrapped in parcels of lime rock and mingled with the soils upon which they grow. Every crop, then, uses up so much of the nitrogen in the soil and makes necessary the replacement of this element if new crops are to be developed.

The butter and steak and hominy a man uses up for breakfast must be replaced by next morning or else he will leave the table hungry and out of humor.

Up to this time, man has found food upon which to feed his plants stored away in the huge deposits of nature. But we have reached a period in history when the nitrates of nature are soon all to be used up. The largest fund of plant food ever discovered was found in the vast saltpeter beds of Chile. According to the statement of Senor Bertrand, a Chilean government official, only 220,000,000 tons of this is left. It is becoming so scarce that the price of it has increased 30 per cent in recent years. It is now worth \$40 per ton, and will all be sold in fifty years. Then, unless something is found to take its place, there will be a famine in the vegetable world. When the plants begin to perish with hunger, human beings will begin to starve by the million. At \$40 per ton, the 220,000,000 tons of saltpeter is worth \$8,800,000,000. There is enough nitrogen in any square mile of air to make as much saltpeter as is contained in

all Chile. Every square mile of air, then, is a mine containing \$8,800,000,000 worth of plant food.

Some one at this table has already become a palpitating interrogation point with the inquiry sticking out like a quill of a porcupine, wondering what all this has to do with the function of a college in the struggle for existence. Let us see. Dr. Priestly, a college professor, passed in 1773 a series of electric sparks through air contained in a closed vessel, and obtained by the experiment a brownish gas, called nitric oxide. He had chemically combined the nitrogen and oxygen of the air. In 1850, Faraday, another college professor, produced for the first time in all history a tiny little electric arc. He was greatly elated, when a mocker said to him, "Well, what is the use of it?" The electrician and chemist, recognizing himself up against an animated stick of wood, replied, "Well, what is the use of a baby?"

Five years ago, Professor Berkeley, another college professor, determined to apply the hints received from Priestly and Faraday on a large scale. He interested engineers and capitalists in a scheme to establish a plant for the oxidation of nitrogen. At Notodden, a village in Norway, a large oven house was built containing three vast electrical furnaces and all the machinery and apparatus necessary for controlling them. A huge waterfall, capable of furnishing energy equal to 200,000 horse power was utilized three miles away from the plant.

The force of the downfalling river was converted into electricity. A tremendous current of lightning was turned into each oven, sufficient to make heat up to 12,000 degrees Fahrenheit. A river of air, by means of various devices, was then drawn through an immense arc lamp into each of these ovens. Then, instead of getting a tiny bit of nitric oxide, as Priestly had done, the nitrogen of the air was forced into chemical combination with oxygen by the ton. By another process this nitric oxide was

combined with lime rocks, with the result that a college man had succeeded in turning out precisely the same product found in the saltpeter beds of Chile. At this one plant they will soon be making annually three hundred thousand tons of plant food, worth \$12,000,000, half of which is clear gain. Thus it is that the college, at a crisis in vegetable and human history, holds back starvation from plants and beasts and men by revealing the secret of making as good food out of air and waterfalls and lime rocks as wheat ever tasted. Is it not clear, then, that the function of the college in the struggle for existence is as vital as that of lungs in the struggle for breath.

Converting nitrogen into available plant food is only one of the ten thousand things the college has done to equip the race for existence on the planet. Students of science are pointing out many varieties of illimitable value packed away since time began in the enviroing storehouse of the universe. Sir Joseph J. Thompson, president of the British Association, declared that there was seven times as much heat in one gramme of hydrogen as can be developed by the burning of seven tons of coal.

Professor J. P. Newman, assisted by Lionel Lodge, devised by means of electricity a small-sized pocket edition of the Aurora Borealis over a strawberry bed in 1907, and found that it added 80 per cent of the value of the berries.

Professor Langley learned by exact measurement that the energy received by the earth from the sun when it is high and shining through a clear sky is equal to seven thousand horsepower per acre.

In an address to the Royal Society of London, Professor William Crookes declared that in a single armful of ether there are ten thousand foot-tons of force.

How are human beings to avail themselves of these subtle forces around them? They must train ex-

perts in the college to show them how to do it. Between the heat locked in a gramme of hydrogen and the heat roaring in the furnace to drive the machinery of the mill, stands the college. Between Aurora Borealis, roaming at large in the sky, and the same northern light aflame in the strawberry, stands the college. Between the sun's rays, now wasted in seven thousand horsepower installments on every acre of the ground, and the same down-pouring fire drawing the plough, warming the home, illuminating the plantation, cooking the food, washing the dishes, ironing the clothes, churning the milk, rocking the baby and rushing the automobile like a chariot of satan, stands the college. Between the ten thousand foot-tons of force in a half-bushel of ether and that same energy turning the countless wheels of toil and doing the drudge work of the world, stands the college. Between the power in the Zambesi river, wasting itself in spray and rainbows over the Victoria Falls, and that same power urging onward the flying railway trains to the uttermost parts of the earth, stands the college.

Between life eked out in a heart-rendering struggle against odds on the right hand and the left, and only keeping in the center of a rocky road, because finding, like Mark Twain's horse, as many telegraph poles to shy at on one side as on the other, and life, disciplined, cultured, free, round and radiant, in command of the conditions of existence, stands the college. Between life, twisted and bent into breathing wretchedness, in the attempt to lift burdens by muscle, instead of by thought, and life pressing a button to set a-flying the wheels necessary to perform all human work, stands the college. Between man, tied in a double bow-knot, and rushing into eternity before his time through a gateway of pain, called colic by the doctor, in his ignorance, and man stretched upon the operator's table to give up his appendix by the hands of an artist, and then going forth to com-

plete his life like an athlete, stands the college. Between the North Pole, frozen in loneliness ever since the world was built, and the North Pole with Dr. Cook and Commander Peary, looking from the top of its purple snow upon the blazing luminaries of the universe, and encircling the globe as often as they turn on their heels, stands the college. Between the air, unchartered and untraveled and the air with aviators watching from its depths of blue, the paltry affairs of men, stands the college. Between woman, shut by convention to lines of activity, calling out but a fraction of her power, and woman fashioning young life in the school, penetrating with her life and devotion the dark night of heathenism, and going forth like Madame Curie to blaze the pathway to a new world for the modern mind, stands the college.

Twenty-five years ago, on an occasion like this, someone would have been ready to say, after hearing remarks like these to which you are listening, "All that is well enough for a college established to train men, but how do such words apply to a college for the training of women?" Suppose a man had inquired a quarter of a century ago what were the functions of a college like that of Varsovie, Russia, in the struggle for existence. Had it been said then in reply that Marie Sklodowska was being trained in a course of physics by her father, a professor in the college, it would have meant very little to the gentleman asking the question.

But if we could answer him back through the distance between then and now, we could tell him today in a way to convince any clodhead who dared to look wise that the college at Varsovie performed functions more necessary to man in his struggle for existence than any other ever did in all history. Marie Sklodowska graduated there in physics, and afterwards received the degree of doctor of science from the Sorbonne in Paris. She afterwards married Professor Curie, and,

in connection with her husband, she discovered radium. This achievement has done more to revolutionize the theories of scientific men than any single event in the history of the world. The discovery of radium has brought a new relay of hope to the minds of civilized men. It has practically rejuvenated the outlook of the human race. It has done for the science of physics what the Renaissance did for the enrichment of literature. It has quickened enthusiasm and produced a youthful exuberant spirit, which leads men to make with confidence experiments that would have been thought fantastic twenty years ago. It has dispelled the pessimistic feeling common at that time that all the interesting things had been discovered, and all that was left was to alter a decimal or two in some physical constant. Madam Curie's discovery brought on the market an element worth \$1,200,000 a pound. An element, in one grain of which there is enough force to raise 500 tons a mile high. An element, in one fraction of an ounce of which there is enough light to keep King Edward's palace in London blazing for a million years. An element that has put into the hands of physicians a secret of more therapeutic value than any other ever known.

As long as the slow-moving populations were scattered over the earth's surface, man could manage at a poor dying rate to live on the raw materials supplied by nature. But now, when we stand in sight of the time when plant food, coal and lumber will be used up, and when the network of social existence will be closely enough knit together to cover the planet in a single fabric of organized life, man must equip the college as never before, or make up his mind to let go breath under the sun. Without the college to devise ways and means to feed and clothe and shelter humanity, the race will be under the necessity, in a few generations, of getting ready to shake off the mortal coil. The problem is so serious, therefore, that it is not simply

one for academical discussion by learned men; it is one for living men to face and solve by amply equipping the college, if they are to be true to their fathers, who, in sacrificing love as best they knew, laid its foundations, and true to their children who will go halt and maimed through life without its discipline; and true to the unborn generations who will starve unless it shows them how to find bread.

The question becomes all the more grave in view of the marvelous stock of knowledge scientific men have accumulated in the last fifty years bearing on the subject of how to lengthen life. Professor Elle Metchhikoff of the Pasteur Institute, Paris, declares that the natural term of life is 140 years, and that every person who dies before that ripe old age passes away before his time. One of the most remarkable facts in connection with human existence in modern times is the great increase in the average age of man. Many of us remember when it was said to be thirty-three years. In the time of the decadence of the Roman empire it was only fourteen years. The average age of human life is now about fifty years. The dominion of the air by man will add vastly more to the average length of human life. When it becomes possible for aeroplanes to pass from England over to Germany, loaded with the same death-dealing parcels of peril, everyone knows that never again will a war between the two countries be possible. The same is true in regard to every other great nation. The old-fashioned way of thinning the ranks of the teeming millions of mortals by means of war between the great powers is soon to be as completely out of style as would be the mastodons of the primal ages parading today with civilized elephants in a modern circus.

It is self-evident that with science at work to lengthen life on the one side, and with war no more cutting it down by deadly instruments on the other, it will not be many generations before, instead of 1,500,000,000 of peo-

ple on the globe there will be 3,000,000,000 of the sons and daughters of Adam clamoring for a career on this terrestrial ball.

When one begins to think on these lines, if his head is not filled with wooden pegs, instead of electrified brains, he is forced to feel that the day has come to concentrate attention upon the college as never before, and to emphasize its value by investing money in it by the millions, instead of by the thousand. To rush madly forward, cutting down the trees until the forests are gone, digging up the coal until the mines are empty, levying upon the nitrate beds till the plant food is exhausted, without providing the rising generation with the training necessary to enable it to replace these items upon which life depends, is to denude the planet, leave it bald and bare, and to bankrupt the race of tomorrow. Such a course is not only wrong in a mild sense; it is criminal to all the heights and depths and intensity of the meaning of the term. This little globe is an estate belonging to humanity, from Adam to the last man who shall stand upon it. Those who shall live a million years from now have an interest in it. Not to conserve and increase its value is to fail to act justly in regard to property of which, for the time being, we are the trustees.

But the function of the college in the struggle for existence is not exhausted in the one direction of showing man how to take from the air the ether, the sunshine, the chemical elements and the forces of nature, the material means of existence. These are necessary, but their importance grows out of the fact that they are the basis of something infinitely richer and higher. If there were nothing in man to feed except that which bread can satisfy, it is a doubtful question whether his continued existence in any large and great way on the earth is worth what it will cost to maintain.

The law of the human kingdom is not aristocratic. It is democratic. By

its operations the many who are weak are preserved against the few who are strong. Instead of sweeping away the inefficient as unfit to live, it pours life into their failing hearts to make them fit to live. Animals become strong by lifting the weak. The law of the woods is physical; the law of human life is moral. When man lives by the law of the jungle he becomes Rameses II. or Nero or Caligula. When man follows the law of his own kingdom he becomes Moses, or St. John, or John Howard, or William Wilberforce. When woman follows the law of the animal kingdom she becomes Jezebel, or Cleopatra, or Herodias, or Catherine de Medici. When woman follows the law of her life she becomes Queen Victoria, or Florence Nightingale, or Frances Willard. Animals become beautiful by the expenditure of brute force in dealing out death to their species; men become beautiful by the expenditure of spiritual force in dealing out life to those who are ready to die. Among advancing animals the diadem is on the head of Severity. Among progressive human beings it is on the brow of Pity. Brutes live under the reign of physical force; men were ordained to live under the sovereignty of gentleness.

When brutes destroy one another, there is no loss to their species. If one squirrel could succeed in killing all other squirrels on earth there would be no loss to the general fund of squirrelhood, for under the tail curled over his graceful back would still be carried the whole output of wealth ever possessed by the entire family of squirrels from the beginning of time. The aristocratic law of death and destruction, then, works no hardship in the animal kingdom. But in the human kingdom, every single life of the specie, however diseased, poor and obscure, is of infinite worth, because absolutely necessary to the human whole of the manhood of the race. It takes all the people who ever did live, or that live now, or that ever will live, to enrich and completely equip the life

of one man. Human beings are members one of another.

When the poorest member is trodden under foot, or thrown aside into a leprous heap of breathing refuse, the whole body of mankind would ache if it were not partially numb and dead, as one unparalyzed individual body would ache if its little finger were mashed to jelly. The highest and most important function of a college, then, is to be performed in the direction of the democratic law, which is the law of enrichment, not merely for the few, but for all. The colleges of the world are to act as so many looms

whose function it shall be to pull the millions of human threads from all latitudes of the earth into one whole of united, harmonious life. No one should leave the college without sympathy for all good causes, and without having developed within him the determined purpose to espouse them. It is the function of a college to lead every student to feel that he is brother to the weak. It is the function of the college to make all who come under its control and teachings so radiant and attractive that a lonely dog meeting them on the street, would feel itself in the presence of friends.

NEW BUILDINGS

THE dedication of three new buildings at the University of Kansas occurred on February 25. The new structures are the general engineering building, the mining and geology building, and the mechanical laboratory and power plant. The buildings were provided for by the legislature of 1907, and they are thoroughly equipped.

Wooster (Ohio) University is to build a new dormitory and a new gymnasium.

Coe College will this year erect a \$50,000 chapel and a new dormitory for girls.

Eastern College, Manassas, Virginia, dedicated its beautiful \$34,000 recitation hall on February 22.

Howard University, Washington, will dedicate the new Carnegie Library building on March 10. President Taft will make the dedicatory address.

The University of Minnesota is to build a three-story dormitory for women.

Princeton University is building a \$100,000 addition to the James Madison Dormitories.

Moravian College, Bethlehem, Pa., opened its new students' hall last month. James M. Beck of New York was the doner.

Iowa State Agricultural College is to have a domestic science hall, which will cost \$60,000.

The University of Pennsylvania is to have a new and beautiful building for the school of architecture. More students attend the school of architecture at Pennsylvania than at any similar school in the world, with the possible exception of Paris.

The University of Wisconsin is soon to erect a new biology building, which is very much needed.

The new Phi Gamma Delta house at the University of Washington, built and furnished at a cost of \$30,000, was opened last month.

The University of Maine is just beginning the construction of a new dormitory. There will be four stories, divided into three sections, and a basement. The study rooms are planned for two students and opening off from each will be two individual bedrooms. The dining-room in the basement will seat 300. A large clubroom will also be provided.

Milligan College, Johnson City, Tenn., has had plans drawn for a \$35,000 science hall.

GENERAL COLLEGE NEWS

CATALOGUE making is a strenuous occupation. All who have been engaged in the work do not need to be reminded of this fact. The task of preparing and printing a catalogue seems to be without end, and the completed volume is rarely ready for mailing at the time agreed upon.

With the large growth of colleges and universities has followed the large growth both in size and number of the annual catalogues. A few years ago the catalogues appeared in October, then they were delayed until sometime in November, which finally got to mean about Thanksgiving, then it was Christmas, then New Year's, and now we do not expect the annuals until February. To quote the *New York Sun*, "soon we may expect the appearance of the catalogue for the past year as a part of the commencement festivities."

No doubt the officials of our educational institutions are doing the best they can, but the delay in the publication of the catalogues is to be regretted. They are needed at the beginning of the school year and during the summer vacation. "This information is supplied, it is true," prints the *Sun*, "by directories, official or otherwise, that are printed nearly at the time when they are needed, but there are countless matters, early news about which is of great importance to the persons concerned, that are held back needlessly by the delay in printing the catalogue. Such are, for instance, the subjects and conditions for prizes, regulations regarding scholarships, conditions for admission and so on."

This is true, for the Information Bureau of *THE AMERICAN EDUCATIONAL REVIEW*, which annually is consulted by thousands of students, is often unable to give exact information regarding re-

quirements, the time of examinations, scholarships, courses, etc., all on account of the delay of the catalogues, and this results in a distinct loss not only to the various schools, but to the students as well.

The *Sun* states the case very clearly: "The simple college catalogues in the course of time have become manuals running to 800 and 900 pages. They have become compendiums of the history and laws of the universities, sometimes so condensed and technical that experts alone can interpret them and laymen may fancy that a course in the university catalogue would provide a sterner mental discipline than many of the culture courses that are offered. A great part of this matter is repeated in every catalogue and might be stereotyped. There are of course many details that change from year to year, and a reasonable time should be allowed for inserting these.

"There seems to be no reason, however, why the catalogue should be held back in order to embody pending legislation in any or all of the score of deliberative bodies included in the university. It is unfair to reduce to persons ready to accept the university's terms the year's notice implied in its publication to a few months or only half a year. Save for exceptional matters the catalogue should contain only the regulations in force at the beginning of the academic year. With competent editors backed by the authority of business presidents the catalogues for the year should be published at latest by the middle of November, so as to be of the greatest use to the college community and the outside world that needs to know about the college. The spur of a fixed date of publication would stir up academic torpor and bring about quicker decisions. It is preposter-

ous to wait till February for a publication that is needed in the previous October. It is also not businesslike."

The newspapers throughout the country are talking in like vein, and one more ironic than the others remarks that it would be well for an institution that teaches business administration to display its qualifications by being on time with its catalogue.

During the last month fire destroyed a number of educational buildings. The Phi Gamma Delta house of the Indiana State University chapter was burned to the ground, loss \$12,000. Elkhorn Lutheran College, at Elkhorn, Iowa, was destroyed, entailing a loss of \$25,000 with \$12,000 insurance. Carlton College, at Bonham, Texas, a three-story brick building, was completely destroyed. The college of the Livingston Industrial Institute, Livingston, Alabama, was burned.

A fire which caused much rejoicing occurred at Leander Clark College, Toledo, Iowa, last month, at which was burned the last evidence of the college's mortgage indebtedness.

The committee on admissions of the Sheffield Scientific School, at the urgent request of various public manual training schools, has voted in favor of mechanical drawing as an optional substitute for one of the history studies in the schedule of entrance examinations. The branch of history for which the substitution is to be allowed will be determined later.

By order of the minister of education the hours have been reduced in many of the schools of Germany. By the new arrangement forty-five minutes is the maximum time for a subject, thus allowing the treatment of six subjects in the school day. It is ordered by this high educational authority that the shortened hours at school be made up in home study, and that as little school work as possible be done outside the school proper. "The child derives more benefit," the educator thinks, "from its play and from

the study which it does voluntarily than it does from grinding. Self-imposed mental work is of the greatest benefit to the school child, and the attainment of this is possible only when the child has several hours daily of absolute leisure."

A prize of \$200 has been offered by the authorities of Cornell University for designs for a new university emblem. The designs may be heraldic in character in the form of a shield or escutcheon, and experts in heraldry may pass upon them. The competition is open to any person.

On March 7 there opens at the Ohio State University a two weeks' course in ice cream making. This is a part of the work of the dairy school. Ice cream has now become one of the most important adjuncts to the dairy business. Lectures and practical work will be given in the building and equipping of ice cream plants; methods of freezing; the handling of cream and combining the mixture; packing and getting it ready for the market.

Joseph H. Judd, superintendent of handicraft in the Council Schools of Manchester, England, has been engaged to give a course of lectures in the summer school of manual training and domestic economy at Bradley Polytechnic Institute. These lectures will deal with the history of manual training in England, the training of teachers, modern methods of instruction, the manual training work of the lower grades, and present educational tendencies in England. Mr. Judd will also give his "Learn by Doing" course in wood-work, a course suitable for the fifth and sixth grades, which can be taught with very few tools in the regular class-room. This course has attracted much attention in England, but is new in this country.

Princeton University refused to comply with the conditions attached to the gift of \$500,000 offered by William C. Proctor of Cincinnati. The situation is very complex, and therefore not easily understood. To give the facts in the case it would be necessary to give the

details of the history of the idea to found a graduate department of the university, which extends over a period of fourteen years. In 1902 the committee of trustees on the graduate school authorized Dean West to make a study of European and American schools of that nature and to draw up a report. That report, which has caused so much trouble, was made in 1903, published by the university in that year, but was distributed only at the discretion of Dean West. As a result few people have had the privilege of examining it; indeed it was never placed before the board of trustees until their last meeting. It was prefaced by President Wilson and the whole tone of that preface is one of approval. After watching the experiment President Wilson has changed his ideas on some of the points, and the trouble grew out of where the new building for the graduate college should be located. The university has the sum of \$330,00, a bequest of Mrs. Josephine Swamm, for a building on the campus; Mr. Proctor gave \$500,000 contingent upon a like amount being raised, for a building to be set apart exclusively for graduate students. This complication, together with Dean West's report and President Wilson's change of mind, has given rise to all sorts of rumors regarding warfare and resignations.

Massachusetts is planning for a state college of a new sort. It is an outgrowth of the university extension idea, but is to be carried on more systematically and with a more distinct purpose. Briefly, it is a movement for an endowed extension college for the systematic higher education of the people. The project is to provide in high school buildings serious and systematic college courses to reach a large number of men and women who otherwise lack opportunity for such training, and to carry the teaching through to the A. B. degree. The most distinctive features of the plan are the new use to be made of the costly plant of the high schools of the state—thus the better justifying their cost—and the chance offered to any one

who are willing to work for it to secure a bachelor's degree at small expense. This degree, it is expected, will be an inducement to many, but it is believed that the courses will be taken advantage of by many men and women beyond the customary student age who wish to reinforce imperfect schooling either for some specific purpose in lines with a profession or for general culture. It is also believed that many high school graduates who cannot afford the expense of attendance at a regular or "residence" college will enter this. The project up to this stage seems to have been worked out with a good deal of care. Its promoters have found certain men willing to contribute toward an endowment; steps have been taken for securing a charter from the legislature, and no hindrance is expected in that quarter; the board of education favors the scheme, school boards are ready to furnish buildings, light and heat. The sessions will be held in the afternoons, where the high schools have only morning classes, as is usually the case, and in the evenings. It is not planned to draw upon the regular colleges for teachers, as in extension work, but to secure high-class teachers who will give their exclusive services to these courses.

The revenue of the University of Missouri from all sources is \$588,110 a year, or \$1,176,200 for the biennial period. This includes all funds from the general revenue of Missouri, the collateral inheritance tax and the national government, and goes to support all departments of the university at Columbia and the School of Mines at Rolla. The university received from the last legislature \$350,000 in appropriations from the general revenues of the state. Approximately \$451,200 is received from the collateral inheritance tax. This refers to the two-year period. The university receives about \$105,000 each two years from the land grant endowments of the national government. This goes to the College of Agriculture. In addition, about \$30,000 each year is received from the national government from the Mor-

rill fund, and about \$28,000 from the national government for use in the experiment stations. The School of Mines at Rolla receives \$40,000 each two years from the general revenues of the state. About \$94,000 goes to the School of Mines each two years from the collateral inheritance tax. About \$20,000 is also received from the Morrill fund each two years to be used at Rolla.

While other colleges and universities throughout the country are training men to be journalists, the Kansas State Agricultural College is training its students to be practical newspaper men; men who can do anything about a newspaper office from cutting paper to writing editorials. The intention here is to fit men for the country newspaper field, a matter which is said to have been overlooked heretofore. The course offered by the college is so arranged that a student will be taught to pull a proof, set an "ad," feed a press, cut stock and do everything about his plant in a mechanical line. At the same time he will be taught to turn in copy, read proof and manage his establishment from beginning to end. He also will be taught the work in the job department of a country office, what to buy and how to buy it. The office equipment at the college is about such as one would find in a first-class country newspaper office. Each student does every phase of the work except being a "devil."

The Peabody Normal College, for the training of teachers at Nashville, Tenn., has received \$1,000,000 from the Peabody fund for the advancement of education in the South. According to the terms of the endowment, the principal of this fund, bequeathed thirty years ago by George Peabody, has remained untouched until the present time. The gift to Peabody College of \$1,000,000, disposes of one-third of the amount of the fund. The \$500,000, promised by the state of Tennessee as its part of the agreement with the board of the Peabody fund, has been raised by subscription and donation. A provision of the endowment is that the name shall be

changed from Peabody Normal College to the George Peabody School for Teachers. The institution is to adjoin Vanderbilt University so that pupils may attend the university course if they desire. No expense will be spared in the equipment of the new school or the selection of its faculty. Next November the school will receive the appropriation of another million.

An important extension of the work of Columbia University will be inaugurated next September. Extension classes will be opened throughout Manhattan and Brooklyn, as well as in northern New Jersey and in Westchester County. Evening classes for wage workers will be organized at a convenient down-town point. The new departure is the outgrowth of the summer session of the university, which was highly successful. In speaking of the new undertaking, President Butler said that in less than five years the university will not merely be teaching and helping six thousand students, but sixty thousand brought together in convenient groups and classes throughout New York and the adjoining territory. The field to be covered by the extension plan will be broad. A large staff of professors and lecturers will be appointed, chosen in part from the present teaching staff of the university. The entire undertaking will be under the supervision of Professor James Chidester Egbert, who as director of the summer session is responsible for much of the success of that innovation.

A course in English versification is being offered by Dr. R. D. Miller, instructor in English in the University of Missouri. This course will deal not only with the analyzing of verse, but also with limitation and versification. If the students show sufficient original power, some time will be spent in writing verse. The prize of \$100 for the best poem written by a university student was not awarded last year on the ground that none of the contestants showed sufficient knowledge of the technical principles of poetic composition. An effort

will now be made to overcome this difficulty. Instruction in versification has not been offered since 1904-5.

The Pennsylvania Railroad Company, acting upon the suggestion of Dr. Sparks, president of State College, will establish an apprentices' school in its shops at Altoona, Pa. The first class will be composed of thirty fourth-year apprentices, who will be given sessions two days a week for three and a half months. Professors from State College will be detailed to conduct the school, which will be devoted to mechanics, mechanical drawing, etc.

Among the many new courses offered last year at the University of Michigan none met with more success than that in landscape gardening. The course as given last year was simply a series of illustrated lectures upon the subject, and offered little oppor-

tunity for practical work. This year, however, two courses are to be offered, which will deal more directly with the practical side of the subject and which will be open only to those who intend to specialize in this branch of work.

The Ohio State University will discontinue the summer artisan courses for the present. With this exception, the work offered in the summer session of 1910 will be about the same as last year. The net grand total of attendance since 1905, including the summer term, excluding names counted twice, is as follows. 1905, 1,870; 1906, 2,157; 1907, 2,277; 1908, 2,686; 1909, 3,050. This shows an increase of 1,180 students for the five years during which the summer term has been operated, or 63 per cent., being an annual increase of 12 per cent., a most excellent showing.

DONATIONS AND BEQUESTS

GIFTS amounting to \$450,000 to seven educational institutions were announced last month by the General Education Board. More than forty applications were received from various colleges, but only seven were granted. All these gifts are from the Rockefeller fund and they are all conditional: Williams College, \$100,000 on condition that the college raise an endowment of \$1,000,000; Wesleyan University, Middletown, Conn., \$100,000 toward \$1,000,000; Cornell College, Mount Vernon, Ia., \$50,000 toward \$200,000; St. Lawrence University, Canton, N. Y., \$50,000 toward \$200,000; Georgetown College, Georgetown, Ky., \$25,000 toward \$100,000; the Women's College of Brown University, \$50,000 toward \$200,000; the Salem College for Women, Winston-Salem, N. C., \$75,000 toward \$300,000.

To Otterbein University from Mrs. Sarah B. Cochran of Dawson, Pa., \$50,000. This brings her total contributions to Otterbein to \$85,000. The university

is working to secure a new endowment of \$500,000, one-fifth of which has been raised.

To Rennselaer Polytechnic Institute, Troy, N. Y., from the Pittsburg Alumni Association, \$150,000 for the erection of an administration building and library.

To New York University from the late Maria C. Tailer, \$25,000 to establish the William H. Tailer Memorial Endowment Fund for the benefit of the dispensary of the university and Bellevue Hospital Medical College. It is hoped to increase the endowment to \$100,000, in order to furnish an income sufficient to pay the cost of drugs, which are dispensed annually to patients unable to pay, without charge.

To the University of Pennsylvania, \$100,000 for the purpose of endowing a professorship in the medical department.

To the Sheffield Scientific School, Yale, from George G. and William S. Mason, '88, \$250,000 for a laboratory of mechanical engineering.

To the Western College for Women, Oxford, Ohio, from Mrs. Emma B. Kennedy, of New York, \$10,000 for a new scientific hall. The alumnae of this college recently raised \$250,000 for additional endowment.

Mount Union College, Alliance, Ohio, has raised its endowment to \$220,000, \$50,000 of which was contributed by Andrew Carnegie.

To William Woods College, Fulton, Mo., from the late B. F. Lowery, \$20,000, the interest from which is to be used in granting scholarships.

To the College of Physicians and Surgeons, Philadelphia, from an unknown donor, \$75,000.

To Knox College, Galesburg, Ill., \$40,000 attendant upon the college raising a like amount, for the erection of a stone chapel.

To the Catholic University of America from Michael Cudahy of Chicago, \$5,000; from the late Mrs. Caroline T. Wheaton of Poughkeepsie, N. Y., \$10,000.

To the University of Michigan from R. P. Lamont, '91, \$20,000, for the observatory and telescope.

To the University of the South from J. Pierpont Morgan, \$50,000 toward the endowment fund, and \$60,000 from Andrew Carnegie for a new science hall.

To Yale University from the late Edward E. Salisbury of New Haven, \$335,000. Alfred Gwynn Vanderbilt last month sent a check for \$100,000, bringing his total gifts to the university up to \$175,000, and he promised to send along \$75,000 more before the close of the year.

To Illinois Woman's College, at Jacksonville, from various friends, \$9,000.

To Andrew Female College, Cuthbert, Ga., from J. P. Williams, president of the Georgia, Florida & Alabama Railroad, \$25,000.

The Alumnae Association of Bryn Mawr College has succeeded in raising \$390,000 of the proposed additional one million endowment fund.

To Jamestown (N. D.) College from C. A. Sanford, \$12,000 to be applied to the building fund for a new dormitory and music hall.

To Parsons College, Fairfield, Iowa, from General Lewis B. Parsons, a son of the founder of the college, \$100,000.

To Harvard from the late Mary Upham Johnson, \$4,000 to found a scholarship in memory of her husband.

To Professor J. F. Edwards of Notre Dame University, South Bend, Ind., \$20,000, and to the university \$5,000, from the late George Rhodius of Indianapolis.

To Wesley College, Grand Forks, N. D., from Frank Lynch of Casselton, a member of the board of trustees, \$30,000. Mr. Lynch had already given \$10,000 to the college.

Andrew Carnegie has recently written checks as follows: Charles City (Iowa) College, \$25,000; to enlarge Morse Hall at Cornell University, \$50,000; Simpson College, Indianola, Iowa, \$20,000; St. Thomas College, \$25,000.

A fund of \$12,000 for the foundation and maintenance of a Christian school and place of worship at Jerusalem, in the Hold Land, is provided for in the will filed at Saratoga Springs, N. Y., of Mrs. Angeline E. Newman, widow of Bishop John P. Newman, of the Methodist Episcopal Church.

Niels Poulson of Brooklyn, N. Y., has set aside \$100,000 in 5 per cent bonds, the interest to be used for the benefit of the American-Scandinavian Society. This society was founded in 1908 to cultivate closer relations between the United States and the Scandinavian countries. One of the ways by which it undertakes to do this is by an exchange of professors between the universities of the United States and Scandinavia, and by bringing Scandinavian students to this country for a post graduate course. President Nicholas Murray Butler of Columbia is president of the society.

AROUND THE CAMPUS

FROM colleges and universities East and West come reports of an unusual number of students who "flunked" at the midwinter examinations. These "flunks" have brought about much criticism and discussion, and those who are talking and writing on the subject seem to be divided into a number of distinct groups, each group holding fast to an opinion on what is the basis of the failure of students to pass.

One class lays the failure to the raising of the standards of scholarship; another places the blame on the professors, claiming that many instructors are inefficient, and that, in justice to the student, the standards of scholarship should not be raised unless, at the same time, the standards of instruction are also raised; a third group points out that there is too much luxury and too many diversions among the students, offering as evidence the fact that those who work their way through college have a better scholarship average than their classmates, and finally much argument is offered to show the evils and "idiocy" of final examinations.

The *Daily Illini*, the student paper at the University of Illinois, says there are instructors "who ought to be 'flunked' both because of inefficiency and lack of ability. Most of the instructors, we are glad to say, are splendid, virile men, whose influence is an important factor in making good and worthy citizens of the young men and women in their classes, and we give them the respect and honor due them. But there are a few who are sticks—dead, dry sticks—who are a positive injury to the university and to the students and to them some of the reason for the failure of the students may well be attributed. Why should not they be 'flunked'?"

Cornell University dropped one hundred students. A senior in the engineering department, in taking the examinations, collapsed from nervous exhaustion. This causes the *Cornell Sun* to bitterly denounce the practice of final examinations. The *Sun* prints:

"There was enacted at the university infirmary yesterday afternoon a scene which cannot but be construed as an argument of burning intensity against the system of final examinations—the departure from the infirmary and from Cornell of a man in the prime of youthful strength and vigor, his nerves shattered, injured perhaps for life, as the result of a three weeks' strain of preparation and trial of final examinations.

"It is not the first scene of this character, nor will it be the last until the unhealthy, unfair, and altogether unwholesome system of final examinations is done away with.

"We make no plea for the loafer. We ask no pity or consideration for the man whose very purpose in college is to escape work and who toils unceasingly to avoid labor. We believe rather that a wholesome system of class grading, which does away with the final examination and puts the emphasis of value on each day's work, will produce better students and better men, and raise the standard of college work all along the line. But for a system, the main feature of which is a temptation to procrastination, a system which has resulted entirely in the formation of that brain-pail habit by which many a student fills his brain with knowledge as he would a pail, ready to pour forth on examination day, a system which to many a thorough but nervously inclined student has resulted in permanent injury, we can see no excuse. And just so long as such a sys-

tem of examinations is continued, just so long will the general academic average of the American college and university remain at the low mark where it stands today."

Dean George E. Vincent of the University of Chicago makes the statement that, of 300 students who earned their tuition by doing student service last year, only three fell below passing grade. The working students attained an average of B in their studies, the next to the highest mark.

The question is being asked, "Are women wiser than men?" The "flunk list" of the University of Kansas furnishes "food for thought."

The list of failures in the college is now complete, and one fact which the figures show has turned the dean and the heads of the departments into human question marks. That one fact is that among the members of the freshman class who technically severed their connection with the university by failing in more than one-third of their work, there are five times as many men as women, though the class is made up about equally of men and women.

"What's the reason for this condition?" the professors are asking themselves and one another. "Are the women naturally brighter than the men? Are the courses made easier for women than for men? Are the men lazier than the women? Are outside attractions stronger for men than for women?" All these questions and many others are being propounded, but so far no one has come forward with an answer.

Just here the *Yale Alumni Weekly* offers an article which, while not written with the idea of examinations in mind, deals with the subject of scholarship. It says:

"Whatever the reason, the fact remains that higher rankings in college are made by public school boys than by youths trained in the private schools. Dean Wright has frequently referred to this phenomenon, and the Sheffield Scientific School scholarship lists this year again show the same condition,

"Private school preparation for college should be better than high school preparation, as a matter of logic, because the private school can devote itself rather exclusively to this particular kind of teaching. The public high school has too many different kinds of educational problems to solve to be able to attend to college work exclusively. The high school is ground strenuously between the nether millstone of fairness to the tax-paying and non-college-going public and the upper millstone of demands made upon it by college requirements. Yet the high school boys—as a class—excel the private school youths in scholarship when their respective headmasters turn them over to the higher education. Here the type of students enters into the question. The public school boy comes to college more or less as an individual unit and his course is nearly through before he has made the associations which his private school classmate brought with him. The result, in the high school boy's college career, is detachment from the social life and hence freedom for curriculum work over the hard years of the three or four. Add to this the usual difference in pocketbook and previous social experience, and the phenomenon is not so difficult to solve. The two sets of youths are not inherently different. But they come to college from widely different preliminary social levels, and the result—so far as it affects college work—is not so remarkable as it would seem."

The sources from which Harvard University draws students are shown in a set of statistics recently compiled. Leaving out the summer school and Radcliffe College as not entitled to consideration in such a compilation, there remain 4,046 students to be accounted for. Of this number 151 are foreigners, 1,942 come from Massachusetts and 1,953 from the other states. Taking the university as a whole, the states are represented as follows: Massachusetts, 1,942; New York, 457; Pennsylvania, 175; Ohio, 162; Illinois, 112; Maine, 97; New Hamp-

shire, 72; Rhode Island, 70; California, 63; New Jersey, 63; Indiana, 54; Missouri, 54; Iowa, 51; Connecticut, 48; Minnesota, 41; Vermont, 32; Michigan, 31; Colorado, 27; Maryland, 27; Kentucky, 26; Washington, 26; District of Columbia, 22; Kansas, 21; Oregon, 19; Wisconsin, 18; Georgia, 17; Nebraska, 17; Texas, 15; Tennessee, 14; South Carolina, 13; South Dakota, 13; North Carolina, 11; Virginia, 11; Alabama, 10; Mississippi, 10; Montana, 8; North Dakota, 5; Idaho, 5; Utah, 5; Wyoming, 5; Arkansas, 4; Delaware, 4; Oklahoma, 4; Florida, 3; West Virginia, 3; Arizona, 2; Louisiana, 2; Nevada, 2; New Mexico, 2. The enrollment from foreign countries is as follows: Canada, 35; China, 20; Japan, 14; Germany, 9; France, 7; Russia, 5; India, 5; Cuba, 4; England, 4; Panama, 3; Siam, 3; Turkey, 3; Armenia, 2; British West Indies, 2; Bulgaria, 2; Mexico, 2; Peru, 2; South Africa, 2; Argentine, 1; Brazil, 1; Colombia, 1; Dutch Guiana, 1; Hungary, 1; Ireland, 1; Italy, 1; New Zealand, 1; Spain, 1; Switzerland, 1. In the last five years the foreign element at Harvard has doubled in numbers and now forms 4 per cent of the total number.

Foreign students attending American institutions of higher learning are increasing rapidly in number. Thirty-four American institutions attracted 1,467 foreigners during the last academic year. Columbia had forty-two foreigners to its current summer session. The largest delegations to the thirty-four institutions mentioned were sent by Canada, 242; China, 193; Japan, 158; Mexico, 81; Great Britain and Ireland, 71; Cuba, 70; India, 60; Germany, 56 (there were 298 Americans enrolled at the various German universities in the 1909 summer semester); Argentine Republic, 52; Turkey, 51; and Russia, 50. Of the 1467 foreigners at those institutions, 460 came from North America, 458 from Asia, 313 from Europe, only 154 from South America, 64 from Australia and 18 from Africa. The largest foreign patronage is enjoyed by the

graduate schools and the engineering schools of the country, fifty-eight per cent of the total number of foreigners at Columbia being enrolled in these faculties. Owing to the large representation of foreign students in its dental school—Pennsylvania, with 225 foreigners continues to head the list. Bryn Mawr, Mount Holyoke, Smith, Vassar and Wellesley have only thirty-one foreign students.

A statement issued by the trustees of the Rhodes Scholarship shows that the total number of scholars last year was 179. Of this number ninety-eight were from Germany. Of the eight-three Americans who have completed their course in the English colleges under the Rhodes gift eighty-two have returned to the United States and one has taken work in England. Of the twenty-three Germans all have returned home except one, who has accepted a position as instructor in America. Of seventy-eight colonial students entered last year twelve are still studying preparatory to engaging in some profession, fifty-one have returned or are about to return to their homes, four are teaching in England, one is engaged in parochial work in England, two have gone to colonies other than their own, three have accepted appointments in India, two have taken business positions abroad and three will follow professions in England.

Two interesting prizes have just been established at Columbia—one of an annual value of about \$50 as a memorial to the late Charles M. Rolker of the class of '06, to be awarded to the member of the graduating class who, in the judgment of his classmates, shall have proved himself worthy of special distinction, either because of industry and success as a scholar, or helpful participation in student athletics, or pre-eminence in athletic sports, or any combination of these; the second, an athletic prize of the same amount, to be known as The Hudson-Fulton Prize, to be awarded in athletics under the direction of the College Alumni Association.

In the three years since the twenty

\$250 Armour scholarships were offered to the agricultural colleges of the United States, Iowa has won twenty. This is three times as many as have been won by any other school. Nebraska and Wisconsin stand next in line, each having won seven scholarships in the three years. These Armour scholarships are awarded to the colleges doing the best student judging and showing the best stock at the international show at Chicago. In accordance with the stipulation of Mr. Armour, these scholarships are awarded only to boys whose parents are unable to send them to college.

Members of the faculty of the University of Minnesota are proposing an innovation—a dean for college men, whose duties shall be somewhat similar to those of the dean for women. Minnesota believes that the morals of the young men should be looked after by a sane strong man, who will not seek to make mollycoddles of the young men, but who will seek to prevent or discourage the forming of those habits that undermine and possibly destroy the health and morals of the male students.

After an uninterrupted connection with University of Michigan athletics for more than ten years, Keene Fitzpatrick is to leave the wolverine institution and go to Princeton. His reason for making the change is a substantial increase in salary. This ends Fitzpatrick's second stay at Michigan, as on the first occasion he remained only two years. He came there first in 1894, and remained until the close of the school year in 1896, when he went East to take charge of the Yale athletes. He remained there until 1898 when Charles Baird induced him to return to Michigan.

Wisconsin University has an arrangement by which all students may have the privilege of medical advice, calls and medicine at the rate of one dollar per semester. The establishment of this medical service department, as well as the appointment of Dr. Evans of Philadelphia as medical advisor, is the result

of the work of the committee on hygiene.

For the first time in the history of Columbia University women will be admitted to the courses of law and medicine during the summer season of 1910. Law has heretofore not been included in the summer course. Library economy will also be taught in the summer session for the first time.

Carroll College, Waukesha, Wis., has achieved brilliant athletic victories under the scientific training of its new physical director and coach, W. C. Bleamaster. By a succession of hard-fought battles the football team won the championship of the state.

Dr. Geo. A. May, medical examiner at Waterman gymnasium, recently completed an examination of 836 freshmen who entered the literary and engineering departments of the University of Michigan last fall. Physical deformities are scattered among the 836 men examined as follows: Eyes (using glasses), 126; nose defects, 451; heart (irregular), 99; lung trouble, 10; round shoulders, 222; lateral curvatures, 195; use tobacco, 175; previous athletics, 275; average age (years), 19.3; height (inches), 67.56; weight (pounds), 136.4; lung capacity (cubic inches), 243.01. In comparing the Yale freshmen with those at Michigan it is seen that those at Yale average four months younger, weigh nearly two pounds more, and are almost an inch taller. Their average lung capacity is 253 cubic inches, while Michigan freshmen average but 243.01 cubic inches. The University of Wisconsin shows that freshmen there average more in age, weight and height than Michigan freshmen. They also average three cubic inches more in lung capacity. Smokers at Wisconsin average a little over 30 per cent of the class, at Michigan not quite 20 per cent.

The University of Illinois offers free scholarships to young men who wish to take up the work in the ceramics department and are prepared to enter the freshman class. These scholarships are

"left-overs" from an offer made several years ago, not all of the scholarships then offered having been taken. Since that time no effort has been made to increase the attendance in the ceramics department owing to the lack of accommodations, but with the completion of the new ceramic building now under construction, there will be room for many more students in this department, and it is the plan to bring in the first recruits by offering the scholarships.

The average income of sixty-seven graduates of the class of '99 of Dartmouth College, ten years after graduation, was \$2,097.25. One man was making \$7,000 a year, and ten more over \$3,000. Eliminating these, the average for the remaining fifty-six was \$1,705.70. The living members of the class number 100, occupied as follows: Business, 25; teaching, 23; medicine, 14; law, 13; engineering, 10; journalism, 2; railroading, 2; farming, 2; study, 2; clergyman, 1; chemist, 1; mining, 1; librarian, 1; unclassified, 3. Thirty-three of these made no reply to the questions mailed them.

In the Yale University catalogue for 1909-10 the annual expense to the students for the college year is estimated at from \$335 to \$770. The general average expenses is given as \$525.

The new Harvard *Lampoon* building was opened February 19. The building was planned and has been reared largely under the personal supervision of Edmund M. Wheelwright, of the class of 1876, one of the founders of the *Lampoon*. During the past summer he made a trip to Europe to procure materials which he could not obtain in this country. In Holland several pieces of curious and valuable furniture were purchased, leaded glass windows were obtained in Belgium, and in England a unique Elizabethan mantelpiece was secured for the new building. The structure is said to contain the finest collection of Delft tiles in this country. When all the furniture is installed, the building will cost in the neighborhood

of \$40,000. There is probably no more elaborate or more costly structure devoted exclusively to a college publication in the country.

Any Christian young man in Idaho or North Dakota may now obtain a college education free by agreeing never, so long as he lives, to touch intoxicating liquor, tobacco in any form, or "other narcotics." This premium on abstemious living is provided by the will of Charles Botsford, a Boston merchant. The North Dakotans will be educated at Fargo College and the Idaho youth will have their courses paid for at the Idaho Industrial Institute.

In the twenty-four years since the opening of Bryn Mawr, 2,175 students have been enrolled, and, counting those now in residence, 2,588 have been members of the college. Of these, 1,032 are alumnae, 441 entered as graduate students or fellows, and 639 left college without graduating, the balance consisting of 63 hearers. Hence, out of 1,671 students entering as undergraduates, 1,032 remained to graduate, or more than 60 per cent. In recent years the percentage has grown higher, as nearly 70 per cent graduate after the four years' course. There are now 39 doctors of philosophy and 80 masters of arts. As to occupations, 23 per cent of the bachelors of arts are teaching in schools, 3.9 per cent in colleges. Twenty-seven per cent are married, taking the total number of alumnae, and including the 70 students who were graduated last June and the 81 who were graduated in the previous June, who bring down the average. Taking the average for the different classes, that of 1902 has 49.2 per cent of its members married. Seven other classes show an average of more than 45 per cent married. The number of deaths is small, only 15 out of 1,007, or 1.5 per cent.

Theodore Roosevelt, Harvard '80, has been elected president of the Harvard Alumni Association, succeeding President Emeritus Charles W. Eliot, who served during the past year.

The University of Nebraska chapter of Theta Nu Epsilon has ceased to exist. So far as the undergraduate members of the organization are concerned the fraternity will no longer have any part in university activities. The decision of the fraternity to abandon its organization resulted directly from recent action of the chancellor directed towards the discovery and making public of the membership of the fraternity. As a result of the anti-T. N. E. agitation of last spring the university senate passed legislation which made publicity of society membership compulsory. Acting under this rule, Chancellor Avery recently took steps to ascertain and make public the membership of Theta Nu Epsilon. This brought the members of the fraternity to a realization of their position and the decision to disband was the result. Theta Nu Epsilon has been recognized for a number of years as a pernicious and parasitic organization. Its members have been members of the regular fraternities and it is presumed to be an inter-fraternity organization, although occasionally others have been admitted. During the last fifteen years its influence has been on the decline, and in a number of universities it has been forced out of existence.

Mount Holyoke College has always been interested in the missionary movement. Recently a bronze tablet was placed in the library, engraved with the names of those Mount Holyoke women who, during the first fifty years—1837 to 1887—went out as missionaries and stayed out at least a year.

Simmons College has made an important change in the course of household economics. Previously students might choose either one of two four-year programmes, or one of two one-year programmes, the latter two being in preparation for household or institutional management. The alteration consists in the elimination of one four-year programme, and the permission, for the first time, extended to college graduates

of securing a degree in this school by successfully completing a two-year programme approved by the faculty. If her previous training has included the necessary courses in science, it may be possible for her to secure the degree in one year.

A novel and interesting inter-collegiate gift has been received by the Yale bureau of self-help and appointments. Several years ago a number of members of one of the graduating classes of Harvard agreed to write one another monthly letters after graduation, with a fine of five dollars on any defaulting member for each letter not written. A while ago it was ascertained that the fines paid in amounted to \$150. As the Harvard bureau of self-help was regarded as well supplied with funds, it was voted to give the money to the Yale bureau.

In J. W. H. Walden's "Universities of Ancient Greece" the modern reader discovers that college hazing and student battles in public places are not characteristic of modern student life particularly. On one occasion Athens was in the hands of student mobs and no professor dared to be seen on the streets. Running into debt and giving "spreads" were two of the favorite pastimes among students. The banquets were frequently followed by midnight raids on the houses of the poorer citizens. There were ball games, athletics, and the theatre. There was also at the banquets a good deal of intellectual entertainment and much display of wit. And, best of all, there were such devoted friendships as only adolescence at college can form. Proaresius and Hephaestion, who studied under the sophist Julian at Athens, had but "one coarse cloak and one outer mantle between them and three or four faded and threadbare blankets. One day Proaresius would go to lectures and Hephaestion would lie abed and study, and on the next day Hephaestion would appear in public and Proaresius would stay at home."

AMONG THE FACULTY

HIGHER salaries for college and public school teachers and fewer students in the classes are subjects that are receiving more and more attention. Not only are these subjects in the minds of educators, but the press has taken them up, and the public is reading and discussing them.

The words of Professor Guido Marx of Leland Stanford University have been widely quoted. Professor Marx has made an investigation and states that 80 per cent of the assistant professors in American universities must supplement their salaries by outside work in order to "make both ends meet"; that they receive on an average just enough to suffice for an unmarried man, and that 74 per cent of them are married and have families to support.

All college men know that the words of Professor Marx are true. The upper professors, as well as their assistants, are in most cases inadequately paid. And low salaries keep many of the more competent men and women from entering the ranks of the public school teacher, the very place where the more competent should be. Upon the education of the nation's future citizens depends the future greatness of the nation; and as the larger number of boys and girls never go beyond the public school grades, the years that are spent in these grades should be under the more competent teachers. How else are we to turn out the best citizens?

When salaries are right and when pensions are provided the teaching profession will attract the very best talent of the country.

More up-to-date professors, with a larger percentage of younger men is the need of the American college system, according to a Nebraska professor. He

believes that the lack of a pension system in state universities has caused many men to be retained after their period of usefulness was over, simply because public sympathy would not allow of their being forced out without some means of a living. Their position requires a considerable expense in order that they may not fall behind modern methods and customs. The result frequently is that the professor grows old without making adequate preparation for his care in old age. It is this condition which brings about the retention of men at an advanced age in college positions.

An editorial in *Century* for February discusses pensions for teachers, and sums up in these words:

"There can hardly be two opinions as to the claim which the teacher has upon any system that may be adopted, whether it be official or private. Mr. Carnegie's Foundation has made admirable provision for veteran professors, but compared even with the small salaries paid for higher instruction, those paid to teachers in the common schools are lamentably inadequate. These soldiers of the intellectual realm often reach the gray age of service, after years of sacrifice, without having received a larger compensation than that of an ordinary clerk or cook. Many a young woman, in the bloom of beauty and health, takes up teaching with a fair and natural expectation of marriage, and, being conscientious, devotes herself to the interesting work until, caught in the machinery of her daily toil, she realizes, after many years, that competent and faithful as she is, her resources have not been sufficient to cultivate in her the best of which she is capable. Life has passed her by. Every one knows of instances of hardship attendant upon

such devotion to the great work of training the minds and forming the characters of the young. In contrast to this, the honor accorded to the teacher in China carries both suggestion and warning."

In the same magazine for the same month Miss Lillian C. Flint, a teacher of St. Paul, gives a comprehensive view of the movement among our cities and states for pensions for teachers. After tracing the history of the movement, she says:

"The amount of pension varies, New York giving the highest maximum pension, and Boston and St. Louis the lowest. In some there is a uniform rate of pension for all teachers, regardless of the amount of the salary; in others the annuity is in proportion to the salary received. The majority of cities give a life pension of one-half the annual salary. In St. Louis and Boston the pension is \$180 a year; in Buffalo, a third of the salary; which, for the grade teacher, amounts to \$250 or \$300. Cincinnati, Cleveland and Columbus give a maximum pension of \$300. Indianapolis gives \$300 for twenty-five years of service, and \$10 additional for every year taught after this. Rochester, Syracuse and Utica grant one-half of the salary, provided this is not more than \$800. Nebraska gives \$500, and requires thirty-five years of service; Detroit one-half the annual salary; New Jersey not less than \$250 or more than \$650; California from \$30 to \$50 a month; Minneapolis a uniform rate of \$500 a year; and St. Paul a uniform rate of \$480."

Then Miss Flint shows how the funds for the payment of many of these pensions are secured: "New York, St. Louis, Buffalo, Syracuse, Providence, Newport, Albany, Detroit, St. Paul, Elmira and Utica ask teachers to contribute 1 per cent of their salary. Cleveland and Cincinnati require them to pay \$20 a year; Rochester takes 2 per cent of the salary; Harrisburg, 2 per cent for ten years or less, and 3 per cent for all the years after. Chicago asks \$5 for the first five years, \$10 for the next ten

years, \$15 for fifteen years, and \$30 for the time thereafter. A pension law is operative in every school district in New Jersey, where 2 per cent of their salary is asked for the first ten years, 2½ from ten to fifteen, and 3 for all the years after.

"California asks \$12 a year, Baltimore 1 per cent of the salary for the first ten years, 1½ for the second ten years, and 3 per cent for all time after. Columbus asks \$2 a month, Indianapolis asks 1 per cent of the salary of a teacher who has taught less than fifteen years, but not to exceed \$10 a year, and 2 per cent for all teachers who have taught more than this, but not to exceed \$20 per annum. Minneapolis asks \$5 for the first five years, \$20 for the second five years, and \$25 for the remainder of the years taught. Philadelphia asks 1 per cent of those who have been in service for ten years or less, 2 per cent for more than this, but the contribution in any one year is not to exceed \$50."

Anybody can pay himself a pension, but a system does not lessen the obligation of citizens and the children of citizens who have been and are being educated at the expense of the time and health and strength of the teacher. A little of the public money needs to be turned into a pension fund, and a few benefactions from a few philanthropists in every community would help the teaching in that community.

The Civil Service Commission is having difficulty in meeting the demand for teachers in the Indian service. While female teachers in the boarding schools are needed, the greatest demand is for male teachers who are married, to take charge of the day schools. Nearly all of the schools are located in the West and Southwest. Day-school teachers are usually paid \$60 a month for the ten months of the school year, which begins about September 1. The wife of the teacher may be appointed housekeeper at \$30 a month, so that the combined salaries amount to \$90. Quarters are provided at the school. The examina-

tion for teachers will be held on April 13 at several cities in each state and territory, and it is expected that from those who pass this examination the appointments for next year will be made. Teachers who demonstrate executive ability have opportunity for advancement to positions of principal and superintendent. Conditions at the different boarding schools, where most of the female teachers are employed, are satisfactory to the employees, the accommodations being good and the cost of living low. Female teachers are paid from \$540 to \$600 a year at entrance. A pamphlet containing a description of the examination, a list of the places where it is to be held, and other conditions of employment in the Indian Service can be obtained from the Civil Service Commission, Washington, D. C.

Following his appointment as director of the department of science at the Imperial University in Pekin, Professor Oskar Eckstein, formerly at the University of Chicago, has been asked to engage three other Chicago educators. President Judson announces that Dr. H. Irving Schlesinger, associate in chemistry, has been selected by the university as a candidate for one of the places, that of the professor in general chemistry. The other chairs open are mining engineering and one in civil engineering. The salary in each case is \$6,000 in Chinese silver, which is the equivalent to \$3,000 in American money.

Judge Henry S. Barker of Louisville has been elected president of the State University of Kentucky. Judge Barker will take up his work next fall at the opening of the school. He succeeds President James K. Patterson, who was the head of the university for so many years and who resigned only when his health would not permit the continuance of the work.

Professor M. L. Brittain, a well known Southern educator, has been elected to the presidency of Shorter College at Rome, Georgia, and will assume his duties next June. Centenary

College, at Cleveland, Tenn., has selected as its new president the Rev. Charles W. Crooke of Dallas, Texas; he is a graduate of De Pauw University and entered the ministry in 1899. Bishop Thomas Bowman of Allentown, Pa., succeeds Dr. H. J. Kiekoefer as president of Northwestern College at Naperville, Ill.

Dr. Charles E. Shelton, who has been at the head of Simpson College, Indianola, Iowa, for the past ten years, has resigned, and closed his connection with the school last month.

Frederick P. Keppel, at present secretary of Columbia University, has been appointed dean of Columbia College to succeed Dean John Howard Van Amringe, who is to retire at the end of the present academic year. Professor Keppel, who was graduated from Columbia in the class of 1898, is one of the youngest men ever advanced to such a high administrative post.

The University of North Carolina has elected Dr. Lucius P. McGehee, now of New York, dean of the University Law School, to succeed the late Judge James C. McRae. Dr. McGehee is a native of Raleigh, and a graduate of the University of North Carolina. For five years he was a member of the university law faculty, having resigned one year ago to take a law position in New York.

A sweeping advance in the salaries of public school teachers in Chicago has been voted by the board of education. The increase, which dates from January 1, will mean the disbursement of \$240,000 a year more for salaries among the 6,000 teachers. The increase is largest for those who have taught more than seven years. Primary teachers from the third to the seventh and subsequent years of service will receive an advance of from \$25 to \$50, beginning with their first year of service. Seventeen high school principals will receive an advance of \$100. The present maximum of \$3,200 is increased to \$3,800. The lowest salary is \$650, paid to teachers for

their first year's work in the primary grade.

The action of the board of regents of Washington State College in making Professor R. W. Thatcher professor of agriculture and chemistry and head of the department of agriculture practically establishes a new department in the school, and gives Professor Thatcher more titles and more work than any member of the faculty. In addition to the two new titles bestowed upon him he is director of the experiment station, experiment station chemist, associate professor of chemistry in the college proper, and superintendent of institute work. Professor Thatcher now draws \$3,000 a year, an advance of \$500 over last year. He came to the Washington State College in 1901 from Nebraska to take the position of assistant chemist at the experiment station. His first salary was \$1,200 a year. In 1903 he was made chemist to the experiment station and later was made associate professor of chemistry. September 15, 1907, he was made director of the experiment station. In September, 1908, he was made superintendent of farmers' institutes.

Miss Adelaide Smith, a native of Boone, Iowa, has been elected to the chair of mathematics in the University of California. Miss Smith was formerly in Johannesburg, South Africa, where she held the chair of mathematics.

Dr. A. G. G. Richardson, who has been chosen professor of veterinary medicine of the Georgia State College of Agriculture, studied at Cornell and the University of Pennsylvania, graduating from the latter institution with the degree of V. M. D. in 1894. He has had experience in practicing veterinary medicine, and was in the service of the United States bureau of animal industry for a number of years. He is thoroughly acquainted with the tick eradication work now being carried on by the federal department, having been in charge of the quarantine line for some years. The tick pest costs the South

between three and five millions of dollars annually.

Meyer Jacobstein, Ph. D., who has been appointed assistant professor of economics in the University of North Dakota, took his degree in 1907 at Columbia University. Dr. Jacobstein's thesis was on "The Tobacco Industry," and is the first authoritative work on the subject published. At the time when the thesis appeared the government was engaged in its controversy with the tobacco trust, and Mr. Jacobstein was given a position with the bureau of corporations in Washington. When he graduated he held a traveling fellowship, but postponed the use of this until 1906. He returned from an extended trip to Europe last May.

Martin Sprengling, fellow in the New Testament department of the divinity school at the University of Chicago, has just completed a residence of a year and a half in the Orient, where he has been making a special study of biblical and patristic manuscripts in the ancient libraries of Jerusalem, Mt. Sinai, and Mt. Athos. Mr. Sprengling returns with the news of the discovery by him of two uncial Greek manuscripts of the Gospels which hitherto have never been reported, thus raising the number of known manuscripts of this class from 166 to 168. These new discoveries belong to the seventh and eighth centuries, one being a palimpsest.

Rev. Edgar S. Brightman, pastor of the Methodist Church at Cochessett, Mass., has just been elected to the Jacob Sleeper traveling fellowship, the highest honor attainable in connection with Boston University school of theology. The fellowship was established in 1889 and provides for the expenses of a year of graduate study in Germany. The succession of men who have won the scholarship includes some of the foremost leaders in the Methodist Church in America, especially in the educational field.

President James Kennedy Patterson of the State University of Kentucky,

the oldest active university president in the United States, has retired from the office he has held for more than forty years. At first opposed by the people of the state, President Patterson finally won them over, and through his own tireless efforts and perseverance he has seen the university grow from a small unknown institution to be one of the leading schools of the south. It is affectionately called "President Patterson's University," than which there is no greater honor. Taking the presidency just at the close of the war when the state was broken down and heavily indebted, when everything was against him, he has planned and worked for its success. President Patterson was born in Glasgow, Scotland, in 1883 and in 1865 became affiliated with the Kentucky university. Four years later he was selected as president. In 1880 he was chosen a member of the Society of Antiquaries of Scotland and in 1903 was elected president of the American Association of Agricultural Colleges. President Patterson has been pensioned by the Carnegie Foundation. He was made president emeritus, and also appointed as a member of the board of trustees that his ideas and influence may still be felt in the management of the university.

The Chanute medal, which is each year awarded by the Western Society of Engineers for the best paper presented to the society in the field of civil engineering during the preceding year, has been given to Professor Arthur N. Talbot of the University of Illinois. Professor Talbot's paper, which has been made the basis of the award, is entitled "Tests of Cast Iron and Reinforced Concrete Culvert Pipe," and describes an elaborate research which in its various stages has been in progress for a number of years at the University of Illinois. The foundation for the medal given by the Western Society of Engineers was established by Dr. Octave Chanute. The arrangement provides for three medals, one for work in the line of mechanical engineering, one in

civil engineering and one in electrical engineering.

The Geological Society of London has awarded to Professor W. B. Scott of Princeton the Wollaston medal, the highest reward the society can bestow. The medal is conferred "in recognition of his many valuable contributions to our knowledge concerning the mineral structure of the earth, and especially in relation to the tertiary mammalia and tertiary stratigraphical geology of North America and Patagonia." This medal from the oldest of the geological societies, has come to America only three times before, Dr. James Hall, New York State geologist, having received it in 1858; Professor J. D. Dana of Yale, in 1872, and Dr. G. K. Gilbert, United States geological survey, in 1900.

Professor Samuel Hayes of the college of law at the State University of Iowa has been awarded a retiring allowance by the Carnegie Foundation. Before taking up his work at Iowa many years ago, Professor Hayes was superintendent of schools at Galena, Illinois, from 1869 to 1879.

The Rev. A. Christy Brown of Fargo, N. D., has been elected second vice-president and field representative of Carroll College, Waukesha, Wis. Dr. Brown's wide experience in church work and in the business world, together with his love for college work, give him special fitness for representing the interests of the college throughout the state. His efforts will be directed toward increasing the endowment and enlarging the equipment to meet the demands made by the rapid growth of the college.

Dr. Mazyck Porcher Ravenel, professor of bacteriology and head of the state hygienic laboratory at the university, has just been re-elected president of the Wisconsin Anti-Tuberculosis Society, which has reached some 1,500,000 people through newspaper articles, as well as many thousands more through the two traveling exhibits, the numerous lectures, and the assistance given by the university extension division, in the past year.

The larger exhibit has been shown in thirty-two cities of the state.

OBITUARY

Doctor Charles Paine Thayer of Boston died on February 13 in Atlantic City. He was secretary and professor of anatomy until 1906 at Tufts Medical School, when he was appointed professor emeritus. He held a leading part in the organization of the school. He was born in Randolph, Vermont, in 1843, and in the Civil War he served as a hospital steward. At the University of Vermont he graduated in 1865 and then became surgeon for the Northern Pacific Railroad.

Miss Mary Olivia Nutting, who at the age of about eighty years died on February 13, was for more than thirty years librarian of Mount Holyoke College, and was one of the oldest members of its faculty. Her native place was Randolph Centre, Vermont, where she received her education before going to Mount Holyoke as student and teacher. In her long association with Mount Holyoke, Miss Nutting had been known to hundreds of college women, as she also was to writers and educators. After her active service as librarian of the college, she more recently had been librarian emeritus.

Doctor William Everett, long the principal of Adams Academy in Quincy, Mass., but better known as a scholar and lecturer, died on February 16. He was born in Massachusetts in 1839, and was a graduate of Harvard and of Trinity College, Cambridge, England. For several years Doctor Everett was a member of the faculty at Harvard. In 1878 he was appointed master of Adams Academy and continued there till the permanent closing of the school three years ago.

The Rev. George B. Addicks, president of Central Wesleyan College, died at Warrenton, Mo., January 31. One year ago he suffered a nervous break-

down, brought on by overwork, and last June was given a year's vacation. Doctor Addicks was born at Rock Island, Ill., September 9, 1854. His education began in the public schools of his native place, where he also made a specialty of German in parochial schools under private tutors. At the age of twenty he graduated from Central Wesleyan College. He later attended the Theological Seminary of the Methodist Church at Evanston, Ill. In his seventeenth year he was ordained a local preacher in the Methodist Church. When twenty-three years old he was ordained, and at the age of twenty-six was made an elder. His first appointment was at his old home at Rock Island, Ill. Later he was elected professor of German in the Iowa Wesleyan University, where he taught several years. In 1889 he was professor of practical and historical theology in his alma mater, and in 1894 was promoted to the presidency of that institution.

Professor Edward Vilette Reynolds of the Yale University law school died from pneumonia in New York, on January 26. Professor Reynolds was born in Grand Rapids, Mich., about fifty-one years ago, and was graduated from Sheffield Scientific School in 1880. He took his degree of bachelor of laws at Columbia in 1882, and returning to Grand Rapids, practiced for about a year. On his return East he went to Yale, and in 1884 received the degree of master of laws, and the degree of doctor of civil law the year following.

Professor George W. Yates, a widely known educator, died on January 28 at New Haven, Conn., aged ninety-two years. During his active life he had a private school at Cleveland, Ohio, and walked from that city to Bridgeport, Conn., to become a school principal in the last named city. Afterward he was principal of Mount Anthony Seminary at Bennington, Vt. In 1882 he founded the Yates Seminary at Saratoga Springs, N. Y.

CHARACTER AND QUALITY OF A GOOD COMMENCEMENT ADDRESS

By THOMAS P. BYRNES

Editor's Foreword When one has done a very good thing for a very long time one sees the greater possibilities for good in the higher efficiency of that thing. This, in a sense, is the light in which we are to read the words of Mr. Byrnes—educator, preacher, orator—of Erie, up in the northwest corner of Pennsylvania. Mr. Byrnes has delivered many commencement addresses, and so, standing on the rise of past achievements, he looks backward, and with the same eyes, and at the same time, looks ahead. He sees what the good commencement address has accomplished, and seeing this he realizes what the better commencement address may accomplish. That the commencement address is growing better—more sane, more practical—we have but to remember those of last year. The days of the "spread eagle" speech are passing, and 'tis well. Their beauty far outshone their utility. One of Mr. Byrnes's lectures is on Wendell Phillips, truly American, and truly of inspirational value to graduate, undergraduate, or to the man wearing the bruises gained from a course in the school of hard knocks.

A COMMENCEMENT service is a great occasion. It has in it every element that is essential for an inspiring public service. It has the intellectual element and interest, the patriotic sentiment, and the characteristic American note. It has something of the home joy, the romantic feeling and heart-interest that characterizes the elaborate wedding, for, next to the June brides, come the sweet-girl graduates in the appeal to our human feelings and American heart.

The commencement occasion is great in another respect. It is a typical American institution, symbolic of all that is best and highest in our American life and spirit. It appeals to our public spirit, it touches the cords of our common community life, and it awakens the larger soul and the deeper sentiments within us. For this reason it should be utilized to the fullest extent by every educational institution in the land.

The commencement service is essentially a community affair, and it runs the gamut of all that is great in our human nature and high in our community life, for it strikes the notes, one after another in its mighty appeal of

education, culture, ambition, leadership, aspiration, faith in man, hope, expectancy, intellectual prowess, masterful personality, the greatness, worth and importance of the individual, and also the social might and coöperative power of the community in the intellectual advancement of the nation.

At the commencement service we find assembled all the forces, factors and personalities that constitutes the greatness and uniqueness of our American life. We find the examples of our civic leadership represented in the presence of the school officers, the moulders of our American character in the teachers present, the influence of the church in the clergyman who leads the devotions, the greatness and power of American democracy in the parents and friends and citizens present, representing every class and interest in the community. The manhood and womanhood of the future are represented in the members of the class about to graduate, and who face the opportunities of an expectant world, and then, if the larger spirit of the nation and the age may be represented in the orator of the occasion who voices the sentiments of all present, and he puts

into words the dominant feeling of the assembled elements, and interprets the full meaning of it all in great and inspiring speech, the occasion is complete, and an inspiration to all present.

So, therefore, the ideal commencement orator must be a man who can rise to this occasion, surcharge the whole atmosphere with the power of his personality, sense the fine sentiment of the place, and have the insight, the power of speech, and the educational sympathy to put it all into a short, dramatic, effective, inspiring commencement oration, in which every element represented will be given proper recognition, and every factor in the common occasion utilized to the fullest extent to make it an impressive public ceremony which will rebound to the future influence and greater success of the schools in that community.

The ideal commencement address will be an intellectual treat. It will be scholarly in its inmost substance and spirit; it will breathe the scholar's ambitions and pulse with the thinker's power and creed; it will be born out of a mastery of the intellectual problems of the age and a thorough digestion of the intellectual achievements of our modern schools. But this will all be delivered in the warm, throbbing, vital language of our common life, and it will touch the heart and stir the interest of the simplest parent present, as well as the learned and professional members of the community who may be in attendance.

Such a commencement address will not long linger with the mere technicalities of education; it will not stop on this occasion to give acclaim to the professional achievements of the scholar; it will take but little time to pay tribute to the mere machinery of culture; but it will rise at once to the mountain peaks of educational inspirations; it will glow from start to finish with the tributes to the power of personality in education; it will point out that character is Nature in its highest form, and it will make clear the method by which this transformation is made. It will take that young graduating class at the boiling point of their

young enthusiasm and high resolves, it will use the commencement address as the opportunity for making some powerful and lasting impressions upon them on the great matters of daily life; it will point them to the fact that the one great aim of education is to make masterful personality and to touch life with the quickening power of spiritual dynamics. The right kind of a commencement address will have for those young people the note of encouragement; it will make clear the call of our country and our age for splendid leadership in every department of life, and, instead of suggesting that the doors of opportunity are closed to the young man of today because of the new combinations and trusts, because of the new industrial inventions and achievements, it will point out that because of these advancements and achievements the demand for high leadership is all the greater and the opportunities for splendid service are all the more numerous. It will show that every high position held by the conspicuous leaders of men will, during the next twenty-five years knock at the doors of the young men and women in our schools and colleges today, and that, in fact, all the places, positions, high and common, in this great and complex civilization will, in the course of the next few years, fall naturally into the hands of those just graduating into the larger life, and that one of the great purposes of education is to fit them for this high leadership and trusteeship.

The real commencement address of today will have in it the call to social duty. It will show to those young people in language that will startle the intellect, arouse the will, and move the heart, the great service that society has rendered to them thus far in taking splendid care of them, in furnishing them with the ways and means of an education. It will point out to those young people that through parents and teachers, through the tax-payers and school officials, through the labors and services of millions of people of every class and condition, that through the combined power of the state and the

community, they have been the favored children of fortune; that through these agencies they have received the best that civilization and humanity has to give to them, and that now every sense of honor and social obligation demands that they return and reciprocate this splendid service for them by the very best service to society.

A commencement address equal to its opportunity will serve the cause of education in the community. It will dispel the paralyzing effect of educational indifference, put to flight the school critic and "knocker" in the community, by giving all concerned a new sense of the value of education in a progressive world. It will stir the parents and taxpayers, the school officers and the teaching force, all to new endeavors for the educational progress and equipment; it will show that our school system is the very bone and sinew, the very life-blood of our American progress and achievements. The ideal commencement address will have a good word to say for the teacher. It will not only stir the sense of gratitude on the part of the students, but it will drive home to the parents present, now expanding with commendable pride in the success of their sons and daughters represented in the graduating class, the part they owe in all this to that greatest factor in our American greatness—the teacher—and it will impress upon every parent and citizen present what they and what the community owes to the quiet, persistent devotion and the faithful service of the missionaries of civilization.

The great commencement address will stir the educational spirit in the community. It will lift the educational ideal among all the members of the profession; it will renew and refresh the teachers' ambition, quicken the motives of educational service and energy among the teaching force, and awaken with new inspiration the whole educational force of the city and community.

The commencement address will have a fitting word for the undergraduates.

It will give to them a new vision of the student's opportunity and the scholar's place in modern life, and it will send them all back to the class-room with new resolves and ambitions for an education, with a new spirit and purpose in the school room that will lift to higher levels the whole educational atmosphere of the public schools, and insure better work and higher standards in every class and department of the schools for a long time to come.

The right kind of a high school commencement address will stir the graduating class to still greater educational ambition. It will whet the appetite for a college education in those young people; it will stir every fibre in the hearts and souls of those young men and women to go on and secure every educational advantage which this age can give to them before entering upon the great and complex duties of the professional and industrial life of today. The right kind of a commencement address in our high schools, academies and preparatory schools ought to and will in time increase the attendance at all our colleges and universities, and also to stimulate the determination to make the most of the college years and opportunities by the undergraduates of all the higher institutions of learning in this land.

The ideal commencement address will lift the whole occasion to the higher levels of the spirit. It will link the schools, the churches, and all the great social institutions on one great common service for the education and uplifting of man; it will champion and interpret the larger meaning of life; it will give voice and noble expression to the heart and soul of Americanism; it will leave the abiding impression deep and strong that human life is rich and great, and that no age in all the history of humanity ever gave a warmer welcome to the powers and services of the educated man and woman as this great age in which we live. The good commencement address is worth while.

THE READERS' INDEX

A GUIDE TO WHAT IS IN THE MARCH MAGAZINES—LEADING ARTICLES—BEST FICTION—BOOKS AND BOOK TALK

AGRICULTURAL

A COMMONWEALTH RULED BY FARMERS, by Frederick C. Howe. *Outlook* (Feb. 26). The third of five articles on industrial democracy in Europe, and deals with Denmark, the farmer state.

A GOVERNOR WITH AN IDEA, by Roy Mason. *Van Norden*. Governor Hadley of Missouri and his plan to awaken the backwoods districts to the necessity of developing their natural resources.

ADVERTISING A CONTINENT, by Samuel G. Blythe. *Saturday Evening Post* (Feb. 19). How Canada is blowing her own horn so all the world can hear.

AGAIN THE BUSY BEE, by John L. Cowan. *Sunset*. How the tiny Blastophaga has made possible California's growing fig industry.

COLOR ARRANGEMENTS OF FLOWERS, by Helena Rutherford Ely. *Scribner's*. Of special interest to all lovers of flowers and to those who have gardens. Many colored illustrations.

COOPERATION: THE SMALL MAN'S SALVATION, by Will Payne. *Saturday Evening Post* (Feb. 19). The way the Michigan grape growers work together.

DOES FARMING PAY? by J. C. Mohler. *Saturday Evening Post* (Feb. 5). Kansas answers the question with a big Yes.

FARMER'S GOUT, by C. W. Wright. *Saturday Evening Post* (Feb. 26). Times have changed in Kansas, and now the farmer is prosperous and a large employer of labor.

MOTORING BACK ON THE FARM, by J. George Frederick. *Travel*. How the automobile is revolutionizing rural life in America.

NEW BILLIONS OF PUBLIC LAND, by Wm. Atherton Du Puy. *Technical World*. The many acres and where they are and what they contain.

THE EVOLUTION OF AMERICAN FRUIT GROWING, by Wilhelm Miller. *Garden Magazine*. The great changes that have taken place in the last few years.

THE GARDEN MANUAL FOR 1910, by Thomas McAdam. *Country Life in America*. A help in every emergency in planning and planting fruits, vegetables, flowers, etc.

THE JOY OF GARDENING, by Neltje Blanchan,

Country Life in America. Illustrated with pictures of flowers in colors.

THE RUSH FOR FLORIDA, by Winthrop Packard. *Technical World*. Land is being taken up there and there is an indication of new life.

TREES FOR BEAUTY AND FOR COMFORT, by Professor Frank A. Waugh. *Woman's Home Companion*. The different kinds of trees, how to plant for color, etc.

TWENTY ACRES AND INDEPENDENCE, by Alfred Johnson. *Suburban Life*. In the struggle for an existence, here is a way out—a twenty-acre farm well cultivated.

WHAT PRE-COOLING MEANS, by Rufus Steele. *Sunset*. The treatment given California fruit so that it will reach consumers fresh from tree and vine.

ART

A COURSE IN CHINA DECORATION, by Jetta Ehlers. *Keramic Studio*. The beginning of a complete course which is of great value to those interested in china painting.

ART AS A CAREER, by W. M. R. French. *Youth's Companion* (Feb. 10). Good advice for those who would become artists with brush or pencil.

BERNARD PALISSY, by Charles A. Brassler. *Scientific American* (Feb. 5). The famous French potter and his works.

CITY AND TOWN PLANNING, by Arnold W. Brunner. *Craftsman*. Suggesting beauty based on business conditions.

COLE'S ENGRAVINGS OF FRENCH MASTERS, by Joseph Bail. *Century*. Engraved on wood by Timothy Cole.

FLAMENG—INTERPRETER OF BEAUTY, by Vance Thompson. *Cosmopolitan*. The French artist who depicts the souls of ravishing feminine loveliness.

JULES ADLER, by Charles H. Caffin. *Harper's*. The painter of labor, with reproductions of paintings.

MAKING "OLD MASTERS," by Chas. J. L. Clarke. *Wide World*. How picture fakers produce the paintings of great artists, even to putting on the fly marks.

TAPESTRY PAINTING, by Mrs. Clifford Sharon. *Modern Priscilla*. A lesson of value to those interested in this kind of painting.

REMINISCENCES OF AN AMERICAN PAINTER, by Elihu Vedder. *World's Work*. Third article, which takes up the art of New York in war time.

THE ACTUAL STATE OF ART AMONG US, by Edwin H. Blashfield. *North American Review*. The relations of the art world with the world in general.

THE ART OF THE FLASHLIGHT PHOTOGRAPHER. *Strand*. Reproductions of many flashlight photographs and how they are taken.

THE BEAUTY-HUNGER OF THE POOR, by Hanna Astrup Larsen. *Harper's Weekly* (Feb. 19). Instruction given the women of the tenements in fine hand-work falls in fertile soil.

THE GREATEST PICTURES OF THE WORLD, by Halscy C. Ives. *Ladies' Home Journal*. Also a description of each painter and his art. This article is on what the Flemish and German schools stand for.

THE NEED OF A NATIONAL ACADEMY, by John W. Alexander. *Craftsman*. Its value to the growth of art in America.

VERMEER OF DELFT, by Edward Verrall Lucas. *Outlook* (Feb. 26). The artist and some of his most famous paintings.

BEST MAGAZINE FICTION

A BENT TWIG, by Myra Kelly. *Saturday Evening Post* (Feb. 12). A slum sketch, in which Isidore becomes monitor of supplies.

A CIRCUIT RIDER'S WIFE. *Saturday Evening Post* (Feb. 5). A series which describes the troubles of the old-time circuit-rider preacher's life.

A SUCCESSFUL WIFE. *Everybody's*. First chapters of a serial. It is more than a story; it points the way to fewer divorces.

AMEN PETTICOATS, by Louise Forsslund. *Century*. An unusual story.

AT THE LIPS OF THE SPHINX, by Inez G. Thompson. *Smart Set*. A wonderful picture of family life.

BABY GRAND, by John Luther Long. *Success*. The story of a ship wreck and a girl washed ashore.

BANKRUPTCY AS A FINE ART, by Montague Glass. *Saturday Evening Post* (Feb. 26). One of his true-to-life Hebrew sketches. They are attracting a great deal of attention.

DIAMOND CUT DIAMOND, by Arthur Train. *Sunset*. The fall of Oppenheim.

FOR BETTER OR WORSE, by W. W. Jacobs. *Strand*. One of his good humorous character sketches.

LEMUEL, by Virginia Frazer Boyle. *Delineator*. A good negro sketch.

LETTERS TO MY SON. *Cosmopolitan*. These are the first of many letters written by a mother to her unborn babe.

MY BELOVED SON, by Emery Pottle. *Harper's*. A good story.

MAKING OVER MILTON, by Montague Glass. *Saturday Evening Post* (Feb. 19). The regeneration of a lowlife.

MARY THE PEACH, by Winona Godfrey. *McClure's*. A beautiful girl who was employed at a florist shop.

MILLY, by Earl Derr Biggers. *American*. Milly was a girl who worked in a restaurant.

ONE OF LIFE'S HARLEQUINS, by Mabel Wood Martin. *Smart Set*. A story of a vaudeville star.

PINNACLE BOB, by Bertrand W. Sinclair. *Popular Magazine* (March 15). A complete novel of the Canadian Northwest.

RED PEPPER BURNS, by Grace S. Richmond. *Ladies' Home Journal*. The beginning of a new romance; the love story of a country doctor.

SHAKESPEARE AND THE LADY HYACINTHS, by Myra Kelly. *Woman's Home Companion*. Some East Side theatricals.

SHORT-SHIFT, by John Kendrick Bangs. *Lippincott's*. A comedy of today, with a hero, a heroine, and a villain.

SPRINGTIME. *Green Book*. Porter Emerson Browne's novelization of the play of the same name by Booth Tarkington and Harry Leon Wilson.

THE ANGEL OF LONESOME HILL, by Frederick Landis. *Scribner's*. A touching story of real people close to the soil.

THE BLACK ROAD, by Frank L. Packard. *Gunter's*. Complete novel of modern adventure.

THE BOOKMAKERS' SHOES, by Earle Mitchell. *Smart Set*. A bright one-act play.

THE BOOM IN SPOOKS, by Ellis Parker Butler. *Saturday Evening Post* (Feb. 12). One of his humorous sketches, this time about ghosts.

THE BURGLAR, by Arthur Stringer. *Everybody's*. Darkness, quiet, and a few thrills.

THE CASE OF HORACE BLIFFINGTON, by Ellis Parker Butler. *Cosmopolitan*. Full of humor and interest.

THE CLUTCH OF CIRCUMSTANCE, by Emery Pottle. *Red Book*. Love and misunderstandings and a happy ending.

THE EYE OF POWER, by Harris Merton Lyon. *Hampton's*. The hypnotic eye plays an important part.

THE GIRL IN THE TOWER, by Fremont Rider. *Blue Book*. Complete novelette of wireless, war, and love.

THE HUMPBACKED HORSE, retold by Mary Gilbert. *St. Nicholas*. A Russian folklore tale for children.

THE JUDGMENTS OF THE SEA, by Ralph D. Paine. *American*. A story of on board a ship.

THE LEGEND, by Edith Wharton. *Scribner's*. Some tales of some men.

THE LITTLE WOMAN AND THE BUSY MAN, by Eleanor Hoyt Brainerd. *Ladies' Home*

Journal. One of those little domestic trials so common to newlyweds.

THE MAN THAT MIGHT HAVE BEEN, by Rupert Hughes. *Hampton's*. A little shoemaker in a little town.

THE MAN UPSTAIRS, by P. G. Wodenhouse. *Cosmopolitan*. A tense situation that developed into a romance.

THE MAN WHO WAS SOME ONE ELSE, by Ellis Parker Butler. *Century*. Humorous.

THE MYSTERY OF PULO KRA, by Donald Mackenzie. *Wide World*. An unusual detective story.

THE PRETTY WOMAN, by Mrs. Wilson Woodrow. *Ainslee's*. A long short story.

THE SUBSTITUTE, by Eleanor M. Ingram. *Lippincott's*. A long short story of a romance of the automobile.

THE TERRIBLE SOLOMONS, by Jack London. *Hampton's*. A story of adventure in the islands of the Pacific.

THE VISION OF STINY BOLINSKY, by James Oppenheim. *Success*. A boy who worked in a coal mine.

THE WAY OF A MAID, by Fannie Heaslip Lea. *Woman's Home Companion*. A story of wealth and near-wealth.

THE WIDOW MEIGHAN'S CASSIMEER SHAWL, by Seumas Macmanus. *Red Book*. One of his fine Irish stories.

THAT MILLION DOLLAR HOLD-UP, by Francis Lynde. *Popular Magazine* (March 1). Complete novel of a railway hold-up.

THIRD HIGH HAND, by Duffield Osborne. *Smart Set*. Complete novel of American lovers and Sicilian brigands, all somewhat Zendaesque.

VOTES FOR WOMEN, by Frederic Arnold Kummer. *Smart Set*. A humorous story of a suffragette campaign.

WHAT THE PUBLIC WANTS, by Arnold Bennett. *McClure's*. The third act of the English play running in serial form.

WHISKERS, by Mary Heaton Vorse. *Woman's Home Companion*. A new Jimmy Preston story.

WHO'S WHO IN NEVADA, by Barton Wood Currie. *Success*. A good character sketch full of types of the West.

EDUCATIONAL

A CHILDREN'S INSTITUTE, by President G. Stanley Hall of Clark University. *Harper's*. Results achieved in the study of the child mind.

ADVERTISING THE COLLEGES, by Henry S. Pritchett. *Harper's Weekly* (Feb. 19). English institutions have a form of advertising which is unknown in this country.

AWAY FROM THE ANCIENT ALTARS, by Harold Bolce. *Cosmopolitan*. Part two on girls' colleges sets forth that college education in America is leading women away from doleful views of life.

BENDING THE TWIG, by H. Addington Bruce. *American*. The education of Master William James Sidis, the eleven year old boy who lectured before the Harvard professors on the fourth dimension.

COLUMBIA UNIVERSITY, by Edwin E. Slosson. *Independent* (Feb. 3). The last of the series on great American universities. All have been very interesting.

OUR FIGHT FOR EQUAL PAY, by Grace C. Strachan. *Delineator*. It is the fight New York women school teachers are making for the same pay that is accorded men.

TEACHING MORALS BY PHOTOGRAPHS, by Walter H. Page. *World's Work*. The story of a new idea in the moral education of the young.

THE GREEK BOY, by Professor J. P. Mahaffy. *Youth's Companion* (Feb. 3). The customs of ancient Greece which had to do with the rearing and training of a boy from the day of his birth.

THE PEACE MOVEMENT IN THE COLLEGES, by George W. Nasmyth. *Independent* (Feb. 17). How the Cosmopolitan Clubs are teaching men to live together in peace.

TRAINING DEAF CHILDREN TO SPEAK, by Christine Terhune Herrick. *Woman's Home Companion*. Methods employed; an article somewhat like the series of Professor Wright now running in *The American Educational Review*.

TRAINING THE NATION'S WORKERS, by Ernst C. Meyer. *La Follette's Magazine*. A plea for the extension of industrial schools in the United States.

WHAT A WOMAN'S COLLEGE MEANS TO A GIRL, by Madeline Z. Doty. *Delineator*. A radical criticism: "In most instances it is a four years' course in amusements, with a little social training on the side."

WHAT IS WRONG WITH OUR PUBLIC SCHOOLS? by Joseph M. Rogers. *Lippincott's*. Third paper, in which he discusses the teacher.

FINANCIAL

BIG BANKING AND BIG BUSINESS, by Harry Snowden Stabler. *Saturday Evening Post* (Feb. 5). The financial system and how it effects business.

THE HISTORY OF THE AMERICAN CENT, by Frank A. Leach. *Sunset*. When it was first made, why it was reduced to its present size, and other information of value.

HISTORICAL

GRANT'S LAST DAYS, by Frank W. Mack. *Saturday Evening Post* (Feb. 26). With General Grant during the days when he was writing his memoirs for "my family."

MRS. LAFCADIO HEARN'S REMINISCENCES. *Pacific Monthly*. Part two of this interesting translation from the Japanese.

POPULAR BIRTHDAYS. *Ladies' Home Journal*.

Men and women we have all heard about, who have birthdays in March.

RECOLLECTIONS OF THE SHAH OF PERSIA, by Xavier Paoli. *McClure's*. A close study of the Shah and of the Persian court.

THE AMERICAN WOMAN, by Ida M. Tarbell. *American*. Those who did not fight—what was done by the women of the '40s and '50s.

THE FALLEN QUEEN OF THE DESERT, by Professor Ellsworth Huntington of Yale. *Harper's*. Two cities have claimed to be queen—Palmyra was vanquished, Damascus has made good her claim.

THE GIBRALTAR OF THE SOUTHWEST, by Louise E. Dew. *Harper's Weekly* (Feb. 12). The army post of Fort Sam Houston and the history of San Antonio.

THE LADIES OF LLANGOLLEN, by Marion Harland. *Woman's Home Companion*. A little history of about the year 1770.

THE STORY OF CHARLEMAGNE, by Charles Edward Russell. *Cosmopolitan*. Third installment of some early European history that is worth reading.

WASHINGTON AT MOUNT VERNON, by Harrison H. Dodge. *Youth's Companion* (Feb. 17). A little history by the superintendent of the Washington estate.

WHEN MINNESOTA BLED. *National Magazine*. The Indian massacre of 1862 described by an eye witness.

HOME AND SOCIAL

A NEW WAY TO SAVE MEN, by Charles Dillon. *Delineator*. Kansas City has found that fresh air and common sense will make men and women of the worst criminals.

A REFORMATORY WHICH REFORMS, by Frank Hunter Potter. *Outlook* (Feb. 5). It is the Bedford Reformatory in New York.

A SOUTHERN WOMAN IN NEW YORK, by Mrs. L. H. Harris. *Independent* (Feb. 17). She gives her impressions of the city and its people.

HAPPY HUMANITY, by Frederik Van Eeden. *World's Work*. Second article, taking up its promising plan in the new world.

HOW TO BE POPULAR, by Orison Swett Marden. *Success*. There is the handshake with heart in it, the smile, the look into the other fellow's eyes, etc.

LESSONS IN HOME-BUILDING FROM ABROAD, by William Neil Smith. *Delineator*. These ideas are for warm climates and are drawn from Spain.

LIFE STORIES. *Ladies' Home Journal*. This month a convict tells "Why I am a life prisoner in Sing Sing."

OUR SOUTHERN MOUNTAINEERS, by Thomas R. Dawley, Jr. *World's Work*. Some results of a first-hand investigation into the conditions of the people living in the Appalachian Mountains.

PETRIE, THE MAN-HUNTER, by Alfred Burk-

holder. *Wide World*. A peace officer of the Western states who has arrested many desperate men during the last forty years.

SING SING'S GREATEST MYSTERY, by F. W. Splint. *Van Norden*. Escape of two condemned men and their ultimate fate unsolved after a lapse of seventeen years.

SOCIETY AND THE CRIMINAL, by Edward T. Devine. *Outlook* (Feb. 5). A comparison of the spirit of the law with the spirit of the Gospel.

SOME BELLES OF SAVAGE ANCESTRY, by Don Steffa. *Pacific Monthly*. Beautiful and accomplished Indian girls.

SMOKING THE HAREM OUT OF ASIA, by Saint Nihal Singh. *Travel*. Women battling for emancipation in Japan, China, India and Persia.

THE AMERICAN HUSBAND, by Mrs. Wilson Woodrow. *Delineator*. The bond between him and his wife in the quest of the game success.

THE AMERICAN RED CROSS, by Mabel T. Boardman. *National Magazine*. She tells of the work, and shows that while Japan has a million members, the United States has only twenty thousand.

THE AWAKENING OF THE CITIES, by Hugh C. Weir. *Putnam's*. On the booming and advertising of cities.

THE CHERRY-BLOSSOMS OF JAPAN, by Eliza Ruhamah Scidmore. *Century*. The national and beloved and exalted flower.

THE COST OF DYING, by Rev. Charles M. Sheldon. *Independent* (Feb. 10). If you do not care to call the undertakers and the cemetery associations the greatest of robber trusts then do not read this.

THE COST OF LIVING, by Professor Simon N. Patten of the University of Pennsylvania. *Independent* (Feb. 17). He claims that high prices are due to lack of sufficient capital, bad distribution of population, isolation of producer and consumer, and the new status of woman.

THE DEPTH AND BREADTH OF THE SERVANT PROBLEM, by I. M. Rubinow and Daniel Durant. *McClure's*. All the phases of the servant question are discussed at length.

THE HEIRESS MART, by Hrolf Wisby. *Smart Set*. To American girls who have an idea that they would like to marry a European title.

PERICLES OF SMYRNA AND NEW YORK, by Walter E. Weyl. *Outlook* (Feb. 26). The Greeks in America.

THE LESSON OF THE "MEAT MAP," by Anna Barrows. *Harper's Weekly* (Feb. 19). One remedy for the high price of meat lies in learning how to cook the less choice portions.

THE PRIVATE-CAR MANIA, by Edward Hungerford. *Saturday Evening Post* (Feb. 5). Exclusiveness that costs \$250 a day.

THE RISE IN THE MEAT BILL, by Jackson

Smith. *Harper's Weekly* (Feb. 12). Learn to appreciate the cheaper cuts of meat.

THE SLAVES OF THE "WHITE DEATH," by Rook Carnegie. *Wide World*. A visit to the Roumanian government salt mines where the worst class of criminals are worked until the "white death" puts an end to their miseries.

THE SQUAW MAN AS HE IS, by Bailey Millard. *Everybody's*. White men who have gone West and married Indian women and how they have prospered.

WHAT ENGLAND CAN TEACH US ABOUT GARDEN CITIES, by Wilhelm Miller. *Country Life in America*. New cities can be built by co-operation, and these cities may revolutionize the old ones.

WHAT SCIENCE HAS DONE FOR THE CHILD, by William Allen Johnston. *Designer*. The child has been bettered in many ways.

WHO GETS IT? by Freeman Tilden. *Van Norden*. The question is who gets the money? and this must be answered before the American people can be relieved of the high cost of living.

WOMAN AND THE SUFFRAGE, by Mrs. O. H. P. Belmont. *Harper's Basar*. It takes great executive ability and hard work to manage a home.

INDUSTRIAL AND BUSINESS

BIGGEST TERMINAL IN THE WORLD, by P. Harvey Middleton. *Technical World*. The Pennsylvania station at New York City and the tunnels leading to it.

BUILDING YOUR OWN CONCRETE HOUSE, by George Ethelbert Walsh. *Independent* (Feb. 3). How they may be built and the cost of them.

CAPTAINS COURAGEOUS ON THE BRETON FISHING COAST, by Louis A. Springer. *Travel*. The hardy fisher-folk of France.

CLEARING SNOW FROM RAILWAY TRACKS IN CANADA, by Frank C. Perkins. *Scientific American* (Feb. 5). How it is done, with pictures of the plows in operation.

CONCRETE CONSTRUCTION ON THE PANAMA CANAL. *Scientific American* (Feb. 19). How the eight million cubic yards of concrete is handled.

EXILES OF INDUSTRY, by Henry Kitchell Webster. *Everybody's*. The men who work in the far-away and desolate parts of the world.

HEROES OF THE CHERRY MINE, by Edith Wyatt. *McClure's*. Complete description of the recent disaster, together with pictures of some of the survivors and the stories of their hardships.

HIGHWAYS OF PROGRESS, by James J. Hill. *World's Work*. Fourth article, which offers a plan on how to regulate corporations.

HOW PARIS FOUGHT THE FLOOD. *Christian Herald* (Feb. 16). Many scenes are shown.

INDUSTRIAL CHIMNEYS AND WATER TOWERS OF CONCRETE BLOCKS, by H. Prime Kieffer. *Scientific American* (Feb. 19). Showing how they are made.

MAKING MONEY OUT OF WASTE, by Waldemar Kaempffert. *Saturday Evening Post* (Feb. 19). Showing how the waste is not wasted and also that all things are not what they seem.

MAKING OLD OIL WELLS SPOUT, by Rene Homer. *Technical World*. Showing how oil wells are being reopened.

OLD AGE PENSIONS, by Walter Weyl. *Success*. A good article on a subject that should be of interest to everybody.

RAILROAD ACCOUNTING IN AMERICA VS. ENGLAND, by W. M. Acworth. *North American Review*. A subject now occupying both stockholders and government officials in an endeavor to regulate railroads.

SELLING A NATION'S BIRTHRIGHT, by Lewis Nixon. *Cosmopolitan*. Our merchant marine and how the United States has lost control of the world's commerce.

THE FIGHT FOR COMMERCIAL SUPREMACY, by Ernest Cawcroft. *Canadian Magazine*. An account of the Erie canal and what its building will mean to commerce.

THE GREAT FLOOD OF PARIS. *Scientific American* (Feb. 19). Description, with numerous photographs taken during the flood.

THE GREAT RAILWAY RATE BATTLE IN THE WEST, by Samuel O. Dunn. *Scribner's*. On the regulation of railroads.

THE GUGGENHEIMS AND THE SMELTER TRUST, by Eugene P. Lyle, Jr. *Hampton's*. The fourth article—the romance of mining—on the tribute that is being paid the Guggenheim family.

THE NEUTRALIZATION OF THE MANCHURIAN RAILROADS, by Chinson Young. *Independent* (Feb. 17). He explains many points in the opening of Oriental trade to all nations.

THE RULERS OF THE WIRE, by C. M. Keys. *World's Work*. The telegraph-cable-telephone octopus and the man who rules it.

THE SPIRIT OF THE GIRL STRIKERS, by Miriam Finn Scott. *Outlook* (Feb. 19). A close view of the girls engaged in the New York shirtwaist strike.

TO SLAKE A CITY'S THIRST, by C. P. Carter. *Technical World*. The work of building Ashokan Reservoir, which is to supply New York City with water.

THE WELLAND CANAL. *Canadian Magazine*. History of this important waterway and its relation to the waterborne commerce of Canada.

WILL THE RAILROADS THROTTLE THE PANAMA CANAL? by Rear Admiral Robley D. Evans. *Hampton's*. He claims that the railroads will not give the canal a chance if they are permitted to have their way.

LEGAL

A COURT THAT DOES ITS JOB, by William Bayard Hale. *World's Work*. How the Municipal Court in Chicago has met "the greatest need in our American institutions."

"BIG BUSINESS" AND THE SHERMAN LAW, by Oscar King Davis. *Century*. On the regulation of corporations.

HOLDING BACK WOULD-BE CITIZENS, by Frank Marshall White. *Harper's Weekly* (Feb. 15). The difficulties in the way of obtaining naturalization and the overcrowded conditions of the courts.

PROSPERITY WITH JUSTICE, by Judge Peter S. Grosscup. *North American Review*. Working toward a solution of some of our present-day passing problems.

THE LIMITATIONS OF REFORM, by Joseph W. Folk. *Saturday Evening Post* (Feb. 12). He tells how far a law should go, and points out the danger-line of legislation.

LITERARY

GRANT—THE DEATH WATCH, by Frank W. Mack. *Saturday Evening Post* (Feb. 12). How the press reports the death of a great man.

NEW SHAKESPEARE DISCOVERIES, by Professor Charles W. Wallace of the University of Nebraska. *Harper's*. New documents which tell of Shakespeare's life in London and as a man among men.

PRISON PAPERS AND THEIR MISSION, by E. I. Farrington. *Interior*. Papers printed by prisoners for prisoners.

SELMA LAGERLOF, by Velma Swanston Howard. *Putnam's*. The Swedish author who was awarded the Nobel prize for literature.

TALKS WITH TENNYSON, by Elizabeth Rachel Chapman. *Putnam's*. Second article, in which the poet talks of his poems.

THE DETECTIVE STORY'S ORIGIN, by Charles Johnston. *Harper's Weekly* (Feb. 12). The first Sherlock Holmes was Zadiz, whom Voltaire borrowed from the "Arabian Nights."

THE TURNING-POINT OF MY LIFE, by William Dean Howells. *Harper's Basar*. He tells of his struggles, and how at last he turned from the law to literature.

WHY I LIVE IN AMERICA, by Richard Le Gallienne. *Travel*. The famous English poet and novelist compares England and the United States as places of residence, and scores England.

MEDICAL AND HEALTH

CATARH, A NATIONAL NASAL LUXURY, by Dr. Woods Hutchinson. *Saturday Evening Post* (Feb. 12). He discusses the disease, and shows that neither climate nor occupation plays any important part in its production.

FREAKS OF EYESIGHT, by Constance Clyde. *Strand*. The world as it appears to defective eyes.

HORACE FLETCHER'S PHILOSOPHY, by Michael Williams. *Sunset*. The man whose ideas are doing so much for the health of the people.

MOVING PICTURES OF MICROBES, by Edfrid Bingham. *Technical World*. How they are made and reproductions of some of the pictures.

NOSSES, by Dr. Woods Hutchinson. *Success*. In a nose there is character or catarrh or both. He talks principally of character.

SMILING SURGERY, by Dr. Carlin Philips. *Cosmopolitan*. Painless operation upon conscious patients made possible by Dr. Jonsnesco's stovaine.

SURGEON'S NEEDLE CURES FATIGUE, by H. G. Hunting. *Technical World*. Some late experiments which may be the means of keeping the world from growing tired.

THE NEW ANAESTHETIC, by Burton J. Hendrick. *McClure's*. It is about stovaine, its discoverer, and how it acts on the patients.

WHY VIVISECTION IS INJURIOUS, by Rev. Floyd W. Tompkins. *Ladies' Home Journal*. He presents many ideas worth reading.

MUSIC AND DRAMA

CHILDREN OF THE STARS. *Woman's Home Companion*. Some actor-fathers and actresses-mothers and their children.

HUNTING AMUSEMENT IN MEXICO, by Horatio Lanford King. *Green Book*. The kinds of amusement there, from the bull fight on up or down.

INFLUENCES WHICH SHAPED MY CAREER, by David Belasco. *New Idea*. The dramatist and producer gives some information.

MODJESKA'S MEMOIRS, by Helena Modjeska. *Century*. Fourth installment, describing her success in New York and Boston, and her meeting with Longfellow and other notables.

MY CONQUEST OF MEXICO, by Mme. Luisa Tetrazzini. *Travel*. The prima donna tells of her rise to fame.

PANTOMIME, by Giles Edgerton. *Craftsman*. The great art that the American stage has nearly lost.

POETIC PIANO-PLAYING, by Ignace Jan Paderewski. *Ladies' Home Journal*. It is about rhythm in music.

SHOULD THE ACTRESS MARRY? by Clara Morris. *Pictorial Review*. Most of them do, but the question is thoroughly discussed nevertheless.

SOME MUSICAL RECOLLECTIONS OF FIFTY YEARS, by Richard Hoffman. *Scribner's*. The first of a series of articles, in which Mr. Hoffman, the pianist, tells of his career and of noted musicians whom he met and with whom he was associated.

THE CARDBOARD PLAY, by Montrose J. Moses. *Independent* (Feb. 17). How the scenes and costumes are designed for plays.

THE DECAY OF MUMMER WORSHIP, by James

L. Ford. *Saturday Evening Post* (Feb. 26). He shows that "the play's the thing," and that instead of poor stars the public is demanding good plays in our theatres.

THE GIRL WHO SINGS, by Mary Garden. *Harper's Bazar*. Advice for all who are ambitious to become singers.

THE HAND OF THE ACTOR, by Wendell Phillips Dodge. *Strand*. The expression of the hand and how it is used by actors to convey meaning.

THE NEW THEATRE. *American*. Mainly about the plays that have been produced at New York's endowed playhouse.

THE PLAYING OF BACH'S PRELUDE AND FUGUE No. 10, by Ferruccio Busoni. *Delinicator*. The fifth of a series of studies in musical renditions.

THEATRICAL MANAGEMENT, by Marc Klaw. *Green Book*. He discusses the manager, the public and dramatic criticism.

WHAT IT MEANS TO BE A CHORUS GIRL. *Ladies' Home Journal*. A truthful picture of the work and life of this much-discussed and much-abused creature.

POLITICAL

A DAY WITH MINISTER CHANG, by Abby Gunn Baker. *Christian Herald* (Feb. 16). Our new Chinese ambassador and his home circle in Washington.

ALDRICH, by Edwin Lefevre. *American*. He tells about the much-discussed Senator, and calls him "general manager of the United States."

BARBAROUS MEXICO. *American*. Three months in peonage, the author telling all about how he, with others, fell into slavery.

CHAOS AND BOMB THROWING IN CHICAGO, by Charles Edward Russell. *Hampton's*. A picture of graft and corruption, the thirty-five bombs thrown in the prolonged gamblers' war, and the administration of a "business" mayor.

ELECTION MANNERS IN ENGLAND AND AMERICA, by Sydney Brooks. *Harper's Weekly* (Feb. 12). In England if the people do not like a speaker they tell him to "shut up."

ENGLAND AND SOCIALISM, by Britannicus. *North American Review*. A keen study of some present-day tendencies in England.

EUROPE IN THE TEUTON'S WEB, by William M. Schuyler. *Van Norden*. Some more about England being at the mercy of Germany in the event of war.

EXPERIENCES OF A CABINET OFFICER UNDER ROOSEVELT, by Charles J. Bonaparte. *Century*. The ex-President is pictured as a man who was not afraid to do right.

GIFFORD PINCHOT, by Walter H. Page. *World's Work*. He discusses the man and his work, and calls him "the awakener of the nation."

IS THE EAST ALSO INSURGENT? by Ray Stannard Baker. *American*. Signs of revolt in Republican strongholds.

KEEPING A CITY CLEAN, by William H. Edwards. *Saturday Evening Post* (Feb. 12). Mr. Edwards is street commissioner of New York City, and he tells of the methods employed.

MEXICO THE PROGRESSIVE, by Otheman Stevens. *Cosmopolitan*. In contrast to other writers, this one claims that Mexico is in a very much civilized and prosperous condition.

ONE YEAR OF MR. TAFT, by Edward G. Lowry. *North American Review*. A summing up of Mr. Taft's administration since last March.

POLITICAL PARTIES, by Senator Albert J. Beveridge. *Saturday Evening Post* (Feb. 26). Some political history and some words on present-day politics.

RICHES HAZARDED BY THE ENGLISH LORDS, by F. Cunliffe-Owen. *Travel*. What the House of Lords has at stake in the battle over the budget.

SHALL THE LAND LOOTERS ESCAPE? by Agnes C. Laut. *Technical World*. On preserving the remnant of the public lands from spoilation at the hands of predatory corporations.

THE ANNEXATION OF CUBA BY THE SUGAR TRUST, by Judson C. Welliver. *Hampton's*. Some more secrets of this despicable trust.

THE BALLINGER CASE, by Stewart Edward White. *American*. A study in official fitness.

THE BEAST AND THE JUNGLE, by Judge Ben B. Lindsey. *Everybody's*. This interesting series on the rottenness of politics continues its exposition.

THE INTERNAL AND EXTERNAL POWERS OF THE NATIONAL GOVERNMENT, by Senator George Sutherland. *North American Review*. A weighty article on a subject that is now occupying the attention of American statesmen.

THE LAST OF THE INVALIDES, by Roger Bouquet de Monvel. *Century*. How France cares for her oldest veterans.

THE MAKING OF "K," THE WOOL SCHEDULE, by Richard Washburn Child. *Everybody's*. Another article on why the poor are finding it harder to live while the fortunes of the rich continue to increase.

THE MALIGNERS OF MEXICO, by Alfred Henry Lewis. *Cosmopolitan*. And now you can take your choice. In another magazine a writer calls Mexico "Barbarous." Here we have the charge refuted.

THE MORROW OF THE BATTLE, by Harold J. Howland. *Outlook* (Feb. 19). A review of the recent political battle in England.

THE NEW "NEW WOMAN," by Frances Maule Bjorkman. *Van Norden*. Girls of wealth and culture are leading in the fight for the emancipation of the sex.

THE POWER BEHIND, by Charles Edward Russell. *Success*. Fourth article—the ma-

chine that makes slums and the slums that make bad business and may make worse things.

THE REMEDY FOR THE HIGH PRICES, by Professor J. Pease Norton of Yale. *Independent* (Feb. 10). He says high prices are due to the depreciation of gold.

THE WOMAN SUFFRAGE MOVEMENT, by Ida Husted Harper. *Harper's Basar*. The growth of the movement is discussed.

WANTED: A GOVERNMENT FOR ALASKA, by Atherton Brownell. *Outlook* (Feb. 26). What Congress and the President have in mind for the big territory up Northwest way.

WHAT DOES JAPAN WANT IN MANCHURIA? by Adachi Kinnosuke. *Harper's Weekly* (Feb. 5). The answer is "Manchuria."

WHAT PINCHOT DID NOT TELL, by Robert Wickliffe Woolley. *Van Norden*. Secretary Wilson approved the charges against Secretary Ballinger, but Pinchot remained silent to protect his old friend.

WHY PRICES ARE SOARING, by Clyde H. Tannen. *La Follette's Magazine* (Feb. 12). The recent tariff revision upward has much to do with it, although the investigations seem to sidestep this fact.

WHY THE BOSTON EXPERIMENT FAILED, by Morrison I. Swift. *Independent* (Feb. 10). Some of the puzzling points in the recent election are explained.

RELIGIOUS

CHRIST NOT A REFORMER, BUT MORE, by James Stevenson Riggs. *Interior* (Feb. 10). An interpretation of some of Christ's teachings.

CHRIST'S RELIGION OF A FAIR CHANCE, by Professor James Stevenson Riggs. *Interior* (Feb. 17). Second article on the social bearings of the Lord's gospel; Jesus not a class preacher.

OBJECTIONS TO EDDYISM, by Arthur G. Frisbie. *Interior* (Feb. 3). A former "first reader" points to some Christian Science absurdities.

THE CHURCH AND THE SOCIAL UNREST, by William H. Allen. *Delineator*. It is the individual members of the church who must take hold and work for the community.

THE CHURCH THE WOMEN BUILT, by Helen Christian Bennett. *Christian Herald* (Feb. 2). It is in Philadelphia and the women built it with their own hands.

THE PASSION PLAY OF 1910. *Travel*. Beautiful new pictures of the great religious drama to be enacted this year at Oberammergau.

WHAT IS A CHRISTIAN? by George A. Johnston Ross. *Interior* (Feb. 24). A plain deep-down definition from a noted British minister.

WHY I BELIEVE WE DO NOT DIE, by Lyman Abbott. *Ladies' Home Journal*. An interesting discussion of the always interesting "life after death" problem.

THE DEMOCRATIC IDEAL AND THE CHRISTIAN CHURCH, by Chauncey B. Brewster. *North American Review*. Bishop Brewster discusses very interestingly the influence of the church.

SCIENCE AND INVENTION

A NEW STORAGE BATTERY STREET CAR. *Scientific American* (Feb. 5). Another Edison invention.

A NOVEL AMERICAN MONOPLANE. *Scientific American* (Feb. 12). The invention of A. L. Pfitzner.

ARTIFICIAL PRODUCTION OF THE VOICE, by Jacques Boyer. *Scientific American* (Feb. 5). Dr. Marage of Paris has made some interesting experiments.

BURGLAR-PROOF GLASS, by Edward Bartlett. *Technical World*. The experiments that are being made along this line.

EDISON AND THE INCANDESCENT LIGHT, by Frank Marshall White. *Outlook* (Feb. 26). Some history of this invention.

FLYING MEN-O'-WAR, by Paul W. Beck. *Sunset*. The development of the flying machine for the purposes of war.

MARVEL OF THE SNOW GEMS, by Wilson A. Bentley. *Technical World*. Magnified pictures of snow flakes are shown.

MORNING AND EVENING STARS FOR 1910, by Professor Frederic R. Honey of Trinity College. *Scientific American* (Feb. 12). Their positions.

ON THE WINGS OF TODAY, by Charles K. Field. *Sunset*. An account of the first international aviation meet in America, at Los Angeles, California.

OTHER WORLDS IN SPACE, by Professor S. A. Mitchell of Columbia. *Scientific American* (Feb. 19). An astronomical talk, illustrated.

RECENT EXPLORATIONS IN EGYPT, by Dr. George A. Reisner. *Independent* (Feb. 10). It tells of the Egyptian expedition of Harvard University in 1907 and 1908.

SMOKELESS POWDER, by Robert C. Skerrett. *Scientific American* (Feb. 12). Second article, which tells of the method of manufacture.

THE BIRTH OF THE TELEPHONE, by Herbert N. Casson. *World's Work*. The first of a series of articles. The invention was not an accident, as many suppose, but the working out of a scientific theory.

THE COMING COMET, by Percival Lowell. *Youth's Companion* (Feb. 24). Much information about Halley's comet.

THE DISCOVERY OF THE NORTH POLE, by Robert E. Peary. *Hampton's*. This month's article describes the battle with the ice from Etah to Cape Sheridan.

THE FLIGHT OF BIRDS, by B. S. Bowdish. *Independent* (Feb. 3). Some things not generally known by a man who does know.

THE INDICTMENT OF THE HOUSE FLY, by Edward Hatch, Jr. *Suburban Life*. He is a nuisance and must be exterminated.

THE GHOST SOCIETY, by H. Addington Bruce. *Outlook* (Feb. 26). Some facts about the Psychical Research Society and its members.

THE LOWE OBSERVATORY, by Edgar Lucien Larkin. *Scientific American* (Feb. 12). The observatory is on Echo Mountain, California, and the author is the director.

THE WICKED FLEA—A MENACE, by William Colby Rucker. *Technical World*. All kinds of fleas are described.

WHAT SMOKELESS POWDER HAS MADE POSSIBLE, by Robert G. Skerrett. *Scientific American* (Feb. 5). Those interested in warfare will find this article very interesting.

WESTERN MEN WHO WOULD FLY, by Pitt P. Hand. *Sunset*. Some of the men who are working on airships and what they are accomplishing.

WHERE ARE THE WASPS IN WINTER? by John J. Ward. *Strand*. He tells of their habits and where they stay during the cold months.

SPORTS AND ATHLETICS

AFRICAN GAME TRAILS, by Theodore Roosevelt. *Scribner's*. Sixth paper — trekking through the thirst to the Sotik.

AFTER POLAR BEARS IN THE ARCTIC, by C. V. A. Peel. *Wide World*. Big game hunting in the Far North.

ENGLISH RUGBY FOOTBALL, by Henry Beach Needham. *Success*. Why it is superior to

the American game, with impressions of the Oxford-Cambridge and the Harvard-Yale battles.

MOOSE CALLING, by H. Hesketh-Prichard. *Wide World*. Experiences, and how to use a birch-bark trumpet with success.

MY REMINISCENCES, by Eugene Sandow. *Strand*. The famous strong man tells something of his life, mode of living, and his work.

WINTER SPORTS IN THE ALPS, by Day Allen Willey. *St. Nicholas*. They are enumerated, described and pictured.

TRAVEL

A LITTLE GARDEN ON THE LEWIS AND CLARK TRAIL, by Hortense Ferguson Childs. *Country Life in America*. How a park grew on a Nebraska prairie.

AN UNTRODDED ROAD, by Eliot Gregory. *Scribner's*. A little tour of France, starting from Paris and going to Lamalou for a cure.

EUROPE ON TWO HUNDRED DOLLARS, by Jessie A. McGriff. *New Idea*. The way to get the most for one's money.

LOST IN DEATH VALLEY, by Harry A. Dunn. *Wide World*. The most barren part of what was once known as the "Great American Desert," and how a prospector was lost there for nearly a week.

MOTORING IN A CACTUS FOREST, by Charles Frederick Holder. *Century*. In Sonora, Mexico.

BOOKS AND BOOK TALK

MANUAL TRAINING FOR COMMON SCHOOLS, by Eldreth G. Allen, instructor in woodworking in the Indianapolis Manual Training High School, and edited by Fassett A. Cotton, President of the Wisconsin State Normal, is a course of study in woodworking intended for boys in the seventh and eighth grades, and the first and second years in high school. It does not presuppose on the part of the teacher special training in the manual arts, but, on the contrary, brings to the untrained teacher the help of a specialist, and at the same time gives enough of method and device and direction to make successful work possible without making it burdensome. The book is perfectly illustrated, and gives an abundance of carefully graded problems that admit of solution in shops of simple construction and equipment. Charles Scribner's Sons, New York; 217 pages; price \$1.00 net.

MAMMALIAN ANATOMY, With Special Reference to the Cat; by Alvin Davison, professor of biology in Lafayette College, is designed for students of modern psychology, teachers of physiology, directors of gymnasiums, and others desiring a definite knowledge

of the essentials of the anatomy of the mammal. Second edition, revised. P. Blakiston's Sons & Co., Philadelphia; 246 pages, illustrated; \$1.50 net.

THE LIFE OF WILLIAM SHAKESPEARE, EX-PURGATED, by William Leavitt Stoddard, is the latest and most complete biography of the poet and actor. The author has included some documents and records which are not to be found in even the latest edition of Sidney Lee—such as the Northumberland manuscript, as well as the recent discoveries of Professor Wallace. It is a condensed, authoritative, readable, and at the same time scholarly book. W. A. Butterfield, Boston; 80 pages; \$1.25 net.

THE "FIRST FOLIO" SHAKESPEARE, by Charlotte Porter and Helen A. Clarke, is the most desirable edition of the plays which has yet been published. They are reproductions of the famous "First Folio" texts of 1623. They are done in pocket size, and with the introductions, selected criticisms, etc., they should receive a great welcome from Shakespearean students. Thomas Y. Crowell & Co., New York.

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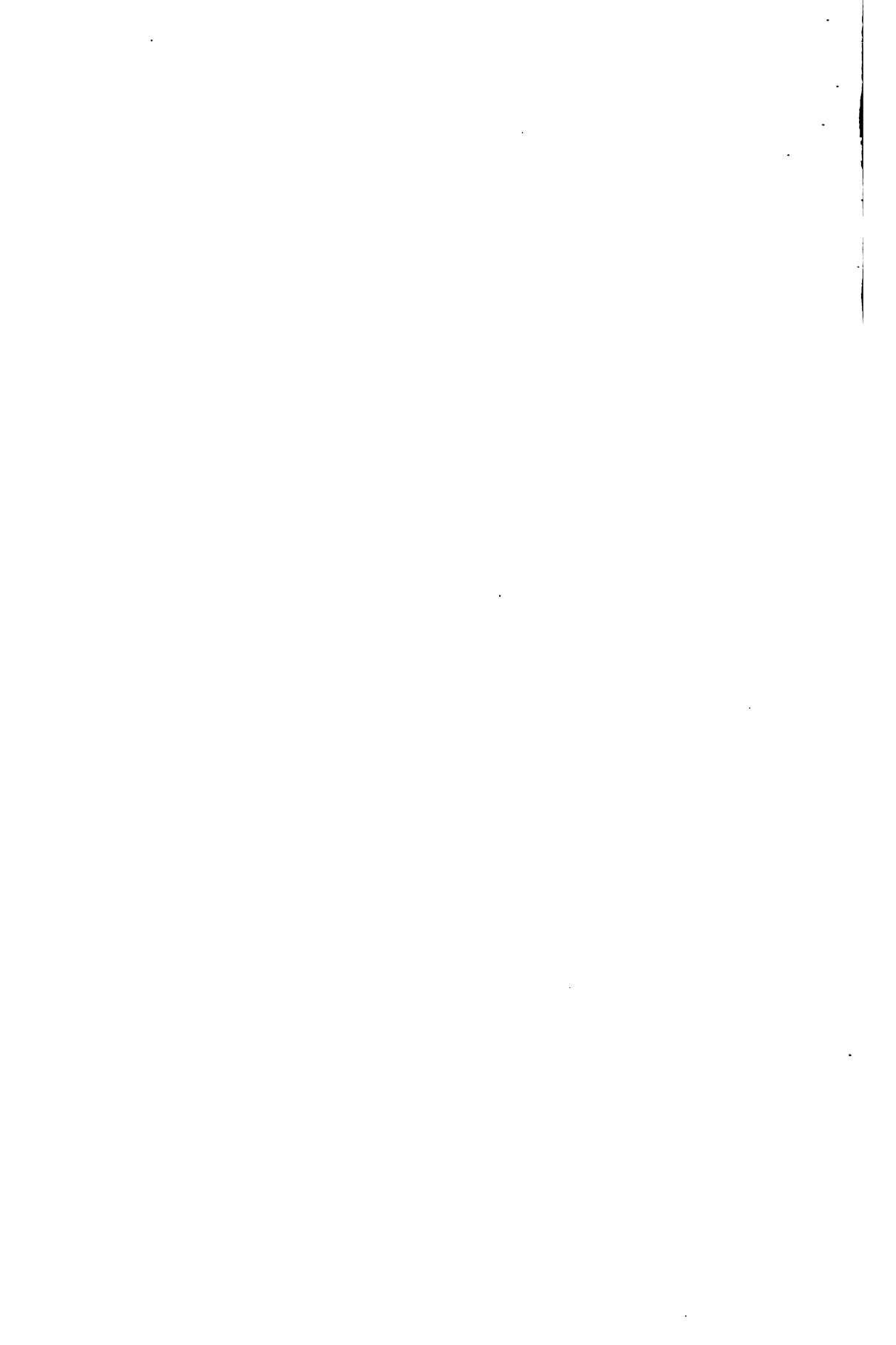
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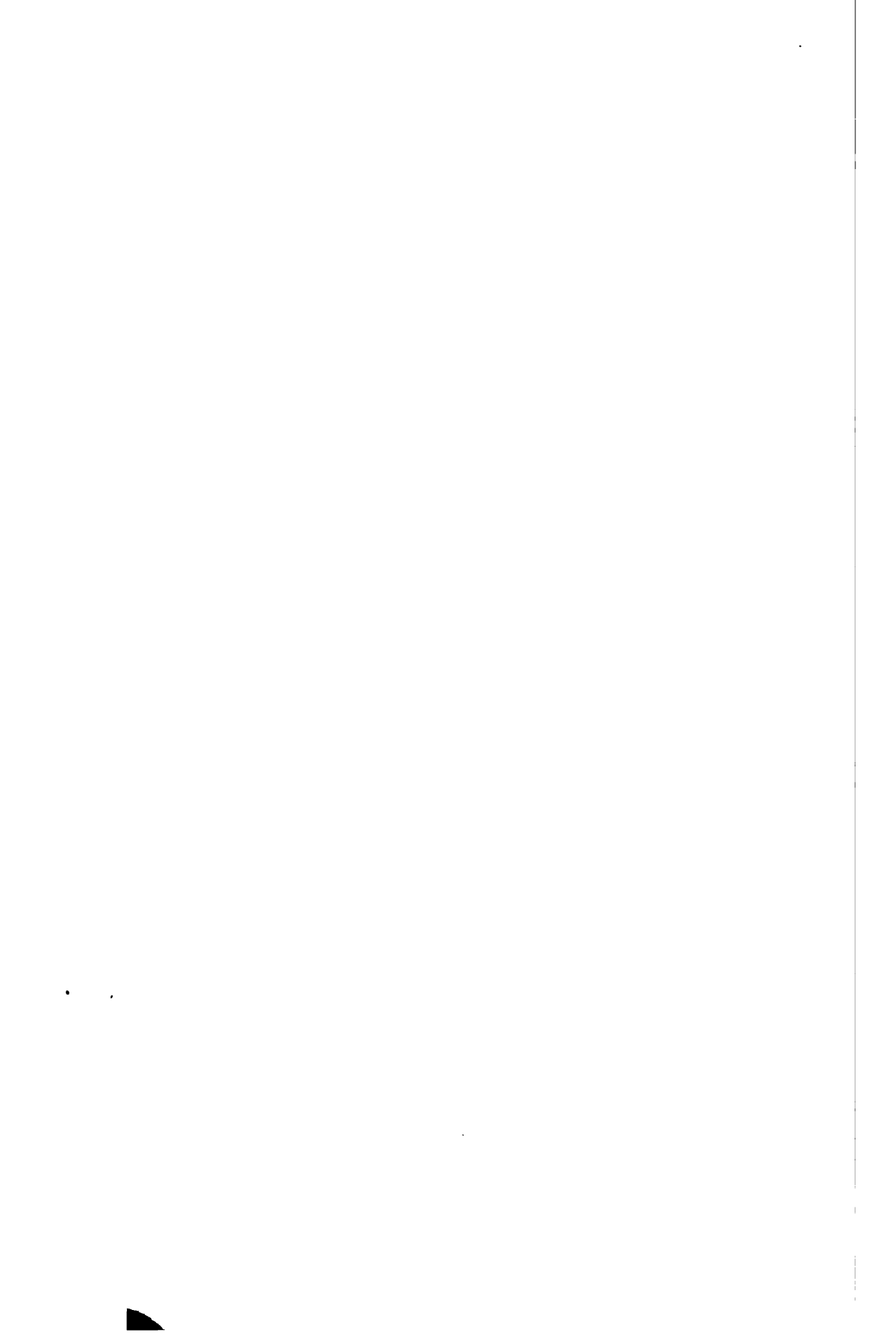
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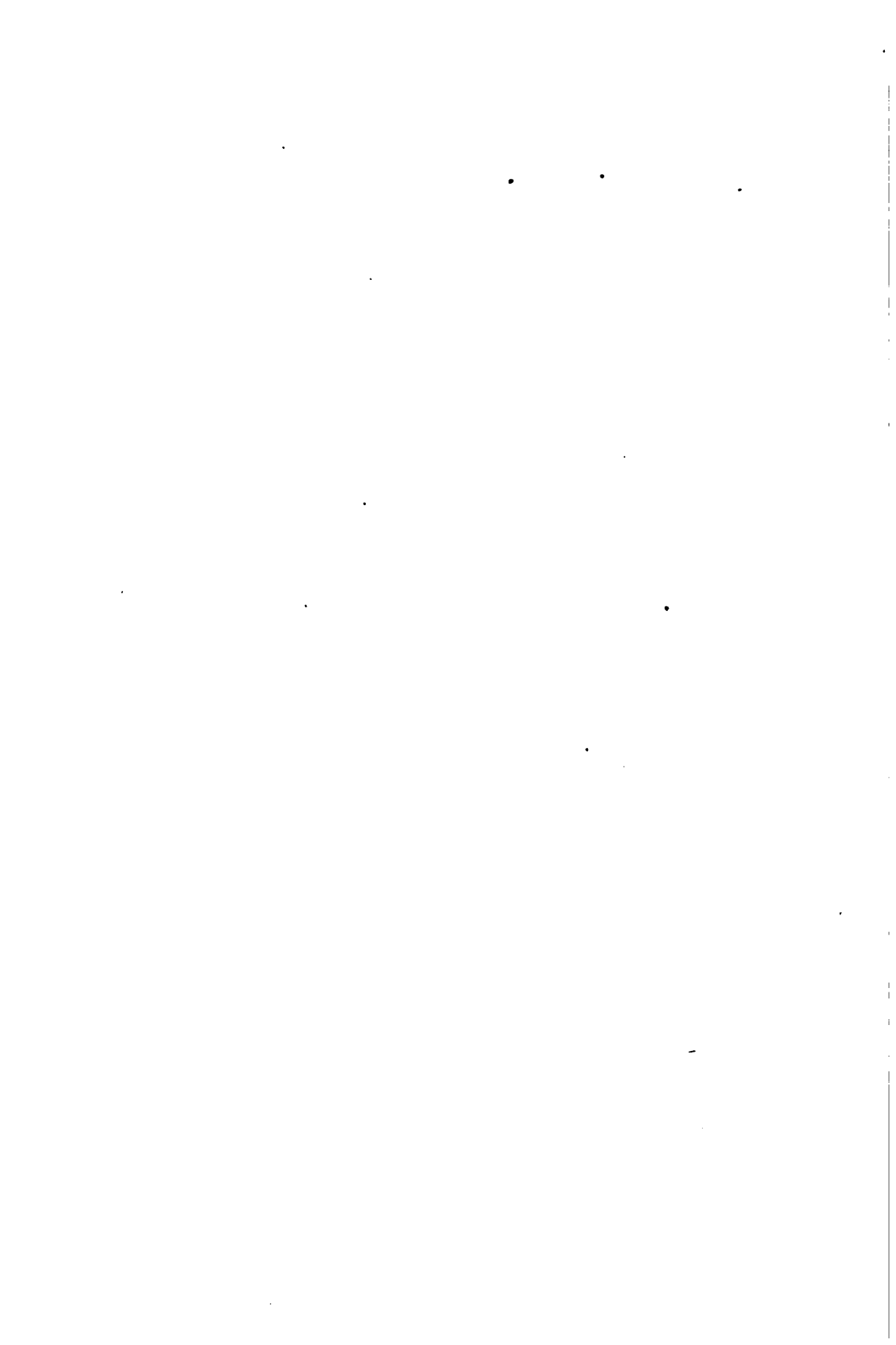
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