THE GOLDEN JUBILEE

1870

1920

SYRACUSE UNIVERSITY

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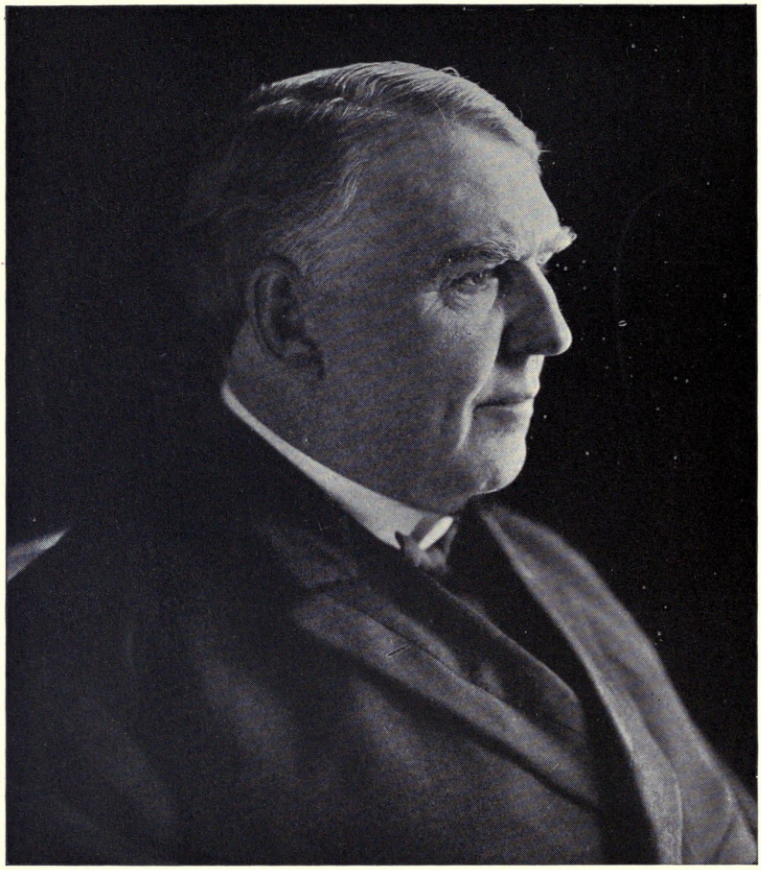


Chancellor James Roscoe Day

THE GOLDEN JUBILEE
of SYRACUSE UNIVERSITY

1870-1920

FRANK SMALLEY, '74

Editor

Contents

INTRODUCTORY

THIS small volume is issued to keep alive the memory of the stirring events of the Golden Jubilee of Syracuse University, which was celebrated in June, 1920.

It was suggested that the book be of an illustrative character, portraying the many fine buildings of the institution and covering, of course, the historical and anniversary material, including addresses, etc., but that suggestion was not approved for several reasons. In the first place, we have a fine Bulletin, just issued, giving views of all the University buildings. Why repeat them in this? Again, we proposed a small and simple volume, setting forth in historic form the facts and events of the Jubilee.

It is to be regretted that in the absence of manuscripts for some of the addresses provision was not made to get full and complete stenographic reports of the addresses. To some extent, this course was followed, but not with entire satisfaction.

We have reproduced several of the views printed on the occasion by the three Syracuse newspapers, the *Post-Standard*, the *Herald* and the *Journal*, and we wish here to acknowledge our indebtedness to the managers and employes of all these fine papers for the exceeding kindness and courtesy shown by them in furnishing every possible facility for reproducing in book form the material taken from their various issues.

As has been fully set forth in Dr. Place's article reprinted here from the *Syracusan*, this Jubilee celebrated the founding of Syracuse University, not its opening for classes. The charter of the new University was approved by the Legislature and recorded March 25, 1870. And the seal, which is here reproduced, reads "Syracuse University, Founded A.D. 1870", the motto being "Suos cultores scientia coronat." The University, however, did not open its doors for students until September 1, 1871. On that day the first chapel meeting was held on the top floor of the Myers Block, corner East Genesee and Montgomery streets, Syracuse.

Our love for the University, with which we have been connected from the first day of its existence, and in which distinction we stand alone, has added greatly to the pleasure of our task.

A word of caution is necessary. Several incorrect statements of a historical character occur in some of the addresses. These are of course entirely unintentional and are due to the lack of familiarity of the speakers with the facts of the early

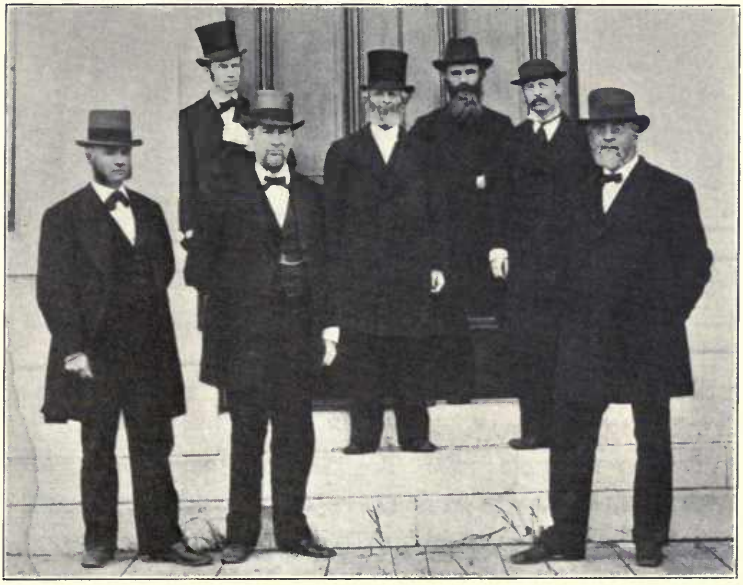
history. The editor has ventured to correct a few of them in place, by a brief bracketed note; others are allowed to stand unchallenged. It is hoped that no umbrage will be felt by the authors over the corrections.

A few things may well be emphasized, viz., (1) The University charter was reported, approved and recorded on March 25, 1870. (2) The University was not open for the admission of students until August, 1871. (3) Five faculty members were inaugurated at 10 A. M., August 31, 1871, in Shakespeare Hall. They were Vice-President Daniel Steele and Professors John R. French, W. P. Coddington, John J. Brown and Charles W. Bennett.* (4) On the afternoon of the same day, the corner-stone of the Hall of Languages was laid by Bishop Peck. Addresses were made by President E. O. Haven of the Northwestern University and President Andrew D. White of Cornell University. (5) The first chapel was held in the Myers Block, Sept. 1, 1871, with forty-one students in attendance. (6) There was no dean in the College of Liberal Arts until 1878, when Professor French was elected to that position. Also see brief history, pages 10 and 11.

The above facts are fundamental and should be borne in mind by all who care to know about the beginnings of Syracuse University.

THE EDITOR.

*See cuts on page 11.



FACULTY OF THE COLLEGE OF LIBERAL ARTS TAKEN IN 1875 JUST AFTER A FACULTY MEETING. PLACE: IN FRONT OF THE HALL OF LANGUAGES.

From left to right: Professor C. W. Bennett, Instructor F. Smalley, Professor J. R. French, Chancellor E. O. Haven, Professor George F. Comfort, Adjunct Professor J. H. Durston, Professor J. J. Brown. Absent: Professor W. P. Coddington, Professor H. H. Sandford, Instructor W. L. Richardson.

THE HALL OF LANGUAGES AS IT APPEARED IN 1880.

This excellent cut of the Hall of Languages was made, if I mistake not, from a photograph taken by Professor J. J. Brown in the year 1880.

Permit a few more historic facts: The location of the University was decided upon September 13, 1870. On May 17, 1871, the trustees ratified the building plans of Architect H. N. White, and a building committee was appointed, consisting of Bishop Peck, Mr. Ezra Jones of Rochester, Hon. David Wilbor of Milford, Rev. Dr. George L. Taylor of Connecticut, Hon. George F. Comstock of Syracuse and Rev. Dr. H. R. Clark of Binghamton. On August 31, 1871, the corner-stone of the Hall of Languages was laid. On May 1, 1873, the building was occupied for the first time, the work of the College meantime (*i.e.* Sept. 1, 1871 to May 1, 1873) having been done in the Myers Block, corner East Genesee and Montgomery streets. This building was the only structure erected on the Campus from 1871 to 1887, when the Holden Observatory was built. The corner-stones of both the John Crouse College and the Administration Building (formerly the Von Ranke Library) were laid in June 1888, and the Gymnasium (now the Women's Gymnasium) was built in 1891. All of these structures except the first were erected under the Sims administration and the many later buildings under the present administration.

See Brief History, pages 7–20.

THE EDITOR.

I

A Brief History of the University

BY THE EDITOR

THE first gathering of faculty and students of Genesee College at Lima, N. Y., was on Monday, June 9, 1851, at 4 p. m. There were present President Tefft, four professors and thirty-seven students, viz., two juniors, eight sophomores and twenty-seven freshmen. That was the beginning of Genesee College, located at Lima, N. Y., and which became Syracuse University by Legislative action in 1870 and by removal in September 1871. During its twenty years of existence at Lima, Genesee College conferred 207 Bachelor degrees, 143 master degrees, and 29 doctor degrees, making a total of 379 degrees on 265 recipients. All graduates of Genesee College sustain identical relations with Syracuse University.

Little was brought from the old College to Syracuse except a reputation for good work, a small but excellent body of alumni and a handful of choice teachers.

The reason for the removal is not far to seek. It was the conviction that such an institution could be of more service and of wider usefulness in a great and populous urban center than could possibly be the case if located in a small village, remote from a city. It is doubtless true that a rural location has some advantages and much is claimed for such a location, but, after both sides of the question have been considered, it will be found that a university destined to cover a wide field and include all the departments of educational work must seek a site of large population, where great business enterprises are carried on, where students of social sciences can best work out their problems, where the numerous clinics of the hospitals afford indispensable instruction to future M.D.'s, where budding lawyers may study the courts in operation, where engineers may easily see the practical operation of the principles they are studying; where musical concerts and art collections afford large opportunities for culture; where many schoolrooms are open for the study of pedagogy put in practice; where libraries, general and professional, abound, largely increasing the facilities of the university. A great university must be in a city, whose supplementary advantages are almost equivalent to doubling the endowment.

The one great aim and purpose of a university is to render service. It comes not to be ministered unto but to minister. It comes to train the mind, to inform it, to give it power, to stimulate it in the delightful work of investigation and to persuade it to believe that the pursuit of truth for its own sake, regardless of all consequences, is one of the very noblest quests of man. But the service does not stop here. It would fall short of completeness if it failed to include in its activities the constant effort to build up character. It is not enough that the faculties of the mind be quickened; the moral lessons must not be omitted. It need not be a

sectarian institution to render this service. It is not to be done by lessons in theology nor by the teaching of a creed, but by emphasizing in its daily work the moral lessons that every subject contains, by emphasizing the beauty and value of truth in its every aspect, and, above all, while electing to its faculty men of the highest qualifications for the work of their respective departments, men apt to teach, insisting at the same time, as an indispensable feature, that they be men of exemplary moral lives. A bad man in a college faculty, a vicious man, an immoral man, is as much out of place as he would be in the ministry; perhaps more so, as he deals wholly with minds in the formative period. But the man of exemplary life, the ardent lover of truth, even though he be a man of few spoken words, exerts an influence of moral uplift on his students that will have a permanent influence on character.

In 1871, Syracuse University started on its career to render if possible this larger service by reason of improved facilities and a more populous environment. To one who will carefully study its history during these forty-nine years, it will be apparent that the development has been steadily in keeping with the ideals described. Scores of young men and women in Syracuse have received the benefit of college training who would never have seriously considered it possible to avail themselves of such an equipment, if the University had not been at their very doors. The benefit to them can never be expressed in dollars and cents. The splendid transportation facilities of Syracuse have made it easy for hundreds to come from near and from far, who would have passed this institution by if it had been located disadvantageously in these respects. In fact, it has often been a pondered question to the writer why the University has reached such unprecedented growth as it has in five decades. The conclusion has been reached that Syracuse—the central city of the State, so easily accessible from all quarters of the State and all parts of the country—is an exceptionally favorable location for a university. Of course, that is only one cause conducing to the result we see, but it is so important as to be overshadowing. Give Syracuse University two-thirds the financial equipment of the University of Chicago, and in five years it will lead all the universities of the United States in the number of its students. The location and environment must be given large credit for such a possibility. We hope to see that proposition put to the test. Will somebody please hand over fifteen millions, and see the magnificent equipment, the greatly increased and strengthened faculty of experts, the army of students and the output, glorious to contemplate, of trained and cultured men and women graduated from its halls; of professors full of tempered zeal, adding to the sum of human knowledge; of an elevating and culturing influence permeating all the society of Central New York and extending to the ends of the earth? This is not a pipe dream. It is easily within the range of possibilities.

This is prophecy. Prophecy and history go hand in hand. The lessons of history are the major premise of prophecy and we have proceded consistently on that plan.

Syracuse University took its new name from the city of its location, which also made it a donation of $100,000.00, conditioned on the establishment of the University in the city with an endowment of $400,000.00 independent of the city's contribution. This was proposed as early as March 1867, and a large mass meeting of citizens was called, which eagerly and enthusiastically voted in favor of the proposition.

Prominent citizens of Syracuse, without distinction of religious denomination, assisted in launching the new university. They gave freely of their money, accepted responsible positions on the Board of Trustees, and were actuated by a deeper feeling than mere civic pride. Their activity, comparable with our present efficient Chamber of Commerce, antedates by more than four years the opening of the new institution.

It may interest the reader to see reproduced here a note that was sent to many citizens at that time. It is as follows:

Syracuse, March 5th, 1867.

Sir:

You are requested to meet several of our citizens at the office of the Salt company of Onondaga, Thursday, March 21st, at 7 p. m., to attend an adjourned meeting for consultation in regard to a matter of great public interest.

William D. Stewart
George F. Comstock
E. W. Leavenworth
A. D. White
C. T. Longstreet
Chas. Andrews
T. B. Fitch
C. Tallman
A. Munroe

The meeting thus called was largely attended and it was here that measures were taken for bonding the city. A call was at once issued for a mass meeting at the city hall. A week later this meeting was held. Judge Comstock presented the draft of a bill which the previous meeting had requested him to make. It provided for bonding the city for the sum of $100,000.00 on condition that a college be established in Syracuse with an endowment of $400,000.00 independent of the city's gift. The bill met the unanimous approval of the meeting, soon passed the Legislature and became law. In February 1870 a provisional board of trustees was appointed and on the 13th of September following the present beautiful location was selected. July 19th, 1871, the contract for building the Hall of Languages was let for $136,000. H. N. White was architect. The writer well remembers the laying of the corner-stone of the Hall of Languages, August 31st, 1871. Among the distinguished gentlemen present were Chief Justice Sanford E.

Church, Dr. Andrew D. White, President of Cornell University, the Rev. Dr. Richmond Fisk, President of St. Lawrence University, the Rev. Dr. Cummings, President of Wesleyan University, and the Rev. Dr. E. O. Haven, President of the Northwestern University, Judges Andrews and Comstock and Mr. W. H. Bogart.

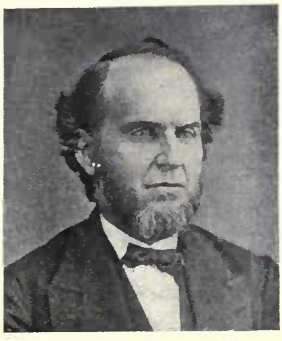
Dr. E. O. Haven, afterwards Chancellor of the University, delivered the first address. He was followed by President Andrew D. White of Cornell University in a magnificent and most neighborly address. He pointed out the various features of this city and added: "It is rich, and yet one element of wealth and dignity has been lacking, and that the most important of all. Cities where there is merely material wealth and comfort figure but poorly in human history. The little hamlet of Heidelberg stands near the great rich, vigorous city of Mannheim, yet Heidelberg is far better known—far more honored. Why? Simply because it is the seat of a university. Göttingen is a small town, the seat of a university. Near it are many cities, large and powerful and wealthy. Who does not know the fame of the former? Who knows even the names of the others? Which is the better known, Oxford with its university, or Leeds with its vast manufactures and trade? Look through our own country. New Haven is as nearly as may be the size of Syracuse. There are other towns in that part of the country not less populous, not less rich, but of how little account are they compared to the seat of Yale College, which earnest men established nearly two hundred years ago.

"No, my friends, it needs something more than heaped up wealth to make a city honored; and, therefore, do I hope that by what shall be reared here this fair view is to be made still fairer and yonder riches shall be made still greater by the light that shall be shed and the truth that shall be spread from this center. But, my friends, still more do I congratulate this commonwealth on the admission of a new sister into the existing galaxy of institutions of learning. In this work there need be no jealousies. In this commonwealth, with its four millions of souls, there is work enough for all. Nay, if advanced education be made what it ought to be, fitted to the needs of this land and this time, I believe that twice the existing number of colleges might be filled."

Awaiting the completion of the Hall of Languages, a city block did duty as a university building, and on September 1, 1871, forty-one students assembled in the chapel, the top floor of the Myers block, while five professors sat upon the platform. These men were Daniel Steele, Vice-President of the College, and Professors French, Coddington, Brown and Bennett, who had been formally inaugurated the previous day in Shakespeare Hall. It was the beginning in Syracuse of an enterprise destined to be in a comparatively brief time the largest and leading industry of the city. The dedication of the first building, May 8, 1873, was the beginning of the occupation of the campus. Bishop Peck, one of the greatest of the founders, presided. Those dedicatory services were impressive and historical. The principal speakers were Presidents Barnard of Columbia University and White of Cornell,

Bishop Janes and Chief Justice Church. The first made a polished address. He argued the indebtedness of money to mind. "There is a wealth of the moral and intellectual as of the physical man, a wealth so much more to be desired and coveted as the soul is more noble and honorable and excellent than the body.

Professor John R. French



Vice-President Daniel Steele

Professor W. P. Coddington

Professor J. J. Brown

Professor Charles W. Bennett

"But the productive power of human industry in the day in which we live is greater than it was a century ago in a proportion almost beyond computation, and this vast increase has been owing to improvements in the useful arts, not reached by accident, but wrought out by careful study of the properties of matter and the laws of force." This in 1873. What an immense progress has been made since that date!

Bishop Janes, discussing the claims of the University on wealth, declared that science is daily enriching the general culture of the country, that one source of wealth is the application of science to industry, that education is the engineer in the progress of the world. He especially emphasized the following: "It (Syracuse University) is not sectarian, I trust. If I thought it was, I would sit down at once. Christianity must go hand in hand with science."

President White was eloquent, as always. He uttered unconsciously a prophecy. He said, "You ought to have a chime of bells to scatter melody over these hills and through these verdant vales." John Crouse later fulfilled the prophecy.

The Hall of Languages was the center of activity. In this commodious building, for twenty-five years, practically all the college work, except that of medicine, was done. In 1898, the Steele Hall gave more adequate quarters and facilities to the departments of physics and biology, as, in 1889, the John Crouse College had accommodated the College of Fine Arts. No buildings were erected during the administrations of Chancellors Winchell (1873–4) and Haven (1874–80). Dr. Winchell could not easily be beguiled from his beloved studies to the thankless work of the executive. Dr. Haven, rich in every virtue, wisely guided the young college, but the time for material development had not yet come. The Rev. Dr. E. C. Curtis did heroic service in a financial way in those days, as Dr. Phelps did later. The era of building began under Chancellor Sims (1881–93). The Holden Observatory was completed in 1887, the Library building (now the Administration building) in 1889, the John Crouse College, the same year, and the Gymnasium (now the Womens' Gymnasium) in 1892. Growing pains had possessed the institution, which had, however, the utmost difficulty in satisfying an appetite which increased as it was fed. The beginning of the Sims administration was a time of doubt and fear. The trustees and faculty had become conscious as never before of the insatiate demands of a growing university, while the times were not propitious for securing the generous financial aid so imperatively called for. It certainly seemed at one time as if the very necessities for continuing existence would fail. The indomitable perseverance of Chancellor Sims, his tireless industry, his undying faith in the college and its future saved the plant, and an upward progress was slowly begun. Four buildings, one of them the John Crouse College among the very finest in America, stand as a monument to immortalize this noble man.

The College of Medicine was the medical department of Hobart College, called Geneva Medical College, removed to Syracuse, opening on the first Thursday in October, 1872, and sustaining a similar relation to Syracuse University as formerly to Hobart College. For three years it was located in the Clinton Block, when it was removed to its present location on Orange street. Geneva Medical College was the successor of Fairfield Medical College, which covered the years 1813–1839 and graduated 555 students with the degree of M.D. Its successor, Geneva

Medical College, began operations in 1835 and continued until removal to Syracuse in 1872, conferring the M.D. on 701 students. Dr. Frederick Hyde was Dean.

In 1873, the College of Fine Arts was organized by Professor George F. Comfort, who became its Dean from the beginning, a position which he held until his retirement from the University in 1893, twenty years. This College was an experiment in American education. In 1898, former Dean Comfort wrote, "The success of this College justifies the inauguration twenty-five years ago of this innovation in university education in America." It seems to the writer only just that the College should bear in its title the name of its able and progressive founder, viz., The George F. Comfort College of Fine Arts. Since 1889, it has been accommodated in the stately building erected on the campus by Mr. John Crouse, and which was dedicated September 18, 1889.

The era of hitherto unexperienced prosperity came with the administration of Chancellor Day (1894), although at its inauguration the country was suffering serious financial depression. A large portion of the funds of the University was invested in western securities which were just then unproductive. Mortgages were foreclosed and the University found itself in the possession of much undesired property. But, by careful management, losses were arrested and the endowment recovered. The upward progress was not only not hindered but accelerated. It has often been said of late that the University during the fifteen years from 1895 to 1910 was in the material stage of progress. That is true, unless it be meant to *limit* the progress to material development. It would not be difficult to point to noteworthy progress in internal development. The pace of colleges has been fast during the last quarter of a century. It would almost startle any reader familiar with such matters to make a comparison of present conditions in any American college with those of four or five decades ago. Entrance requirements have been greatly advanced as the high schools have become more proficient and capable of meeting them. Courses in every department of learning have been multiplied in number, varied in character and bettered in quality; graduate work has immensely increased; the range of individual teaching has necessarily been restricted and narrowed and, in consequence, the teaching force has been enlarged; endowments have mounted into millions. Syracuse University has kept pace fairly well with these changes and steps of progress. A study of the catalogues alone would reveal this, but it is most fully realized by one who has been in continuous service during the evolutionary period.

Fortunately for Syracuse, Chancellor Day entered on his work not only with words of sincere praise for his predecessors, but also with a quick apprehension of the needs of the institution, an earnest sympathy with the aspirations of the various departments, a determined purpose to supply every facility to put the University afront with the best, and a fertility of resources and a faith and optimism that wrought miracles.

Thus, three colleges were in operation in 1893 when Chancellor Sims retired from office, viz., the College of Liberal Arts (1871), the College of Medicine (1872), and the College of Fine Arts (1873). Three Chancellors had completed their work at the University by the same date, viz., Alexander Winchell, Jan. 1873–1874; Erastus O. Haven, 1874–1880, and Charles N. Sims, 1881–Oct. 1893. The present Chancellor, James R. Day, was elected to office at a special meeting of the Board of Trustees, held November 15, 1893, but did not enter upon his duties until April 1894. He has now completed twenty-six years of a very fruitful chancellorship.

Chancellor Day found three colleges in operation when he entered upon his work here. He has added the Colleges of Law, Applied Science, Teachers, Agriculture, and Forestry, and several schools, viz., the Summer School, the Graduate School, the Library School, the School of Oratory, the Night School, the School of Home Economics, the School of Business Administration and the School of Nursing. So there are now in operation eight colleges and eight schools, constituting the University.

The opening of the College of Law was authorized by the trustees in June 1894. A year later, Mr. J. B. Brooks was elected Dean of the new college and classes were held beginning Sept. 23, 1895. The College was located in the Bastable Block. Twenty-three students were enrolled. An address was delivered on the occasion by Hon. W. B. Hornblower. Removal of the College to its present quarters (former residence of the late John Crouse), corner of Fayette and State streets, was made on September 21, 1904.

On June 12, 1900, the Chancellor announced that Mr. Lyman C. Smith had promised a new building for the College of Applied Science, and, on November 1st, ground was broken for the building, which was occupied for the first time in January 1902. Charles L. Griffin was appointed Acting Dean on September 26, 1902, and was succeeded by William Kent as Dean in 1903. He resigned in 1908. Professor George H. Shepard succeeded to the deanship which he held for three years, Professor William P. Graham becoming Dean in 1911.

The Teachers College was organized in 1906 and Professor J. R. Street was named as Dean. Dean Mark E. Penney succeeded in 1917, and Dean Albert S. Hurst in 1920.

The Joseph Slocum College of Agriculture came into existence in 1910. In 1919, a splendid building was completed on the campus by Mrs. Russell Sage, and in that the College is now accommodated. Professor Frank W. Howe its first Dean was succeeded in 1920 by Dean Reuben L. Nye.

The New York State College of Forestry at Syracuse University was founded in 1911. Hugh P. Baker has been Dean since the founding until this year in which he has resigned. and Professor F. F. Moon has been appointed Dean. The State has erected a fine building for this College, and also a heating plant.

Several fine properties have been acquired during the present administration: (1) Thirty-four acres, joining the original campus of fifty acres, were purchased in

1901; (2) the present Law College building, formerly the residence of the late John Crouse, in 1904; (3) the Renwick Castle and grounds (fourteen acres), in 1905. The Teachers College is located in the Castle.

The buildings erected by Chancellor Day are as follows: (1) The new building for the College of Medicine (1896); (2) The University Block (1898); (3) The Esther Baker Steele Hall of Physics (1898); (4) Winchell Hall (1900); (5) Haven Hall (1903); (6) The Heating Plant (1903); (7) The Lyman Cornelius Smith College of Applied Science (1905); (8) The General or Carnegie Library (1905); (9) A mechanical laboratory for Applied Science (1907); (10) Sims Hall (1907); (11) Bowne Hall of Chemistry (1907); (12) Lyman Hall of Natural History (1907); (13) The Stadium (1907); (14) The Gymnasium (1909); (15) The Free Dispensary Building on East Fayette street (1914); (16) The College of Forestry and heating plant for same, erected by the State of New York (1917); (17) The east wing of the Hospital of the Good Shepherd, containing the Elsner Research Laboratory (1918); (18) The Joseph Slocum College of Agriculture (1918).

The Stadium. This structure is more elliptical than the Greek and Roman stadia, but it is not quite an amphitheater. It is really an amphitheatrical stadium. It is well adapted to modern athletic contests, having a good 200 yards straightway, a cinder track and a field. There are eighteen rows of seats and a grandstand. The outside measurement of the great structure is 670 by 475 feet. It covers six and a third acres of ground. It seats 20,000 persons. With improvised seats it will accommodate 40,000. The grand stand seats 3,000.

The materials used in constructing the Stadium were as follows: One million feet of lumber in making boxes for the concrete; 23,000 barrels of Portland cement; 220,000 square feet of galvanized wire lath; 280,000 square feet of wire cloth. There are 500 tons of steel in the concrete, and in the roof of the grand-stand, 150 tons.

The Stadium is somewhat larger than the Colosseum at Rome but not quite so wide in outside measurement. It probably covers a trifle larger area. As the Colosseum rises 150 feet in the air, with four tiers of seats, it is not surprising that its arena is much smaller than that of the Stadium. Two hundred and eighty-two by 177 feet measures the arena of the Colosseum. That of the Stadium is 575 by 339 feet. But the Colosseum would seat 50,000 people and was a true amphitheater. The University Stadium is longer and wider than the Greek stadia, which were not, however, uniform in size, nor is one end cut square off as in the latter. The Romans often modified these features, especially in rounding both ends so as to make the stadium resemble the amphitheater, and this 1907 specimen copies the Roman shape. We are not without precedent in retaining the name, while we adapt the form (retained in the main) to the athletics of our own time.

The students took up the various branches of athletics at the opening of the University in Syracuse. A baseball association was organized in 1872, and, in 1875, an athletic association was organized. Syracuse won in 1875 her first intercollegi-

ate atheltic honors by defeating Cornell in baseball, 20–14. The first track games occurred in 1876. In 1881 Syracuse united with Cornell, Hamilton, Union, Rochester and Colgate (then Madison) to form an intercollegiate baseball organization, and in 1885 a similarly composed track organization was effected. Football appeared first in 1889, and the first paid coach (baseball) in 1890. In 1893, a faculty committee took hold of athletics and organized the "General Athletic Committee", with faculty, alumni and student representation. Everything was systematized, money was raised, teams were equipped, victories followed. The writer had the honor of being chairman of this Committee for nine years, 1893–1902. In 1895 the athletic field was graded; a grandstand and fences were erected. In 1895 Syracuse was elected to membership in the Intercollegiate Association of Amateur Athletes of America, and in 1898 won fifth place by scoring nine points. Several times later, a similar showing was made. At present the Athletic Governing Board is in control of athletics and Mr. W. S. Smith, '09, is Graduate Manager. Syracuse now stands in athletics among the best colleges in the country.

In 1901, occurred the unfortunate break with Cornell University, since which time athletic relations between the two universities have been suspended. Every lover of manly sports hopes to see a resumption of the pleasant and cordial relations that for years marked the athletic intercourse of these neighboring halls of learning.

It was in 1899 that the Navy was revived and boating organized a second time at Syracuse. It may surprise some of the readers to learn that boating was one of the earliest forms of athletic sports adopted at Syracuse. A crew was organized in 1873 and on June 25th a regatta was held on Onondaga Lake, in which citizen clubs from New York, Albany, Rochester, Union Springs and Buffalo entered crews under the auspices of the Boating Association of the University. But the effort and expense were too great for the few men available, and the University shell lay for some years rotting in a shed on the lake shore. But in 1899 the time had come and the men as well. Trustee Lyman Cornelius Smith offered to donate an 8-oared shell if the students would organize a crew and take up aquatics. The offer was eagerly accepted. Mr. C. W. Seamans gave the rowing machines.

A regatta was held on Onondaga Lake June 7, 1901, in which Syracuse crews, 'Varsity and Freshman, were defeated respectively by the Francis Club crew of Cornell and the Junior Francis crew of Ithaca, and C. E. Goodwin by John M. Francis in a single scull race. The crew participated for the first time in the races on the Hudson on July 2, 1901, and ended the 'Varsity race ahead of Pennsylvania, fourth in the race. The crews won their first important successes May 24, 1902, the Freshmen defeating Cascadilla, and the 'Varsity the Laureates of Troy, the former also defeating the Newell crew of Harvard on Cayuga Lake a week later. A great victory was won on June 28, 1904, when at Poughkeepsie the Freshman crew won the race in 10:1 over Cornell, Pennsylvania and Columbia, and the 'Varsity was first, defeating all competitors, with a record of 20:22 3-5. In 1905,

the four-oared won its race in 10:15 2-3, the other two crews coming in second. The freshmen won again in 1906. In 1908, both 'Varsity and four-oared won, etc., etc.

There is an excellent athletic spirit in the University. It is a generous spirit, too, that does not consider victory as the sine qua non, though desirable, and conceives the great end to be training that makes stronger and healthier bodies. A gymnasium is as necessary to a college as a library, a good field and track as a laboratory. Athletics should be endowed. The broad view that regards them as a part of a course in physical training and as purely amateur in character is to be emphasized and is the condition of their usefulness and even of their existence.

The entire number of degrees conferred by Syracuse University to date (including Genesee College, 379, and Geneva Medical College, 721; altogether, 1100) is 10,916. Of these 1370 are duplicates, leaving 9546 as the number of individuals who have received degrees. Divided among the colleges of the University, the number is as follows: Liberal Arts, 4964; Medicine, 876; Fine Arts, 733; Law, 757; Applied Science, 796; Teachers, 177; Agriculture, 57; Forestry, 128; Library School, 79; School of Oratory, 30.

The enrollment of students in 1871 was 41; in 1880, 288; in 1890, 649; in 1900, 1613; in 1910, 3256; in 1915, 4020; in 1920, more than 5000.

Financial. The Treasurer's Report for 1884 shows as follows:

Grounds and Buildings	$212,000
Productive Endowment	233,190
Unproductive Endowment	94,800
Current Income	34,920
Current Expense	40,200

In 1894, the beginning of the present administration, the property complete totaled $1,780,825.54; the income from tuition was $19,968.95, and the total income $165,395.55.

In 1898, the total resources were $2,638,247.53; total liabilities, $597,600.00; net resources, $2,040,647.53; endowment, $867,531.00; income from endowment, $16,607.00; income from other sources, $137,491.63; cash received and expended during the year, $161,381.19.

In 1910, total resources were $5,348,315.36; liabilities, $482,916.52; receipts from tuition, $187,195.08; total receipts, $827,376.76; total disbursements, $814,456.54; increase in net resources since 1898, $2,824,951.31.

For 1919 and 1920 the report is as follows:

	1919	1920
Total assets	$7,229,348.12	7,246,286.98
Increase over the preceding year	1,058,316.12	16,938.86
Total liabilities	3,393,230.75	3,641,517.62
Increase over 1918	251,771.80	248,286.89

	1919	1920
Educational Plant	4,819,823.18	4,877,922.58
Total income	416,403.95	424,306.45
Total expense	572,323.08	762,298.53
Current expense contribution	9,825.92	15,761.50
Net deficit	146,093.21	236,348.03

The greatest financial uplift in its history was the royal gift of $400,000 by John D. Archbold, president of the board of trustees, which, with the money raised to meet the wise condition, paid the debt and added to the endowment. The same gentleman furnished the means for many of the recent developments. Those who have made smaller gifts have done it out of smaller means and deserve credit with donors of larger benefactions. The latter have made notable gifts. A few of these donors are Bishop Peck, Eliphalet and Philo Remington, Erastus F. Holden, John Lyman, James J. Belden, John and Edgar Crouse, Lyman C. Smith, Andrew Carnegie, Samuel W. Bowne, Francis H. Root, Mrs. Russell Sage, Horace Wilkinson and Francis Hendricks.

The most precious feature of the University history is that which deals with the men whose life work is wrought into that history and have given direction and character to the development of the institution. They can be little more than named in this article and those now in service must be omitted. Dr. Reid, trustee, in speaking of Alexander Winchell to the board declared that the very stones in Michigan were acquainted with him. He was professor of geology at Ann Arbor. His greatest work at Syracuse was in this department. His lectures were attended by many citizens eager to hear so famous a scholar. He was a poet speaking in prose. In order to accommodate him, almost all other college work was suspended in February and March of 1876, and a school of geology was given right of way. It was a great thing for a young university struggling for a foothold to have the benefit of the scholarship, the reputation and the active labor for five years of so great a man. Nothing else could have so operated to give standing to the college. His predecessor in executive office, Vice-President Daniel Steele, was an able man, scholarly and of noble character, but not so widely known. His services were brief. Chancellor E. O. Haven brought to his office a large experience and a fine reputation for scholarship and efficiency. He had served in the Senate of Massachusetts, had been secretary of the board of education of his denomination, was at one time a professor in the University of Michigan, and, later, for six years, its president; then president of the Northwestern University for three years; His services as an organizer were very valuable. His influence on the community and the constituency of the University was great. No nobler character was ever identified with us. Of Chancellor Sims we have already spoken.

John R. French, quiet but efficient, impressed himself deeply on the institution. On him fell the whole burden of executive responsibility during the brief interim between chancellors. The feeling of students and alumni toward him was one almost

of awe, with deep respect that was close akin to affection. He was long a Dean and for two years Vice-Chancellor of the University. His death occurred in 1897.

Professor W. P. Coddington was a member of the faculty of Genesee College from 1865. At Syracuse he was first Professor of Greek and later, of Philosophy. He was an able man and a fine teacher. He died in 1913.

Professor John J. Brown, who died in 1891, came to Syracuse from Cornell, a man of science and one of the kindliest spirits that ever lived. His breadth, his earnestness, his reverent spirit left their marks on his students, who revered him.

Dr. Charles W. Bennett, professor of history and logic, 1871–1884, was a man of unusual parts and training. The writer read Greek and Latin under his instruction before going to college and, influenced by him, came to Syracuse. Dr. Bennett was not only well experienced in school affairs when he came to the University, but was a ripe scholar in certain fields of history and archaeology.

Professor George F. Comfort, the founder of the College of Fine Arts, was an organizer and creator of unusual gifts. No man of the early days of the University could reach and interest in his projects so many men of the highest standing and the largest influence as he. George A. Parker is now the Dean.

Professor William H. Schultze was a great musician and did much to put that department of instruction on a scholarly basis. He died at his post.

Other excellent teachers in the Fine Arts might be named, such as Professors Wells, Curtis, Evans, Goetschius, Dallas, Read, the Gaggins, Hill and Hyatt and Ella I. French of delightful memory, Luella M. Stewart (Mrs. Holden), K. E. Stark (Mrs. Tyler), Unni Lund and many others.

But two must not be omitted, namely, Dean Leroy M. Vernon and Dean Ensign McChesney. The former carried on the work of his predecessor with skill and success and the latter in his own way quite as successfully wrought for the upbuilding of the college.

In the College of Medicine one need only mention the names. The honorable careers will at once tell their own story to the reader. Dean Frederick Hyde heads the list as the first executive and is followed by Dean Didama, whose noble life went out in 1905. These were great men. Other names are those of Professors Towler, Eastman, Nivison, Rider, Wilbur, the Dunlaps, Pease, Burt, Porter, Plant, William Manlius Smith and Miles G. Hyde. Dr. W. W. Porter as trustee, as well as professor, was exceedingly active and helpful and intensely loyal to the University. Dean Gaylord P. Clark was able, scholarly, a workman that needed not to be ashamed. Dr. J. L. Heffron is now Dean of the College.

This account must not close without a brief tribute to three or four other men of Liberal Arts. Professor Charles J. Little came to us in 1885 from Dickinson College and became influential in University councils at once. His interest in public affairs gave him much influence in the city, and when, after six years of service, he severed his relations to succeed Dr. Bennett at Evanston, Ill., there was general lament. Dr. Little was a man of great natural ability and of wide reading.

Professor J. Scott Clark and Professor Lucien M. Underwood are like two brilliant stars in our University firmament. Classmates in college and of the same fraternity, they were brothers always in work and affection. Their departure from us was greatly deplored. Both were well qualified in their respective departments, both were distinguished authors, both were successful and inspiring teachers.

We have omitted with one or two exceptions any reference to officers or professors who are now in service.

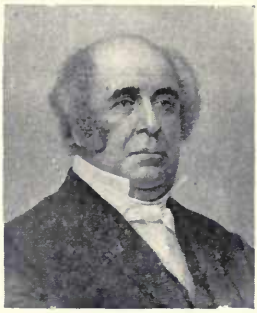
These records are very incomplete, very fragmentary. Yet they bring to view a gallery of faces and forms that are familiar and have a lasting place not only in memory but in University history. What a heritage to any university is the memory and the lasting influence of the presence and work of such an array of distinguished characters.

Perhaps no grander work or more fruitful of good results can engage the thought and energy of men than the founding and developing of a great university. The thought of one man or a few men may underlie it, but it requires the wise planning, the intelligent organizing, the generous giving, the faithful co-operation, the inspiring teaching of many other men and women to foster the plant and to realize its possibilities. Syracuse University is an admirable illustration. Prosperous almost beyond belief, its energies are devoted, not to the development of material results, but to the quickening of thought, the investigation of truth and the formation of character. A few choice spirits labored at the founding; many loyal and zealous successors have entered into their labors and made them fruitful.

Officers of the University

BY THE EDITOR

PRESIDENTS OF THE BOARD OF TRUSTEES



Bishop Jesse T. Peck
1870–1873

Chancellor Alexander Winchell, 1873–1874

Hon. David Decker
1874–1879

Mr. Francis H. Root
1879–1893

Mr. John D. Archbold
1893–1916

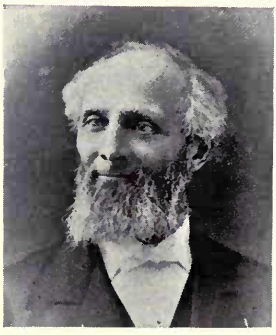
Judge Charles Andrews
1916–1918

Hon. Francis Hendricks
1918–1920

CHANCELLORS

ALEXANDER WINCHELL, A.B. (Wesleyan); A.M. (Wesleyan); LL.D. (Wesleyan).

Born 31 Dec. 1824 at North East, N. Y. Died 19 Feb. 1891 at Ann Arbor, Mich. Chancellor, Jan. 1873–4. Professor of Geology, Zoology and Botany, 1874–8. Professor of Geology and Paleontology in the University of Michigan, 1879–91. Author of many reports and books.



ERASTUS OTIS HAVEN, A.B. (Wesleyan); A.M. (Wesleyan); D.D. (Union); LL.D. (Ohio Wesleyan).

Born 1 Nov, 1820 at Boston, Mass. Died 2 Aug. 1881 at Salem, Ore. Chancellor, 1874–80 Bishop of the Methodist Episcopal Church 1880–1. Published numerous magazine articles and several books.

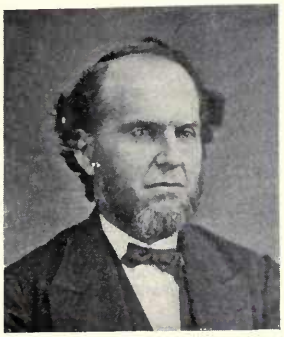
CHARLES N. SIMS, A.B. (Asbury) 1859; A.M. (Ohio Wesleyan) 1860; A.M. (Asbury); D.D. (Asbury) 1861; LL.D. (Asbury) 1871; A.M. (Syracuse) 1900.

Born 18 May 1835 at Fairfield, Ind. Died 27 March 1908 at Liberty, Ind. Author of several published addresses. Chancellor 1881–1893. Pastor of First M. E. Church, Syracuse, N. Y., 1898–1904.

JAMES ROSCOE DAY, A.B. (Bowdoin) 1874; A.M. (Bowdoin); D.D. (Wesleyan, also Dickinson); S.T.D. (Bowdoin); LL.D. (Northwestern). D.C.L. L.H.D. (Syracuse).

Born 17 Oct. 1845 at Whitneyville, Me. Chancellor, 1894–. Charles Henry Fowler Foundation since 1902. Author of "The Raid on Prosperity"; "My Neighbor, the Workingman," and numerous magazine articles, lectures and sermons.

ACTING CHANCELLORS AND VICE-CHANCELLORS



DANIEL STEELE, A.B. (Wesleyan); A.M. (Wesleyan) 1851; D.D. (Wesleyan) 1868.

Born 5 Oct. 1824 at Windham, N. Y. Died 2 Sept. 1914 at Milton, Mass. Acting Chancellor for Commencement of 1872. Vice-President, 1871–2. Pastor in New England, 1872–. Professor of Doctrinal Theology, Boston University, 1886–. Author.

JOHN RAYMOND FRENCH, A.B. (Union) 1849; A.M. (Wesleyan) 1852; LL.D. (Allegany) 1870.

Born 21 April 1825 at Pulaski, N. Y. Died 26 April 1897 at Syracuse, N. Y. Chancellor pro-tem, Oct 1893–Apr 1894. Vice-Chancellor, 1895–7 Dean of the College of Liberal Arts, 1878–1897. Professor of Mathematics, 1871–1893. Francis H. Root Professor of Mathematics, 1893–1897.

FRANK SMALLEY, A.B. (Syracuse) 1874; A.M. (Syracuse) 1876; Ph.D. (Syracuse) 1891; LL.D. (Colgate) 1909, also (Union) 1909.

Born 10 Dec. 1846 at Towanda, Pa. Acting Chancellor, summer of 1903 and year of 1908–9. Vice-Chancellor Emeritus since Feb. 1917. Dean of the College of Liberal Arts, 1900–1917 Feb. Professor of Latin, 1877–. Gardiner Baker Professor of the Latin Language and Literature since 1893. Has published two articles in Regents Reports (1881 and 1882); Latin Hymns; and four books for college classes.

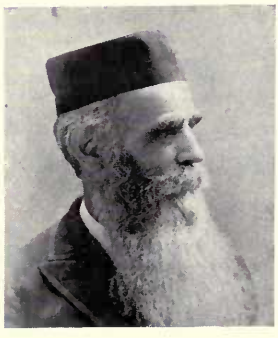
DEANS

FREDERICK HYDE, M.D. (Fairfield) 1836.

Born 27 January 1809 at Whitney's Point, N. Y. Died 15 Oct. 1887 at Cortland, N. Y. Dean of the College of Medicine, and Professor of Surgery, 1872–87. Published many articles.

GEORGE F. COMFORT, A.B. (Wesleyan) 1857; A.M. (Wesleyan) 1860; L.H.D. (Univ. of State of N. Y.); LL.D. (Syracuse) 1893.

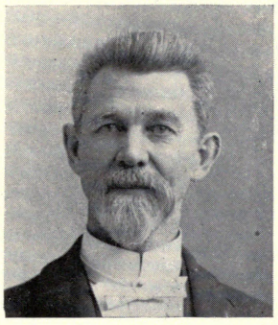
Born 20 Sept. 1833 at Berkshire, N. Y. Died 5 May 1910 at Montclair, N. J. Dean of the College of Fine Arts (founded by him) and Professor of Esthetics and History of Fine Arts, 1873–1893. Published many books and articles.



JOHN R. FRENCH—(See Acting-Chancellors).

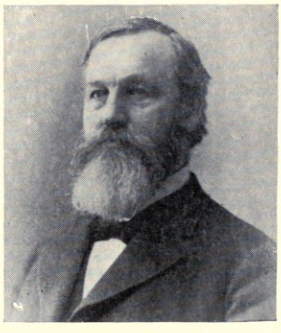
HENRY DARWIN DIDAMA, M.D. (Albany) Med. Coll. 1846.

Born 17 June 1823 at Perryville, N. Y. Died 4 Oct. 1905 at Syracuse, N. Y. Dean of the College of Medicine and Professor of the Science and Art of Medicine and Clinical Medicine, 1888–1905. Emeritus Dean, 1905.



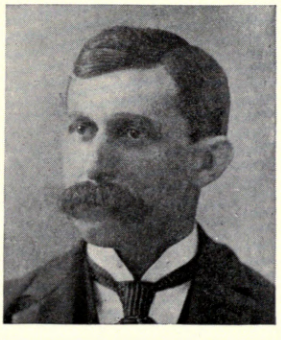
LEROY MONROE VERNON, A.B. (Iowa Wesleyan) 1860; A.M., 1863; D.D. (Univ. of Mo.) 1869.

Born 3 April 1838 at Crawfordsville, Ind. Died 10 August 1896 at Syracuse, N. Y. Dean of the College of Fine Arts, 1893–1896. Professor of Esthetics and History of the Fine Arts, 1893–1896. Has published religious articles.



JAMES BYRON BROOKS, A.B. (Dartmouth) 1869; A.M., 1886. LL.B. (Albany Law School) 1871. D.C.L. (Syracuse) 1895.

Born 27 June 1839 at Rockingham, Vt. Died 17 June 1914 at Syracuse, N. Y. Dean of the College of Law and Professor of Law, 1895–1914.



ALBERT LEONARD, A.B. (Ohio University) 1888; A.M., 1891. Ph.D. (Hamilton) 1894.

Born 21 Dec. 1857 at Logan, O. Dean of the College of Liberal Arts and Professor of Pedagogy, 1897–1900. Editor Journal of Pedagogy.

ENSIGN MCCHESNEY, A.B. (Wesleyan); Ph.D. (Boston Univ.) 1879; D.D. (Wesleyan) 1888.

Born 17 March 1844 near Troy, N. Y. Died 30 Nov. 1905 at Syracuse, N. Y. Dean of the College of Fine Arts and Professor of Esthetics and History of the Fine Arts, 1898–1905. Has published mainly religious articles.

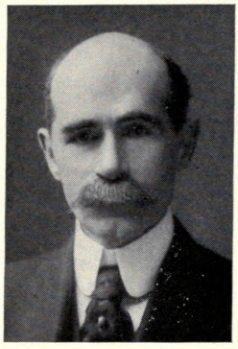
FRANK SMALLEY—(See Acting-Chancellors).

CHARLES LEWIS GRIFFIN, B.S. (Worcester Polyt. Inst.) 1888.

Born 1867 at Springfield, Mass. Acting Dean of the College of Applied Science and Professor of Mechanical Engineering, 1902–1903.

WILLIAM KENT, A.B.; A.M. 1873. M.E. (Stevens Inst. of Tech.). D.Sc. (Syracuse) 1905.

Born 5 March 1851 at Philadelphia, Pa. Died 18 Sept. 1918 at Gananoque, Canada. Dean of the College of Applied Science and Professor of Mechanical Engineering, 1903–1908. Published many articles of an engineering character.

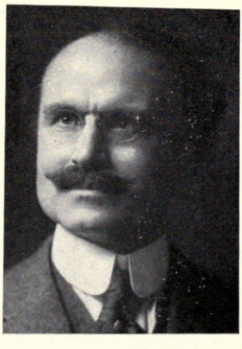


GAYLORD PARSONS CLARK, A.B. (Williams) 1877; A.M. (Williams) 1880; M.D. (Syracuse) 1880.

Born 12 Nov. 1856 at Syracuse, N. Y. Died 1 Sept. 1907 at Syracuse, N. Y. Dean of the College of Medicine, 1905–1907. Professor of Physiology, 1904–1907.

GEORGE ALBERT PARKER, Mus.D. (Syracuse) 1893. Graduate of the Royal Conservatory of Music, Stuttgart, Germany.

Born 21 Sept, 1856 at Kewanee, Ill. Acting Dean of the College of Fine Arts, 1896–8. Dean of same, 1906–. Professor of Organ since 1906.



ADOLPH FREY, Mus.M. (Syracuse) 1902.

Born 4 Apr. 1865 at Buchingen, Germany. Acting Dean of the College of Fine Arts, 1905–6. Professor of Piano and History of Music since 1894.

JACOB RICHARD STREET, A.B. (Victoria Univ.) 1884; A.M. (Toronto) 1888; Ph.D. (Clark) 1898.

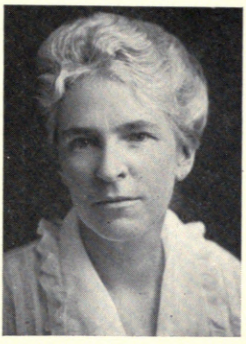
Born 1 July 1860 at Palmyra, Ont. Died 11 June 1920 at Syracuse, N. Y. Professor of Pedagogy, College of Liberal Arts, 1900–1910. Dean of the Teachers College, 1906–1917, February. Has published articles on educational subjects.

JOHN LORENZO HEFFRON, A.B. (Colgate) 1873; A.M. (Same) 1876; M.D. (Syracuse) 1881.

Born 29 Nov. 1851 at New Woodstock, N. Y. Dean of the College of Medicine, 1907–. Professor of Clinical Medicine, 1895–. Has published articles on medical subjects.

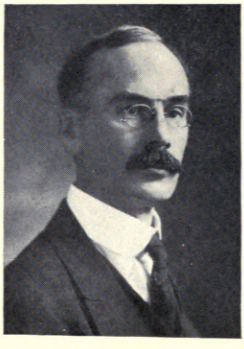
GEORGE HUGH SHEPARD, M.M.E. (Cornell) 1902.

Born 28 Dec. 1870 at Trempalean, Wis. Dean of the College of Applied Science, 1908–1911. Professor of Mechanical Engineering, same, 1909–1911. Has published articles bearing on engineering problems.



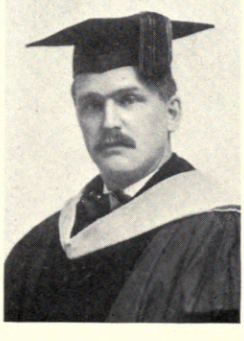
JEAN MARIE RICHARDS, Litt.B. (Smith) 1895.

Born 10 Nov. 1871. Dean of Women, 1909–. Instructor in English, 1895–1900. Associate Professor of English, 1900–1903. Professor of English since 1903.



WILLIAM PRATT GRAHAM, B.S. (Syracuse) 1893; Ph.D. (Berlin, Germany) 1897.

Born 24 Nov. 1871 at Oswego, N. Y. Dean of the College of Applied Science, 1911–. Associate Professor of Electrical Engineering, 1897–1901. Professor of Electrical Engineering since 1901.



HUGH POTTER BAKER, M.F. (Yale); D.Oec. (Munich).

Born 20 Jan. 1878 at St. Croix Falls, Wis. Dean of the College of Forestry, 1912–1920, February.

FRANK WILLIAM HOWE, A.B. (Mich.); M.S. (Mich. Agr.).

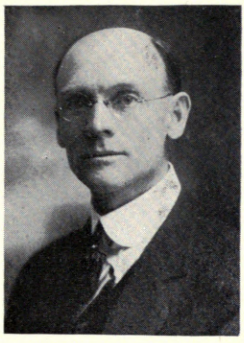
Director of the Division of Agriculture, 1912–13. Dean of the College of Agriculture, 1913–1920. Professor of Farm Management.

WILLIAM HENRY METZLER, A.B. 1888; Ph.D. (Clark) 1892.

Born 18 Sept. 1863 at Odessa, Ont. Professor of Mathematics since 1896. Francis H. Root Professor of Mathematics since 1897. Dean of the Graduate School, 1913–1917.

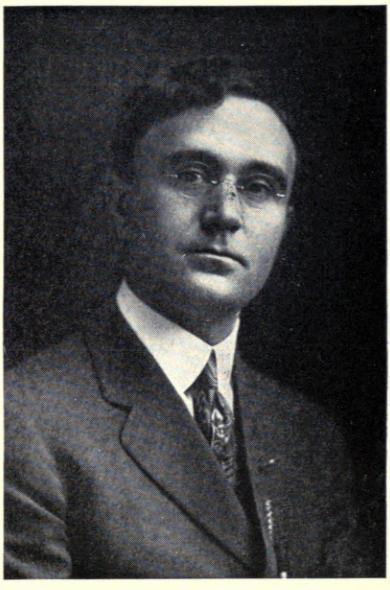
HENRY ALLEN PECK, A.B. (Syracuse) 1885; A.M. (Same) 1888. Ph.D. (Strassburg, Germany) 1896.

Born 3 May 1863 at Mexico, N. Y. Erastus Franklin Holden Professor of Astronomy, 1901–1919. Dean of the College of Liberal Arts, Feb. 1917–. Has published many articles on Astronomy.



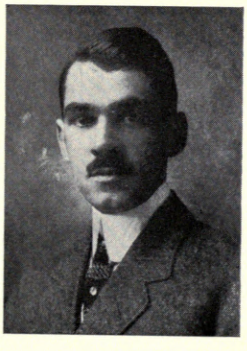
WILLIAM L. BRAY, A.B. (Indiana) 1893; A.M. (Lake Forest) 1894; Ph.D. (Chicago) 1898.

Born 19 Sept. 1865 at Burnside, Ill. Professor of Botany since 1907. Acting Dean of the College of Forestry, 1911–1912. Dean of the Graduate School, 1917–.



MARK EMBURY PENNEY, Ph.D. (Cornell).

Professor of Philosophy, 1915–1917. Dean of the Teachers College, Feb. 1917–1920.



FREDERICK FRANKLIN MOON, A.B. (Amherst) 1901; M.F. (Yale) 1909.

Born 3 July 1880 at Easton, Pa. Professor of Forest Engineering, 1913–. Acting-Dean of the College of Forestry, Feb.–June, 1920. Dean of Same, 1920–.

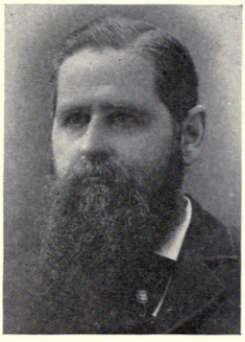
ALBERT S. HURST, A.B. (Univ. of Toronto) 1899; A.M. (Yale) 1904; Ph.D. (Yale) 1905.

Born 13 Aug. 1866 at Morpath, Ont., Can. Instructor in the History and Principles of Education, 1906–1907; Associate Professor of Same, 1907–1909; Associate Professor of the History and Philosophy of Education, 1909–. Dean of the Teachers College, 1920–.

REUBEN L. NYE, B.S. (Mich. Agr. College).

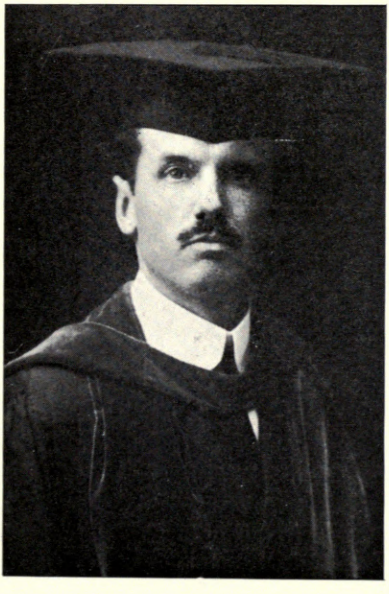
Professor of Agricultural Teaching and Rural Life, 1919–. Dean of the College of Agriculture, 1920–.

DIRECTORS OF THE LIBRARY SCHOOL



Librarian HENRY O. SIBLEY, Ph.D.
1889–1904.

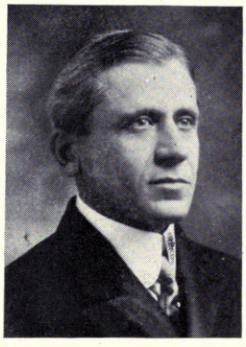
Librarian MARY J. O'BRYON SIBLEY, Ph.D.,
1905–1913.



Librarian EARL E. SPERRY, Ph.D.
1913–.

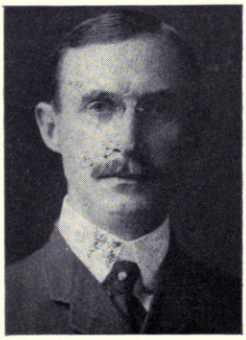
DIRECTORS OF THE SUMMER SCHOOL

Professor J. R. STREET, Ph.D., 1902–6.

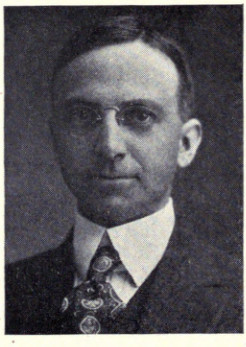


Professor F. J. HOLZWARTH, Ph.D., 1906–8.

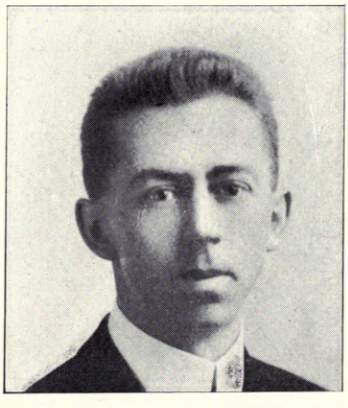
Dean F. SMALLEY, LL.D., 1908–1911.



Prof. E. C. MORRIS, A.M.
1911–1916.



Prof. M. E. SMITH, Ph.D.
1917–1919.

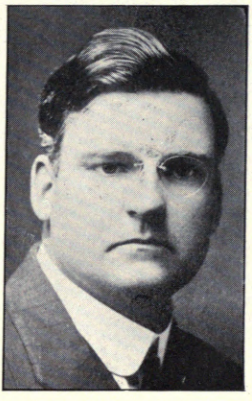


Prof. LOREN C. PETRY, Ph.D.
1920–.

DEANS OF THE GRADUATE SCHOOL

Professor WILLIAM H. METZLER, Ph.D., 1911–1917.
Professor WILLIAM L. BRAY, Ph.D., 1917–.

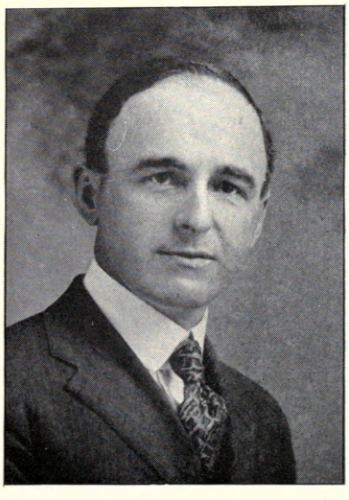
DIRECTOR OF THE SCHOOL OF ORATORY



Professor HUGH M. TILROE, A.B., 1913–.

DIRECTORS OF THE EVENING SESSION

Prof. M. E. SMITH, Ph.D., 1918–1919. Prof. F. F. DECKER, Ph.D., 1919–.



PROFESSOR F. F. DECKER, PH.D.

DIRECTOR OF THE SCHOOL OF BUSINESS ADMINISTRATION

Professor J. HERMAN WHARTON, A.M.
1919–.

DIRECTOR OF THE SCHOOL OF HOME ECONOMICS

Professor FLORENCE E. S. KNAPP
1918–.

DIRECTOR OF THE SCHOOL OF NURSING

SUPERINTENDENT NELLIE R. HAMILL, R.N.
1916–.

DIRECTOR OF MILITARY SCIENCE AND TACTICS

Professor SIDNEY F. MASHBIR, Capt. U. S. A., 1919–1920.
Professor OSCAR W. GRISWOLD, Major U. S. A., 1920–.

PROF. SIDNEY F. MASHBIR.

LIBRARIANS

MR. JOHN P. GRIFFIN, A.M., 1871–5.
Professor CHARLES W. BENNETT, LL.D., 1875–1885.
Professor W. P. CODDINGTON, D.D., 1885–1889.
MR. HENRY O. SIBLEY, Ph.D., 1889–1904.
MRS. MARY J. O'BRYON SIBLEY, Ph.D., Assistant Librarian, 1889–1892.
Acting Librarian, 1904–1913.
Professor EARL E. SPERRY, Ph.D., 1913–.

REGISTRARS

MR. JOHN P. GRIFFIN, A.M., 1871–5.
Professor JOHN R. FRENCH, LL.D., 1875–94.
Professor FRANK SMALLEY, Ph.D., 1894–1900.
Professor ERNEST N. PATTEE, M.S., 1900–1902.
Rev. C. C. WILBOR, Ph.D., D.D., 1902–1914.
Professor ROSS JEWELL, Ph.D., 1914–.

Members of the Faculty Who Died While in the Service of the University

BY THE EDITOR

JOHN W. LAWTON, M.D., Died 3 June 1874 at Syracuse, N. Y.
Professor of Clinical Ophthalmology and Otology, 1872–1874.

HERVEY BACKUS WILBUR, A.B.; M.D. Died 1 May 1883 at Syracuse, N. Y.
Professor of the Diseases of the Mind and Nervous System, 1872–1876. Lecturer on Insanity, 1876–1893.

WILFRED WICKLIFFE PORTER, M.D. Died 2 June 1885 at Geddes, N. Y.
Professor of Clinical Midwifery and Diseases of Women and Children, 1872–1874. Professor of Obstetrics and Gynecology, 1874–1885.

JOHN TOWLER, M.A. Died 2 April 1886 at Orange, N. J.
Professor of Anatomy and Physiology, Genesee College, 1851–1853. Professor of Chemistry and Pharmacy, Toxicology, Medical Jurisprudence, General and Special Anatomy, Geneva Medical College, 1853–1872. Professor of General, Special and Surgi; cal Anatomy, 1872–1873. Professor of Chemistry and Toxicology, 1873–1880. Emeritus Professor, 1880–1886.

ROGER WILLIAMS PEASE, M.D. Died 28 May 1886 at Syracuse, N. Y.
Professor of Clinical Surgery, 1876-1886. Professor of Operative and Clinical Surgery, 1876–1886.

FREDERICK HYDE, M.D. Died 15 Oct. 1887 at Cortland, N. Y.
Professor of Surgery, 1872–1887. Dean of the College of Medicine, 1872–1887. Published a number of papers on medical subjects.

WILLIAM HEINRICH SCHULTZE, Mus.D. Died 26 Sept. 1888 at Syracuse, N. Y.
Professor of Theory and Practice of Music, 1877–1888.

JOHN JACKSON BROWN, A.M.; LL.D. Died 15 Aug. 1891 at Syracuse, N. Y.
Professor of Physics and Chemistry, 1871–1889. Emeritus Professor of the same, 1889–91.

NELSON NIVISON, M.D. Died July 1893 at Burdett, N. Y.
Professor of Physiology, Pathology and Hygiene, 1887–1893.

WILLIAM BRADLEY BREED, B.S.; M.D. Died 24 Oct. 1893 at New York City.
Instructor in Histology, 1893–1894.

WILLIAM HERBERT DUNLAP, B.S.; M.D. Died 11 Nov. 1895 at Syracuse, N. Y.
Instructor in Materia Medica and Therapeutics, 1882–1883. Lecturer on same, 1883–1884. Professor of same, 1884–1887. Professor of Dermartology, 1887–1895. Registrar of the College of Medicine, 1888–1893.

Leroy Monroe Vernon, A.B.; A.M.; D.D. Died 10 Aug. 1896 at Syracuse, N. Y.

Dean of the College of Fine Arts, Jan. 1893–1896.

John Raymond French, A.B.; A.M.; LL.D. Died 26 April 1897 at Syracuse, N. Y.

Professor of Mathematics, 1871–1893. Francis H. Root Professor of Mathematics, 1893–1897. Dean of the College of Liberal Arts, 1878–1897. Vice-Chancellor of the University, 1895–1897. Chancellor Pro Tem, Oct. 1893 to April 1894.

James William Wilson, A.B.; A.M. Died 16 April 1898 at Syracuse, N. Y.

Lecturer on Medical Jurispreudence, 1895–1898.

John Henry Boynton, A.B.; A.M.; Ph.D. Died 22 May 1898 at Woodstock, Vt.

Instructor in English, 1897–1898.

William Tomlinson Plant, M.D. Died 27 Oct. 1898 at Syracuse, N. Y.

Professor of Medical Jurisprudence, 1872–1873; of Clinical Medicine and Medica Jurisprudence, 1873–1876; of Clinical and Forensic Medicine, 1876–1879; of Diseases of Children and Forensic Medicine, 1879–1886. Emeritus Professor ofPediatrics, 1886–1895. Registrar of the College of Medicine, 1874–1888.

Scott Owen, M.D. Died 2 Jan. 1899 at Syracuse, N. Y.

Instructor in Anatomy, 1885–1891. Lecturer on Anatomy, 1891–1893. Professor of Anatomy, 1892–1899.

William Manlius Smith, A.B.; A.M.; M.D. Died 4 May 1900 at Syracuse, N. Y.

Professor of Botany and Adjunct Professor of Materia Medica, 1876. Professor of Medical Chemistry and Botany, 1877–1890; of Chemistry, 1890–1899. Emeritus Professor of Chemistry, 1899–1900.

Unni Lund. Died 16 Nov. 1901 at Syracuse, N. Y.

Professor of Vocal Music, 1893–1901.

Henry Bigelow Allen, M.D. Died 30 Jan. 1904 at Baldwinsville, N. Y.

Lecturer on Obstetrics, 1885–1886. Professor of same, 1886–1901. Emeritus Professor of same, 1901–1904.

Ella Irene French, B.Mus. Died 24 June 1904 at Syracuse, N. Y.

Instructor in Piano, 1884–1894. Professor of same, 1894–1904.

Henry Orrin Sibley, A.B.; A.M.; Ph.D. Died 11 April 1905 at Syracuse, N. Y.

Librarian, 1889–1904. Instructor in Library Economics, 1892–1900; same in Library Economy, 1900–1901. Professor of Library Economy, 1901–1904.

Henry Darwin Didama, M.D.; LL.D. Died 4 Oct. 1905 at Syracuse, N. Y.

Professor of Clinical Medicine, 1872–1873. Professor of Principles and Practice of Medicine and Clinical Medicine, 1873–1888. Dean of the College of Medicine, 1888–1905. Emeritus Dean. 1905

ENSIGN MCCHESNEY, A.B.; Ph.D.; D.D. Died 30 Nov. 1905 at Syracuse, N. Y.
Dean of the College of Fine Arts, 1898–1905.

GAYLORD PARSONS CLARK, A.B.; A.M.; M.D. Died 1 Sept. 1907 at Syracuse, N. Y.
Lecturer on Anatomy, 1880–1881. Professor of Anatomy, 1881–1892. Professor of Physiology, 1892–1907. Lecturer on Artistic Anatomy, College of Fine Arts, 1891–1897. Professor of Physiology, College of Liberal Arts, 1897–1907. Dean of the College of Medicine, 1905–1907.

ALBERT AUGUST MACK. Died 5 Jan. 1908 at Syracuse, N. Y.
Instructor in Piano and Theory of Music, 1905–1906. Associate Professor of Piano and Theory of Music, 1906–1907. Professor of same, 1906–1908.

REINE HARDEN HICKEY. Died 17 April 1908 at Syracuse, N. Y.
Instructor in Vocal Music, 1907–1908.

JAMES DUANE PHELPS, A.B.; A.M.; D.D. Died 19 Aug. 1908 at Utica, N. Y.
Financial Secretary, appointed by the Genesee Conference, 1899–1908.

JAMES B. FAULKS, JR., M.E. Died 5 Jan. 1910 at Syracuse, N. Y.
Instructor in Experimental Engineering, 1904–1906. Assistant Professor of Experimental Engineering, 1906–1907. Associate Professor of same, 1907–1909. Professor of same, 1909–1910.

GEORGE MCGOWAN, LL.B. Died 5 July 1910 at Skaneateles, N. Y.
Lecturer on Elementary Law and Trusts, 1895–1899. Instructor in Elementary Law and Trusts, 1899–1900. Instructor in Elementary Law, 1900–1909. Instructor, 1909–1910.

HERBERT MORSE BURCHARD, A.B.; A.M.; Ph.D. Died 21 Aug. 1911 at Syracuse, N. Y.
Instructor in Greek, 1899–1900. Associate Professor of Greek, 1900–1901. Professor of Greek, 1901–1911.

ALTON EUGENE DARBY, B.Mus. Died 19 Jan. 1912 at Homer, N. Y.
Instructor in Violin, 1907–1912.

PETER BAILLIE MCLENNAN, A.B.; A.M.; Ph.D. Died 8 May 1913 at Syracuse, N. Y.
Lecturer on Trials of Actions, 1895–1913.

ALBERT STEUBEN HOTALING, M.D. Died 7 Aug. 1913 at Syracuse, N. Y.
Assistant in Clinical Obstetrics, 1901–1902. Instructor in same, 1902–1906. Lecturer on same, 1906–1908. Associate Professor of same, 1908–1911. Professor of Same, 1911–1913.

WELLESLEY PERRY CODDINGTON, A.B.; A.M.; D.D. Died 13 Aug. 1913 at Hamburg, Germany.
Professor of Modern Languages (Genesee College) 1865–1866. Professor of Greek and German (Genesee College) 1866–1868. Professor of Greek and Latin (Genesee College) 1868–1871. Professor of Greek (Syracuse University) 1871–1873. Professor of Greek and Ethics, 1873–1891. Professor of Philosophy and Pedagogy, 1891–1897. Professor of Philosophy, 1897–1913. Professor of Philosophy and Psychology, Teachers College, 1906–1913.

NATHAN JACOBSON, M.D. Died 16 Sept. 1913 at Syracuse, N. Y.
Instructor in Surgery, 1886–1887. Instructor in Laryngology, 1887–1888. Lecturer on Laryngology and Clinical Surgery, 1888–1889. Professor of same, 1889–1893. Professor of Clinical Surgery, 1893–1906. Professor of Surgery, 1906–1913. Published many medical articles.

DANIEL PRATT, A.B.; A.M. Died 12 Feb. 1914 at Syracuse, N. Y.
Assistant in Mathematics, 1902–1905. Instructor in same, 1905–1907. Assistant Professor of same, 1907–1914.

JAMES BYRON BROOKS, A.B.; A.M.; LL.B.; D.C.L. Died 14 June 1914 at Syracuse, N. Y.
Dean of the College of Law, 1895–1914. Instructor in Equity Jurisprudence and Wills, 1895–1897. Instructor in Equity Jurisprudence, Trusts and Constitutional Law, 1897–1899. Professor of Law (Equity Jurisprudence, Trusts and Constitutional Law), 1899–1900 Professor of Law (Procedure at Common Law and Constitutional Law), 1900–1902; same (Procedure at Common Law, Agency, Medical Jurisprudence and Roman Law), 1904–1905; same (Procedure at Common Law, Trusts, Medical Jurisprudence and Roman Law), 1905 1907; same (Procedure at Common Law and Trusts), 1907–1914. Was a Captain in the Civil War.

ALFRED MERCER, M.D. Died 5 Aug. 1914 at Syracuse, N. Y.
Professor of Minor and Clinical Surgery, 1872–1884. Professor of State Medicine, 1884–1895; Emeritus Professor of State Medicine, 1895–1914. Author of many articles on medical subjects.

HENRY L. ELSNER, M.D.; LL.D. Died 17 Feb. 1916 at Syracuse, N. Y.
Instructor in Practice of Medicine, 1882–1884. Lecturer on same, 1884–1886. Professor of Clinical Medicine, 1886–1893. Professor of the Science and Art of Medicine and Clinical Medicine, 1893–1904. Professor of Medicine, 1904–1916. Author of many articles on Medicine.

CHARLES FREDERICK WILEY, Ph.B.; M.D. Died 1 May 1916 at Syracuse, N. Y.
Instructor in Pathology and Bacteriology, 1896–1898. Demonstrator of Anatomy, 1903–1905. Neurologist at the Dispensary, 1903–1916.

EDGAR COIT MORRIS, A.B.; A.M. Died 25 Dec. 1916 at Syracuse, N. Y.
Instructor in Rhetoric and the English Language, 1895–1895. Professor of same, 1895–97. Professor of English, 1897–1899. Jesse Truesdell Peck Professor of English Literature, 1899–1916. Author.

FRANK D. HARRIS, A.B. Died 11 Oct. 1918 at Syracuse, N. Y.
Instructor in English, 1918–.

GRANT R. HAIGHT, C.E. Died 1 Feb. 1920 at Syracuse, N. Y.
Assistant Professor of Civil Engineering, 1919–1920.

University Celebrates Laying of First Corner-Stone in August, 1871

(From *Syracuse Herald*, June 13, 1920)

ACROSS the chasm of half a century, memories of Syracuse University are greeting realities of today; the University is celebrating its golden jubilee, doing honor to the institution for which the corner-stone was laid August 31, 1871.

It was the corner-stone for the old Hall of Languages, the parent building on Syracuse University campus, where now 13 lordly halls and colleges rear their heads. The parent has taken on new stature, too, since the building, begun in 1871, was finished. The central tower has been placed since, so that the old building resting, as it does, on the very crown of "piety hill", well tops the surrounding temples of knowledge.

It was a big day in Syracuse, that August 31, 1871.

The corner-stone of Syracuse University and that of the University Ave. M. E. Church were laid on the same day, the vast throng which had witnessed the laying of what was to become one of the greatest universities in these United States, trooping to the site of the church after the ceremonies on the "hill" were finished.

Among those who witnessed both ceremonies and who have met and discussed the affairs since the golden jubilee celebration began, were Frank Smalley, now vice-chancellor, but then a student-to-be in the new College, and Miss Alice C. Ranger of 406 Irving Ave., who afterward was for a time a student in the College of Fine Arts.

On that day, at 10 o'clock in the morning, Syracuse folk gathered at Shakespeare Hall to witness the inauguration of the faculty of the new university. The Rev. Dr. Jesse T. Peck, president of the board of trustees, made the inaugural charge, an old record saying that "the members of the faculty rose in their places on the platform and remained standing during the charge".

Four men were inaugurated on that day, Prof. John R. French, Prof. W. P. Coddington, Prof. J. J. Brown and Prof. C. W. Bennett. [Five men were inaugurated. At their head was Vice-President Daniel Steele.—Editor.] Now the college faculty numbers nearly 400. It was 12 years before a woman was admitted to the faculty board, when Miss Katherine E. Stark became an instructor in the College of Fine Arts, in 1883. Now there are 93 women among the teachers at Syracuse University.

Dr. Peck, who had earlier in the day charged the newly elected faculty members laid the corner-stone for the new edifice. His dedication speech, read today, seems to these men and women who have come back to Syracuse for the jubilee, to have been almost in the nature of a prophecy.

He said: "By authority vested in me by the board of trustees, I hereby declare this to be the corner-stone of Syracuse University—an institution devoted to the diffusion of knowledge among men, the promotion of Christian learning, literature and science and the knowledge of the learned professions."

Andrew D. White, first president of Cornell University, was one of the speakers at that corner-stone ceremonial. Jacob Gould Schurman, President of Cornell today, was the principal speaker at the golden jubilee ceremony held on Friday.

Mary Lydia Huntley was the first co-ed to win her degree at Syracuse University. [She was the only woman in the first class graduated, 1872, consisting of 19 members.—Editor.] She was graduated with a B.S. degree in 1872. Co-eds were few in those early days, but nowadays women form a good percentage of the student body, as illustrated by the graduating class of 1920.

There were no dormitories in connection with Syracuse University in those early days; students who came here from other cities sought food and lodging with citizens who opened their homes to these seekers after knowledge.

Now there are thirteen dormitories and cottages, one of them, Sims Hall, in three sections, the equivalent of three buildings.

Some of the "old-timers", who are numbered among the "Kum-Baks", are laughing this week over the pranks which co-eds played shortly after the names of Haven Hall and Winchell Hall had been placed over the entrances of these buildings. In some manner they inserted an "e" between the "h" and "a" of Haven—a very lean "e" but still apparent—while with putty they entirely obliterated the "winc" from Winchell.

Girls were girls even so long ago as when Haven and Winchell halls were named.

Vice-Chancellor Smalley is the only man at the University now who was there when the corner-stone was laid. In the intervening time he has been professor, dean, acting chancellor and vice-chancellor emeritus.

Classes were held in the Myers block until the new building was completed, the College of Liberal Arts opening its courses in September, 1871. The College of Physicians and Surgeons commenced its first courses in October of the following year.

The Hall of Languages was not completed until May, 1873.

II

Phi Beta Kappa Banquet

AS a preliminary event of the Golden Jubilee and in a co-ordinate celebration of its Silver Anniversary, the New York Kappa Chapter of Phi Beta Kappa, located at the University, gave a dinner in the College of Agriculture at six p. m., March 25, and at eight p. m. of the same date held anniversary exercises in the audience room of the John Crouse College.

The reader will note that March 25, 1920, is fifty years to a day from the approval and recording of the charter of the University. The Kappa chapter was granted to the University on September 11, 1895, and the charter was received in December of the same year. An interesting editorial appears in the DAILY ORANGE of March 25, 1920. It follows:

TWO BIRTHDAYS

Syracuse University is just fifty years old today. On March 25, 1870, the charter was granted for what now stands out as one of the greatest and best universities of the country.

The New York Kappa chapter of Phi Beta Kappa, honorary society, is twenty-five years old. Its charter was granted on March 25, 1895. [September 11, 1895. Editor.]

Both will be celebrated tonight when the Silver Anniversary dinner of Phi Beta Kappa will be held in Slocum Hall.

The strides taken during the past fifty years in the building up of the University are so great as to make them almost unbelievable to the average citizen. Yet they came as a result of the high grade of work required and maintained within her halls. Phi Beta Kappa has been an important factor in the lifting up of the scholastic standards and ultimately in influencing the University's growth.

The anniversary dinner in celebration of both birthdays tonight is auspicious and should be properly supported by all men and women of the University and city who have been honored by membership in the Phi Beta Kappa society.

The DAILY ORANGE also makes the following report for the dinner or banquet:

Nearly 200 members of Phi Beta Kappa sat down to a banquet in the Slocum College of Agriculture last evening. Many out of town members of the national fraternity were present. some of whom represent other universities.

Mr. Charles W. Tooke, chairman of proceedings, introduced several of these guests for short speeches between courses. One representative from Colgate brought congratulations from his college. In the course of a brief talk he said that one of the most vivid recollections of his childhood was that of the Hall of Languages standing alone in the midst of a wilderness.

The Hamilton College speaker thanked the Kappa chapter for its invitation to attend its anniversary functions. The Cornell representative brought greetings from Cornell, and also gave a message of congratulation from Union College, whose representative was unexpectedly detained.

After the delegate from Rochester University had spoken briefly, Dr. Birge of Wisconsin, the speaker of the evening, addressed a few words to the assembled members of the fraternity.

A table opposite to the speakers was reserved for the forty-eight initiates. The tables were decorated with daffodils and hyacinths and with candles of yellow and heliotrope.

Before the dessert course, a large birthday cake, lighted by twenty-five candles, was brought to Mr. Tooke as a birthday gift to the chapter from Mrs. Knapp of the Home Economics School

At the Anniversary meeting in the John Crouse College, Chancellor Day made the introductory address. He said:

"The University is about to close its fiftieth year, the charter is recording its fiftieth anniversary and Phi Beta Kappa is recording its twenty-fifth anniversary. The University is recording its emancipation from the odium stigma, that has been used against it, of sectarianism. It has never been sectarian, but persistently and frequently it has been said of us, 'They are sectarian'."

Dr. Day then went on to tell of the revision of the old charter which had been made just recently. In concluding his speech, he said, "We are starting with the old charter revised and our spirit renewed; and the great University today will be the greater University in fifty years."

Mr. William Nottingham, '76, followed with an address on "Charter Day". The following is a brief abstract of his remarks:

> "This institution fifty years of age had no location except in the support of a body of zealous men and women. It is from a source like that, that in the course of human progress those movements have issued, that after going a great distance and continually gaining strength in the striving, have become the crowns of the kingdom."
>
> "This University had a liberal endowment of faith and courage. With such a beginning it was evident that it must achieve success."
>
> "The foundation of Liberal Arts was laid six months [eighteen months—Editor] after the charter was filed, namely, in August, 1871". Dr. Nottingham explained that since the University was not very large, the number of professors in the institution comprised at first only five members. The salary of the first president was stated to be $2500, and that of the professors, $2000 each. [But this was immediately changed to $2500 for each professor. Editor.]
>
> "The professors were a magnificent body of men. They taught from the love of it. They were men who were fully and completely equipped and they gave their time without stint.
>
> "This University has always stood for broad liberal education, for highest ideals, for service to mankind, for statesmanlike development and for the kind of education we need now, to grapple with the great world problems."

In conclusion, Dr. Nottingham said, "I have no doubt of its future". "I can only say that it is the devout wish of all in Syracuse and the country roundabout that the next fifty years may be as prolific as the past fifty years have been."

The Phi Beta Kappa fraternity was organized at the College of William and Mary at Williamsburg, Va., on Dec. 5, 1776. The chapters in the United States have increased with the growth in the institutions of learning until at the present date the number is ninety-two, which have become known as the "United Chapters of Phi Beta Kappa". Dr. Edward Birge was chosen last September as the president of the "United Chapters of Phi Beta Kappa". He is president of the University of Wisconsin. The "Phi Beta Kappa Oration" was delivered by Dr. Birge. In his speech Dr. Birge expressed the "hope that Phi Beta Kappa will be a vital influence in shaping the destiny of Syracuse University and of the students studying within its walls."

"Dr. Birge then continued to give a brief history of learning from ancient Greek times to the present time touching especially on the subject of 'Humanism'."

His address follows in full.

In Lucem Gentium

ADDRESS BY EDWARD A. BIRGE, PH.D., SC.D., LL.D., PRESIDENT OF THE UNIVERSITY OF WISCONSIN AND PRESIDENT OF THE UNITED CHAPTERS OF PHI BETA KAPPA

HIGHER education in Europe since the middle ages has been controlled successively by three systems of thought. Through the centuries which elapsed from the beginning of what we should now call university training until the revival of learning, scholasticism was dominant. With the development of a specialized interest in the learning of Rome and Greece, humanism succeeded to power and maintained its place for centuries. Finally, about the middle of the 19th century, a new revolution brought science to the front.

Such, stated briefly and therefore very imperfectly, is the succession of dominance. I say *dominance* because the old did not disappear when the entrance of the new pushed it from the seat of control. For scholasticism still lives. I suppose that the philosophy and the theology of St. Thomas Aquinas have more adherents today than at the revival of learning. I need not say to a university audience that the humanities still hold a first place, if no longer the leading place, in university life and teaching. Yet none the less the fortunes of scholasticism in the last years of the 15th century and the early part of the 16th were of immeasurable significance to university life and to society. No less significant is the change which has developed and which is still developing in our own time.

I propose, therefore, to sketch this later revolution in the light of its predecessor four centuries ago; to name some of the factors which preceded and made possible the revolution; to examine the remedies attempted or proposed by humanists; and I do this in order that we may see whether Phi Beta Kappa has any part to play in the situation.

There can hardly be more than one answer to the last question. As the charter of liberal education has broadened, the boundaries of Phi Beta Kappa have enlarged. Nothing that belongs to liberal training is alien to her. Yet Phi Beta Kappa, like the American college, was born of humanistic culture and she must always retain not only a peculiar affection for the source from which she sprung but peculiar duties toward it.

Nor will science in the least grudge at this statement. For none know better than scientists the necessity of the presence in full strength in higher education of the learning which arises out of the human spirit, as well as that which nature teaches us. None feel more profoundly than they that the guide of life is to be found not merely in a knowledge of surrounding nature but also in the history and the achievements, in the glories and the errors of our past.

We have all had the pleasant experience of reading a book whose name has been for years vaguely before the mind. But few of you can have carried in mind a

name for so many years as I have done, and fewer still can have had as much pleasure in the long deferred reading. When I was a young boy on a Connecticut farm, there were two works in my father's bookcase which were indicated only as a last resort after long storms from the Atlantic had exhausted all other indoor possibilities. These were Plutarch's *Lives* and d'Aubignè's *History of the Reformation*. In the latter book I read of the *Epistolae Obscurorum Virorum;* and, as years passed, the name—though little else—of that humanist symptom of an approaching revolution remained in my mind, coming to the surface now and then according to the habit of such unconsidered trifles. But more than fifty years went by before the book looked at me from its shelf in the University library, reproaching me for long delay. When I read it—all the more easily because its Latin is of a canine quality—I did not know whether to regret that my pleasure had been put off so long or to be glad that I read the book when life had taught me how to appreciate it.

The book dates from the early 16th century. It purports to be a collection of letters addressed by his friends to the protagonist of orthodoxy in the church and of scholasticism in the university. It is part of a quarrel, academic and theological which was then famous but is now as obscure as the writers of the letters. For these letters really emanated not from their alleged authors, but from a group of young humanists belonging to the then unorthodox party. These humanists attributed the letters to their opponents, to various "obscure men", some of them real, most of them feigned. So the book constitutes a scurrilous satire on monks and especially on the schoolmen of the universities, on their life and teaching, on all that was rejected from the university world of their fathers by the youthful champions of the new learning. No ordinary adjectives will justly characterize it, either for scurrility or for wit. But it was neither of these qualities which most interested me; it was rather the unconscious revelation by its authors of their attitude toward thought and toward the world.

I seemed indeed (and this it was that most attracted me) to find the same fundamental temper in these young lions of the new learning that was present in the youthful champions of science forty or more years ago. One almost inevitably associates with humanism—at least if he is a mid-Victorian like myself—that sweet reasonableness which Arnold taught us is the proper quality of those that are exercised thereby; but, if there had been as little of reason as there was of sweetness in the authors of these letters the book and its cause would have perished together. They had indeed in most exaggerated form all the bad qualities that the classicists attributed to the scientists of the '60's and '70's. Those who pulled the wires to which danced the puppets of the obscure men had all the arrogance of the new, all of its bumptiousness, its irreverence, its carelessness of the accumulated treasures of the past, its blindness to all but the new. In reading the book it became plain to me as never before that the 'επτείχεια of More and Erasmus was no more incarnate in the young humanist of the opening 16th century than was Darwin's temper that of the young scientist of the mid-19th century.

But though these humanists had the defects of the scientists of my youth and had them in a far more aggravated form, they had also the same virtues. They saw that the university training of their day no longer furnished an interpretation of the life which men live, or met the problems which that life was proposing to their generation. In the new learning they saw the message for the new day. They found in humanism the key which was to unlock the door of the future, the power which should touch life to new and higher issues. And this faith was well founded, though held in uncharitableness and enforced with intolerance. With all its faults, and indeed in some degree because of its faults, the new and vigorous humanism proved strong enough to overcome scholasticism. The higher learning came under the control of a new dynasty, and that in the ordinary way in which new dynasties arise.

If one goes farther back, he may find something of the same story in scholasticism. It did not indeed dethrone a predecessor for there was no ruling predecessor to dethrone; but like humanism it came to help men solve insistent questions of life and destiny. It came as the bold incursion of human thought into a world unknown or vaguely adumbrated. It came to bring accuracy into confused ideas, to enforce exactness in the use of terms, to discover the conditions of consecutive thought in the discussion of great and vital problems.

But after scholasticism had possessed the universities for centuries the humanist could see nothing of this in it. He saw only an utter incapacity for appreciating the problems of life as his generation must solve them—a double incapacity for attempting their solution. The world agreed with the humanist and ensuing generations witnessed a revolution in education and in human thought, which had no earlier example and which found no later parallel until Darwin and Huxley became the Erasmus and Luther of a new reformation.

We who recall that later contest between science and humanism find in these letters a record of a similar struggle under similar conditions, but with the parts reversed. Humanism, then young and vigorous, was invading university life, and the scholastics met the invasion by methods strangely similar to those used by the humanists more than three centuries later. The men trained in the orthodox learning of the day complained bitterly of the decadence of university life, corrupted by the humanists—the poets, as they were called, because they "professed poetry". Swarms of these new poets were forcing themselves into the faculties. They were leading the students astray in crowds, diverting them from solid study and causing them to waste time over useless poetry. It is worth our while to hear some of these complaints, as set forth in the *Epistolae*, so that we may learn how the atmosphere which emanates from the classical lecture room may be in its time quite as "noxious" as that from the scientific laboratory.

Listen to the words of Magister Perlirus—of course, one of the imagined scholastics— touching the sad case of the University of Leipzig:* "Lately came here a

*I use, with a good deal of freedom, the translation of F. G. Stokes.

poet who lectureth on Greek, Richard Croke by name, and he cometh from England. And just now I said, 'Cometh he from England? The devil he doth. I believe that if there dwelt a poet where the pepper groweth, he would come incontinent to Leipzig. I believe that the University will ere long perish because of these poets who swarm here marvelously'."

For the poets were then as pestilent members of the faculty as are today the teachers of commerce and engineering. They were "ever talking about poetry and finding much to blame in the old fathers and grammarians—Alexander of Paris, the "Verba Deponentalia and Remigius and the others." One poet was indeed so shameless as to say that the great Alexander Gallus himself was nothing but a Paris ass. No wonder that in view of such irreverence a pious schoolman should write: "I trow the devil is in these poets. They go about to destroy the universities."

Exposed to such influences as these the students became just as bad. Hear from young Magister Konrad Unckebunck, by his own testimony one of the scanty remnant, one of the faithful among the faithless students at Leipzig, one who devoted himself to the study of the then ancient classics—Peter of Spain and his *Parva Logicalia*, Johann Sintheim's *Dicta*, and other solid authors of great disciplinary value. He was, as he tells us, one of the "zealous students in the schools who held masters of arts in honor and if they spied a magister they fell to trembling as if they had seen a devil." But now the good old times are gone, and as for the students—*quantum mutati*. "All of them are eager to study the humanities. When a Magister lectureth he findeth no audience; but, as for the poets, when they discourse it is a marvel to behold the crowd of listeners. And thus the universities throughout all Germany are minished and brought low. Let us pray God then that all the Poets may perish."

But the outlook was rather for the death of the university than for the decease of the poets; for nowadays "all the students must needs attend lectures on Virgil and Pliny and the rest of the new-fangled authors; and when they return home their parents ask them, saying, 'What art thou?' and they reply that they are naught, but that they have been 'reading poetry'. Then the parents don't know what that is, but they see that the boys are not grammarians. And then they are disgruntled at the university and begrudge sorely the money they have spent. Then they say to others, 'Send not your sons to the university—they'll learn naught there but go trapesing in the streets o' nights; money given for such a bringing up is but thrown away.' "

Nor did these students give a mere passive attendance on lectures. These "herds of secular poets" insisted on poetising and that with new-fangled meters and on dangerous matters. "Mark my words", writes Johann Arnoldi of Mainz, "These same secular poets will stir up branglings without end with their metrifications, if our magisters do not take heed and straightway cite them before the Roman court. I fear too there will be a mighty disturbance among the faithful."

But why multiply words? Have not these complaints a strangely modern sound? Let me substitute in these quotations *science* for *poetry*, *Virgil* for *Petrus Hispanus*, and for authority select a more reverend name than the delightful Konrad Unckebunck—would you not think that the passages came from Victorian classicists, bewailing the desertion of humane studies and forecasting irreparable injury to religion from science?

You may smile at these quotations; but, if you think them a mere joke, you miss the point. The new learning of the 16th century in very truth disorganized study, unsettled students, overturned academic tradition in the faculty and out, and substituted academic "snaps" for solid work. Is it strange that schoolmen were distressed when the accurate and severe studies of their classrooms were deserted for this sort of thing?

What was the history of humanism in the three centuries between Erasmus and Darwin? It took control and dominated the universities as completely as scholasticism had done for centuries before Erasmus. It passed through the inevitable mutations which befall any spiritual power in the course of generations. The new learning was at first the possession of men who might be intolerant, but who were at least eager to proclaim a message to the world. But no great movement long retains the fresh enthusiasm of its youth, and humanism was no exception to the rule. When it had conquered the universities it became thoroughly at ease therein. When humanists were comfortably secure in the professorships and fellowships in which they had replaced the scholastics, the indolence of possession inevitably overtook their spirit. Sooner or later humanist education developed the same idle formalism which the *Epistolae* had found so intolerable in scholasticism.

We need not therefore dwell at length on this fact or emphasize it. No one questions the intellectual somnolence of Oxford in Gibbon's day, when teachers "well remembered that they had a salary to receive but forgot that they had a duty to perform." We need only mention Johnson's terse and telling characterization of an educational regime that "fined him twopence for not attending a lecture which was not worth a penny." This spiritual decline from enthusiasm to indolence was the vice of scholasticism as well as of humanism. It has beset religion of every type as well as education of every type; and fortunately both religion and education have had enough life to renew their strength and reassert their influence.

But there is another line of development equally inevitable and at once more subtle and more dangerous. No great movement of the human mind comes into being except under the double necessity of renewing both the outer life of society and the inner life of the individual. The old creed must be dead in the souls of thousands before the new creed can even get a hearing. Before the old forms of thinking can be loosened and cast off by society the new life within must be actively growing and pressing for relief. But the new thought does not come merely to serve the times; it offers also a new and deeper satisfaction to the individual spirit than the old could supply. This double relation, though certainly

present at the beginning, cannot long continue on equal terms. The very success of the new removes from society the problems which called it out long before its hold on personal life is weakened or indeed before it is fully established. Thus there arises a personal life of thought, becoming more and more separate and distinct from its life in society and often far more permanent. So humanism and scholasticism alike arise in response to a profound social demand for light, for guidance, and when they have satisfied this demand they continue as the possession of scholars, handed down through generations, beloved and cherished for their own sakes, and becoming more and more detached from the life in which they originated.

This experience is by no means confined to universities or to learning. It is common to all things which deeply influence human life. Religion, which in every form starts as the guide of men in practical affairs, is hardened into ritual or sublimated into mysticism. It leaves the world of action for the cathedral and for the cloister; it becomes the possession of priests and of dreamers. It needs therefore a constant renewal of the spirit, a constant reassertion of itself in human affairs, or it degenerates into idle ceremony on the one hand, and on the other hand it evaporates into emotion never culminating in action.

This detachment from life was the thing the new learning found least tolerable in scholasticism. Quite apart from the personal worthlessness of its representatives, its subject matter was itself outworn. It had become esoteric, the possession of a small and limited caste. Its language was the jargon of the initiated, speaking no longer to the people. Its learning had became the chatter of word-mongerers, the idle art of quarrelling over verbal distinctions. The most fair-minded of its enemies could see in it only a highly specialized and sterile intellectualism maintained for its own sake.

In a different way humanism went through a similar cycle of development. For when the springtime of production had gone by, when scholars were no longer called poets, when letters and literature came each to bear its own technical meaning, there remained for scholars the deep and permanent influences which came out of the appreciation of the great works of the past—out of ancient art as revealed in architecture, in sculpture, and especially in letters. To the inner result of this appreciative study there was applied the word *culture*, long after the result itself had become manifest and distinct.

I use the phrase "long after", for while culture is at least as old as Cicero, the word in that modern sense which Arnold made current is a product of the 19th century. This rise of the word connotes a fact of prime importance in the later history of humanism. It is due to the fact that the intellectual life of universities, when it was renewed from the inactivity of the 18th century moved in two directions. In large part it developed as the scientific side of philology; as text criticism; as comparative grammar; as archaeology. With this line we are not con-

cerned tonight; but we are greatly interested in the other line of development; for as humanism took on its new life among companies of scholars, culture as the inner product of that life necessarily claimed attention and humanism directed itself to fostering and developing it.

On the side both of science and of culture the new life remained sheltered by the academic walls within which it was renewed. It hardly conceived of an existence in which it should have direct influence on the life of the larger world.

Here was a great change from the 16th century when the humanists were wandering scholars rather than attached to universities; when they were persecuted by the existing intellectual order; when they had no common life except that of the spirit. Still more different was the temper in which they faced the world. Humanists like Erasmus were not the champions of a fixed intellectual and aesthetic caste. They represented the reform movement in civil polity and in morals as well as in scholarship.

Thus the humanist education of Erasmus sought to foster individualism and it therefore aimed directly at the control of conduct. Its inner product, culture, still without a specific name, was in some sense a by-product. In the later revival of humane studies, these places were reversed and there came a new period in the cycle of the development of humanism, beginning with the 19th century and culminating with Arnold, if we may date it in a rough and general way. It was a period in which culture took a foremost position and in the same sense conduct became a by-product of education. This interchange of two aims, each noble in itself, may seem to have little importance; but the event proved the contrary.

I do not suppose that an adequate definition of culture is possible, and I shall not attempt one. But something I must say tonight regarding the nature of this distinctive result of humanism as an appreciation of letters and of its place in the cycle of educational development. So I turn to Pater for a description of culture in this sense of the term, since no words of my own could meet this need as do his. I quote therefore from him, premising only that much that is best in the quotation comes to Pater from Wordsworth, who is indeed a main source also of the ideas expressed by Pater.

"That the end of life is not action but contemplation—*being* as distinct from *doing*—a certain disposition of the mind: is, in some shape or other, the principle of the all the higher morality. In poetry, in art, if you enter into their true spirit at all, you touch this principle, in a measure: these, by their very sterility, are a type of beholding for the mere joy of beholding. To treat life in the spirit of art, is to make life a thing in which means and ends are identified: to encourage such treatment, the true moral significance of art and poetry. Wordsworth, and other poets who have been like him in ancient or more recent times, are the masters, the experts, in this art of impassioned contemplation. Their work is, not to teach lessons, or enforce rules, or even to stimulate us to noble ends; but to withdraw the thoughts for a little while from the mere machinery of life, to fix them, with appro-

priate emotions, on the spectacle of those great facts in man's existence which no machinery affects, 'on the great and universal passions of men, the most general and interesting of their occupations, and the entire world of nature,—on 'the operations of the elements and the appearances of the visible universe, on storm and sunshine, on the revolutions of the seasons, on cold and heat, on loss of friends and kindred, on injuries and resentments, on gratitude and hope, on fear and sorrow.' To witness this spectacle with appropriate emotions is the aim of all culture; and of these emotions poetry like Wordsworth's is a great nourisher and stimulant."*

You may perhaps ask why I have quoted Pater at such length when three words from Arnold and an equally brief conclusion from them would have given much the same result. Arnold told us in so many words that poetry is a "criticism of life", he told us indirectly in a hundred places that culture is the state of mind which thus appreciates poetry. And this is exactly the position of Pater. I chose the longer passage, partly that I may have the pleasure of quoting, and you of hearing a noble piece of English, and partly because Pater tells us explicitly much that must necessarily be unpacked and unfolded out of Arnold's brevity.

I can well believe that those of you who think most about culture may regard this definition as wholly inadequate. If so, I shall not attempt to dispute your opinion. For *culture* is a word which covers an immense range of ideas and feelings, and it can be limited by definition to any part of that range or extended to cover the whole of it. On another occasion I should not hesitate to use the word with a far wider significance. If I could do so, I should select for this address another term of more precise connotation for this aspect of culture, which is emphasized by Pater and which, as I think, had no little influence in determining the history of humanism in the 19th century. But in default of such specific term I must employ the one which is at hand.

You will not have failed to notice that in Pater's view culture is completely detached from active life. Culture helps us to find life a spectacle to be witnessed with appropriate emotions. All of the struggles of human life, its success and failure, its joy and grief, all these are part of the human comedy, to which the processes of nature furnish the setting. Culture sees in our neighbors essentially Hamlet or Antonio, Gretchen or Portia—part of the spectacle whose function is to awaken in us the appropriate emotion. They are rather illustrations of man's existence, his struggles, and his destiny, than fellow members with ourselves of a world toiling and sweating, suffering and dying, beaten or conquering, as fate may decree.

It is easy to sneer at this view of culture, easier perhaps than to sympathize with it at the present day. But we shall go far wrong if we think that the view is one to be attacked or in any way belittled. On the contrary, I believe that Pater

*Appreciations with an Essay on Style, Walter Pater, pp. 62–63.

tells us exactly what culture has done and what it ought to do for men. To withdraw their thoughts from personal happenings, from the dust and obscurity of the day, from the prejudices and anger of the contest; to fix them on the great and permanent aspects of the world of life—this it is that Pater tells us is the end of culture. Surely this is teaching us to set our thoughts not on temporal matters, but on those things which being unseen are eternal.

When humanism therefore wakened to new activity in the 19th century, it was already detached from affairs. Its inner product, culture, necessarily came to occupy an increasingly large place in its thoughts and purposes; and culture, like all such inner results, is at once of inestimable value, and by itself quite sterile and ineffective in human affairs. Scholasticism had experienced the same development; for it also had its inner result, not so much in the emotions as in the intellect. Its final form was that temper of restless intellectualism for its own sake which the young humanists of the *Epistolae* justly condemned with Erasmus as issuing only in "perplexed subtleties". Scholasticism furnished the solid basis for centuries of intellectual construction in our western world, and our race gained from it the power of a definite use of terms with consequent clarity of thinking. Yet the final products of its inner life of thought, once it had become the peculiar possession of scholars, were those "instants, formalities, quiddities, and relations" which made the universities so helpless in the face of a changing society, and caused the world to accept without regret the overturning of the system whose fruitage they were.

Religion, too, has its peculiar inner effect in the soul which results in quietism or finds expression in mysticism. Both represent in the purest form that trust and confidence in the life toward God for whose sake the Christian religion exists. Both are also *sterile*, to use Pater's word. If they solve the problems of the individual life, they do so as culture may, by ignoring them, by seeing them *sub specie aeternitatis* and therefore unworthy of attention or solution. They lend no aid to the world in meeting those common social problems for which passive inaction affords no cure, but which must be solved by action if solved at all.

Here then is the seeming paradox for humanism as well as for every aspect of the spiritual life. Its fundamental and permanent reason for existence lies in culture, in the inner life which it kindles and maintains in the hidden recesses of the soul. But if culture becomes the end of humanism instead of a by-product, then humanism becomes the possession not of the world, but of scholars, not of society, but of the university. It ceases to be the "light to lighten the nations". The candle is put under the bushel. It illuminates its own restricted area, and only feeble and incidental rays escape into that outer world which has so great need of light. If this result is fully reached, humanism like religion in the same case, becomes (if I may change my figure) but an example of the eternal law that he that saveth his life shall lose it.

No one can follow the history of humanism in the universities without finding in it much of this story. It is peculiarly true for humanism as represented in the college life of America during the 19th century. On the European continent the study of law and of medicine always held equal rank in the universities with philosophy and might maintain living points of contact between university and commonwealth. In England formal instruction at Oxford and Cambridge was for generations secondary—if indeed the word *secondary* is not too strong—to a system of self education by association in the principles and ideas common to a governing class. The formal instruction gave rather the hall-mark to a caste than established its character or formed its ideals. But in America college education resulted in a personal possession if in anything at all, and college life for three-quarters of a century existed in itself and for itself in a sense in which those words are not true of any other country.

Meanwhile, both in Europe and America a new world was forming around the university and college. A century of wars, of revolutions, of reforms, brought a new political world into being. A new social world was born with the growth of manufactures and with the development of means of transportation and of communication. With the new world came new questions, new difficulties, new problems; and for these the academic world not only had no answer, but it gave them no consideration. Its treasure was within academic walls and it had been there for the best part of a century. There was its heart and there was its life. The situation of the renaissance was substantially repeated.

If the uncultured world could have had its Arnold, he also would undoubtedly have written his essay entitled *Ecce, convertimur ad gentes*, and he would have interpreted his text in a reversed sense. For instead of the prophets turning for hearers to the Gentiles, the Gentiles sought new prophets from a faith alien to humanism. Then for the first time in history the imperious voice of science was heard, directing not only the labor but also the thinking of man.

For our purpose the control of affairs matters little; that of thought means much. Science in some sense of the word has always dominated practical affairs and always will do so. But until the middle of the last century the springs of human conduct and thought were outside of its domain. It controlled man's relations to the outer world, to agriculture, to manufactures, but it left almost untouched the central forces which order man's relations to his fellows and especially his relations to himself. So long as thought and morals found a wide area about man free from the limitations and methods of science, the control of external affairs mattered little. Here was a field of education and that the central and most important one, in which humanism might still reign supreme and unchallenged except by those who denied all faith.

One could make a curious and not wholly uninteresting paper by speculating on what would have happened to the world if the physical sciences had continued their development along the lines started in the first half of the 19th century and

had thus reached their present astounding position while biology, wanting a Darwin, had itself continued in its pre-Darwinian position of a descriptive science. It is easy to see that in such a case the position of humanism in the world of education would have remained substantially unaltered.

But when Darwin swept with a rush man and all his doings and belongings into the field of science, the case was vastly changed. With the acceptance of the doctrine that man's origin is to be determined by research and not by authority, all the landmarks of thinking were removed. All of history, politics, morals, and even religion itself must be seen and judged from the new standpoint. Thus the new science could not help challenging the exclusive control by humanism of the field of education. When this test came, it became increasingly plain that the title of humanism was based on tradition rather than on strength; that the situation really existed which is implied by Arnold and eloquently set forth by Pater. It was clear that humanism in the cycle of its development had come to have a chief expression in a culture which fitted man rather to appreciate the spectacle of life than to take part in its intellectual struggles.

Thus was initiated a revolution in thought and education which has continued until our own day and which will long continue—a revolution in which the future historian will find many close analogies with the story of the rise of the new learning and the birth of humanism.

The science of the 19th century, like the humanism of the 15th, offered a new and apparently unlimited field for exploration. This invitation to "fresh woods and pastures new" is in itself attractive. It becomes quite irresistible when the new learning promises to illuminate the problems of man's character and destiny; when the perennially absorbing interest of man in himself is added to that of an unhandled theme.

In both cases, too, the old learning while apparently firmly entrenched in universities had become detached from outer life and absorbed into itself. It had become fixed in its habits and could appreciate neither the new learning nor the social changes which necessitated its rise. Its seeming strength therefore proved mere weakness, and a type of learning, once militant, then dominant for centuries, was deposed with almost dramatic rapidity.

On still other sides analogies between the two situations appear, modified by the differences in the material presented. There can be no doubt that the production of the brood of "poets" by the new humanism is significant of one of the great facts which gave humanism its ready victory and its long reign. The new learning succeeded partly because it appealed to a side of the human nature different from that reached by scholasticism. That was primarily intellectual and at last exclusively so. Humanism also, when it appeared, offered a new and unexplored intellectual field—for our purpose tonight, that of the classical literatures. The leaders of the Italian Renaissance, who searched out the manuscripts in the dusty corners of monastic libraries, had all the pleasures of those voyagers who were

enlarging the known world by adding new capes and islands and even continents to the map. The scholar who issued from the earlier printing press, the *editio princeps* of the classical author, had all the happiness of the great modern discoverer in science. Those had some share in these supreme pleasures, who, in that later time of which we speak tonight, tested and corrected results and augmented knowledge. But, if the vein of virgin ore for scholasticism was limited, that of the new learning was far narrower and must soon pinch out.

So the rank and file of the early humanists, even the ambitious ones, were neither discoverers nor editors. They were "poets", as the obscure men tell us; they "professed poetry". They were attracted to humanism on the literary and aesthetic side. Many of them were stimulated into action by the classics, and their activity often resulted in poetry. But this was only a passing phase in the course of humanism, and no doubt poetical composition was never found in more than a small fraction of the crowds who followed the "poets". Nevertheless the fundamental appeal of humanism was to the emotional, the aesthetic side of man rather than the intellectual. Humanism did not invent; it discovered. It produced no mighty engine of thought whose smooth operation might be wondered at in cold admiration. It gave back to man a permanent source of pleasure and of inspiration. Here then were results which were intellectual indeed in one sense, or else they would not have been learning, but fundamentally aesthetic; issuing in emotions, in pleasure.

Humanism, therefore, with culture as its inner product, was rather emotional than intellectual, and in this fact lay part of its appeal to a world wearied of a barren intellectualism. In the same way the new appeal to intellect which came with science moved the world of thought all the more readily because it addressed another side of the mind than that which humanism had addressed. The new science came with all the advantages of novelty and of change which the new humanism had once possessed. It was intellectual rather than emotional, inventive rather than appreciative.

So far, the situation of the 15th and the 19th centuries are more or less closely parallel; but there are differences of great importance.

Scholasticism with all its great and solid contributions to ideas issued substantially in a method, in a way of thinking. When this method had been ineradicably fixed in the habits of men, the persistence of its formal philosophy was at bottom a matter of little account. This result had been reached for the western world—at least for that part of it lying north of the Alps—before the rise of the new learning. The "new-fangled poets" might find just matter for scoffing and contempt in the disputations of logic, in the insufferable formalisms of grammar. They could look upon the art of poetry as the only worthy part of learning. They could bestow on even the greatest representatives of the art of reasoning that contempt which the cubist painter of yesterday awarded to Raphael, or that which is visited on Pope by the writer of today's *vers libre*.

This revolt might serve for themselves; but so far as the world went it had luckily no might against the permanency of a remodeled human mind. The new learning drove out the old in substance rather than in spirit. The world received an immeasurable gain at the cost of losing the dead shell of the old rather than the principles of its life.

The situation was very different in the contest between humanism and science; for humanism has what scholasticism lacked—actual possessions of universal value. The philosophy and theology of the later scholasticism appealed only to the technically educated, and that on the side of technical thinking.

But humanism was based from the first on the great works of ancient literature written for the general public and proved by time to be of universal appeal. It gathered into its possession all that was best of the national literatures as they arose. Humanism became the conservator, the guardian, the transmitter of that which most fully expresses man and most clearly reveals man to himself; of that in which all men of all time find the highest pleasure and the highest inspiration. After all, the new-fangled poets were right in feeling that Virgil and even Pliny are fundamentally different from Remigius or Alexander of Paris.

Humanistic teaching might therefore sink very low or greatly change its aims without becoming extinct. It might become as dull and formal as was that of the scholastic grammarians; and much of its 18th century teaching was of this kind. But it was done on different material. When scholastic teaching lost the inspiration of invention, it lost everything but method. But no pedantic formalism could permanently obscure the grandeur of Aeschylus, the wit of Aristophanes, or the human qualities of Cicero and Horace. The formal work was done on something the reverse of formal in its spirit; something which could not be permanently crushed by pedantry, or extinguished by neglect, or even evaporated into culture. Here is a solid body of possessions which cannot pass over entirely into inner results, but must remain as a treasure to which the world may return at any time.

Thus humanism has a permanent security against the influence of rivals, which makes the situation of the 19th century very different from that of the 16th. Scholasticism was exhausted as a system when it had nothing new to give the world. Humanism has a perennial source of power which it may use if it will.

Thus humanism and science dwell together in the academic field on terms which humanism scorned to share with its predecessor. Yet there is no doubt that humanists feel the situation to be both humiliating and dangerous, and they are right in so feeling. The eyes of the world are looking with science and they are, therefore, turned in the opposite direction from that in which humanism looks. Science looks outward, toward the world. She seeks to guide the course of man among the dangers and difficulties of the world, and her skill as pilot is primarily based on her knowledge of the waters. Humanism looks inward toward the soul of man and toward the products of his soul. Her influence on life comes from within by influencing the springs of action, not by directing its course. In view of this

fundamental difference, it is a matter of no small concern that the world has not only turned toward science but has turned from humanism.

We cannot expect a backward movement which will restore humanism to its former influence; nor can we look for a forward movement by which the world will advance from a worn out science toward a newly invigorated humanism. For science is at the beginning of its cycle of development and cannot soon reach the stage which the passage of centuries brought in turn to scholasticism and to humanism.

Science has, indeed, its inner product corresponding to the intellectualism of scholasticism and the culture of humanism; but we are not concerned tonight with its exact nature. Science is still so new that its inner result is not likely to be more than a by-product at present. Since science is always concerned with operations on outward affairs, and since the universe offers a limitless field for investigation, it is hard to see how science can make its inner product its main end, as both scholasticism and humanism did, each in its turn. Any great movement of the mind will be dominant so long as it offers unlimited opportunity for fundamental discovery with its resulting influence on the actions of man.

Nor is the outlook for humanism much bettered when we turn toward the so-called new humanities. It is rather made darker. The influence on life of economics and political science is today at a maximum; but it is a scientific influence rather than a humanistic one. The outlook of these subjects, and of history as well, is outward, as is that of science. They secure their results by collecting evidence, by collating documents, by tabulating and interpreting statistics. These results are scientific in origin, scientific in form, and scientific in their fate. The best products of the new humanities claim no immortality. Like all scientific documents they are *mémoires pour servir* and are forgotten when their service is over. When they have added themselves to the sum of knowledge they disappear in it with a rapidity in proportion to their greatness and success. They cease to have direct influence on affairs or on thought. They are continually replaced, and they are soon neglected by all except students of the history of thought.

But either in spite of this scientific character or because of it, the new humanities have exerted a far more unfavorable influence on the position of humanism than did the sciences strictly so-called. The world is quick to use the results of natural science, but few, even of thinking men, care how they are reached; and fewer still have either the taste or the will to engage in exploring nature. But history and economics have a double appeal. They gain a hearing as humanities; as dealing with man; they offer also the freshness of scientific methods and results. The new humanities therefore rather than the sciences have emptied the classrooms of the humanists since they attract the very group of students to which humanism most strongly appeals. The physical and natural sciences insisted on dividing the control of learning with humanism; and so doing they not only enlarged the territory of control, but also added even more to its population. They did not

seriously draw from the number who would naturally have sought the humanities; but the new humanities have occupied the old territory of humanism itself and have claimed the allegiance of its former subjects.

What then is happening to humanism in this revolution of thought and teaching? In one way its position is wholly satisfactory. It has been swept into the current of science, and as a branch of science it has its full share of the opportunities and the control of learning. It has its societies, its museums, its funds for exploration, its journals, its reports. It has its professorships and faculty positions of every grade. Its scholarships and fellowships are so numerous that they go seeking candidates rather than find difficulty in choosing among crowds of applicants. All these things freely belong to humanism, and as a branch of science it has no ground for complaint or reason for discouragement.

But humanists are not satisfied to become scientists; and they are quite right in their discontent. The scientific aspect of letters is indeed important, as that of religion is important; but letters no more exist for the sake of scientific study than does religion; and the humanism which issues only in science is as futile as the religion which issues only in theology. And more than this, the true humanist is never really at home with science. One who has been trained in the "best that has been written and thought in the world," and who has come to regard this as the only proper source of training, has little sympathy with science, and never completely understands it. At the very least he finds that science is altogether too miscellaneous for his taste. Science, he thinks, is like the great vessel of the apostolic vision—"as it were a sheet knit at the four corners." This sheet is indeed not necessarily let down out of heaven but it is most assuredly filled with "all manner of four-footed beasts of the earth, and wild beasts, and creeping things, and fowls of the air". There is no use in asking the humanist to make his dinner from these. The assurance that God has cleansed them may satisfy his religious scruples, but his stomach still remains queasy.

On the other hand, it is, of course, quite possible that any humanist should prepare a scientific treatise out of his humanistic studies. He may write *De optativi usu*, a paper quite as scientific as that on the *Posterior lymph hearts of the turtle*, in which Senator Lodge smells so great offense;* but even so, the humanist feels a difference even if he can not state it. He can abandon himself to science with inner comfort only when he is in honest, godly humanist company and not with scientific knaves. So the scientific side of humanism is not enough for the humanist, and it ought not to be enough.

On another side, too, humanism has no cause for dissatisfaction. Its studies constitute a large part of elementary discipline, and their value is generally acknowledged. The young student needs some knowledge of his own language and its literature and even of foreign language. This knowledge, we are told, he will

*Value of the Classics, 1917, p. 118.

find useful as preliminary to higher studies; they are tools which aid him in the serious work of later years; they may also furnish enjoyment for leisure moments and for the slippered ease of old age. Thus, if humanism would be content with the elementary part of university education, she might hold it for many years; at least until that period arrives in the indefinite future when out of science shall have come new phases and methods of elementary instruction.

Humanists therefore are right if they are profoundly dissatisfied with the present situation. They may possibly recognize it as a legitimate product of evolution, but that fact renders it no more agreeable. Their just conviction in the permanent value to the world of the thing which they possess—not merely its results in culture —makes it impossible that they should assent to changes which on the one side convert humanism into science and on the other relegate it to an inferior and subordinate rôle in the educational world. Yet if past history can be read, that is what is happening. The elementary classes of humanistic studies are crowded by students who desire some of the training of humanism but care little or nothing for the thing itself. The higher classes are nearly emptied, except for those who desire humanism on professional or scientific grounds.

What then are humanists doing to meet the situation? Doubtless there is much which does not meet the public eye. But if we may judge by appearances they are using the same means that the *magistri nostri* of scholasticism employed in the 16th century. They are writing articles for the *Atlantic Monthly* about the "assault on humanism", just as Schaffmulius and Unckebunck were writing letters to Magister Ortwin about the assault on scholasticism. The writings disclose identical situations. The universities are being ruined; learning is being overturned; a remnant only of the faithful is left, and that will perish unless help speedily come; scholasticism is lost; culture will be extirpated. And the 20th century seems to look for help to the same means as did the 16th—to exhortations and prayers as moral agents, and to degrees and arrangements of curricula as practical defenses.

Can we expect these defenses to be more effective against the alleged heresy of today than they were against the present orthodoxy, when in its turn this was heresy? The same fundamental fallacy underlies all of these documents. Their authors seem to think that learning is something to be protected from assaults rather than a robust force to shape the lives of men and to control society. They fall into the error of the churchman who believes that religion was entrusted to him that he may keep it unharmed, "laid up in a napkin", rather than put into his hands as a power to harm the forces of evil. The faith of both lasts only to the defensive, and with this attitude of mind, discouragement and unhappiness are natural and certain. The humanists of today deprecate assaults. They see and fear and write about conspiracies to "extirpate culture". Their fathers, when far fewer, were justly confident in their own power to "subdue kingdoms", to "turn to flight the armies of the aliens", and they found in this faith

both safety and happiness. But the defensive attitude, that of holding an isolated position surrounded by the enemy, invites attack and is certain of ultimate defeat.

But humanism has not only its jeremiads and its lamentations with their suggestions that the barbarians should be good and stop being barbarous. It also goes about seeking testimonials. For in 1917 Princeton University staged a great performance which resulted in a volume of more than three hundred speeches and letters—all of them tributes to the classics, the center of humanism. These come from men of all kinds and degrees, from statesmen and men of affairs, from doctors and lawyers and clergymen, from teachers of every grade and of every subject; and they all agree in affirming the great and manifold value of the classics. We need not take time to discuss these tributes, we will only cordially endorse them as a whole; nor need we quarrel with any one of them.

Will even the best possible collection of testimonials give humanism the aid that it needs? Possibly, since source and content of this volume are alike presumptive evidence in its favor. But when we find the front page of the morning paper filled with tributes to an old and respected citizen—do we need to look at the headlines in order to learn what has happened to him? To be sure, he has not necessarily "gone to his long reward"—he may be only celebrating his ninetieth birthday. But in either case his work is presumably done, and the number and warmth of the tributes are usually proportioned to the finality of the situation.

Perhaps there is help in such matters, if we are to regard the situation as a desperate one, as a position to be held for a few days at any cost. These things may have a momentary use against a sudden and temporary movement in the world of thought. But against a revolution? Our thoughts inevitably recur to Mrs. Partington's mop—sufficient to an overflowing gutter, but hardly equal to the Atlantic ocean. Let us, however, end with a mid-Victorian comparison more suited to the dignity of the occasion and of the authors. Would not these and similar anxious attempts to "do something" have been placed by Arnold in the same category with those of the Bishops of Winchester and Gloucester, both for their good intention and for their futility?

I do not mean to jest over a serious situation. It is no light thing that humanists should think it necessary to rush to the defense whenever a college president or an educational reformer sees fit to draw his pen. It is nothing less than portentous that the representatives of an old fighting cause such as the classics should go about seeking testimonials like *oboli*, and paper *oboli* at that.

In the face of such a situation it is plain that humanism needs something other than science or required elementary instruction. For I suppose that more money has been spent since 1860 on research in classical archaeology than in any other period of double the length. The mass of papers and books on language and literature produced in this country since 1900 is at least ten times as great as it was in the twenty years following 1850. Would the situation be essentially better if these ratios could be doubled?

And as to the students—those through whom humanism must be made a vital force in the community—are their numbers declining in the disciplinary courses of the secondary school so much as in the truly humanistic courses of the college? Is Latin, for instance, losing its position as a preparatory study, or is it rather failing to keep the students who begin to study it? If Latin could retain its hold on the thousands of boys who come to college with some elementary knowledge of it, would the classicist find great cause for unhappiness?

I do not propose to answer these questions directly, yet I believe that the humanist might well inquire whether the facts do not show that what humanism needs is not so much defense from champions or tributes from friends as a change in itself. I know that it is hazardous for me to take his place, and to ask such a question, doubly hazardous even to hint an answer; but I shall make the venture.

What attitude is disclosed toward the subject matter of humanism by the volume on the value of the classics? I, at least, as I read it, am often reminded of Ruskin's definition of *classic* as meaning "senatorial, academic, authoritative". The first adjectives detach the classics from ordinary human affairs and the last hardly restores them. They seem to resemble a standard weight or measure, laid up in a bureau of standards for use by experts. They are standards employed in literary matters, used with senatorial prestige, according to academic rules, and with the authority belonging to both.

But the early humanists believed in humanism just as the teachers of applied science today believe in their subjects. There was nothing remote in the application of humanism to life; nothing senatorial in its distance from ordinary humanity. Would it ever have entered the head of Erasmus to give such a definition of classic as Ruskin's; and does not its natural appearance in Ruskin indicate the direction in which humanism has moved and give a rough measurement of the distance over which it has traveled?

The question thus raised goes even deeper. In what temper does humanism deal with its chief subject matter, literature? Literature was written for the world; it belongs in the world; it is meant for all men of all ages and all places. Literature becomes "classic" when it is conceived of as belonging in the school room, in the study, on the library shelf. Literature is read for pleasure, for inspiration. Classics are studied and imitated to form a style or in more general terms, to gain culture.

The question inevitably arises whether our teachers of Greek really hear

> "like ocean on a Western beach
> The surge and thunder of the Odyssey."

Do the "average students" of Greek, as they read it, taste "the brine Salt on their lips"? For, if the question is to be answered in the affirmative, one cannot see why assaults on humanism should trouble teacher or student, still less why they should

take time to write about them. For such humanism has an instant power over human affection and over human life, which is beyond assault. To such teachers and to such students the Odyssey is no more a "classic" than it was to those who first listened to its story. There is nothing academic about it, still less senatorial; and, if it has authority, it possesses this only as all things deeply felt and loved move our lives.

Is then the Odyssey a "classic", the possession of three centuries of professors, dog-eared by the handling of three hundred successive classes of boys? Or does it take the students out of the confined atmosphere of the school room to feel the "large air" and rejoice in the "free shrill wind" of the prairie, and to hear the measured crash of waves coming in out of the Pacific to break on a California beach?

Or to leave sonnets and come nearer home—Is Shakespeare in our universities a classic, "senatorial and academic"—a fit subject for "intensive study"? Or do our teachers think of him and present him as Magister Unckebunck tells us Virgil was presented in the classrooms of his day? Are our lectures on Shakespeare enticing students in crowds from the regular courses of study? Is the anger of parents aroused because their children cannot help giving up their degrees for the sake of such poetry? • If not, have Virgil and Shakespeare lost their power over mind and heart; or have the students changed; or is the alteration, partly, at least in the way that students and letters are brought together? If teachers of humanism felt in their subject matter the fresh power of Lang's verses, could their class rooms fail to be crowded?

But I must go farther if I am to hint at more fundamental matters. For, if I am right, humanism needs to be reinstated as a force actively operating in the affairs of daily life. If any humanist should by chance agree with this opinion, he might well seek to Arnold as his prophet, though to Arnold rather on the side of religion than of culture. Consider Arnold's definition of conduct as "three-fourths of life". May we not say that the troubles of humanism are due, like those of religion, to the fact that it has somehow gone out of those three quadrants of life's circle which are occupied by conduct? Has not humanism tended to withdraw into the quadrant of culture, just as religion is always trying to leave the quadrants of conduct to retire into that of piety? This fourth quadrant of life is indeed the most important one, since the springs of conduct are there; but unless they are really springs of conduct, unless they are fulfilled in the actions of the larger sector, they remain sterile, as Pater says of culture. Nor can humanism abandon three quarters of life to science and retain power in the remainder any more than religion can. The fundamental question for both is how to extend their power from their own peculiar quadrant over the other three.

I suppose that an adherent of any recognized type of religion would promptly reject Arnold's definition of religion as "morality touched by emotion"; and truly the words connote a religion like that of Arnold rather than that of St. Paul, or

St. Francis, or Luther, or Wesley. Yet all of the innumerable heroes of faith were men who "wrought righteousness"; they who were "not disobedient to the heavenly vision" were able to realize the religious emotions of the fourth quadrant of life in the conduct, the morals, of the other three. They did what Arnold defined, but they did it with passion and not in his cool and measured way; and so doing they made religion an operating force in life's great sector of conduct. Scholars like Erasmus would have understood what was meant by "morality touched by literature". They conceived of humanism as an operating force in the student and through him in society; and humanism displaced scholasticism partly because it had a practical capacity to develop personality, to control conduct, and to guide life, which scholasticism had lost.

Nor does the analogy between religion and humanism end here. How is religion today trying to meet the same problems that humanism faces? A generation ago humanism and religion were standing side by side in common defense against science. The religionists were defending theology from the "assault" of science, as humanism is being defended today. Some belated religionists are still rallying to that defense, but they only make more clear a fundamental change. For religion has today other work in hand than defense. It is trying to secure a new and more effective control of conduct; and when religion enters upon a work so great and sees the possibilities of a success so unlimited, it will not bother itself about matters of defense; still less will it seek testimonials.

This movement is unorganized as a whole. It is rather an infinity of detached movements, great and small; it most conspicuously lacks a prophet; it not infrequently assumes strange shapes and undertakes foolish enterprises. None of us can sympathize with all of its forms, for some of them are mutually contradictory. But everywhere in the religious world men are trying to realize religion in conduct and are succeeding on a scale never before reached. We all know some of the larger organizations which are definitely seeking this end and I name some of them at random—Christian Science, the Salvation Army, the Red Cross, Y. M. C. A., the Knights of Columbus. And the same tendency is quite as plain within older religious bodies not specifically so organized. All of them are trying to extend religion out of the quadrant of piety around the other three quadrants of conduct. So doing, they show their faith that in religion lies a permanent force to control human life, which needs only right representation in order to become effective. So with humanism; if it is to live again in the world as it once was alive, it must extend out of the quadrant of culture and into those of conduct. It will be reinstated in affairs by such a faith set at work. Humanists must realize literature not passively, not as a standard, not even as a "classic", but as a source of potential energy which it is their business to convert into kinetic energy for guiding and controlling conduct.

As I see it, therefore, humanism should learn a lesson from religion, which it so closely resembles both in its emotional quality and in the possession of one of the

world's great treasures. It needs to meet the world with a new faith and a new confidence. There will be no gain until that time comes; and when it comes all will see that the power of letters over life is deep-seated and permanent like that of religion. The humanist must in a sense forget that literature is a means of culture, just as the teacher of religion must forget that religion is a means of piety. He must think of letters as a controlling force for men actively engaged in the affairs of the world and interested in them; he must not think of letters as a pleasure for the closet, or as a tool for the craftsman. The humanist must teach his students not to turn to Wordsworth from the "machinery of life"—to use Pater's words—but so to understand life's "machinery" as to see that Wordsworth is part of it.

But if this end is to be reached, the humanist must not look at life with Arnold's cool and critical eye. He must preach humanism as a gospel, not merely discuss it as a classroom topic. He must seek his incentive to action, not so much from the pleasant haunts of academic life as in the great outer world that "lieth in darkness".

And thus I come to the words which I chose to head my address: *Ecce, posui te in lucem gentium*—Behold, I have set thee for a light to the nations. I chose the words partly because of their associations. They were spoken at a turning point of history. Through them the Hebrew might learn in a single phrase the full scope of the truth that his religion was not for himself, or for his people, but for the world. Centuries afterward, at another turning point of history, in Antioch of Pisidia, they rose unsought to the lips of the apostle through whom our faith went out into the greater world. And thenceforward, in all ages, in every country, they have inspired the leadership of those who have seen that religion does not exist for the sake of the church, but that the church exists that religion may be "a light to the nations". So speaking to religion they hold an equal message for those to whom literature has been given as the other great source of light for the world.

For the words also tell us the end for which literature came to man, the aim, the hope, and the confidence of prophet and poet alike. It was not merely to train students in elementary studies, or to furnish subjects for doctor's theses; not merely to provide "authoritative" classics, "senatorial and academic", not merely even to produce a "sterile" culture that

> "The souls of nigh *three* thousand years
> Have here laid up their hopes and fears
> And all the earnings of their pain."

It is humanism, *humanitas*, the life of these souls, the life which was the light of their fellows in Greece, in Rome, in England, that is embodied in literature, given in trust into the care of humanists that it may illuminate the world forever. They must see to it that in each generation humanism is "a light to lighten the nations", if they are to retain it themselves as the glory of a chosen people.

III

Syracuse University Golden Anniversary

(Commencement Week, 1920)

To the Members of the Anniversary Committee:

The first formal meeting of the Anniversary Committee will be on *Monday, June 9, at 4 o'clock, in the Administration Building.* At this meeting tentative plans discussed at preliminary meetings of the committee will be presented.

THE GOLDEN ANNIVERSARY. The Golden Anniversary of the establishment of the University in Syracuse will fall in the academic year 1919–1920, since the charter of SYRACUSE UNIVERSITY was approved and recorded March 25, 1870. It is planned, therefore, to observe the completion of the half-century with appropriate exercises in the Commencement week of *June, 1920.*

THE ANNIVERSARY COMMITTEE. As authorized by the Chancellor and Board of Trustees at the annual meeting, May 18, 1918, the following committee has been chosen, representing the Trustees of the University, the Faculties of the Colleges, the Alumni, and the Undergraduates:

From the *Trustees:* Mrs. Eloise Nottingham, Mr. Levi S. Chapman, Judge D. Raymond Cobb, Mr. E. R. Redhead, Mr. H. D. Cornwall, Dr. C. M. Eddy.

From the *Faculties:* Dr. C. W. Hargitt, Professor F. W. Revels, Dr. A. E. Larkin Professor L. Carl Sargent, Professor W. E. Taylor, Professor A. S. Hurst, Professor E. T. Lewis, Professor L. H. Pennington.

From the *Alumni:* Mr. Charles N. Cobb, '77 (Albany, N. Y.), Dr. Henry L. Taylor, '84 (Albany, N. Y.), Mr. Clifford R. Walker, '08 (Cleveland, Ohio), Miss Carrie E. Sawyer, '87 (Syracuse, N. Y.), Mr. G. Everett Quick, '02 (Syracuse, N. Y.), Mr. R. E. Consler, '15 (Rochester, N. Y.), Miss Emily Butterfield, '07 (Highland Park, Mich.), Mr. Harry S. Lee, '99 (Syracuse, N. Y.)

From the *Undergraduates:* Mr. L. W. Mendenhall, '19, Miss Helen DeLong, '19, Mr. John Barsha, '20.

From the *Phi Beta Kappa Chapter:* Hon. William Nottingham, Professor Ernest Noble Pattee, President of the Chapter, Professor Edgar A. Emens, Secretary, Dean Henry A. Peck, Professor Perley O. Place.

PRELIMINARY MEETINGS OF THE COMMITTEE. Informal meetings of the committee were held on March 11 and May 6, with Dr. C. W. Hargitt as chairman.

At the meeting on *March 11* the committee, lacking alumni representatives, voted to ask Mr. Harry S. Lee, President of the Alumni Association, to request the Executive Committee to choose *nine* representatives from the alumni, subject to approval at the next meeting of the association. It was felt that the committee should be completed as soon as possible in order that it might begin its work as a fully organized committee. The following sub-committee was appointed to consider with Chancellor Day what special occasions in the history of the University should be commemorated: Dean H. A. Peck, chairman, Mrs. Eloise Nottingham, Professor Ernest Noble Pattee, President of the Phi Beta Kappa Chapter, and Professor Edgar A. Emens, Secretary.

At the meeting on *May 6* a communication was read from President Lee of the Alumni Association, naming the nine representatives from the alumni; also a letter was read from Dr. Henry L. Taylor to whose initiative the committee is deeply indebted. After an informal discussion of similar celebrations, at Yale (the Bicentennial) and at Dartmouth (the Webster Centenary), it was voted that Dean Peck's sub-committee (appointed March 11) arrange, in conference with Chancellor Day, the program of the Commencement Week of June, 1920, allowing *two days* for the celebration of the Golden Anniversary; and that Dean Peck report to the Anniversary Committee at the meeting in June, 1919. Also, it was voted that Mr. Lee be appointed Chairman of a publicity committee and that he have the assistance of Mr. Phil Perkins and of such others as he may select.

In cordial cooperation for SYRACUSE,

C. W. HAGRITT, *Chairman.*
P. O. PLACE, *Secretary.*

The Anniversary Committee

First Formal Meeting, June 9, 1919

The first formal meeting of the Anniversary Committee was held in the Administration Building at 4:00 p. m., June 9th. Dr. C. W. Hargitt, Chairman of the Temporary Committee, called the meeting to order, and Prof. Place, the temporary Secretary, read the records of the preliminary meetings.

To expedite the business of the committee and to insure the consideration of all questions that needed the committee's prompt attention, *eight* suggestions, offered by Dr. Henry L. Taylor, were read and formed the basis of the committee's action.

Roll Call. Thirteen members were present.

Order of Business. Voted that the general order of business be conducted under parliamentary rules (Roberts) in committee, sub-committee or special committees as follows: (1) roll call; (2) reading and approval of Secretary's minutes; (3) reports of officers; (4) reports of committees; (5) unfinished business; (6) new business; (7) adjournment.

Permanent Organization. Voted that the general committee comprise a Chairman, a Secretary and *six* sub-committees of seven members each (Executive, Fraternity, Publicity, Program, Transportation, Ways and Means.)

Election of Officers and Chairmen of Sub-committees. Voted that the Chairman, the Secretary and the Chairman of the *six* sub-committees be elected by the general committee; that the other members of the sub-committees, when not otherwise provided for be appointed by the Chair, on the recommendation of the executive committee.

Chairman of the General Committee. Voted that the Chairman of the general committee be a member of all sub-committees and special committees.

Secretary of the General Committee. Voted that the Secretary of the general committee have the right to the floor in all sub-committees and special committees.

Special Committees. Voted that the sub-committees have power to appoint special committees, if necessary to carry into effect the interests committed to them.

Executive Committee. Voted that the Executive Committee comprise a Chairman elected by the general committee, the Chairman of the sub-committees and ex-officio the chairman of the general committee.

Nomination Committee. A nominating committee, comprising Messrs. Redhead, Emens, and Sargent, was appointed to report nominees for Chairman, Secretary, and Chairman of the *six* sub-committees.

Enlargement of the General Committee. The chapter of Phi Beta Kappa having authorized the consolidation of its March 1919 committee of Five with the Anniversary Committee of Twenty-seven on formal motion it was

Voted that Messrs. William Nottinhgam, Tooke, Emens, Peck, and Place be members of the Anniversary Committee, enlarged to number thirty-two; and that Mr. George H. Bond be elected to fill the place left vacant by the failure of the Senior Council to appoint a member.

Election of Officers and Chairmen of Committees. The report of the nominating committee was accepted, and William Nottingham was elected Chairman of the Anniversary Committee; Perley O. Place, Secretary; D. R. Cobb, Chairman of the Executive Committee; Harry S. Lee, Chairman of the Publicity Committee; George R. Bond, Chairman of the Fraternity Committee; Henry A. Peck, Chairman of the Program Committee; L. C. Sargent, Chairman of the Transportation Committee; and Levi S. Chapman, Chairman of the Ways and Means Committee.

Permanent Organization. The temporary committee became the permanent organization, with Prof. Hargitt as Chairman pro tem.

Unfinished Business. Report of the chairman of the Program Committee was taken up, and after discussion, referred to the Program Committee with power to present the same to the Trustees and to the Alumni Association.

New Business. Voted that the Executive Committee be instructed to nominate promptly the additional members of the sub-committees to the chairman of the general committee, to the end that the active operations of the Committee begin at once; that the general committee be assembled at such time, place and date as may make it possible for all to be present to ratify the tentative reports of the several sub-committees and to perfect the plans for the 50th anniversary of the founding of Syracuse University.

Voted to adjourn subject to the call of the Chair.

PERLEY OAKLAND PLACE, *Secretary.*

June 18, 1919.

Second Meeting of the Anniversary Committee

October 6, 1919

The committee appointed to arrange for the observance of the *Golden Anniversary* of Syracuse University (in June, 1920) met at 4 p. m., October 6, in the University Club. Owing to the unavoidable absence of the chariman (Mr. William Nottingham) Dean Peck presided at the meeting. Those present were: Dean Peck, Miss Carrie E. Sawyer, Mr. Harry S. Lee, Dr. Henry L. Taylor, Mr. G. Everett Quick, and Professors Lewis, Revels, Sargent, Hurst, Pennington, Taylor, Place.

After an informal discussion it was voted:

1. To appoint a Hospitality Committee, the selection to be left with Professor Sargent, Chairman.

2. To request the Executive Committee, to select men and women to represent the City of Syracuse in the general committee.

3. To fix the time of observance of the Golden Anniversary for *Friday, Saturday,* and *Sunday* preceding Commencement; that the Chancellor be asked to place Commencement day on *Monday;* that the Fraternities and Sororities be requested to arrange their reunions for *Thursday* evening.

4. That the Ways and Means Committee be asked to arrange for the publishing of a commemorative volume, under the direction of Dr. Place.

Adjourned at 6:15.

PERLEY OAKLAND PLACE, *Secretary.*

Meeting of the Program Committee

October 10, 1919

The members of the committee resident in Syracuse met on Friday evening, October 10, at the home of Mr. and Mrs. William Nottingham. Mr. James M. Gilbert and Professor L. Carl Sargent had been invited to meet with the committee and offer suggestions.

The evening was spent delightfully in an informal discussion of plans for the Golden Anniversary. The numerous suggestions will be considered by the Program Committee at its next meeting.

The Sub-Committees

(Each committee may be enlarged)

Judge D. Raymond Cobb, chairman of the Executive Committee, reported that the sub-committees, as thus far organized, are:

1. WAYS AND MEANS. Mr. Levi S. Chapman, Chairman, Mr. H. W. Smith, Mr. H. B. Crouse, Mr. H. W. Chapin, Mr. J. M. Gilbert, Mrs. Jane Bancroft Robinson, Mrs. Florence Wright Cook.

2. PROGRAM. Dean Henry A. Peck, Chairman, Mr. S. H. Cook, Dr. E. L. French, Dr. Henry L. Taylor, Mrs. Eloise Holden Nottingham, and two additional members to be added.

3. PUBLICITY. Mr. Harry S. Lee, Chairman, Mr. J. D. Barnum, Mr. E. H. O'Hara, Mr. Harvey Burrill, Mr. Thomas H. Low, Mr. John Wells, Mrs. Florence E. Knapp.

4. TRANSPORTATION. Professor L. Carl Sargent, Chairman, Professor F. W. Revels, Mr. T. Cherry, Mr. F. W. Everett, Mrs. Lieber E. Whittic.

5. FRATERNITIES AND SORORITIES. Mr. George H. Bond, Chairman and one representative from each Fraternity and Sorority (to be selected by Mr. Bond).

Meeting of the Program Committee

Oct. 23, 1919

A meeting of the committee in charge of the program for the observance of the Golden Anniversary of Syracuse University in June, 1920, was held Thursday evening, October 23, in the office of Mr. Harry S. Lee. Those present were: Dean Peck, Mr. Lee, Mr. S. H. Cook, Professor Edgar A. Emens, Mrs. Eloise Holden Nottingham, Mr. William Nottingham (chairman of the Anniversary Committee), Dr. Henry L. Taylor, Professor Perley O. Place, Secretary.

Dean Peck presented a tentative program for the Golden Anniversary, embodying the action of the Anniversary Committee at the meeting on October 6, and the discussion by the Program Committee at the meeting on October 10. The details of the program were thoroughly discussed, and the committee took formal action as follows:

1. It was voted that the celebration by the University of its Golden Anniversary be confined to the Commencement week of June, 1920.

2. It was voted to approve the tentative program of the Commencement week, as given below.

3. It was voted to ask the Alumni Council to take charge of LOYALTY DAY; and to recommend that the Class Day exercises of the graduating class be held at 9 a. m.

4. It was voted that special committees be named by the chairman, each committee to take in charge the program of the particular day assigned to it.

5. It was voted to suggest to the Anniversary Committee that an announcement (not an invitation) of the Golden Anniversary be sent to other colleges.

6. It was voted to adjourn to meet with the Anniversary Committee on *Saturday forenoon, November 15*, the date of the Syracuse-Colgate game, at 11:00 in Slocum Hall. Luncheon will be served at 12:00 under the care of Mrs. Knapp, Director of the School of Home Economics.

At the meeting of the Anniversary Committee, *November 15*, at *11 00 a. m.*, the chairmen of the sub-committees will report on the work of their committees.

PERLEY OAKLAND PLACE, *Secretary.*

Anniversary Committee

Meeting, *November 15, 1919*, of the committee for the Golden Anniversary.

The committee appointed to arrange for the observance of the GOLDEN ANNIVERSARY of Syracuse University (June, 1920) held its *third* formal meeting on *November 15*, at 11 o'clock, in Joseph Slocum Hall. In the course of the meeting luncheon was served under the care of Mrs. Florence E. S. Knapp, Director of the School of Home Economics. The following members of the committee were present:

Mr. William Nottingham, Chairman; Dean Henry A. Peck, Mr. Levi S. Chapman, Rev. Dr. C. M. Eddy, Mrs. Eloise Holden Nottingham, Mr. E. R. Redhead, Prof. C. W. Hargitt, Dr. E. A. Larkin, Prof. L. Carl Sargent, Prof. W. E. Taylor,

Prof. A. S. Hurst, Prof. L. H. Pennington, Prof. E. T. Lewis, Dr. Charles N. Cobb, Dr. Henry L. Taylor, Mr. Clifford R. Walker, Miss Carrie E. Sawyer, Mr. R. E. Consler, Mr. George H. Bond, Mr. Harry S. Lee, Dr. Perley Oakland Place, Secretary.

Since the special purpose of the meeting was to consider the tentative program for the Golden Anniversary as arranged by the Program Committee, Dean Peck (chairman of the committee) had invited the Deans of the Colleges and Directors of the Schools to attend the meeting. Of these, the following were able to be present:

Dean Parker, College of Fine Arts; Dean Walker, College of Law; Dean Graham, College of Applied Science; Dean Howe, College of Agriculture; Dean Richards, Dean of Women; and Director Tilroe of the School of Oratory.

After the reading of the Secretary's minutes of previous meetings, Dean Peck presented, with discussion, the program as prepared by his committee in numerous meetings and contained in the Secretary's report of the committee's action on October 23.

The Committee took action as follows:

1. It was voted that the "EVENING OF SYRACUSE MUSIC" be on *Thursday, June 10*, and that "OLD HOME NIGHT" be placed on *Friday, June 11*.

2. It was voted that on the afternoon and evening of "FOUNDERS DAY," *June 11*, special reunions and exercises in the various colleges and schools be arranged, the details being subject to the special committee in charge of "FOUNDER'S DAY", in order that these exercises might not conflict with the spirit and purpose of the University's anniversary.

3. It was voted that *Saturday, June 12* be "LOYALTY DAY," under the direction of the Alumni Council.

4. It was voted that the Memorial Service, in the afternoon of *Sunday, June 13*, be in honor both of the members of the faculty who, in the half-century, had died while in the service of the University and of the Syracuse men who had made the supreme sacrifice in the Great War.

5. It was voted that certain suggestions by Dr. Henry L. Taylor for a suitable memorial to the honored dead be referred to the Committee in charge of the Memorial Service.

6. It was voted that Dr. Taylor's offer from the Alumni Association of Albany of the plates of their song book be referred to the committee in charge of the "EVENING SONG," *Sunday, June 13*.

7. It was voted that the Secretary, in cooperation with the Publicity Committee, prepare an announcement of the Golden Anniversary to be sent to Colleges and Universities.

8. It was voted that Mr. George H. Bond be made chairman of the committee on "OLD HOME NIGHT," *Friday, June 11*, and that Professor Tilroe be made chairman of the committee in charge of the "EVENING SONG," *Sunday, June 13*, and that Dean Parker and Mrs. Nottingham be in charge of the "EVENING OF SYRACUSE MUSIC" *Thursday, June 10*.

9. It was voted to adjourn, to meet in the approaching holiday season at a time and place to be determined by the secretary.

After the meeting of the committee, the members joined the vast throng at the SYRACUSE-COLGATE football game in the Stadium, and saw the victory of the Orange, 13–7. In an interval of the game a conspicuous announcement of the GOLDEN ANNIVERSARY was carried around the field.

PERLEY OAKLAND PLACE, *Secretary.*

With these minutes of the meeting of Nov. 15th, is sent a copy of the program as approved by the Anniversary Committee

Anniversary Committee

Meeting, *December 30, 1919,* of the Committee for the Golden Anniversary.

The committee appointed to arrange for the observance of the GOLDEN ANNIVERSARY of the University met at a luncheon, in the University Club, *Tuesday, December 30,* at 12:30. Those present were:

Mr. William Nottingham, Chairman; Dr. Henry L. Taylor, Dr. Charles N. Cobb, Mr. Harry S. Lee, Mr. E. R. Redhead, Mr. Levi S. Chapman, Mrs. Eloise Holden Nottingham, Dean Jean Marie Richards, Dean Howe, Mr. G. Everett Quick, Professor Frederick W. Revels, Professor L. H. Pennington, Professor L. C. Sargent, Professor E. T. Lewis, Professor C. W. Hargitt, Rev. Dr. C. H. Eddy, Dr. P. O. Place, Secretary.

After the luncheon the committee held a short meeting at which the Secretary summarized the plans the committee had made for the exercises of Commencement week, 1920. According to these plans,

(1) The University has, through Chancellor Day, invited President Lowell of Harvard University to be present at the exercises on Founders Day (Friday, June 11) and deliver the academic address.

(2) The Mayor of the city of Syracuse and the Governor of the State of New York will be invited to be present in their official capacities and make brief addresses.

(3) The British and French Ambassadors will be invited to be present at these exercises. Their presence would suggest the international aspect of higher education, the alliance of Great Britain, France and the United States in the World War.

(4) At the Memorial Service (Sunday afternoon, June 13) in honor of the Syracuse men who gave their lives in the war, Dr. John R. Mott has been invited to make the religious address.

(5) At this service General Leonard Wood has been invited to represent the United States Army and deliver the eulogy of the University's soldier dead.

(6) At the exercises of Commencement Day (Monday, June 14) the University hopes that Dr. John H. Finley, Commissioner of Education of the State of New York, and President of the University of the State of New York, will be present as the Commencement orator.

The Secretary reported that the Deans of the colleges of the University had begun to make plans for special "Old Home" exercises in their respective colleges

for the afternoon of Founders Day. These exercises will include, in each college, a round table discussion of plans for the future—a forward look.

Dean Richards presented suggestions, (1) for giving publicity to the Golden Anniversary. One of these was that a poster be used, and be reproduced in miniature as a stamp on letters, etc.; (2) certain details for the registration of graduates and friends at Commencement, both at a central place and at the headquarters of the various classes.

VOTED: to offer two prizes (a first of $25, a second of $15) for a poster competition in the Art Department of the College of Fine Arts.

Mr. Lee, chairman of the Publicity Committee, reported that an account of the program of the Golden Anniversary would be given at once to the Syracuse newspapers and the Press associations. To his committee Dean Richards was added.

Mr. Chapman, chairman of the Ways and Means Committee, asked that the charimen of the sub-committees submit, at an early date, an estimate of the expense of their respective committees.

Mr. Sargent, chairman of the Transportation Committee, asked that his sub-committee on *Hospitality* having charge of luncheons, dinners, with Mrs. Florence Knapp as chairman, be made a coordinate committee; also, that the sub-committee on *Housing*, with Prof. E. T. Lewis as chairman, be made a coordinate committee; also, that his sub-committee on *Transportation Information* be changed to a committee on *General Information*, with headquarters in the Administration building, the membership being representative of the other committees.

Mr. Sargent also asked that Mr. Everett and Mr. Jenkins be assigned to a sub-committee on *Steam Railroad Transportation*.

VOTED: to refer to the Executive Committee the appointment of the chairman of the Committee on *General Information*.

The Secretary reported:

(1) That a communication from Dean Bray of the Graduate School, asking the Anniversary Committee to consider the advisability of including in the volume commemorating the Golden Anniversary a bibliography of the work published by the University Faculty, was referred to the Executive Committee.

(2) That Dr. Frank Smalley, Vice-Chancellor Emeritus, had been asked by the committee to prepare for the memorial volume a concise sketch of the University's history; with pictures showing its growth; a brief sketch of each Chancellor, with portrait; a briefer sketch of each Dean, with portrait; and the necrology of the Faculty.

(3) That the Executive Committee would ask the alumni, students and faculty to submit in competition an Ode commemorating the half-century of the University. (The Ode will be a feature of the Evening Song, June 13).

It was announced that Phi Beta Kappa Chapter had decided to observe its Silver Anniversary on March 25, 1920.

VOTED: that the chairmen of the sub-committees meet at an early date, complete the membership of their committees and definitely outline their scope.

PERLEY OAKLAND PLACE, *Secretary*.

Celebrating Syracuse's Fiftieth Birthday

DR. PERLEY OAKLAND PLACE

THE Golden Anniversary of Syracuse University will be observed in the Commencement week of June, 1920. This will be a memorable occasion. The sons and daughters of "Old Syracuse" will gather in large number to honor their Alma Mater, to rejoice in her fifty years of history, and to pledge their faith in the years to come. In this season of rejoicing the citizens of Syracuse will have a part, for the city is indeed fortunate to have in its midst a great university with its four thousand students. The university has richly justified the hopes and prayers of the earnest men and women who are a part of its history. The completion of its half-century will be an event which all who love Syracuse will be glad to commemorate.

For the early history of Syracuse University one naturally turns to Dr. Smalley's admirable Alumni Record. In vol. I, p. 23, Dr. Smalley tells that the charter of Syracuse University was approved by the Legislature and recorded March 25, 1870. Therefore the first fifty years of the corporate existence of the University will be completed in 1920. Among other interesting facts in Dr. Smalley's account are the following: The first meeting of the Board of Trustees was held on August 15, 1870; and on September 1, 1871 [Sept. 13, 1870, Editor] the Trustees decided upon the present beautiful location of the University, overlooking the city. On September 1, 1871 the newly established institution of learning opened its doors with forty-one students.

As an initial step toward the observance of the Golden Anniversary, the Hon. William Nottingham presented to the Chancellor and Trustees the suggestion from the Phi Beta Kappa chapter (whose silver anniversary will occur in 1920) that a committee of five provide for the selection of an Anniversary Committee representing the Trustees of the University, the Faculties of the Colleges, the Alumni, and the Undergraduates. This suggestion was most cordially endorsed by the Chancellor and the Trustees at the annual meeting held May 18, 1918. The committee of five (Dr. William Nottingham, Dr. Henry L. Taylor, Mr. C. N. Cobb, Professor Edgar A. Emens, and Dr. Perley O. Place) carried out its instructions, and organized the Anniversary Committee as follows:

I. Six representatives chosen by the Trustees: Eloise Nottingham, Levi S. Chapman, Judge D. Raymond Cobb, E. R. Redhead, H. D. Cornwall, Dr. C. M. Eddy.

II. Eight representatives chosen by the Deans: Dr. C. W. Hargitt, College of Liberal Arts; Professor F. W. Revels, College of Fine Arts; Dr. A. E. Larkin, College of Medicine; Professor L. Carl Sargent, College of Law; Professor W. E.

Taylor, College of Applied Science; Professor A. S. Hurst, Teachers College; Professor E. T. Lewis, College of Agriculture; Professor L. H. Pennington, College of Forestry.

III. Nine representatives chosen by the Alumni: Dr. Charles N. Cobb, '77, Albany, N. Y.; Dr. Henry L. Taylor, '84, Albany, N. Y.; Mr. Clifford R. Walker, '08, Cleveland, Ohio; Miss Carrie E. Sawyer, '87, Syracuse, N. Y.; Mr. G. Everett Quick, '02, Syracuse, N. Y.; R. E. Consler, '15, Rochester, N. Y.; Miss Emily Butterfield, '07, Detroit, Mich.; Mr. Harry S. Lee, '99, Syracuse, N. Y.

IV. Two representatives chosen by the Fraternities and Societies: L. W. Mendenhall, '19, Miss Helen DeLong, '19.

V. One representative chosen by the Athletic Governing Board: John Barsha, '20.

The Anniversary Committee held informal meetings on March 11 and May 6, with Dr. C. W. Hargitt as chairman. At the meeting of March 11 a sub-committee was appointed to consider with Chancellor Day what special occasions in the history of the University should be commemorated: Dean Henry A. Peck (Chairman), Mrs. Eloise Nottingham, Professor Ernest N. Pattee, and Professor Edgar A. Emens. At the meeting on May 6 Dean Peck's sub-committee was asked to arrange in conference with Chancellor Day, the program of the Commencement week in June, 1920, allowing two days for the celebration of the Golden Anniversary. Also Mr. Harry S. Lee, President of the Syracuse Alumni Association, was appointed Chairman of a publicity committee to be selected by him.

At the first formal meeting of the Anniversary Committee, June 9, it was voted to add to the committee the special committee of five appointed by the Phi Beta Kappa chapter, since the Silver Anniversary of the chapter would be observed at the time of the Golden Anniversary of the University. It was also voted to add to the committee Mr. George Bond. The committee then organized as follows: Chairman of the General Committee, Hon. William Nottingham; Chairman of the Executive Committee, Judge D. Raymond Cobb; Chairman of the Program Committee, Dean Henry A. Peck; Chairman of the Fraternities and Sororities Committee, Mr. George Bond; Chairman of the Publicity Committee, Mr. Harry S. Lee; Chairman of the Transportation Committee, Professor L. Carl Sargent; Chairman of the Ways and Means Committee, Mr. Levi S. Chapman; Secretary, Dr. Perley Oakland Place. Dean Peck presented the report of his sub-committee, offering valuable suggestions for the program of the Golden Anniversary. He was asked to present the report to the Trustees and to the Alumni Council. It was voted that Dr. C. W. Hargitt continue as Chairman of the committee until the executive committee had named the remaining members of the various sub-committees.—From *Syracusan* of July 15, 1919.

IV

Announcement

of the

Golden Anniversary

June 10-14, 1920

Syracuse University will observe its fiftieth anniversary in Commencement week, 1920. The University is a continuation of Genesee College, which was founded at Lima, New York, in 1849. Syracuse University received its charter under the law of New York State, March 25, 1870.

During the past fifty years the University has sought, in the spirit of its founders, to serve the cause of Christian education. Its students, faculty, trustees, and friends have represented various types of religious faith united for service to the State and Nation.

At the approaching anniversary the University, conscious of its high privilege and renewing its pledge of service, will look forward with hope to its share in the noble work that is being done by the Colleges and Universities of the world.

The exercises in honor of the Golden Anniversary will be held June 10–14, 1920, at the University.

Exercises of Commencement Week

JUNE 10–14, 1920

THURSDAY, JUNE 10

6:00 P. M.	Phi Kappa Phi Dinner	Slocum Hall
8:00 P. M.	"Syracuse" Musical Evening	Crouse College

FRIDAY, JUNE 11, "FOUNDERS' DAY"

10:00 A. M.	Anniversary Exercises	Archbold Gymnasium
12:30 P. M.	Phi Beta Kappa Luncheon	Slocum Hall
1:30 P. M.	Annual Meeting of Phi Beta Kappa	Slocum Hall
3:00 P. M.	Old Home Gatherings in the Colleges	
3 to 7 P. M.	Reception by Chancellor and Mrs. Day	701 Walnut Avenue
7:30 P. M.	Old Home Night at the Chapter Houses	

SATURDAY, JUNE 12, "LOYALTY DAY"

9:00 A. M.	Class Day Exercises	Teachers College Grounds
9:30 A. M.	Annual Meeting of the Alumni Association	Archbold Gymnasium
12:30 P. M.	Alumni Luncheon	Archbold Gymnasium
2:00 P. M.	Alumni Class Parade	
3:00 P. M.	Base Ball Game	Stadium
5:30 P. M.	Historical Tableaux	University Campus
6:30 P. M.	Dinner	
	Alumni	Gymnasium
	Alumnae	Slocum Hall
8:00 P. M.	"Kum-bak" Shows	
	Alumni	Archbold Gymnasium
	Alumnae	Slocum Hall

SUNDAY, JUNE 13

10:30 A. M.	Baccalaureate Service	Archbold Gymnasium
4:00 P. M.	Memorial Service for Syracuse "Gold Star Men"	Archbold Gymnasium
7:30 P. M.	Even Song	Stadium

MONDAY, JUNE 14

10:00 A. M.	Commencement Exercises	Archbold Gymnasium

Evening of Syracuse Music

PRESENTED BY THE COLLEGE OF FINE ARTS

Program

ORGAN: Sonata in F minor (First Movement).....JOSEPH J. MCGRATH

MR. MCGRATH

This composition was awarded a prize of $100 by the Women's Federation of Music Clubs last year in an all-American competition.

PIANO: (a) Spring Pastel
(b) Poéme } .....VICTOR MILLER
(c) Pow-Wow (From "Five American Dances").....EASTWOOD LANE

MR. MILLER

VIOLIN: Legend.....HAROLD OWEN

MR. OWEN

CHORAL: Hymn of Praise for Mixed Chorus and Soprano Solo

WILLIAM BERWALD

(Written for this occasion)

WOMEN'S CHORUS, Fine Arts College, and
MEN'S GLEE CLUB (Augmented)

Soprano Solo, MRS. LUCY MARSH GORDON

Conducted by DR. BERWALD

STRING ORCHESTRA: (a) Romance
(b) Allegretto } .....LOUIS BAKER PHILLIPS

Conducted by MR. PHILLIPS

VOCAL: (a) In the Valley (MS.)
(b) In Fountain Court
(c) Lyric from Tagore } .....ALEXANDER RUSSELL
(d) Dream Port
(e) A Little Rock
(f) Kitty
(g) Why? } ..... JOHN BARNES WELLS

MR. WELLS

ENSEMBLE: "Ariel," A Set of Variations on an Original Theme, for Piano, Organ and String Quartette

FREDERICK SCHLIEDER

(Written for this occasion)

Piano, MR. SCHLIEDER; Organ, PROF. H. L. VIBBARD
First Violin, PROF. C. L. BECKER; Viola, MR. AURIN M. CHASE
Second Violin, MISS GRACE WHITE; 'Cello, PROF. ERNST MAHR

VOCAL: Two Excerpts from the Opera of "Laila"

Music by HARRY L. VIBBARD
Libretto by MORTON ADKINS

(a) Aria, "The night draws on apace"

MISS MARTA WITTKOWSKA

(b) Aria, "Behold me, my beloved"

PROF. CHARLES E. BURNHAM

With orchestral accompaniment arranged for piano, organ and string quintette.

First Violins, MR. MYRON LEVEE and MR. THEO. RAUTENBERG; Second Violins, MR. KENNETH WOOD and MR. CLAUDE BORTEL; Viola, MR. AURIN M. CHASE; 'Cello, PROF. ERNST MAHR; Double Bass, MR. RUDOLPH MILLER; Piano, DR. ADOLF FREY; Organ, MR. RUSSELL MILES.

Conducted by Prof. VIBBARD

ORCHESTRA: Elegy for Small Orchestra.....JOSEPH C. SEITER

Written for the Syracuse Music Festival of 1913

Conducted by PROF. SEITER

VOCAL: (a) A Gift, (b) Pirate Dreams .....CHARLES HUERTER
(c) Shepherd, Play a Little Air, (d) Expectancy .....WILLIAM STICKLES

MRS. LUCY MARSH GORDON

PIANO: Romance and Allegro Scherzando.....ADOLF FREY

(Written for this occasion)

DR. FREY

With orchestral accompaniment arranged for string quintette, second piano and organ.

First Violins, MR. KENNETH WOOD and MR. CLAUDE BORTEL; Second Violins, MR. MYRON LEVEE and MR. THEO. RAUTENBERG; Viola, MR. AURIN M. CHASE; 'Cello, PROF. ERNST MAHR; Double Bass, MR. RUDOLP MILLER; Second Piano, PROF. RAYMOND WILSON; Organ, MR. RUSSELL WHITE

Conducted by PROF. BECKER

CHORAL: Motette; Cantate Domino, "Sing Unto the Lord a New Song"

ALEXANDER RUSSELL

For Male Chorus, Baritone Solo and Quartette

MEN'S GLEE CLUB of Syracuse University (Augmented)

Baritone Solo, PROF. CHARLES E. BURNHAM

Quartette, MR. ROBERT S. SARGENT, PROF. HOWARD LYMAN,
MR. JOHN G. RAY and MR. C. HARRY SANDFORD

Conducted by MR. RUSSELL

This composition was written for the Princeton University Victory Commencement, and sung at the Memorial Recital, June, 1919. It is scored for an accompaniment of organ, trumpets and French horns.
At a signal from the Conductor, the audience is requested to rise and join the Chorus in the Doxology (in unison) with which the anthem closes.

HYMN OF PRAISE, WILLIAM BERWALD

"I will praise Thee, O Lord, with my whole heart. I will shew forth all Thy marvelous works. I will be glad and rejoice in Thee. I will sing praise to Thy name, O Thou most High. When my enemies are turned back, they shall fall and perish at Thy presence. Thou hast rebuked the nations. Thou hast destroyed the wicked, Thou hast blotted out their name forever and ever. But the Lord shall endure forever: He hath prepared His throne for judgment. And He shall judge the world in righteousness, He shall minister judgment to the people in uprightness. Lead me, O Lord in Thy righteousness because of mine enemies, make Thy way straight before my face, for Thou, Lord, wilt bless the righteous; with favor wilt Thou compass him as with a shield. The Lord will be a refuge for the oppressed, a refuge in times of trouble. And they that know Thy name will put their trust in Thee; for Thou, Lord, hast not forsaken them that seek Thee. Sing praises to the Lord, which dwelleth in Zion. Praise ye the Lord!"

MOTETTE:

Cantate Domino, "Sing Unto the Lord a New Song".....ALEXANDER RUSSELL

"Come near, ye nations, to hear; and hearken, ye people: let all the earth hear, and all that is therein; the world, and all things that come of it. Hast thou not known? hast Thou not heard that the everlasting God, the Lord, the Lord, the Creator of the ends of the earth, fainteth not, neither is weary? He giveth pow'r to the faint, and to them that have no might He increaseth strength. Even the youths shall faint and be weary, and the young men shall utterly fall. But they that wait upon the Lord shall renew their strength; they shall mount up with wings as eagles; they shall run, and not be weary; they shall walk, and not faint. Sing unto the Lord a new song; for He hath done marvelous things: His right hand, and His holy arm, hath gotten Him the victory. The Lord hath made known His salvation; His righteousness hath He shewed. Make a joyful noise unto Him, all the earth. All the ends of the earth have seen the salvation of our God. Sing unto the Lord!"

"Praise God, from whom all blessings flow;
Praise Him, all creatures here below;
Praise Him above, ye heavn'ly host;
Praise Father, Son, and Holy Ghost. Amen."

EVENING OF SYRACUSE MUSIC (THURSDAY)

(*Alumni News*, July-August, 1920)

The fame of the evening of Syracuse music has not died out yet. Graduates who came to do honor to their Alma Mater's fiftieth birthday, the College of Fine Arts and Dean George Parker, left behind them memories which will not be easily forgotten in city musical circles.

A capacity audience was thrilled by a program which not only represented the best the alumni had to offer, but many of the best known musicians in American circles. It is doubtful whether such a program could be offered any where else on one evening, and yet have it so admirably balanced.

The balance of this article is quoted from the account in the *Syracuse Herald*. See below.

EVENING OF MUSIC

(*Syracuse Herald*, June 11, 1920)

Syracuse University had reason to be proud Thursday of the sons and daughters she has given to the musical world.

From far and near they came to do honor to their Alma Mater on her golden jubilee.

They brought offerings of their best to lay at her feet as a token of devotion and fealty to the old college where they gained the knowledge and proficiency which has enabled them to rise to greater heights than any of them dreamed of attaining in the years gone by.

The program provided at the College of Fine Arts presented a galaxy of stars to any reader who scanned the printed page. The names it contained were familiar to every musician and music lover. Many of the compositions which were interpreted had been played or sung at the great concerts of metropolitan cities.

It was an inspiring occasion. The audience which packed Crouse College hall to overflowing found it so, and the men and women who had a part in the program showed how thrilled and happy they were at coming back and paying tribute to the college which has kept her place in their hearts during all the years since they have left her.

Joseph J. McGrath, organist of St. John the Evangelist's church, who completed his training in composition and theory under Dr. Berwald at the university, opened the program with the first movement of an organ sonata in F minor which showed a fine feeling for form as well as temperament and brilliancy of execution.

Harold Owen played exquisitely a charming "Romance" of his own, and John Barnes Wells sang a delightful group of songs, some of them his own composition and others written by G. Alexander Russell, one of the most noted among Fine Arts "grads".

An impressive number of the evening was Dr. Berwalds' "Hymn of Praise" for mixed voices, with a soprano solo, which Dr. Berwald conducted and Mrs. Lucy Marsh Gordon of New York—Lucy Marsh to concert goers and lovers of phonograph records—sang the solo. The composition was a fine, upstanding one, noble and beautiful in its cadences and harmonies and full of spirit and fire. Dr. Berwald and Miss Marsh had to bow their acknowledgements again and again.

Louis Baker Phillips of Scranton, Pa., soloist at one of the May Music Festival concerts, conducted two of his own numbers composed for a small orchestra and delightfully played by the students of stringed instruments whose work at college recitals has been on various occasions so greatly admired.

Another composition for a small orchestra was the "Elegie", written by Prof. Joseph C. Seiter of the College of Fine Arts for the 1913 Syracuse Music Festival and given an interesting and adequate presentation on Thursday night.

Charming, too, was the interpretation given by Victor Miller of New York to a group of short piano numbers—his own "Spring Pastel" and "Poeme" and "Pow Pow", written by Eastwood Lane, as one of a cycle of five American dances.

Another fine feature of the evening was the presentation of excerpts from the opera "Lalia", for which Prof. Harry L. Vibbard has written the score and Morton Adkins the book.

Miss Marta Wittkowska—in private life, Mrs. Arlington H. Mallery—sang "The Night Draws on Apace", and Prof. Charles E. Bunham of the College of Fine Arts sang "Behold Me, My Beloved". The orchestral accompaniment was arranged for piano, organ and string quintet, with Dr. Adolph Frey at the piano, Russell Miles at the organ, and Professor Vibbard conducting.

"Ariel", a set of variations on an original theme for piano, organ and string quartet, was written for the occasion by Frederick Schlieder of New York who came in person to play the piano part in the dainty and charming composition.

Mrs. Lucy Marsh Gordon, with Charles Huerter at the paino, charmed the listeners in a group of songs by Mr. Huerter and William Stickles.

Mrs. Gordon sings beautifully with a clarity of tone and a charm of diction that reminded those who heard her Thursday night of Alma Gluck at her best.

Also composed for the occasion and one of the most Beautiful numbers on the program was the "Romance and Allegro Scherzando" of Dr. Adolph Frey—a charming and melodious score which most was appealing in its quality of color and brilliancy of execution. Those who have been familiar with the compositions of Dr. Frey regard the new "romance" as the best work he has done. Prof. Conrad L. Becker conducted the number with Prof. Raymond Wilson at the second piano and Russell White playing the organ part.

The program ended with Alexander Russell's noble motet, "Cantata Domino", composed for the Princeton University Victory commencement, in June, 1919. It was conducted by Mr. Russell and sung by the Men's Glee Club of Syracuse Uni-

versity, with Professor Burnham taking the baritone solo and Robert S. Sargent, Prof. Howard Lyman, John G. Ray and C. Harry Sanford singing the music arranged for a quartet.

THE MUSICAL PROGRAM

(*Post-Standard*, June 11, 1920)

With Crouse College Hall taxed far beyond its normal seating capacity, an audience which abounded in enthusiasm found great pleasure in the program of Syracuse music provided last night by Dean George A. Parker as a feature of the golden anniversary of Syracuse University. It was the most elaborate concert ever staged at the University and it brought back men and women who obtained their early training here and are now famous as singers, players and composers.

Two outstanding numbers of the evening had to do with men who have been identified with the musical department of the College for many years—Professor William Berwald and Professor Adolf Frey. Early in the program Dr. Berwald's "Hymn of Praise" was sung by a chorus of men and women, with Mrs. Lucy Marsh Gordon of New York doing the solo work, in a most effective manner. Dr. Berwald conducted and the finesse of the work delighted the large audience.

Toward the close of the concert Dr. Frey presented his romance and allegro scherando written for the occasion, with orchestral accompaniment conducted by Prof. Conrad L. Becker. Dr. Frey was recalled a number of times. His musicianship was evidenced as never before. This number will be found on orchestral concert programs in the future.

Joseph J. McGrath opened the concert with the first movement of his own sonata in F minor for organ. This is the composition that was awarded a prize of $100 by the Women's Federation of Music Clubs last year in all-American competition. Mr. McGrath gave a fine performance Thursday night and was enthusiastically received.

Victor Miller of New York played numbers written by himself and Eastwood Lane. Harold Owen, violinist, presented his own "Legend", with Mrs. Goldie Andrews Snyder at the piano; Louis Baker Phillips of Scranton, Pa., conducted the orchestra in two of his own compositions, and Professor Joseph C. Seiter did likewise in one of his writings.

John Barnes Wells of New York sang songs by Alexander Russell and himself with Mr. Russell at the piano. Frederick Schlieder of New York was at the piano in his ensemble, "Ariel", and the excerpts from the opera "Lalia", written by Prof. Harry Leonard Vibbard and Morton Adkins, were sung with much beauty by Mme. Marta Wittkowska and Professor Charles E. Burnham. Mrs. Gordon did songs by Charles Huerter and William Stickles in fine style, with Mr. Huerter providing an exceptionally pleasing piano accompaniment. Mrs. Gordon has a voice of beautiful quality and sings with remarkable ease and grace. Mr. Russell's choice, "Cantate Domino", closed the concert.

V

Anniversary Exercises

IN OBSERVANCE OF THE COMPLETION OF HALF A CENTURY

(Friday, June 11, 1920, 10 A. M.)

ORDER OF EXERCISES

I. ORCHESTRA—March from Tannhauser ..... *Wagner*

II. HYMN—Faith of Our Fathers ..... *Frederick W. Faber*

Faith of our fathers, living still,
In spite of dungeons, fire and sword,
O how our hearts beat high with joy,
Whene'er we hear that glorious word!
Faith of our fathers, holy faith,
We will be true to thee till death.

Faith of our fathers, faith and prayer
Have kept our country brave and free,
And through the truth that comes from God
Her children have true liberty!
Faith of our fathers, holy faith,
We will be true to thee till death.

Faith of our fathers, we will love
Both friend and foe in all our strife,
And preach thee, too, as love knows how,
By kindly words and virtuous life;
Faith of our fathers, holy faith,
We will be true to thee till death.

III. READING OF SCRIPTURE—Rev. Wallace E. Brown, D.D.
Pastor of the University Church, Syracuse, N. Y.

IV. PRAYER—Rev. Edmund M. Mills, D.D., Litt.D.

V. INTRODUCTORY ADDRESS—
Chancellor JAMES R. Day, S.T.D., LL.D., L.H.D.

VI. ADDRESS—Hon. Harry H. Farmer, Ph.B.
Mayor of the City of Syracuse

VII. ADDRESS—Charles F. Wheelock, LL.D.
Assistant Commissioner of Education

VIII. ADDRESS—W. H. Crawshaw, Ph.D., LL.D.
Dean of Colgate University

IX. THE ALMA MATER.....*Junius W. Stevens, '95*

Where the vale of Onondaga
Meets the eastern sky,
Proudly stands our Alma Mater
On her hilltop high.

When the evening twilight deepens
And the shadows fall,
Linger long the golden sunbeams
On thy western wall.—Chorus.

Chorus

Flag we love, Orange! float for aye,
O Syracuse, o'er thee;
May thy sons be leal and loyal
To thy memory.

When the shades of night shall gather,
Dark the heart may be,
Still the rays of youth and love shall
Linger long o'er thee.—Chorus.

X. ADDRESS—Jacob Gould Schurman, Ph.D., LL.D.
President of Cornell University

XI. BENEDICTION—Rev. John Heston Willey, Ph.D., S.T.D.

XII. ORCHESTRA—Postlude.

CHANCELLOR DAY

I told Dr. Place that I was in the attitude of a host and that it would not be at all proper for me to deliver an address and still adhere to my conviction, whatever might be the disagreement of the faculty to my decision. I am here just simply a sort of a figure head. You know a man who is to speak, likes sometimes to put himself in an attitude of that kind, so that if he does not make out anything, why nobody expected him to, for he forewarned them, and if he should chance in any way to say something, then he gets credit for what he says. Now I am in the very comfortable position or uncomfortable position of a public speaker. I have been told, however, and was told by so high an authority as John B. Goff, that a man who does not feel like running away from his audience is a man from whom an audience would be glad to run. I suppose there is something in that.

If I may bring up an old formula which starts "while I was a settin' and a thinkin'", I would say to you that there has come into my thoughts while sitting here the contrast that there must be in the minds of those few who were living here and observing fifty years ago this morning. Fifty years seems a short time after all, to those who have traveled over it and yet fifty years is a measurement. And fifty years ago the only thing that this University had was a charter and an abundance of courage, prophetic for coming years. When you think for a moment of what this University started with, or rather without, you are astonished, you are amazed. A hundred thousand dollars was an inducing gift of the city to locate here. A hundred thousand dollars! That does sound strange for the endowment of a university! And you add to it another hundred thousand dollars, or possibly two hundred thousand, which after all did not realize, pledged by friends who had

full more faith than dollars. A hundred thousand dollars would not found one chair of a University in these days, but I would rather have a hundred thousand dollars with the courage of those men and their vision than to have a million dollars to-day without that faith, because the real asset was in the men. The dollars, of course, were worth more than the same dollars to-day. Two or three times more, probably three times more, if you take into account the frugal and economic habits of the people who used the dollars, and, of course, the purchasing power of a dollar in those times. But it did seem small. It does now seem small. Perhaps that would be the better way to put it. I think it looked pretty large in those days.

They selected a pasture up here, about as far out of the city as they could go so as not to be contaminated by the city. They climbed over fences to get up here in order to study the proposition of the first building. They had fifty acres and they thought it large enough for all time. With over one hundred acres we are wondering what we shall do by and by. But nevertheless they were great, those men, great for their times, great for our time, and they grow greater as this University and all of their works of this city grow greater. I need not give you a catalog of them. The most of you know their names. They were confined to no particular sect. There were men of law and medicine, of merchandise and statesmanship. There were scholars as well among them. They were intent upon founding a University in the village-city of Syracuse, and they were wise. Their charter was wise, and their outlook was of a worthy scope. They thought of things that are to be. They made such provision for the things that are to be that it has not been necessary to make much amendment to the charter with which they started this enterprise. In the years I have been here we have seldom been obliged to go to the Legislature for permission to do things which were not provided in the early days. As I look over the charter as they had it and with its very first amendment it seems to me that it provides now for everything we might hope to do in the generations that are to come. They were men of large vision.

They did not quite agree in the beginning upon the subject of co-education. They thought that the men were the elect of the earth and the only people who really needed an education. That, however, might have been somewhat complimentary, for they considered the women without an education fully the equal of the men with an education. That must have been the conclusion. They had a battle royal on the proposition of whether the women should have the privileges of this University, and Judge Comstock, I think a graduate of Yale, surrendered most graciously when Dr. Benoni Ives stated to him that on no other condition than equal terms to women would the little college of Genesee or Geneva or Lima come in this town. So they accepted the women and fifty years seems to have vindicated the equal place of women upon the face of the earth. She started them together in the Garden of Eden. I think she will close it up. I never, however, charged up quite so much to her in the Garden of Eden. I think Adam was rather a weak sister himself.

We started with forty-one students when, on the following autumn, we began down town in a commercial block, and they tell me they had to have a brass band to get together an audience a year or so after in the Wieting. But that was abandoned after a time. For years we have not needed a brass band at the end of the procession.

But I must not discuss that question with you any more than to say a word of the founders. They gave us the things to do. We must credit back to them things that are. They belonged to us to do. They must belong to us on the new arrangement for the day. The founders of the College University were the foundation of this co-ordinate University. They did not have fortunes. There was scarcely a millionaire in this town, but they had heroism, and they had the right spirit of constructive enthusiasm. Men like Peter Burns and Erastus Holden said to Chancellor Sims, when he came here ten years after the opening of the University,—only ten years, "We haven't great fortunes, Chancellor, but we will put our estates at your command to see you through." The Chancellor told me that with deep feeling and with great gratitude. And as they were, so were many others. Ministers in comparative poverty gave to the extent of increased poverty. Workingmen came with their offering. Business men also. And they were our founders.

The Mayor was to have been here to-day to represent the city, as the Mayor was present at the beginning of this University, but having met with an accident, which, however, is not so serious as to cause anxiety, nevertheless was so serious as to disable him from the pleasure of the hour, he can not be here, and in his place Mr. William A. Dyer, President of the Chamber of Commerce, an Alumnus of Brown University, has kindly consented to make the representation for the city.

ADDRESS OF MR. WILLIAM ALLEN DYER

President of the Syracuse Chamber of Commerce

When I was called on the telephone last night about ten o'clock by Professor Place, who requested me to take the place of Mayor Farmer on your program, I was both glad and regretful—glad because of the opportunity it gave me, representing the City of Syracuse, to speak a word of praise in honor of this great University, which we have all come to be so proud of, but regretful for the cause. I am happy to say, however, that Mayor Farmer is not seriously injured and will be about in a day or two in good health.

A great statesman—one of our greatest—a college man whose memory I love to revere, once said on an occasion similar to this "A Century is but a moment of history. It has often happened that several of them have passed away since men began to record their deeds with little changes in the aspect or progress of the world. But at other times of intense action and spiritual awakening a single generation

may form an epoch", and few periods of equal duration have been so crowded with great events and of so much moment to Syracuse as the past fifty years.

I will not take your time in the recitation of the wonderful things which have come to pass and the progress made in the last fifty years, but one or two achievements which appeal to me as warranting special attention at this time are these:

First—The extension and perfection of our public school system, so that it has become possible in nearly every State of the Union for a young person, of either sex, to secure without paying a cent of tuition, a better education than the best university could give fifty or more years ago.

Second—The extension, since 1870, of the right to vote in every State of the Union and soon the right to any person to vote, regardless of sex.

During this period eleven Presidents have served their terms, two living and the twelfth is about to be elected.

Four great expositions have been held; stupendous engineering works have been undertaken, so great in their scope as to make all the achievements of past history seem in comparison as a tallow dip to an electric light.

Great bridges have been built. A great canal, connecting two oceans; subways, tunnels and viaducts constructed; great steamers carrying tens of thousands of tons of produce and merchandise and whole cities of passengers; the telegraph and telephone with a mileage of wires which would go scores of times around the circumference of the earth; the phonograph and wireless telegraphy, and the motion picture projecting into the future our movements of to-day.

Two great wars have been fought. The population of our country has more than doubled and its wealth quadrupled, so that at the end of fifty years, we find ourselves conducting one-fifth of the world's agriculture; one-fourth of the world's mining, one-third of its manufacturing and possessed with one-fourth of its wealth.

A brief half century ago, Syracuse sought and welcomed this University.

The city may well pause, after the lapse of fifty eventful years and consider if the hopes and visions which led to the establishment here of this great University, have not been amply fulfilled.

The dreams of those far-sighted men of 1870 who sought Syracuse University for us could hardly have had in them, the fancy that the little college of those days—would grow in so brief a time to the great institution of learning that we are so proud to refer to wherever we go and whenever we speak of Syracuse as OUR UNIVERSITY; that the one college and the limited curriculum of early days embracing but a score or more of studies would have enlarged in these latter days to eight colleges, and more than 1000 courses of study and we can hardly realize that the investment of $100,000 made then by this city has increased in value to over six millions and the students in number from less than 100 to 5,000, with hundreds more waiting at the door for admission.

And even the beginning is not yet!

Syracuse is only in its vigorous youth, not even yet in the full maturity of its power and its capacity for good.

Is it not just and right on this occasion, standing here as the representative of our city, that I should bring home to our citizens a fact so few of us realize—that as a result of these visions fifty years ago, here in Syracuse, we now have a complete educational system, which takes our boys and girls from the kindergarten, through the primary grades and high schools to this Universiy—one of the very greatest in the United States, and by means of the education acquired through its technical, mechanical, professional and art colleges, and post-graduate courses, finally fits them completely for immediate and well equipped entrance into life.

Surely Syracuse visioned valiantly when it sought this University!

Surely Syracuse made no mistake when it bade this University welcome!

And may I not now, as I welcome heartily, in behalf of this hustling, bustling growing city of ours (and I assure you I do it in no perfunctory spirit), the thousands of alumni, friends and guests, predict a growth far greater and more blessed than the past.

We are proud of our University.

We are glad that in all these fifty years, we have had its forward leadership to lift us in our aspirations above the materialistic things of life.

"We are glad it has been such a powerful influence for good in church and state and home, both in this community and in the distant parts of this country and the world; that it has given to the world, teachers, missionaries, statesmen and diplomats, that it has graduated men to win fame in education, theology, medicine, law and business and that it has enriched the private lives of thousands who in turn have become centers of higher life for thousands more."

It faces the future with a confidence born of the experiences of the past, of difficulties surmounted and triumphs achieved.

Syracuse bids you welcome and God speed.

ADDRESS OF MR. CHARLES F. WHEELOCK, EDUCATION DEPARTMENT, ALBANY

I deem it a distinct honor as well as a very great privilege to have been elected to bring to Syracuse University to-day the greetings of the State Educational Department, on this occasion of the celebration of the Fiftieth Anniversary of the founding of the University. I bring these congratulations and these greetings most heartily and most cordially from, I think I may say, every person connected with the State Educational Department, especially from Dr. Finley, who asked me to especially express his personal interest in this occasion and in this University.

Syracuse University is a young institution. As has been said by the previous speaker, it has completed a period of youth. It is just graduating into its period

of adolescence, and has before it we hope a long period of maturing years of activity as a University. Fifty years seems like a long period in the life of a man. Personally it seems long to me. Fifty years ago to-day I was just finishing my freshman year in college. It is sort of an anniversary with me personally as well as with you. It seems almost incredible that within that short period this University has accomplished so much. I well remember reading in the newspapers fifty years ago an account of the opening or founding of this university, and, as I said, it seems incredible that in fifty years this University has grown to be one of the very greatest in the land.

But we should remember that a university never grows old. There is really no such a thing as an old university. Syracuse University essentially, although not in the form of a university, is really a hundred years old, yet this does not make it aged. In order not to seem mysterious let me say that there are those of us who believe that the fundamental idea of an American University, which all of you see realized in Syracuse University, had its inception more than a hundred years ago in Herkimer County in this state, and there is a direct connection with that ideal down to Syracuse University.

The five minutes that are alloted to me to-day would not allow me to go into a detailed account of that, and certainly it is an interesting thing and one that I think you will find interest in pursuing. While Syracuse is among the very youngest, so far as organized life is concerned, it is among the oldest, if not the oldest real American University.

I am told that Syracuse University has graduated about ten thousand students. I have not the exact number. It would seem to be absolutely impossible for any person to estimate the enormous influence, morally, socially, intellectually, politically and economically, that has been exerted upon this state, upon this nation, and upon the world by ten thousand people who have gone out from this institution in the last fifty years. I feel it is almost beyond the power of imagination to compute that influence.

But the Educational Department has special interest in Syracuse University for one other reason. I have not the exact data at hand, but I think I am perfectly safe in the statement and well within the truth, that in the secondary schools of this state there are more representatives, as teachers, of Syracuse University than of any other institution within the state. There are older schools, but no other, I think, has so enthused its graduates with the spirit of going out into schools of the state as teachers as Syracuse University. It has been my privilege, for many years to have had, in a way, the general supervision of the secondary schools of New York State, and it is a very unusual secondary school in this state in which there is not found one or more representatives of Syracuse University. This seems to me one of the most immediate results of the education secured at this institution.

This is one of the influences of this University directly down to the secondary schools, through them to the elementary schools, and then the reflex action is brought back to Syracuse University students again. It has been, I think, one of the most potential means.

The state is interested in all her educational institutions. We are proud of our elementary schools, which educate all the children of all the people. We are proud of our secondary schools, which give an opportunity for those who have the capacity and the inclination to go somewhat further with their educational progress. We are especially proud of all our colleges and universities which train for leadership. There are none, I am sure, but that recognize the importance of the public school, the absolute necessity of the public school, the vital importance of the public school.

We are, therefore, proud of our colleges, and especially proud of this institution, one of the youngest of our great institutions, that has made this wonderful progress in this wonderful fifty years.

ADDRESS OF DEAN WILLIAM H. CRAWSHAW OF COLGATE UNIVERSITY

It is very gracious and chivalrous on your part to invite a son of Colgate to the honor and privilege of bidding you hail and Godspeed on this great occasion. On many a well-fought field, our "young barbarians" have met each other at play and have been each other's dearest foes. We meet to-day in "an ampler ether, a diviner air". As friends and comrades we clasp hands and challenge each other to the nobler rivalry of service to the human mind and spirit. We say to each other:

> Come, join in the only battle wherein one man can fail,
> Where whoso fadeth and dieth, yet his deed shall still prevail.

As a representative of Colgate University, and also—if you will allow me to say so—as an adopted son of your own Alma Mater, I congratulate you on your growth of fifty years and on your distinguished service to the cause of American education; I greet your banners still advancing beyond the golden jubilee which you have thus auspiciously reached; I wish and prophesy for you ever-broadening and ever-ascending paths of service and of honor. Your sister colleges say to you, *Victuri Salutamus;* for they are at one with you in the purpose to live, with a life more intense and more abundant.

We rejoice in your work because you stand for liberal education as the broad and sound basis of special training, for moral and religious ideals, for Christian manhood and womanhood. There was never a day when the world had more need of broad intelligence backed by sound character. There was never a day when there was so great need to lay insistent emphasis upon the human element in education, in politics, in our industrial and social and religious life. We are in danger of becoming

slaves to machinery, of losing ourselves in the study of mere formulae and processes, of regarding nature and human life as a cunning mechanism with no God behind it, with no soul in it, with no spiritual glory for its purposed goal. If there is any master key to the threatening problems of our time, it lies in a deeper and clearer conviction of this fact—that man is a living soul and not a mere cog in a machine or a unit in a table of statistics.

I was told the other day of someone's definition of a hen—"A hen is an egg's way of producing another egg." That is a humorous but apt illustration of a fundamentally wrong attitude of mind. It states a fact and obscures an essential truth. It lays emphasis in the wrong place. It insists on a process rather than on the vital result. We might also say that an egg is a hen's way of producing another hen. The distinction involves a vast difference in our interpretaton of the meaning and the value of life.

As we ascend in the scale of being, this distinction becomes ever more important. You remember Tennyson's wonderful picture of the eagle:

> He clasps the crag with crooked hands:
> Close to the sun in lonely lands,
> Ring'd with the azure world, he stands.
>
> The wrinkled sea beneath him crawls;
> He watches from his mountain walls,
> And like a thunderbolt he falls.

There is the truth of the eagle—in his beauty and his pride, his vitality and his power. Is it less or more significant than that which regards him and his mate as the medium between an egg and another egg?

As for man, what is the truth of him? Is he merely a grandfather's way of producing a grandson, or is he a living soul, a unique personality, infinitely significant and infinitely precious? According as we answer the one way or the other, will there not be a tremendous difference in our ideas of education and of all other human problems and activities?

Ruskin tells us of a lecturer on Botany who said "the object of his lectures would be entirely accomplished if he could convince his hearers that there was no such thing as a flower". His insight could discern no deeper truth about a plant than the fact that a flower is only a particular kind of leaf. To such a mind, as Ruskin says, "there is no such thing as a Man, but only a transitional form of Ascidians or apes". But says Ruskin, "in the thought of Nature herself, there is, in a plant, nothing else but its flowers." These are "the life and passion of the creature". Likewise, "rightly seen with human eyes, there is nothing else but man." "The essence of Light is in his eyes,—the centre of Force in his soul,—the pertinence of action in his deeds."

However it may be elsewhere, education must hold that the supreme fact is man, and the supreme test of education is what it does with man. The only worthy

aim of the college is to nourish that passion-flower of all life—the human soul. It must believe in man, above all mechanism and processes and formulae, and must strive to kindle into flame his spark of living energy and intelligence and aspiration. It must send forth men and women with a vivid sense of the value and greatness of personality. In that direction lies the best hope of humanity. In that direction lies the road of opportunity for the chosen souls who are to be as a lamp unto the feet of their fellows. The college should teach its sons and daughters that the glory of the human spirit lies not in the smug comfort of those who merely "hoard and sleep and feed," but in the daring and tireless endeavor to realize the infinite possibilities of the intellectual and spiritual life, in the passion and determination

> To follow knowledge like a sinking star
> Beyond the utmost bound of human thought . . . .
> To strive, to seek, to find, and not to yield.

PRESIDENT SCHURMAN

Introduction by Chancellor Day

I very deeply regret President Schurman's leaving Cornell University because the relations between the President of Cornell and the Chancellor of Syracuse University have been very delightful. I have preached, not quite so often as he has kindly requested, but nevertheless preached in his chapel on the great campus at Cornell. I have endeavored several times to have President Schurman with us on different occasions, but found it impossible because dates conflicted. I have no doubt that a very worthy man will be made president of Cornell University, but I am equally certain that no man will come there who will be more fraternal, more kindly courteous and helpful in his relations with the college presidents of this state than has been true of Jacob Gould Schurman. It gives me great delight to announce President Schurman.

ADDRESS OF PRESIDENT JACOB GOULD SCHURMAN OF CORNELL UNIVERSITY

I have first to bring you, and I do so with pleasure, cordial greetings and sincere congratulations from the President, faculties, students and alumni of Cornell University. This is a great occasion in your history, and I feel very deeply honored that you have selected me as one of the speakers to aid in the commemoration of the event. Owing to circumstances which the Chancellor has referred to, I have to say that when I was honored with this invitation I said it would be impossible for me to give the principal address, as I might not be back from Japan in time, and if I were I should be overwhelmed with other engagements. But I wanted to be here. I wanted to be here because of the friendly relations I have had for so many

years with your Chancellor, your distinguished Chancellor, and many members of the faculties. I wanted to be here because through all these years I have striven for closer relations between the two universities. I wanted to be here also because, as the Chancellor has been good enough to say, through all these years of my administration at Cornell, I have felt it my duty, the highest service to my own university, to maintain the closest and friendliest relations with the other colleges and universities in the country. No institution has any monopoly of education. There is room for us all. I wish I had time to make a suitable address on this great occasion. Your Dean who invited me on behalf of the Chancellor was good enough to say that the audience would excuse even rambling remarks if I came, and I take shelter under the policy of the Chancellor. I had some time for meditation in the upper berth of the sleeper on the New York Central last night. I have known the Chancellor a good many years, and he never needs apologize for any speech he makes. I could, if I had him alone, give him some lessons in some other things, for I am a senior president, and he is a mere sophomore, and you students will realize what a vast chasm yawns between us. Some day he will have been president as long as I have, and then he will know something of the business.

But the Dean suggested that you might be interested in, as I have said, even rambling remarks, and perhaps I may tell you that within the last six weeks I have addressed a good many universities and colleges. I have addressed the Imperial University at Tokio. I have been, therefore, somewhat in touch with the colleges and universities of different kinds during my absence. One is tremendously impressed with the growth and advancement of the country, especially in education. Tokio, the capital, has passed from the stage of jinrikishas to the stage of automobiles. Twenty-one years ago jinrikishas were the vehicles. To-day it has disappeared almost entirely. This is one example which we find to illustrate the progress of Japan. It is shown in her business, in mining, in manufacturing, in steamship lines, in everything. It is perfectly amazing what that nation has accomplished since she opened to the world. But I think there is nothing more astounding than the progress educationally. All her boys and girls are in the elementary schools, from six to fourteen years of age. The percentage who attend is from ninety-eight to ninety-nine, so that Japan is probably to-day the most literate country on the face of the earth. But the high schools and colleges are limited in number, as are also the universities, and students are admitted to these higher institutions only on competitive examinations. So that the boys and girls in the high schools are a select class, as the students in the universities are a selected class once more from the graduates of the high schools. The result is that the very flower of the youth of Japan is in the universities. Women too are not excluded, for they are in the colleges and universities of Tokio having recently been thrown open to women. When we regard the experience of other countries, we may venture to predict that in time, and in the not far distant future, women will be admitted on the same terms as men.

There are some very gratifying things in addressing the students of these universities. I didn't know a word of Japanese. I spoke every word in English. An interpreter was present for the benefit of the general audience, but somehow or other, in spite of that I felt in meeting the students and members of the faculties that although I knew not a word of their language, and perhaps they didn't always understand me, we did have a way of understanding each other and realizing we belonged to one common family, for colleges and universities of the country do all stand for great common principles and ideals. They stand for the things worth while in human life. There has never been a time like the present time when these fundamental things for which our institutions stand need to be emphasized and reassured.

From another point of view we may say that these colleges and universities stand for ideals, just as churches stand for ideals.

Is it conceivable that we have been sent to this earth to sleep and eat and breathe and die like brutes or insects of the world? What lifts us out of this animal plane? The fact that we have minds. Dr. William Hamilton used to say that on earth there is nothing great but man. In man there is nothing great but mind, and truth, righteousness, justice. These great ideals of the mind of man need to be emphasized to-day in the colleges and universities of the world.

I sometimes say to myself this great war in which the world is still tottering, the shock of which is still convulsing this world, this great war was due to the wrong theory of life. It was perpetrated by Germany,—Germany with the greatest universities at one time the world had ever known. The German people, under the influence of the German government, finding German universities accepted a wrong theory of life, as though the great end of existence was to gain rights and material power and other people's territory, just as soon as they threw away the splendid moral and intelligent ends for which Germany has stood a century ago, her doom was sealed.

So that the business of colleges and universities is not merely work in some little center in which they happen to be located. It is their business to keep alive the flame by which humanity lives, to lift up the ideals which make the life of humanity worth living. I don't know, young ladies and gentlemen, of any time in my life when the foundations of society and of government were so seriously menaced as they are today. Look for a moment at our economic situation. Under what is known as the individualistic and capitalistic system, as it is sometimes called, this country, one of the ablest nations of the world, has attained great heights of prosperity. Nevertheless during the last twenty or thirty years, among the safest nations of the world there have been appearing an increasing number of men and women who have denounced the foundations of our economic life, charging them with the grossest injustice and attempting their overthrow. We have thought in the economic sphere that there was no proper ownership of private property that a man honestly earns. These critics declare that private property is a curse and

that all capital now owned by individuals must be swept away and some impersonal organization, which they call the state shall be the sole capitalist and the sole employer of labor. We have seen this thing grown in the last twenty-five years. We didn't dream that we should live to see it put in practice, but one great nation in Europe has endeavored to organize its economic life on this Bolshevistic basis.

It is for the colleges and universities and for the public press to-day and in the near future to calmly discuss this great question and eliminate these wrong theories by referring to the actual experience that is now being made in Russia. I am not one of those who are afraid of the results. I do not want any force to be used to restrain them. I am for giving the socialists and all other ists, so long as they keep within the limits of the law, the utmost freedom to defend their theories. In the very bottom of my soul I am sure that we can answer them and refute them not only as in the past but by our reasoning and comparison to the actual demonstrations which their theories are having in Russia. I look to the colleges and universities and our leaders of public opinion to perform this service for the American public. You can not suppress the idea by force. You can lead it only by reason, by other ideas sounder and better. Have confidence in the economic system which has made this nation great and successful, until its inadequacy may be proved by reasons infinitely stronger than those that have been brought against it in the past and have impressed just the reverse of what we now have before us in Russia.

Even in the political sphere we are living in an age of revision. I know as a student of political science that man has gone through many phases of government. He has lived under despots where you have freedom for one and tyranny for all the rest. He has lived in oligarchies where a group or a class governs all the rest. But in the course of revision there has developed what I believe to be the final system of human government, a government of all by all for all. This is the system America has. In conceiving and putting into practice that system, America has become the pattern of the world to-day. All the nations of the world, from China to Germany, are looking to the United States as their model of government. Shall we at this time loose faith in our own system, desert it, abandon it in any of its essentials?

There are those who would say that we have radicals and revolutionists in politics, and that radicalism and revolution is not American. But once more I would say I would not meet them with force, if I could command the forces of the nations, but I would meet them by solid reason and appeals to their theories. I would like to know whether, for instance, in Russia, where they have substituted what they call the soviet for our Republican form of government, they have produced anything that is likely to commend itself to students of government. I believe they are becoming every day more despotic. One class has seized the law or government and has so established itself that it is able to coerce all the others. The whole life in Russia to-day, so far as it functions at all, is one vast system of iron autocracy.

I don't know how others feel, but for myself I think freedom the most precious thing in the world. I know no things in any democracy which I wouldn't vastly prefer to anything that Russia, with its present system of soviets, has yet been able to offer to the world.

These are some of the problems which confront recent generations. Problems which, as I say, must be left to our colleges and universities to work out and reach sound conclusions about.

It is a great thing for this University to have reached, under such auspices, fifty years of successful achievement. It is a milestone in your career.

PRESIDENT SCHURMAN'S ADDRESS

(*Syracuse Journal*, June 11, 1920)

Proclaiming freedom "the most precious thing in the world," Dr. Jacob Gould Schurman, President of Cornell University, speaker of the day at the Golden Jubilee exercises at Syracuse University Friday morning, when "Founders' Day" was celebrated, pleaded that "socialism and every other ism which is menacing the foundations of the republic" should be given complete freedom of speech.

"I implore you, men and women," Dr. Schurman said, "don't ever think to suppress by force. As long as the advocates of the theories which are flooding the world, uphold the law, let them set forth their theories. It is for the colleges and universities of the country to keep the flame of humanity alive. It is for the colleges calmly to discuss these experiments which are being made in Russia. Have confidence in the economic system which has made your country great, but watch the progress of other lands. You cannot suppress socialism by force."

"I am not afraid of results," Dr. Schurman declared. "I am not one of those who want force to prop up the existing system of government."

Dr. Schurman has just returned from a trip to the Orient where he visited the institutions of Japan, speaking in a number of colleges and universities in that country. He declared that Japan, during the past twenty years, has become the most literary country on the face of the globe.

"There never has been a time in the history of the world when the foundations of society have been so menaced as to-day," Dr. Schurman declared. He drew a comparison between the economic system which prevailed when the country was first started, when private ownership was believed to be the great incentive to right living, with that which is booming today.

Dr. Schurman declared that he had always felt in the most friendly terms for Syracuse University, and was delighted to make an address on the event of her fiftieth anniversary. He was introduced by the Chancellor who stated that it was fitting to have a Cornell official present at the Golden Jubliee by reason of the fact

that Dr. Andrew D. White, President of the neighboring college fifty years ago, laid the corner stone of the College of Liberal Arts. [Dr. White made one of the addresses, Bishop Peck laid the cornerstone. Editor.].

Headed by Chancellor Day, who has worked for twenty-six years to put the college on the hilltop in the front ranks of American universities, where it stands today, the distinguished guests, including Dr. Schurman, Dr. W. H. Crawshaw of Colgate, and Dr. Charles F. Wheelock of Albany, with the six hundred candidates for degrees from the class of 1920 in the procession, the ceremony of Founders' day began with the line of march across the campus to Archbold gymnasium.

Congratulations for the growth of fifty years from sister colleges, praise for the spirit of the men who are helping to make it great today and tributes to the founders who had scarcely more than their vision to build upon fifty years ago, formed the basis of the remarks of the Chancellor.

CLASS DAY EXERCISES, JUNE 12, 1920. A. HOLLY PATTERSON, PRESIDENT OF THE CLASS SPEAKING.

Courtesy of *Syracuse Journal.*

Golden Jubilee Week

Editorial from *Syracuse Journal*, June 11, 1920

Celebration of the fiftieth anniversary of Syracuse University begins under most auspicious conditions. Four days devoted to it will be replete with many and deep pleasurable emotions, as the members of the alumni from far and near join in the dignified, impressive and attractive festivities, and the ceremonies will be followed with keen interest by Syracusans and countless others, warm friends or admirers who have never failed to show devotion to the institution which has become of commanding importance in the educational world.

It must be with deep satisfaction that Chancellor Day, Faculty, students and alumni contemplate the inspiring handiwork of intelligent understanding, initiative and unrelaxing industry.

There is honor enough for all in the progress onward, and public opinion so apportions it.

From the *Syracuse Post-Standard*, June 11, 1920:

Gathering its forces of graduates and former students by the scores on each train arriving in the city last evening, Syracuse University was given its final coat of birthday paint and ribbon yesterday in preparation for four full days of joyous festivities and impressive ceremonies that will mark the celebration of its fiftieth anniversary.

Golden Jubilee week opened last night with the Syracuse musical evening in Crouse College auditorium and the Phi Kappa Phi fraternity banquet in Slocum Hall, and while it was an unpretentious opening in comparison with events that are to come, it was evident that the anniversary spirit was in everyone's veins and only awaited expression on more carnival-like occasions.

The *Journal* gives a little more detail as follows:

Syracuse is rejoicing in the greatest home gathering of her sons and daughters which has occurred in the years which have sent 10,000 men and women out from the walls on the Hill. An advance guard of more than 500 alumni, former students and friends arrived in town Friday morning, flocking to the hotels and the rooms reserved for them on the Hill.

The campus is gaily decorated with bunting in orange and blue, the huge cake in the oval is ready to be cut Saturday afternoon, the oval has been turned into a minature Mardi Gras for use as a general center of activity during the greatest celebration that Syracuse University ever staged.

The official program opened Thursday night with the Phi Kappa Phi jubilee in Slocum Hall and the evening of music in Crouse auditorium. Officers elected for the honorary society for the coming year are: President, Dean William L. Bray of the Graduate School; Vice-President, Dean W. P. Graham of the College of Applied Science; Secretary, Professor F. F. Decker, director of extension teaching; and treasurer, W. F. Pennington of the College of Forestry. Professor Hugh M. Tilroe of the School of Oratory was elected marshal, and two members, Dean F. R. Walker of the College of Law and Professor F. C. Revels of the College of Fine Arts, were elected to the membership committee.

The *Daily Orange* set it forth in these terms:

An advance guard of five hundred or more alumni, former students and friends of the University arrived in this city yesterday afternoon and last night for the big Golden Jubilee which continues until next Monday in celebration of Syracuse's fiftieth birthday.

Railroad trains from all directions and arriving at all hours of the day and night are bringing thousands of others who will revel among old college friendships and scenes on the Hill for the next few days.

Every hotel in the city is filled with guests for the University semi-centennial. Visitors are packing all lodging houses, fraternity and sorority homes, and all private residences that welcome guests for the big Grad-Spree.

The campus is gaily decorated with bunting and flags of all colors and descriptions. The old oval, in particular, presents a colorful picture, having been transformed into an imitative Mardi Gras for use as a general center of activity during the greatest celebration that Syracuse University ever staged.

Although the Jubilee program officially opened last night with the Phi Kappa Phi fraternity dinner in Slocum Hall and the Evening of Syracuse Music in Crouse auditorium, the big spotlight will not be turned on the occasion until ten o'clock this morning when the anniversary exercises will be held in the Archbold Gymnasium.

From *Post-Standard*, June 12, 1920:

PHI BETA KAPPA OFFICERS

Professor William H. Metzler was elected president of the local chapter of Phi Beta Kappa at its annual meeting yesterday afternoon in Slocum Hall. He succeeds Charles W. Tooke.

Justice Benjamin J. Shove was made vice-president, Professor Charles H. Carter, treasurer, and Prof. Wm. R. P. Davey re-elected corresponding and recording secretary. The executive committee will be Dean W. P. Graham, Arthur Copeland of Auburn and Miss Carrie Elizabeth Sawyer.

Contrary to reports published yesterday afternoon no honorary members were balloted upon or elected at the meeting. Three alumni were elected, Miss Mary Elizabeth Kurtz, Miss Florence Anna McDermott and Clifton Edwin Halstead. The following were elected from the senior class: Mary Louise Finney, Albert Percival Vanselow, Donald Frederick Sears, Florence Lucile Decker, Helen Freeman, Elizabeth Alfaretta Brubaker, Christine Makuen, Doris H. Garrett, Gerald Brunner Faigle, Blanche Ellen Williams, Dorothy Alice Watson, Martha Welles Watt, Eleanor Gladys Heroy, Ruth Dayton Cook, Bethel M. Nelson, F. Marion Jarvis, Idella Mae Smith, Jane Lyle Seafuse, Marion Georgia Britten, Florence Elizabeth Dean, George E. DeMille, John Barsha, Helen Catherine Carroll, Anna Margaret Hutchinson, Richard Randolph Snook, David Sutherland MacInnis, Mary Elizabeth Oakley, Grace M. Millhouse, Sadie Sarah Heimlich, Edna Mae Lawrence, Emily L. Kruck, Howard Beach, Mildred Emma Wright, Lucile Hunt, Bessie Rendell Jenkins, Lewis Ethan Ellis, Goldie Dorothy Furniss, Adelaide LeMoyne Goodman, Robert James Forsythe Lindsay, Florence Elizabeth Schimpf, Ethel T. Thompson, Ruth Rebecca Ballard, Arlene Van Riper, Ethel Elizabeth Cunningham, Francis Ellery Wood.

Phi Beta Kappa Characteristics

Address before the Syracuse Chapter, June 11, 1920

By Dr. Oscar M. Voorhees, Secretary of the United Chapters

WE ARE constantly celebrating anniversaries. That is inevitable. The value of an anniversary may be small or great according as it leads to a careful appraisal of that which is celebrated, and its relation to the progress of the world.

Phi Beta Kappa is indelibly linked in the minds of all with the progress of higher education. It finds its seat in institutions of learning, receives its members from among their students, but still it remains apart from the institutions themselves. It is not a teaching force. It lays down no curriculum, nor does it control those who arrange courses of study. It is connected with institutions and yet lives its life apart from their control. It may be the severest critic of certain practices of educational institutions, and yet it is welcomed by them with open arms. In fact it is, so far as they are concerned, wholly anomalous, yet it lives a decent, orderly life, and somehow has come to occupy an entirely unique position in the thought of the leaders of college and university affairs. What then are the real characteristics of Phi Beta Kappa? How shall we appraise it? How shall we properly estimate it as an educational force?

The fact that Phi Beta Kappa has enjoyed so many anniversaries practically determines that it is for us all an inheritance. It had celebrated many anniversaries before we were born. Each occasion had had a flavor all its own. The flavor of this occasion, concluding twenty-five years of activity at Syracuse, will not soon be forgotten. We have been told something of the organization effected twenty-five years ago, and our interest has been aroused so that we shall be keen to know more fully the story of its more recent days at this vigorous university.

This Chapter, when organized became the thirty-ninth on the roll of the United Chapters. It is now number forty, because the Alpha of Alabama has been revived. It had then a one-fortieth interest in the great whole. Now with ninety-three chapters shall we say it has only a one-ninety-third interest? That might indicate that its stock is decreasing in value.

Such a conclusion you will not, I know, accept as correct. You believe that the years have brought increase, not diminution; advancement, not retrogression. But in what does this consist?

I venture to say that most of us will find it difficult to answer this question. And yet we are sure we have a keen appreciation of Phi Beta Kappa and hold our membership in high esteem. And I presume that somehow we think of our own chapter as the norm by which the body as a whole should be estimated. On further thought, I feel sure, you will admit that this cannot be the case.

Such a judgment, drawn from a too narrow knowledge of Phi Beta Kappa history, has been the cause of most of the difficulties that are encountered in the administration of her affairs. Hence I deem it especially important that some knowledge of Phi Beta Kappa history and of the development of Phi Beta Kappa methods is essential on the part of those who shall take active part in individual or United Chapter administration.

Some people, for instance, think membership is based, and should be based entirely, on high attainment as indicated by grades attained in undergraduate days. That is one's acceptance or rejection may be determined by a tabulating machine. Others are prone to look upon a chapter as a delightful club into which it is right to plan to get one's friends introduced and from which others may be excluded.

I hold that both of these ideas are equally erroneous, and I so hold because I have found that they did not prevail at the beginning, nor have they been held by the chapters which have given to Phi Beta Kappa her greatest reputation.

At the beginning three principles were laid down as a Phi Beta Kappa fundamental. They were *Fraternity*, *Morality*, and *Literature*. The capacity for friendship was not overlooked. The recluse and grind were not necessarily eligible. There was also recognized the essential brotherhood of mankind, and the rule of service in the higher interests of humanity. Then there was morality. The student who attains high ranks by shady methods had no place in Phi Beta Kappa. The candidate was to be scrutinized from the three points of view, and only when passing all three tests was he deemed "worthy of an admission" to her ranks.

Then there are those who deem membership in course the only kind that is worthy. Those who did not win out at graduation are shut out forever. This is equally and fundamentally erroneous. The organization had not lived two years before membership was extended to "men not collegians." On this basis three distinguished men were admitted, three out of fifty. They were John Marshall, a student of law; Captain William Pierce, who had won his reputation in the army; and Elisha Parmelee, an alumnus of Harvard. While the men of William and Mary did not, I presume, classify these men, they are typical. One was a man of action; another, without undergraduate rank, was seeking a higher degree. The third was exercising his talents outside the college in the realm of teacher, in anticipation of being ordained to the Christian ministry.

It is significant that it was the latter, Elisha Parmelee, who carried the charters to New England and made possible the perpetuation of Phi Beta Kappa; for without his aid the organization would have died and been forgotten. These three men, elected in reality to Honorary Membership, were deemed to measure up to the three fundamental characteristics, in intellectual attainments, in strength of character and moral purpose, and in the capacity for friendship.

I would not have you think that our chapters of to-day should follow exactly the practices of the original society. But I would have you understand that in the process of the years these fundamental principles have been wrought into rules

regarding membership that each chapter is bound to observe. There is first membership in Course. That is election near the conclusion of undergraduate or graduate courses of study on the basis of literary attainments; of demonstrated intellectual ability, provided, of course, capacity for friendship and moral character are not wanting. While these matters are not always held in primary consideration they should never be left out of the reckoning.

There is also the provision for junior elections; that is on the basis of two and one-half or three years' work. I am firmly convinced that this provision is sound, having the warrant of the earliest practice. Those thus elected should be encouraged to hold frequent meetings during the senior year to cultivate friendship and stimulate one another in the further pursuit of literary distinction.

Then follows what we have chosen to designate Alumni elections, the choice of certain graduates of the institution whose "postgraduate" work merits such election. As care is exercised in the election of Members In Course to avoid partiality, to show a high ethical standard in the selection, so should care be shown in Alumni elections. Favoritism should be ruled out, a careful appraisal of the postgraduate attainments of all the members of a college or university class should be made, and only those elected who are found to have attained the finest reputations, all three Phi Beta Kappa fundamentals being considered. To accomplish this I believe it wise that action be taken with regularity. That is, that on any given year the classes of fifteen and twenty years' standing should be examined, and elections from them only be made. I am strongly advising this plan in order to avoid the appearance of favoritism that seems almost inevitable when elections are made promiscuously.

Then we have a third class, when distinguished individuals are elected *honoris causa*. This practise is as old as Phi Beta Kappa, as I have shown, and was followed to a limited extent in the early days of Harvard and Yale, but was given its widest application by the Alpha of New York at Union College just one hundred years ago. Thus many choice spirits, some of whom had attained collegiate rank in other colleges; and others who had gotten their education outside of college walls, but had gotten it so thoroughly and definitely that there could be no question as to the fact, have been invited into the company of Phi Beta Kappa worthies, and have considered such invitation among the choicest of the honors that could be accorded them.

Thus the Alpha of Connecticut gave membership to Noah Webster, Oliver Wolcott, Edward Hitchcock, Fitz Green Hallock, Theodore Dwight, Washington Irving, Albert Barnes, Samuel Hanson Cox, and a considerable number only a little less distinguished.

In the same manner the Harvard Chapter added to her roll the names among others of William Cullen Bryant, Orville Dewey, Asa Gray, Louis Agassiz, Arnold Guyot, Bayard Taylor, William Lloyd Garrison, Henry James, William James, John Greenleaf Whittier, and many other of similar reputation and influence. Hence the practice of election to Honorary Membership has all the authority that

consistent application can give it. And yet one chapter in setting up its rules nearly twenty years ago solemnly resolved by constitutional provision never to elect to Honorary Membership.

What is the thought behind all these elections? In the matter of members elected in course it is the full confidence that those who have shown Phi Beta Kappa qualities during undergraduate days will continue so to pursue those courses of study and so to manifest those qualities of service that they shall be found among the leaders of thought and action in the course of the years, and will in their turn reflect honor upon the Society that had faith in them. It is also an article of faith that membership in the Society, with its accompanying privilege of wearing the golden key, will stimulate them in the endeavor to be fully worthy of the confidence reposed in them.

In regard to those elected later *Honoris causa* whether to Alumni or Honorary Membership there is the desire to reward by the privileges of a noble fellowship those who have exhibited Phi Beta Kappa characteristics and who will reflect upon the electing society the honor their attainments have merited. Thus while receiving honor they likewise confer it.

I spoke, at the beginning, of our anniversaries, and would here remark that they are essential characteristics of Phi Beta Kappa. She cannot live normally without them. We recall that the original Society observed each succeeding fifth of December, and prescribed in her charters that Foundation Days should be carefully observed. By shifting to Saturday, December fourth, when the fifth fell on Sunday, she set the example of yielding the exact date without destroying the spirit. Those were days when good fellowship was at a high water mark, when "jollity and mirth" were expected, though the least appearance of intoxication subjected the member to a grevious fine.

The Harvard anniversaries have perpetuated in a remarkable manner the William and Mary precedent, and other chapters have fallen into line, though some with less lively interest. Our presence here to-day is evidence of our desire to perpetuate the spirit of Fraternity, and of mutual interest that burned so brightly in the cavalier atmosphere of Virginia.

I would not have you gather that the original Society is the absolute norm in all respects. The history of the decades that have followed sheds light upon the lines of development. Some things have been evolved in the progress of the years. Secrecy was eliminated because it was unnecessary. Women were admitted because it became necessary if right were still to be the basis of our ethics. A union of the branches could not be avoided if the desire for growth, evinced by the charters of 1779, were to proceed in an orderly manner. By expansion Phi Beta Kappa became of necessity a national organization. The United Chapters came into being by a process working from within, and the rules that govern us to-day are those that became absolutely necessary if Phi Beta Kappa were to control her life and order her destiny.

A knowledge of these steps, in the path of expansion, of the history of her development, is quite essential to any one who would join hands with those who labor for her worthy enlargement. A priori ideas often lead into a blind pocket, unwittingly, I know, but still inevitably. A superlative illustration was that of a college president, whose active connection with his chapter had lasted a few hours, who had no experience with chapter practice, much less with the direction of the United Chapters, who presumed to think that his ideas should be deemed final, and that constitutional provisions should bend and yield obeisance. Some tyros in chapter management seem at times to think they are doing God's service when they attempt to overrule the constituted officers of the society. For the most part, however, they are found amenable to reason when fortified by precedents that are interpreted with caution and confidence.

After an experience of nearly two decades in administering Phi Beta Kappa affairs I am firmly convinced that while literature—scholarly attainment—has come to be the star of first magnitude in our galaxy, Fraternity and Morality, a capacity for intellectual fellowship and a high conception of the ethical forces that should govern in human affairs, must not be left out of the reckoning. It is remarkable, indeed, that in but a few cases have chapters found it necessary to remove members because they had fallen down to unworthy deeds and companionships. And it is remarkable, also, to be finding constantly that those who are among the leaders in high moral endeavor, and who rank high in loyal service to humanity, are wearers of the golden key. It is of the genius of Phi Beta Kappa that she has in her membership so many who lead in intellectual affairs, and who still find time to serve well their day and generation.

CHANCELLOR'S RECEPTION

A splendid reception was held by Chancellor and Mrs. Day at their beautiful home on Walnut Avenue. It was largely attended by faculty and alumni.

CONFERENCE VISITORS

Eight Conference visitors to the University commencement, representing adjacent conferences of the Methodist Episcopal Church, arrived yesterday and held an organization meeting on the Hill.

Rev. C. H. Newing of Wyoming (Pennsylvania) Conference was re-elected chairman, and Rev. C. M. Eddy of this city, representing Central New York Conference, was again made secretary. Others of the official visitors are Rev. Charles M. Olmstead of Wyoming Conference, Rev. Wm. J. Burt, Rev. S. A. Davies and Rev. William N. Hydon of Northern New York Conference, Rev. Joseph E. Grant of Newark Conference and Rev. C. H. Oakley of New York Conference.—(From *Syracuse Post-Standard*, June 11, 1920).

THE COMMENCEMENT PROCESSION, SHOWING (RIGHT TO LEFT) BISHOP BURT AND CHANCELLOR DAY PROMINENTLY.

VI

1870 **Golden Jubilee** 1920

The Alumni Association

of

Syracuse University

Cordially invites you to be present at

Gradspree

In Honor of the Fiftieth Birthday of the University

Saturday, June 12, 1920

The events which might be of particular interest to you are:

2:00 p. m.	Orange Injun Kut-Up and Class Parade - - - - -	Campus
3:30 p. m.	Baseball Game, Syracuse vs. Colgate - - - - - -	Stadium
5:30 p. m.	Pageant -	Campus
8:00 p. m.	Golden Glow, Kum Bak Show for Men - - - -	Gymnasium
8:00 p. m.	Nifty Fifty, Kum Bak Show for Women - -	Slocum College

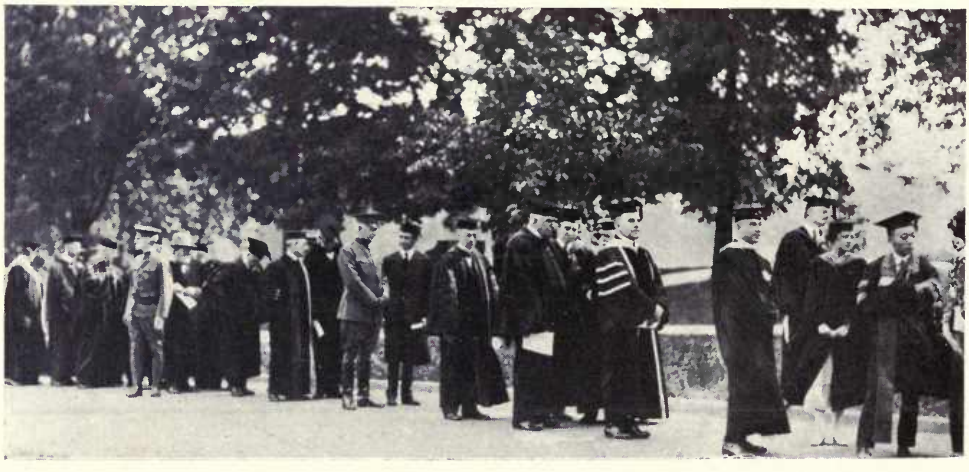
CARDS OF ADMITTANCE FOR EVENTS WHERE TICKETS ARE REQUIRED ARE ENCLOSED FOR YOUR USE

Syracuse University Gradspree

CLASS DAY EXERCISES (*Journal*, June 12, 1920)

The Class Day exercises of Syracuse University, Class of 1920, were held at nine o'clock Saturday in the grounds of the Teachers College. The program included: Salutatory, Helen Carroll; Ivy Oration, Henry L. Harding; Class Oration, William Parker; Class History, Edith Haake; Valedictory, Charles F. McKay. The Alumni speaker was to be Stewart F. Hancock, but he was unable to be present. In his Ivy Oration, Henry L. Harding said: "We are standing in the gateway of life, as we look back over the past four years with its pleasures and its strifes, its duties and happy friendships, we are unable to overcome a feeling of sadness. It would be sad, indeed, if our alma mater had not left a lasting influence on our lives. Our characters have been made better by our sojourn here. It is for us to make the best of our future and, as it beckons, let us follow with undaunted courage.

"Whether destiny takes us to one side of the world or the other, we must remember that anything we do reflects upon the honor of our mother institution. Our country and the world needs real men and women, who are willing and able to carry on the fight for the betterment of mankind. It is for us to go out and carry on the good work. We are severing, perhaps forever, the sacred ties that bind us to one another and to our college. We regret that some things have not been well done and that many good opportunities have gone by us. But, remembering the pleasures of the past, we strive on to better things in the future. By the ivy which we plant today, as a token of our love for our alma mater and loyalty to her cause, we pledge it all. May our course be ever onward and upward."



COMMENCEMENT PROCESSION, JUNE 14, 1920.
Courtesy of the *Syracuse Journal.*

ALUMNI ASSOCIATION MEETING (*Journal*, June 12, 1920)

Tribute to the late Dr. Charles N. Sims, former chancellor of Syracuse University was paid by Dr. Frank Smalley at the annual meeting on Saturday morning of the Syracuse University Alumni Association.

"Syracuse University is great today," Dr. Smalley said, "because Chancellor Sims literally lived in a carpetbag. His trips around the country netted hundreds of dollars at a time that funds were imperative if Syracuse University was to become a great institution. The University today is the fruit of Chancellor Sims' great loyalty, his great love for this institution. Chancellor Sims is one of the greatest men in Syracuse's history."

Dr. Smalley's glowing tribute to the deceased educator was made in seconding a motion that a basket of flowers be sent to Dr. Sims' widow. The motion was unanimously carried.

Action leading toward the opening of the Alumni Association ranks to many heretofore ineligible, and the receipt of greetings from the oldest living alumnus of Syracuse were two other features supplied by the Alumni Association session, which smashed all attendance records.

The Alumni Council recommended that the constitution of the Association be amended to permit enrolling all holding professorial rank on the Hill, as well as every graduate of Genesee College, of the Geneva Medical College and of the University itself. In addition, any former student of Syracuse University with a record of one year's attendance in a course leading to a degree or a certificate, whose class has graduated, will be eligible. Members of the graduating class are likewise included in the ranks of eligibles.

Unable to attend, the Rev. M. C. Dean, of the class of 1857, Syracuse's oldest alumnus, sent written greetings to the Alumni Association. Mr. Dean is 93 years old, and tied the nuptial knot that placed Dr. Frank Smalley in the benedict class. Mr. Dean's message was enthusiastically applauded, and he was hailed as one of the Orange's most loyal sons.

Mrs. Jane Bancroft Robinson reported that Alpha Phi, her sorority, had raised $1,000 to be incorporated in the University's Loyalty Fund. Every member of the sorority contributed and, in recognition of this spirit, Mrs. Robinson announced the gift by herself of $1,000 to Alpha Phi's treasury.

The report of the Nominating Committee was presented by L. P. Smith, Friend Wells, Mrs. Florence Crouse, Mrs. Gordon Hoyt and Everett G. Quick. Their slate, with one exception, that to fill a vacancy caused by death, were all renominations, as follows:

President, Harry S. Lee; vice-president, Mrs. William Nottingham; treasurer Dr. Frank Smalley; recording secretary, Roy M. Carpenter; corresponding secretary, Mrs. William E. Allis; directors, Dr. A. E. Larkin, C. R. Walker and Raymond Phelps.

The elections were by unanimous ballot. Mr. Harper succeeds the late W. Y. Foote of this city.

PARADE (*Alumni News*, July-August, 1920)

Dimming the lustre of all former years, Gradspree II was a bang-up panorama of color and merriment and far eclipsed even the most earnest hopes and made the annual Orange Injun Kut-Up a brilliant spectacle filled with the true carnival spirit which was in keeping with the spirit of the Golden Anniversary festivities.

The only mourners were the thousands who were unable to come back for the big show. They heard enough about it afterwards when the revellers all got back home again and began telling the thousand and one ways in which every promise of a big time was made good, without a word about money or a sign of a loyalty fund subscription pledge.

Snake dances may be in disfavor among boards of trustees and faculties all over the country as being infantile and dignity-wrecking, but anyone who saw long lines of graduates winding up on the old oval on that perfect afternoon will never veto such a method of display of alumni jollity and the bubbling spirits of rejuvenated youth.

A more perfect day could not have been found. In the clear blue sky overhead an aeroplane circled, dropping thousands of Orange hued dodgers over the city and campus. The old oval blossomed with Orange from the immense fiftieth birthday cake to the marching thousands with their paper hats, streamers, costumes and floats.

Past, present and future participated in the parade. Graduates with snow white hair stepped along to the music in one part of the gay parade, while in another mothers and fathers wheeled very familiar looking carriages holding babies who will be joining the Alumni Association a score of years and more from now.

Other classes who helped to make the fete a glittering success do not want to be offended with the knowledge that it was the 1917 display which earned the greatest applause as the circling line wound up on the oval. Their stunt "from the cradle to the grave" was given very elaborate treatment by all ages from hobbling great-grandma down to the baby, with many of the graduates in costume, and with signs which won many laughs.

The 1920 co-eds far outnumbered the male sex in that class. The 1916 crowd proudly displayed their service flag with 192 stars, with eight of them gold. The float was ornamented by a precious bag of that almost extinct commodity, sugar, hidden within a cage marked "Sweet Sixteen and Never Been Kissed".

The call of the rustic hit 1908 with a big delegation of farmers and farmerettes. It was the birthday cake and the tin anniversary of 1910 and the crowd made clatter with their tinware, which could be heard even beyond the campus. Nor will the '02 sea serpent be forgotten.

Their rivals, 1911, announced by the medium of a float with an immense pair of shears that they had "Kum Bak to Kut Up", and that pleased the thousands of onlookers immensely.

One of the most colorful floats was the 1914 windmill, which caught the eye repeatedly from every section of the line of march and had a big delegation of that class following it.

Honors for the first classes present in the parade went in former co-ed ranks to Mrs. William Nottingham and Miss Elizabeth Pitkin, '80, and to Shirley E. Brown and F. L. Mead, '78, who were directly behind the band.

It was '84 that reported 100 per cent with all ten members present through the efforts of H. L. Taylor. Another class which livened things up was '15, "There With Bells On", and kept them ringing. The '96 crowd had bibs and aprons, while

THE LATEST ALUMNI AND THEIR FLOAT.

Courtesy of the *Alumni News*.

'09 had kid hats with bright red bands. Many other classes which had not gone into the big show on a pretentious scale wore Orange overseas hats and carried bright colored paper dusters.

Never has Syracuse seen such a parade. It was such a colorful spectacle and of such magnitude that it was almost impossible to remember the hundreds of individual features which helped make the glorious fiftieth a record breaker from every angle, in which fifty minutes gave expression to fifty wonderful years.

After the parade came the festivities around the birthday cake. More than fifty girls of the graduating class in white dresses and wearing blue and gold ribbons gave their color dance and they were replaced by the same number of underclass co-eds in Grecian costumes in pastel shades, carrying baskets filled with flowers, strewing the oval with rose petals.

Then "The Spirit of the University" atop the Orange birthday cake called on all to witness the historical pageant prepared by Boar's Head.

"The Vision" was the three wise men who peered across the campus to discover the University which the founders foresaw a half-century ago. Then came "The Founding", with the Indians starting a new colony, and which was emblematic of the founding of the University.

The spirits of art, poetry, music, drama and architecture portrayed the gradual development of the ideal of Syracuse in "The Introduction of Art." "The Establishment of Strength" was the athlete of fifty years ago and his block letter successors.

Four squads of R. O. T. C. men assisted in the presentation of the future as the climax of the numerous stunts of the big show on the oval.

ALUMNI KUT-UPS (*Journal*, June 12, 1920)

Wild hilarity reigned on the Hill Saturday afternoon during the "Orange Injun Kut-Up," when war paint and feathers, bedecking cowboys and Oriental houris, bold bad train-robbers, fake Bolsheviki and every other brand of hero which makes its appeal to youth, pranced and marched, jigged and goose-stepped across the campus of Syracuse University. "Old grads" have proved themselves, like their Alma Mater, "young in spirit".

With Arthur Brewster as major domo leading the procession, class floats with their complement of loyal followers made the rounds of the old oval before an admiring throng of alumnae. In the words of Harry S. Lee, President of the Alumni Association, "the little cocoon of a show started last year has turned out to be a gorgeous, many-colored butterfly."

To quote the president of the association of erstwhile steady graduates of Syracuse, "Golden Glow", to be staged in the Gym tonight, is "going to look like the Woolworth Building compared to the previous efforts of the alumni, who drop their toil for a few hours and find that they have lost none of their youthful pep and vigor."

"Golden Glow" is a surprise show, the backers declare. The raid upon the alumni talent is said to have succeeded admirably by combing the highways and byways.

A la Harry again, the companion show, to be staged in Slocum, "just scintillates" It will express the fiftieth anniversary, the organizers promise, and at the same time it will show speed, smartness, mirth, dash, melody and spirit and all the other lively words the dictionary holds.

PART OF PARADE.

Courtesy of the *Alumni News*.

"It is a glorified vaudeville with just a taste of clever things which will leave you hungry for more," the program states.

Staid matrons will become bubbling flappers again. Girls who have been trying to teach will dash rouge on their cheeks and pencil their eyebrows and give way to an evening of gay abandon which would shock the school boards of Podunk and elsewhere.

Lucy Isabelle Marsh, the famous American soprano, is the headliner. She will sing a group of songs composed by Marjorie Fox Reeve.

The historical pageant on the quadrangle in front of the mammoth birthday cake will begin at five o'clock, just after the Colgate-'Varsity baseball game.

Directed by Professor Lewis Parmenter, mentor of Boar's Head, it will be participated in by three hundred students.

Five historical tableaux, representing the growth of the University and its founding fifty years ago, will be produced.

The first of the tableaux, called "The Vision", represents the wisdom of those wise men who foresaw Syracuse University fifty years ago. The parts of the three

wise men will be enacted by Travers LeGros, '23, L. V. Guild, '20, and George L. Trimble, '23.

The second, entitled "The Founding", embraces an Indian Chief, in the person of George Coughlin, '20, and two of the chief's couriers, William Bray, '21, and Earl Polhemus, '21. They display the determination and spirit which founded the University even as the Indian founded a new colony.

A third, christened "The Introduction of Art", comprises the spirits of art, poetry, music, drama and architecture. Roles in this production will be played by Mrs. Theda Fyler Parmenter, '17, Margaret Alexander, '20, Genevieve Cook, '20, Frank Westcott, '19, Bethany Donald, '20 and E. May Compton, '20.

A fourth tableau, "The Establishment of Strength", represents the reputation which Syracuse University has made on the athletic field. Samuel Mag, '23, will play the part of the beginner of fifty years ago. The year 1920 will be enacted by Harry Robertson, captain of 'varsity football, and other star athletes, with Block "S" alumni included.

Members of Every Class at University Represented in Big Kum Bak Celebration

Oldest Alumnus, Returned to Hill Possessed of Spirit of Youth, March With Youngsters of 1920

FAIR CO-EDS PRESENT BRILLIANT SPECTACLE ON "BIRTHDAY CAKE" OVAL

High overhead an airplane circled the old oval on the campus of Syracuse university Saturday afternoon as the Kum Bak parade returned from its tramp downtown.

Scores of toy baloons, slipping from the hands of old grads and one-time co-eds, floated upward to meet the "bombs" liberated by the passing aviator.

Past, present and future took part in the parade. There were men in the parade who were graduated from Lima college before it became the nucleus of Syracuse university. There were youngsters in the parade who carried banners betokening the fact that they would graduate in 1933 and 1935.

These Mugs of no Avail on Danged Hot Day

Well down toward the "hind end" of the line, came the class of 1918, carrying huge pasteboard mugs apparently filled with a foamy liquid, each one bearing the label "Gone, but not forgotten."

Chancellor Day may not care for snake dances among undergraduates, but the class of 1902 brought its snake along with it. A few sections of the snake's skin were missing when it returned to the campus, after the trip down-town, and all of the head solemnly declared that prohibition was all right, but "this is a danged hot day."

The most popular song among the marchers was "Hail, Hail, the Gang's All Here." However true this may have been in some instances, it was noticeable that only about 40 of the men grads of 1920 accompanied the long row of fair co-eds of this year's graduating class on the triumphant march, next to the rear.

Of course, the last class should have been last, right behind that pryamid, of which it was the peak, completing the Jubilee period. But the class of 1917 had a little stunt of its own, which called for elaborate treatment.

It was entitled "From the cradle to the grave," and the whole family was there, from the babe in the cradle, to great grandpap and mam, hobbling along on their canes. The army, the navy and the marines were represented in line, as well as the Red Cross nurse.

Eight Gold Stars on Flag

The war time spirit was evidenced all through the latter end of the parade. The class of 1916 carried a service flag bearing 192 stars, eight of which were golden.

A Splendid Float.

Courtesy of the *Alumni News*.

The co-eds of this class had a bag labeled "Sugar" on a velvet pedestal within a cage, and drawn by a sturdy team of men folks. The cage was placarded "Sweet Sixteen—Never Been Kissed."

"Parade halts, and disbands forthwith," announced the class of 1908, clad as farmers and farmerettes, after hauling a hay wagon, filled with girls and yellow "balloon" pumpkins, all over town.

The class of 1910 announced that this was its "Tinth" anniversary, and each man and woman in line wielded tinware to good effect, insofar as noise making was concerned.

The class of 1911 carried an immense pair of shears, and announced that it had "Kum Bak to Cut Up.."

A huge floral windmill marked the place occupied by the class of 1914.

It was in the group from the class of 1905 that two little girls walked bearing the banners labelled "Class of 1933" and "Class of 1935."

From Mrs. William Nottingham and Miss Elizabeth Pitkin, first co-eds in the parade, who bore the banner of the class of '80, to the hundreds, all in white, who marched as 1920, every class which has graduated from the university was represented.

Leading the whole hilarious procession were Shirley E. Brown of Hornell and F. L. Mead of Mechanicville, both of the class of '78, the oldest grads to follow the band. Others who graduated in the years before were absent, some paying respect to the memory of Senator Francis Hendricks.

CLASS OF '84 IS 100 PER CENT. THERE

The banner class of all the Kum Baks was the class of '84, for H. L. Taylor, secretary of the Alumni association, had worked so hard among his mates that he was able to boast that 100 per cent. "kum bak". Pausing a moment before the administration building from which the chancellor was reviewing the parade, Mr. Taylor said, "Chancellor, '84 salutes you."

Ten were in line, and ten was the number of graduates, according to Mr. Taylor. With him was his brother, C. F. Taylor. They claim to be the first brothers to go through the university in the same class.

Boyd McDowell, '81, of Elmira, was the first man in the line to send his son back to the Hill after graduating himself. His wife also marched as a member of one of the earlier classes.

Among the older grads every other one seemed to have a wife or husband in a nearby class. Mrs. William Nottingham's husband had preceded her, Dean and Mrs. Peck both marched with '85, Mrs. James Gilbert, '82, had been preceded by her husband in '75.

Boyd McDowell, of the third class in line, recalled as he marched that in his day there would have been only one building, Liberal Arts, to march around, instead of a dozen.

The 100 per cent class, '84, included some of the best known of Syracuse's sons, the Rev. Dr. Ezra Tipple, president of Drew Theological seminary; Dean Walker of the College of Law, and E. C. Morey, Pittsburg banker.

NOTED MEN IN LINE

With '85 was Samuel Harris, noted landscape artist; in '90 was the Rev. William Harmon Van Allen of Boston; in '92 was Judge D. Raymond Cobb; in '93 the Rev. W. H. Wakeham of the First Methodist Church of New Haven Conn.; William H. Van Benschoten, who was personal counsel for Theodore Roosevelt; Henry Phillips and the Rev. George E. Hutchings, pastor of the Chittenango Methodist church, were in line.

It May Have Been A Dry Day But Everybody Saw This.

Courtesy of the *Alumni News*.

More than 100 grads of years earlier than '95 and more than 30 who left before '85 followed the band.

Vice Chancellor Smalley was the great man of the reunion for these old-timers. Shirley E. Brown was the proudest man on the Hill when his name came immediately to the lips of the professor who was the only one who had lasted from his day, '78, to this.

The class of '15 was there "with bells," '96 with bibs and aprons and '09 with little-boy Bryan hats with bright red bands.

When the parade had finished its gyrations in the oval, its personnel gradually faded into the side lines, and 50 members of the graduating class took their place on the oval.

Each girl had gold and blue ribbons across their dresses of white, their esthetic dance portraying "Our Colors." Back and forth they swung in front of the birthday cake, until they suddenly formed a long straight line and their places in the center of the oval were in turn taken by 50 underclass co-eds, in Grecian costume.

These had tripped their way into the oval from behind the Doric columns in front of the Library. Their dresses were in pastel shades, and they bore little Grecian baskets filled with flowers. The conclusion of the dance came when the contents of these baskets were tossed into the air, and fell all about the oval in little puffs of rose petals.

Almost immediately attention was directed to the orange atop of the birthday cake. Here Boar's Head, the college dramatic society, had installed a co-ed as the "Spirit of the University," who called all present to witness the historical pageant, upon which Boar's Head had expended so many long hours of preparation.

There was "The Vision," in which the three wise men, peering out across the campus from the platform behind the row of candles, discovered the Syracuse university which the founders foresaw 50 years ago.

"The Founding" portrayed the founding of a new colony by the Indians of yore, and was emblematical of the founding of Syracuse university.

FINE ARTS PORTRAYED

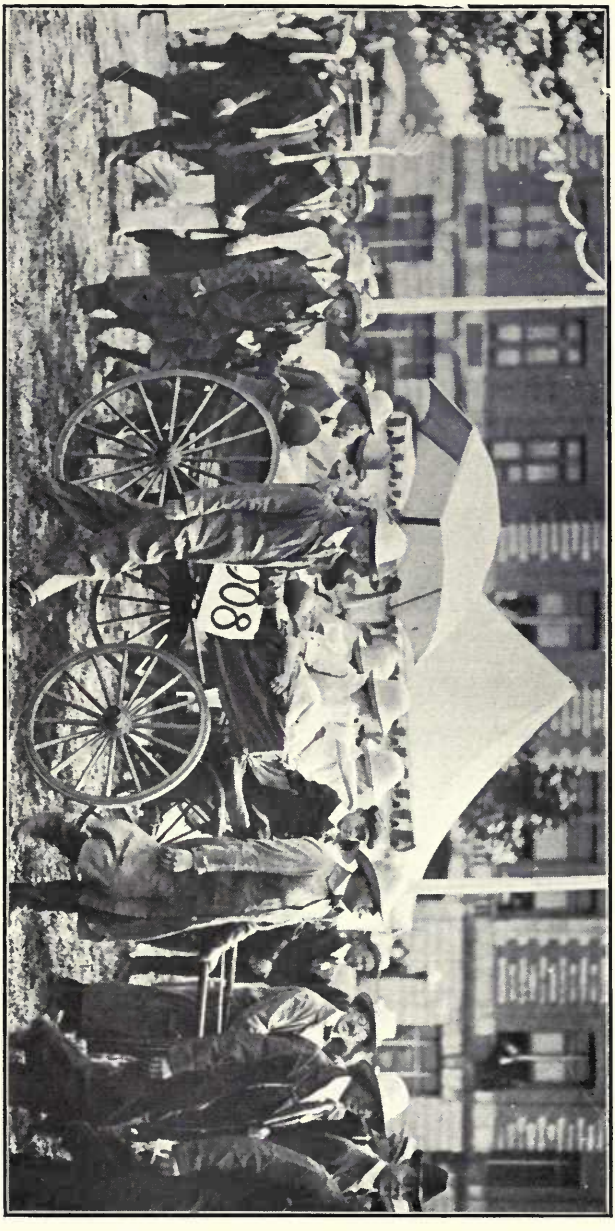
"The Introduction of Art" presented the spirits of art, poetry, music, drama, painting and architecture, assisted by 50 girls of art, and portrayed the gradual development of the ideal of Syracuse university.

"The Establishment of Strength," first presented the athlete of 50 years ago, and he didn't seem so very much of an athlete after all, when compared with the men of the intervening years who have won block letters and the present 'varsity stars.

Four squads of R. O. T. C. men assisted Boar's Head in presenting "The Future," in which the men of today stood on the platform where the three wise men of the first tableaux peered into the "Future" and read the possibilities of the next 50 years.

Thus came to an end the program of stunts within the oval. The scene was shifted to the banquet rooms of the alunmi and almunae dinners, and the two Kum Bak shows of the evening.—

Syracuse Herald, June 13, 1920.



CLASS OF 1908.

Courtesy of the *Alumni News*.

A Remarkable Achievement in the Educated World

(From *The Christian Advocate*)

The commencement season at Syracuse University this year was also the occasion of the fiftieth anniversary of the founding of this great Methodist educational institution. From a beginning in a rented building, with less than half a hundred resident students, to a great educational plant, with buildings aggregating nearly twoscore and a student body of nearly five thousand is a record unique in the educational world.

Great as has been the growth of Syracuse, its marked expansion has taken place during the past quarter of a century, under the administration of Chancellor James Roscoe Day. He has builded one of the most comprehensive universities, numbering eight colleges and eight schools, upon the foundations laid by his esteemed predecessors. When the alumni in large numbers returned this month for the half-century celebration, many of them, who had not been back for some years, could hardly believe their eyes as they looked upon the great campus, now largely occupied with imposing college buildings and full of activity as thousands of students throng its thoroughfares. The approaches to the campus and its great quadrangle had been elaborately decorated, with a large birthday cake, ablaze with fifty candles, occupying the central field, to welcome the returning graduates, who in celebrations and reunions revived their youth.

Founder's Day

Whereas the usual full program of a commencement week was carried out, the outstanding features were those in connection with the birthday of the university. On Friday morning the academic procession, headed by the distinguished educators who had come to felicitate Syracuse upon its half century of activity, led those who had gathered to the Archbold Gymnasium for the Founders' Day exercises. Dr. E. M. Mills made the prayer, Dr. W. E. Brown read the scripture passage and the benediction was delivered by Dr. John Heston Willey, of New York.

After a brief address, in which he paid high tribute to the character and faith of the founders of the university, Chancellor Day introduced the other speakers. In presenting President Jacob G. Schurman, of Cornell University, he said it was fitting to have Dr. Schurman present on this jubilee occasion, as President White, of Cornell, laid the corner stone of the first Syracuse University building, fifty years ago. The speaker, who had just returned from visiting the universities of the Far East, spoke of the educational institutions as the hope of human freedom in the conflict with destructive radicalism.

Dr. Charles F. Wheelock, assistant State commissioner of Education, who was a freshman at Cornell when Syracuse was founded, paid this tribute to the university's far-reaching influence.

"While I have no exact data," he stated, "I believe that I am well within the truth when I say that the number of graduates of Syracuse now engaged in teaching in the secondary schools of the State is greater than the number from any other center of learning.

"It is especially through this means that Syracuse University has come into intimate touch with the great body of

COMMENCEMENT PROCESSION, MONDAY JUNE 14, 1920.

Courtesy of the *Post Standard*.

pupils in our secondary schools and in so doing has materially added to its own strength.

"No one can possibly estimate the extent of the influence exerted upon the moral, social, political and economic life of the State by the ten thousand graduates of Syracuse who have been strengthened and inspired here to a better service for themselves and humanity.

"The university trains for leadership, and leadership today is needed in the world more than anything else. And we confidently expect and hope that Syracuse will continue for centuries to come to furnish leaders in every field of human endeavor."

Dean W. H. Crawshaw, of Colgate University, gave an eloquent address on the functions of a college and William A. Dyer, president of the local Chamber of Commerce, representing the Mayor of Syracuse, spoke of the pride the city had in this institution.

Founders' Day was marked with a number of gatherings, receptions, the university dinner and fraternity gatherings. Space will not permit of a report of these pleasant incidents.

TRUSTEES' MEETING

On Saturday morning, while the class-day exercises were in progress on the beautiful grounds of Teachers College and the alumni were gathered in class meetings in Slocum College, the trustees met in the administration building.

Owing to the death two days before of Francis Hendricks, president of the board of trustees, William H. Peck, of Scranton, Pa., vice-president, presided.

REPORT OF THE CHANCELLOR

The following interesting facts are taken from the report of the Chancelor:

"Fifty years ago next autumn, under a charter granted March 25 preceding, our first class assembled in Myers block, at the corner of Genesee and Montgomery Streets. There were forty-one students and less than a half dozen members of the faculty. This year our numbers are nearly five thousand students, with a faculty of over four hundred. In 1870 we had one college, to which two years later was affiliated a medical college, which did not take an organic relation until the present administration. Now we have eight chartered colleges and eight schools. We began with one course of study and one degree. We now have over one thousand courses. At the beginning we had fifty acres of campus. Now we have over one hundred acres. Our first building was the Hall of Languages. To-day we have twenty-one buildings, besides our great investment building, and seventeen cottage homes. Our total capital fifty years ago was hardly appreciable and not a dollar of it negotiable as collateral. The capital of the university was the faith and the current generosity of its friends, which has resulted, in fifty years, in a total capital in plant, real estate and endowment of nine million dollars, with an indebtedness of one million. This has been accomplished while carrying a student body up from forty-one total in residence to nearly five thousand resident students, thousands of whom in fifty years have received hundreds of thousands of dollars in scholarship aid, and not one of whom paying full tuition has paid more than half what it has cost the university to educate him."

"While other institutions of the kind in the country have been built by State aid or old and rich alumni or wealthy and influential patrons, Syracuse University has had to erect its great plant and carry its work at a time when other colleges were long established and prospering. Our educational buildings

and equipment amount to some over four millions. Our total capital of all kinds is nine millions. Mrs. Russell Sage has given to the university, within the past three years, $1,100,000. Four hundred thousand dollars of this amount was paid in stocks and bonds on May 1 last. One million more will be paid in a few months, It is to pay interest until paid, from May 1 last."

This year the University shows its largest deficit, owing to the increase in the cost of all materials and labor. The chancellor stated that the salaries of the faculty must be increased at once, and stated that necessity demanded that $250,000 added income was necessary after increasing board and tuition to the amount of $110,000. To meet this need it is imperative to secure an endowment of $5,000,000 at once. The great pressure is upon the Liberal Arts College, where a great number of scholarship students are carried. The Medical College, which stands at the forefront in the State, feels the pressure, as does the university hospital, the supplies for which have increased from 100 per cent to 1,000 per cent.

ASKS FOR $5,000,000 ENDOWMENT

After explaining the reason for the deficit of $236,348 for the fiscal year, ending April 30, 1920, the chancellor's report continued as follows:

"Our plans for five million dollars as a permanent fund must take precedence over everything else and ask all beside to wait. The pressure is enormous upon us in many departments, but in nothing so much as for adequate income. This we must have or abridge the work which we are doing. We need a home for domestic science and another for business administration. We desperately need a home for the hospital nurses and another pavilion. Our Law College is clamoring for a building to cover its superb lots and combine room for our night schools. We have had lots waiting ten years for a women's dormitory. We need a great chapel hall. We have no hall to accommodate half of our students. We cannot assemble more than a quarter of them in Crouse College Hall. But all must wait until our endowment is secured. . . . We must start at the earliest moment this effort. We have waited for every enterprise which has come into the city with a worthy object. We must now go ahead, for nothing is more worthy and nothing is in greater need.

"Whether it is a good time or a poor time, whether there are other causes begging or none, it is time to strike and put active preparations in motion. A persistent, united and earnest canvas of our city must be started at once. Much can be done in the summer if the cause becomes the engrossing one, the absorbing interest. Long before this fiftieth year is over our five millions and more should be an accomplished fact. The Conferences, at the front when the university was founded, the trustees, the alumni organizations, the citizens of Syracuse, our patrons everywhere, must unite. And nothing can resist them united.

"The present graduating classes have subscribed a hundred thousand dollars. That is the tenth of a million. A former graduate, who has had to make his profession, his home, and is here with three children, gave me $100 a year for the twenty-five years since he entered here.

"Five of our patronizing Conferences, the Central, the Genesee, the Northern, the Troy and the Wyoming, have pledged us generously current scholarships in addition to their great pledges to the Centenary. They are in no way related to the Centenary drive, but are for the separate and distinct purpose of helping students through college. They yield to ministers' sons and daughters $100 a year each.

"Committees of the different colleges and schools have entered into preparation of the jubilee year with intelligent enthusiasm, for which I wish to make grateful acknowledgement."

The report was adopted and the trustees immediately took steps to carry forth the campaign for $5,000,000 It was voted to increase the salaries of the faculty thirty-three per cent and to make provisions to care for the $380,000 current indebtedness, which has been occasioned by the increased cost.

THREE THOUSAND ALUMNI BACK

About three thousand alumni returned for the great demonstration on Saturday, June 12, Loyalty Day. The class meetings, which were held in various halls, and tents which had been erected in the center of the campus, were followed by the meeting of the Alumni Association, which made preparations for its co-operation in raising $5,000,000 additional endowment and elected the following officers: Harry S. Lee, president; Mrs. William Nottingham, vice-president; Roy Carpenter, secretary; Mrs. William E. Allis, corresponding secretary; Frank Smalley, vice-chancellor, treasurer, and Dr. A. E. Larkin, Clifford R. Walker and Raymond Phelps, directors. Dr. W. A. Groat was elected alumni trustee and Dr. A. H. Kallet representative on the athletic governing board.

This meeting was followed by the alumni collation, which was attended by 1,600 in the large gymnasium. At three o'clock the class parade and "Orange Injun Kut-Up" was watched by ten thousand people. Representatives of fifty classes, with banners, costumes and floats, formed in procession and marched about the campus. Each class, as it passed the front of the administration building, where Chancellor Day was reviewing the parade, stopped and gave its class yell, with a cheer for the head of the university.

A picturesque tableau, given in the center of the campus, depicted the history of the university. This was followed by the alumni and alumnæ suppers and their "Kum-Bak" shows.

Between four and five thousand crowded the great gymnasium to hear Chancellor Day's baccalaureate sermon, which is given elsewhere in this issue. A like number gathered at four o'clock in the afternoon to attend the memorial services for the Syracuse gold-star men. The speakers on this occasion were Major-General Clarence R. Edwards, United States Army, commander of the Northeastern Department, and Ambassador Jusserand, of France. The former moved the audience with a recital of the courage and spirit of the American troops and the latter with an eloquent tribute and declaration of friendship which he said France holds for America.

COMMENCEMENT EXERCISES

The closing event was held on Monday, June 14, when the commencement address was given by Dr. John H. Finley, president of the University of the State of New York, and the degrees were conferred.

The Scriptures were read by Dr. De Witt B. Thompson, pastor of the Centenary Church, Syracuse, N. Y., and Bishop Burt, in whose episcopal area the university is situated offered the prayer.

Following the masterful address by Dr. Finley, Chancellor Day conferred degrees on over six hundred graduates.

The following scholarships and prizes were awarded:

Essay prizes of the Onondaga Chapter of the Daughters of the American Revolution, first, Christine Makuen; second, Frances Deming. The Hiram Gee Fellowship in Painting, Charles Eugene Bracker; the Post-Graduate

Scholarship in Painting, Margaret Huntington Watkeys; the Post-graduate Scholarship in Instrumental Music, Russell White; the Post-Graduate Scholarship in Vocal Music, Charlotte Lansing Snyder; the Post-Graduate Scholarship in Music for Highest General Average, Verda Catherine Dippold; the medal of the American Institute of Architects awarded to student having the highest record in architecture for the course, Robert L. Walldorff; the Horace White Oration Prize, Roland H. Spaulding.

The great celebration proved a mighty stimulus to the university. The review of the remarkable growth inspired the students and alumni to rally to the support of the chancellor as never before and give their promise to co-operate in every way in the campaign for $5,000,000 to make permanent the work which has developed under his leadership.

Fifty Years of the College of Medicine
of Syracuse University

ADDRESS BY DEAN JOHN L. HEFFRON AT THE ANNUAL MEETING OF THE ALUMNI ASSOCIATION OF THE COLLEGE OF MEDICINE, JUNE 12, 1920

THE College of Medicine celebrates with the other colleges of Syracuse University this day of Golden Jubilee.

Although the exact date of the foundation of our college as the College of Physicians and Surgeons of Syracuse University fell in 1872, the agitation which resulted in the moving of the Geneva Medical College to Syracuse began as soon as it became certain that there would be a University in Syracuse. So, on this occasion, we celebrate the fiftieth anniversary of our College of Medicine, the 85th anniversary of the Medical Institution of the Geneva Medical College, our true parent, and, if we contend that the relationship is legitimate, we celebrate at the same time the 110th anniversary of the opening of "The College of Physicians and Surgeons of the Western District of New York" at Fairfield.

The history of medical education in this state is important and interesting. The men to whose genius and ability is due all of the good in this field of endeavor were men of might. They were natural leaders and are worthy of study and emulation. The economic and political conditions under which they labored were crude and perplexing and were of the greatest interest. But on an occasion of felicitations to our alma mater like this, it is hardly appropriate to dwell upon the glory of her ancestors, though, naturally, we may express appreciation of the gracious and noble qualities which they have bestowed upon the form and the character of her whom we devoutly love. And it is not necessary, for in the addresses of our own earlier times, and particularly in the historical address of Professor Alfred Mercer given in June, 1883, we have a tribute to them that can not be surpassed. Furthermore, the recent "History of Medicine in the State of New York" edited by Dr. James J. Walsh, records their virtues fully and supplements the briefer accounts of the evolution of medical education as officially printed in the reports of the Regents of the University of the State of New York. There are, however, some phases of this particular chapter of medical history that are personal to us that are worth mentioning on a day like this.

In reading the records of the past it becomes evident that the initiative of these three schools came in each instance from the trustees of an institution for higher education already established. Thus, the Fairfield Academy was established in 1802. It was Fairfield Academy that inaugurated a course in Medicine in 1809 and 1810 which was brought to the attention of the Legislature so favorably by its trustees that a grant of $5,000.00 was made to help develop it and, when in 1812 a charter was granted recognizing this as the second medical college in the state of New York, and the sixth in the United States, a grant to it of $10,000.00 more was made by the Legislature. This Medical College of the Western District of New York was

governed by the Medical Faculty with the approval of the trustees of Fairfield Academy. They laid down the first stated requirements for the entrance to a medical school as follows: "Any person who shall not have received a collegiate education shall, previous to his examination for the M.D. degree, give satisfactory evidence that he has an acquaintance with the Latin language, that he possesses a correct knowledge of English grammar, natural and experimental philosophy." The degree of M.D. was conferred by the Regents on the recommendation of the faculty and trustees of Fairfield Academy.

To the support of this entire educational venture at Fairfield there was contributed annually the sum of $750.00 by the Episcopal Diocese of the City of New York, and early in its history Bishop Hobart begins to appear in its records as active in determining its policy. One of the first influences which undermined the Fairfield Academy and its School of Medicine was the movement of the communicants of the Episcopal church in New York State to have a college of their own which was finally located at Geneva. When "Geneva College" was chartered in 1825 the friendly contributions of the Episcopalians and the interest of Bishop Hobart were transferred to Geneva College from the Fairfield Academy. In 1834 the Medical Institution of Geneva College was chartered through the influence of the trustees of the college and the men whom they selected as its first faculty. The first faculty of the Medical Institution was made up of six physicians, three of whom had already given courses of lectures on Medicine in Auburn for three years, and were loath to leave because they planned to develop a school there. In the year 1834, when the Medical Institution opened its doors in Geneva, the registration in the Medical School at Fairfield was the largest in its history; 217 students were matriculated, and 55 students were recommended to the Regents for the degree of M.D. at the end of that session. In 1835 there were registered at Fairfield 198 and at Geneva 42. From that date for five succeeding years the numbers at Fairfield diminished and those at Geneva materially increased. The Albany Medical College entered the field in 1838. The College of Physicians and Surgeons of the Western District of New York at Fairfield closed its doors at the end of the session of 1839–40, though it did not surrender its charter, and three of its faculty of five, Professors Hadley, De La Mater and Hamilton, all men of marked ability, were called to the faculty of the Medical Institution of Geneva College. The legitimacy of our inheritance from Fairfield, therefore, hangs upon the two historical facts mentioned, the relation of the Episcopal Church and Bishop Hobart to the educational movements of both Fairfield and Geneva, and the calling of a majority of the Fairfield faculty to the newer college and medical school at Geneva. Any organic affiliation was never recognized.

The Medical School of Buffalo University was chartered in 1846. In these few years from 1834 to 1846 we thus had that setting for medical education in New York State outside of New York City which still prevails.

While it is historically true that our three schools were started upon the mature judgment and with the approval of the trustees of three institutions of higher learning already established, it is at the same time true that in each instance, by a covenant between the trustees and the medical faculty, the government, the curriculum and the financial responsibility of the medical schools were turned over wholly to the Faculty of Medicine. There were some jealousies between these two bodies, especially in Geneva, for a reason that never again shall disturb the tranquility of the administrative officers of a University, for it arose solely because of the relative plethora of the treasury of the Medical School.

That the trustees were right in delegating all that has to do with the professional education of students to educated men trained in the medical sciences and experienced in administrative affairs, the most recent history of the development of the medical school of to-day abundantly confirms.

The second point to be referred to here is the general charge that all early medical schools were joint stock corporations organized for the special purpose of putting money into the purses of those who made up the faculty. This is not altogether true. Not one of the schools which we represent was organized for that purpose, but were started to improve medical education in this part of the state. All medical teaching was done by lectures and by demonstrations in the early days everywhere. These schools had facilities for practical work in anatomy, had chemical laboratories in which were demonstrated all of the experiments known to the times, a particularly full museum of anatomical, botanical, mineralogical, pharmacological, and pathological specimens and illustrations of surgical injuries to bones and joints, and a fair library. The lecturers were men of commanding ability and consummate energy, and had acquired skill in teaching by devoting themselves to that profession. We talk much of the present day "whole-time teachers" in Medicine. Most of the men who made up the faculties of those early schools resided elsewhere, gave up their own practice and came to participate in the professional and social activities of those little villages during that part of the sixteen weeks' course which was allotted to them. They were full-time teachers for the time being. Their remuneration never was large. Periods of instruction in different schools and in different states were purposely arranged to accommodate men who made a profession of teaching and who went from school to school. Dr. Nathan Smith, one of the most conspicuous of the great medical men of an earlier generation, was a man of this type whom our profession still delights to honor. My grandfather's copy of his lectures delivered in Dartmouth in 1805 is treasured as is the memory of my father's account of the brilliant men under whose instruction he sat on the benches at Fairfield. In those ancient catalogues, opposite each student's name is printed the name of the physician under whose personal tuition he was registered. The Medical Practice Act of fifty years ago and later demanded that before being admitted to practice a young man must have studied medicine three years under a preceptor in active practice and must have attended first one,

and later two, courses of lectures in a Medical College. The intent of the established plan was good. It was organized so that a young man should be continuously under the instruction of his preceptor for three years, except during the time he was in attendance on the sessions of the Medical School. Given the right student and the right preceptor and a course of lectures such as given at Fairfield and at Geneva and no more ideal plan could be conceived by which a young man could assume gradually the duties of the general practitioner. He had practical experience in the preparation and the use of remedies, he was the natural assistant in surgical operations and in obstetrics and he was taught early clinical observation, for he was a welcome accompaniment of the family doctor. He had the opportunity of seeing the beginnings of disease and of watching the same clientele for a long period, a point which Sir James Mackenzie emphasizes in the whole of his latest book, "The Future of Medicine". In the walks and long drives with his preceptor he had time to think and some one at hand with whom to thresh out his thoughts. The course of lectures was designed to systematize the instruction which he had received personally, to increase the store of his knowledge, and to add to the experience of his single preceptor. My own education was begun under this system and I wish to bear witness to the thorough teaching and to the value of the discussions with my preceptor and to the inspiration of those men who in 1878 and 1879 made up the faculty of the College of Physicians and Surgeons in New York City. This system prevailed in the State of New York with the approval of the Regents of the State University until 1891. The diploma conferring the degree of M.D. carried with it in this period the license to practice medicine anywhere. A large proportion of the matriculants of the early medical schools never took the degree, however, because it was not essential and it cost considerable extra money. Those who did not take the M.D. degree were admitted legally to practice upon passing an examination before the censors of the County Medical Societies. In the early catalogues of Geneva, and of all other schools, many matriculants had the prefix "Dr." before their names who could not have written "M.D." after them. This system was designed to meet the exigencies of an early civilization and it did meet them, in the main, effectually. But it is easy to see that it was one which afforded every temptation to its abuse. With a rapidly increasing population, with the multiplication of means of more rapid transportation and with the extraordinary financial development of the country, practitioners became too busy to serve as preceptors effectually, medical schools were multiplied out of all proportion to their need, courses were shortened, while the number of subjects upon which lectures were given was increased, examinations in consequence became almost a farce and, worst of all, the system of personal instruction under leading practitioners degenerated into a nominal registration with any doctor just to keep within the letter of the law, and many students romped through the lecture courses required, in order to get the diploma of a college with its license to practice in the least possible time and with the expenditure of the least energy and the least money. It was a condition which urgently demanded the

reform urged upon the profession by the American Medical Association which was founded in May, 1847 and had for its object the improvement of medical education in the United States. With this brief review of a few essential points in early medical education we are better prepared to understand the early history of our school.

The largest attendance in the Geneva school was from 1842 to 1846. From 1846 the numbers were cut in two, probably because of the opening of the school in Buffalo. In 1869 there had been more than ten very lean years in which the average attendance was seldom above twenty. It was evident that it was not possible to continue a successful school with so few as twenty students annually, particularly when it is remembered that the sole income of the school came from the fees from the matriculants. It was at this time that the intention of establishing a University in Syracuse became a subject of general interest in Central New York. This movement was carried through to completion rapidly, so that the charter of Syracuse University was granted March 25, 1870. In the spring of the following year a proposition was made by a group of the teachers in the Geneva Medical College to some of the trustees of Syracuse University to establish a Medical School here and they offered their services and to secure the Museum and the Library of the Geneva Medical College as the foundation of its equipment. At that time the Library, which had been contributed by eminent medical men, contained what are now priceless medical classics. No catalogue of it is available, but in one of the early announcements of the Geneva Medical College there is a list of the contributed books which gives an insight into its nature. Our librarian has checked up the most valuable of these publications and I am sorry to say that as many are absent as find places on our shelves. The museum, which at a time when medicine was taught by lectures and demonstrations was a very important part of the equipment, was described as of great value. It was proposed by five professors in the Geneva Medical School that they would purchase from Hobart College for $2,000.00 this equipment and make it their contribution toward the establishment of the Medical College here if the University and the profession of the vicinity would favor such a movement. The following is a minute of the report of a committee of the Trustees of Syracuse University upon this proposition, dated Aug. 30, 1871:

"The committee of five, W. W. Porter, M.D., Hon. George F. Comstock, Rev. Jesse T. Peck, D.D., Rev. Geo. L. Taylor, A.M., Hon. C. Andrews appointed by the Board Aug. 30, 1871 to confer with the representatives of the Medical College of Geneva and to report to the Board for consideration at its next session, presents the following report:

"Whereas, it is deemed desirable to establish a Medical College in Syracuse, State of New York, as a medical department of the Syracuse University under the government and protection of the same, and,

Whereas, the Dean of Geneva Medical College has stated to the Trustees that he has purchased the contents of the Anatomical Museum and Library of said col-

lege from the Trustees of the selfsame medical institution and has proposed to transfer said museum and library to the Syracuse University on certain conditions, viz.: 1st, that a medical college be instituted under the government, influence and protection of the said Syracuse University; 2d, that the medical college to be thus instituted in Syracuse and incorporated with the Syracuse University shall be a regular school of medicine and surgery as recognized by all the State Medical Societies of the United States and the American Medical Association; 3d, that the Board of Trustees of Syracuse University shall cooperate with the medical faculty in furnishing suitable rooms for a medical institution, the responsibility for the same resting with the Medical Faculty,

Therefore, as a joint committee we recommend the following plan of organization:"

Then followed a plan in detail of the proposed organization of the school.

On Nov. 18, 1871, a special meeting of the Onondaga County Medical Society was held in Syracuse in the Court House to which representatives of the University and the proponent members of the faculty of Medicine of the Geneva Medical School were invited. When the entire proposition had been considered seriously and debated earnestly, there was expressed unanimously the sentiment that if a medical college were established as part of the new University in Syracuse, it should not follow in the conventional groove, long tolerated but already demonstrated to be unscientific, but that it should be inaugurated on a modern and correct pedagogical basis. Dr. Alfred Mercer voiced that sentiment in an epigram: "What we need is not more medical schools, but fewer and better ones". As a result of this deliberative conference a resolution was offered and adopted recommending the removal of the Geneva Medical College to Syracuse to become the medical department of Syracuse University and pledging the cooperation of the members of the County Medical Society. A standing committee of five was elected by ballot to communicate the action of the meeting to the Trustees of Syracuse University and to cooperate in the furtherance of the establishment of a Medical College in Syracuse. Of this committee Dr. Alfred Mercer was chairman. This is the minute adopted by the Board of Trustees following this conference:

"The committee appointed to consider the proposition made to remove Geneva Medical College to Syracuse to be organized under authority of Syracuse University would respectfully report:

That at their instance the Onondaga County Medical Society came together in extra session and thoroughly investigated the whole subject.

They appointed a committee to present the results of their inquiries to you and to deliberate with your committee and the Professors from Geneva Medical College as to the action which ought to be recommended.

The joint committee met and adopted a report which we herewith transmit to the Board. We submit the following:

1st. *Resolved:* That we accept the proposition of Professors Towler and Hyde to transfer to the University the Museum and Library of Geneva Medical College with the understanding that this virtually removes the college to Syracuse without expense to the Syracuse University.

2d. *Resolved:* That we approve and authorize the plan of organization submitted by the joint committee as above.

3d. *Resolved:* That nine Professors of the College of Physicians and Surgeons be now elected with the understanding that this Board does not become responsible for the salaries of said Professors or any part thereof and that the professors elected shall accept of these conditions.

4th. *Resolved:* That the privilege be given to announce the organization and opening of said College of Physicians and Surgeons when this Board shall receive satisfactory evidence that the provisions made by the faculty elect are such as to afford suitable guarantees to the University of creditable standing and success."

W. W. PORTER, Chairman,
GEORGE F. COMSTOCK,
JESSE T. PECK.

The report was accepted and the resolutions were adopted by the Board of Trustees.

As a final result the Geneva college was moved to Syracuse, opened its doors in rooms in the Clinton Block and began its first session in the fall of 1872 as "The College of Physicians and Surgeons of Syracuse University." This earliest movement to reform medical education in the State of New York is worthy of permanent record. It was the first to establish a medical school on modern pedagogical lines in this state, and none followed it in this state for many years to come, clinging, as they did, to the old system of an annually repeated course of lectures. It was the third school in the whole United States to take such a stand. In 1859 the experiment of conducting a school of medicine with a thoroughly graded course of instruction of six months each year for three years was undertaken by the Chicago Medical College, which became eventually the Medical Department of Northwestern University. Not until 1871 did Harvard follow this example, and Syracuse was third with an elective graded course in 1872 and in 1875 with such a system permanently adopted.

The first announcement of the first session in 1872–73 should be preserved forever. Here are the most significant passages, which should be compared with that system of education everywhere recognized which has been reviewed fairly and with sympathy to-day:

"This school has been organized as one of the Departments of the Syracuse University. It has had the good fortune at the outset to obtain the valuable

Medical Library and Museum of the Geneva Medical College, and secures the services of a majority of its Faculty.

The plan and scope of the new method proposed by the College of Physicians and Surgeons of Syracuse University may be briefly described here:

The regular course of study will cover a period of three years.

The academical year will begin on the first Tuesday in October, and end on the last Wednesday in June, and will be divided into two equal terms by a vacation of two weeks.

For the present; the first Term will be devoted mainly to lectures, with practical exercises, and will be designated as the Lecture Term.

The second term will have recitations as the principal feature, and will be called the Recitation Term. In the first Term, however, there will be daily recitations, and in the second Term frequent lectures and clinical instruction, the arrangement of which will be planned with reference to the general scheme of studies proposed.

OF THE FIRST TERM

Full and complete courses of lectures will be given in all the various departments of medical science by different members of the faculty.

OF THE SECOND TERM

This will be occupied with daily recitations, and lectures of a more familiar form, clinical and otherwise, from an auxiliary corps of instructors. It will embrace instruction in the several departments of medicine, as varied as the programme of the lecture course. There are some topics that can only be taught properly by the recitation method, and in all there is an advantage in combining the two modes of instruction. This additional Term, with the opportunities it must afford, would, of itself, be no small improvement upon the one hitherto followed,—of an attendance upon a course of lectures during some four months of the year, and the remainder spent in desultory reading in a physician's office, with or without an occasional recitation.

But the plan proposed has a still wider scope. Too frequently in the case of medical students beginning their professional studies at our best medical colleges, there have been no previous opportunities for the acquisition of even the elements of science or any adequate mental discipline. To meet this demand, something more is necessary than long-continued courses of lectures from talented and accomplished lecturers. Practical knowledge and skill cannot be imparted in this way and under these circumstances.

It is therefore designed, in the case of those students who are about beginning the study of medicine, to organize a well-proportioned and definite plan of study, which, beginning with the elementary branches of the science, shall conduct the

pupil through the whole course with the same reference to order in acquirement, mental discipline and completeness of instruction which prevail in any department of education.

THE ORDER OF STUDY

The order of study in the regular course recommended to the students will be—

FIRST YEAR

Anatomy, Physiology, and General Chemistry.

SECOND YEAR

Medical Chemistry, Materia Medica, Pathological Anatomy, Theory and Practice of Medicine, Clinical Medicine, Surgery and Clinical Surgery.

THIRD YEAR

Pathological Anatomy, Therapeutics, Obstetrics, Medical Jurisprudence, Theory and Practice of Medicine, Clinical Medicine, Surgery and Clinical Surgery."

This announcement was a compromise at that, for the most progressive men on the faculty wanted to abolish completely and at once the lecture course, and begin upon the plan of a graded course of study. The compromise outlined in the announcement was finally adopted because of the fact that otherwise those, who at Geneva had already commenced their education on the old system, would be prevented unjustly from receiving the M.D. degree for which they were striving. The elective lecture system was abandoned completely in June, 1875, after those entering upon this plan had been graduated. At the same time the requirement was adopted that "All students who come to this school unprovided with satisfactory testimonials of scholarship, shall be required to pass an examination in the different branches of a common English education, an examination equivalent to the preliminary academic examination of the Board of Regents of the State of New York."

The effect of beginning our college upon this high plane of scientific educational endeavor was exactly what had been anticipated. A large number of students, and with it a large income, was made impossible of attainment at the outset. A table exhibiting the attendance is inserted on the following page.

Compared with the number of matriculants even at Fairfield in the dawn of the 19th century, totalling in 27 years 3,123 students and 589 graduates, it does not make much of a showing. Not the paucity in numbers, however, but the meagerness of an income derived from fees alone would have discouraged men less enlightened, less courageous, and less devoted to duty than were our fathers, for even in 1872 something more than benches was required as the equipment of such a medical school as was projected here.

Year	Total Students	Graduates	Year	Total Students	Graduates	Year	Total Students	Graduates
1872–73....	26	6	1888–89....	39	4	1904–05....	155	31
1873–74....	26	9	1889–90....	48	9	1905–06....	155	23
1874–75....	66	11	1890–91....	54	13	1906–07....	153	24
1875–76....	63	16	1891–92....	52	9	1907–08....	150	43
1876–77....	41	5	1892–93....	58	10	1908–09....	151	33
1877–78....	48	14	1893–94....	61	9	1909–10....	142	27
1878–79....	40	5	1894–95....	85	16	1910–11....	108	29
1879–80....	50	6	1895–96....	86	23	1911–12....	91	32
1880–81....	53	20	1896–97....	101	21	1912–13....	87	23
1881–82....	45	11	1897–98....	96	24	1913–14....	96	17
1882–83....	44	12	1898–99....	89	4	1914–15....	100	13
1883–84....	46	11	1899–00....	109	24	1915–16....	114	24
1884–85....	38	11	1900–01....	116	19	1916–17....	122	30
1885–86....	41	11	1901–02....	128	21	1917–18....	122	25
1886–87....	38	9	1902–03....	140	29	1918–19....	132	22
1887–88....	24	9	1903–04....	132	31	1919–20....	149	36

In 1875 new quarters became a necessity. The University, whose name alone we shared, could not supply them. The present property, upon which was a carriage factory with a blacksmith shop and a barn in the rear, was bought with funds contributed and solicited by the members of our early faculty. The property was deeded, not to Syracuse University, which had no part in supplying the funds, but to an incorporated body of the faculty named "The Syracuse Medical Library of Reference Association." The carriage factory was remodelled to accommodate lecture rooms, the Museum, the Library, and a college dispensary, and the laboratories of anatomy and histology. The blacksmith shop in the rear was turned into the chemical laboratory, which all old graduates will recall pleasantly if for no other reason than because of their love and veneration for the genius who presided over it, Dr. William Manlius Smith, the acknowledged leader in his field in central New York. It was in 1875 that the school was first called "The College of Medicine of Syracuse University." The new building was opened on the evening of October 7 and appropriate exercises, to which the public was invited, were carried out.

The high standard set by our earliest faculty has never been lowered. They and their successors have been foremost in adopting and putting into effective operation every advance that has been made in medical education. They were the most earnest in advocating the separation of the examination for the license to practice medicine from the examination for the University degree. They objected that the additional examination of candidates by a Board of Censors appointed one by the State Medical Society, one by the Central New York Medical Society, and one by the County Medical Society, which had always been a requirement, was not a

sufficient guarantee of disinterestedness. This reform in licenture was finally adopted by the University of the State in 1887.

They raised the requirement for education preliminary to the study of medicine in successive years until in 1909 one year, and in 1910 two years, of a recognized course in a registered College of Liberal Arts or in a school of science of collegiate grade, were required of every matriculant, a demand which the Regents of the State University deferred until 1919. They extended the regular course to four years in 1896. They recognized the superiority of the laboratory method of teaching the sciences fundamental to medicine in the beginning, and, as rapidly as funds for equipment of material and men were available, they put each laboratory under a full-time, paid corps of teachers, so that all these sciences have been so taught from an early date. The laboratory method of instruction in clinical medicine and surgery and in the specialties followed as a matter of course. They effected an understanding by which our senior students have the clinical advantages of the following public institutions, the Department of Health, and the Department of Education of Syracuse, the Onondaga County Tuberculosis Sanatorium, and the County Morgue, the Onondaga Orphans' Home, the New York State Hospital for Feeble Minded at Syracuse and at Rome, the State Hospital for the Insane at Utica and for Epileptics at Sonyea. Our school has always been included in the list of colleges of the highest rank by state and national examiners and by the Council on Education of the American Medical Association and by the Association of American Medical Colleges.

The physical equipment of the college has kept a fair pace with its educational development. In December, 1878, at a council called to consider the interests of the University, Dr. Mercer represented the medical department and gave a fine address in which he said, near its close, "Up to this time the medical department has not received a dollar of the University funds". But immediately thereafter under the administration of Chancellor Haven, a gift of $10,000.00 was made through him to the Medical College, a sum just sufficient to pay off the mortgage on the property. At the next meeting of the faculty of the College of Medicine at which the Chancellor announced the gift, it was voted to deed to the University the entire property with its buildings and equipment, much of which had been paid for by the personal contributions of the professors themselves; and it was so done.

It was expected that this should be the beginning of better things financially. Until the coming of Chancellor Day, however, I can find no record to indicate that the University ever made a further successful attempt to take from the shoulders of the faculty of medicine the burden of the responsibility for the financing of the school, placed there squarely in 1871. That the responsibility for the educational development of a school of medicine must always be given to educated medical men is self-evident. But the needs of the modern school of medicine have grown so tremendous with the advance in the science and the art of medicine that its financing has become possible only to Universities of large means. I think it was at the first Commencement presided over by Chancellor Day that a most notable dinner of the

alumni of the College of Medicine, in which many of the most prominent of our citizens joined, was held in the Yates Hotel at which sufficient funds were pledged to inspire him to recommend the Trustees of the University to order the erection of the admirable building for laboratory teaching in which we are now housed. This building was formally opened in the fall of 1896. In 1914 the building for the Free Dispensary was erected. For the practical purposes of a teaching dispensary the building has almost no superior. In 1915 the University took over the Hospital of the Good Shephered. Chancellor Day has taken more than an admiring interest in the Medical School. He secured this building and the Dispensary building. He took over the college treasury, and the University became responsible for the financial management of the college, promising to keep a separate account of the funds of the college and to expend all of its income for the benefit of the college alone. An amusing and enlightening incident is recorded in the minutes of the Faculty. At the end of the first year of this financial arrangement it appeared by the books of the Treasurer of the University that more money had been spent for the interests of the Medical College than had been received from its income. The medical faculty ordered an investigation! Chancellor Day must have had a twinkle in his eye. That was the beginning of an annual deficit in the accounts of the College of Medicine, met annually by the Trustees, which, with the knowledge and by the consent of the Chancellor, has grown until in 1918 or 1919 it amounted to $38,500.00, a considerable fraction of the total deficit of the entire University. If to this deficit were added the deficit annually for the administration of the public wards of the University Hospital of the Good Shephered, as well it might be, it would show still more conclusively that, while the expanding needs of the growing University have always outstripped her treasury, and while we know and he knows that we have far from what we should have, the Chancellor has not failed to be as generous in his consideration of our needs as the condition of the University as a whole would warrant. But ours has become the most expensive of professional educations. A medical school, conducted on University principles, puts upon the Trustees the responsibility for the equipment and the maintenance of laboratories, hospitals, dispensaries and of trained laboratory and clinical teachers. And with the increase in equipment, thoroughness of teaching makes necessary the cutting down of classes to such numbers as can be fully accommodated in laboratories and hospital wards. Ordinary sources of income are no longer adequate to meet this demand. It is because of this situation that this loyal Alumni Association must pledge itself to raise an endowment for this college. This endowment should be a fund of several million dollars, else we can not realize in their fulness our great possibilities.

But a good educational system, courses of study expanded in content, and prolonged in time, fine buildings and modern equipment can not alone or altogether make such a school as ours. In the last analysis the success of any school depends upon the quality and the character of its teachers. In these we have been almost uniformly blessed above the common lot of schools. It was for a noble purpose that

most of the five members of the Geneva faculty came to Syracuse to continue their services in the faculty of the College of Physicians and Surgeons of Syracuse University. They were:

John Towler of Geneva, Professor of General, Special and Surgical Anatomy and Dean of the Geneva Medical College.

Frederick Hyde of Cortland, Professor of the Principles and Practice of Surgery.

Hiram N. Eastman of Geneva, Professor of the Principles and Practice of Medicine.

Nelson Nivison of Burdette, Professor of Physiology, Pathology and Hygiene.

Charles E. Ryder of Rochester, Professor of Ophthalmology and Diseases of the Ear.

Those who were added to the faculty in Syracuse were:

Edward B. Stevens, Professor of Botany, Materia Medica and Therapeutics.

Harvey D. Wilbur, Professor of Diseases of the Mind and Nervous System.

Wilfred W. Porter, Professor of Obstetrics and Diseases of Women and Children.

John Van Duyn, Professor of Histology, Microscopy, and Assistant to the chair of Anatomy.

Henry Darwin Didama, Professor of Clinical Medicine.

Roger William Pease, Professor of Clinical Surgery.

Alfred Mercer, Professor of Clinical Surgery.

J. Otis Burt, Professor of Materia Medica.

William T. Plant, Professor of Medical Jurisprudence.

John W. Lawton, Professor of Clinical Ophthalmology and Diseases of the Ear.

John J. Brown, Professor of Chemistry.

Miles G. Hyde, Demonstrator of Anatomy

All of these men have been gathered to their fathers except our beloved Dr. John Van Duyn. Many of their worthy successors have joined them. I propose to show you their portraits with the aid of the projecting lantern and to give a brief hint of their work and their characters as expressed intimately by those who knew them best. Before paying this little tribute to those no longer active amongst us let us not omit to acknowledge our great debt to a large number of men, many of whom are still at their posts, to whose ability, unselfish interest and devoted labors our college owes a large share of its success. You know them and prize them. Someday a future historian shall take pleasure in recalling them to generations to come after us on an occasion similar to this.

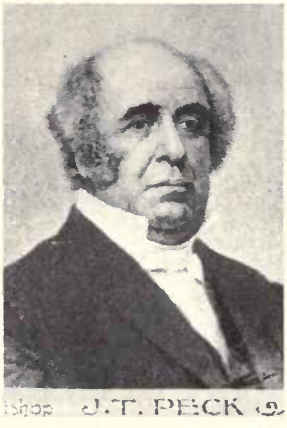
Furthermore, to show exactly what a school has accomplished there should be made a study of its output—an analysis of the work and worth of the men who are proud to call her alma mater. Surely there must be a complete history of the one hundred-eighty-five men, more than 35% of our number of serviceable age who responded to the call of our country for medical service in the U. S. Army and Navy after our Government joined the World War of 1914–1918. These are worthy and necessary subjects for presentation at a future and early meeting of this Association.

As illustrative of this historical review I show you first pictures of the MEDICAL COLLEGE BUILDINGS AT FAIRFIELD. If there are in existence pictures of them in their prime condition, other than a wood cut of all the buildings of Fairfield Academy, which is shown next, I can not trace them. These dilapitated buildings were photographed about 1900. Last fall they were dynamited and their stones used for the building of the new high school. FAIRFIELD ACADEMY had a checkered career for many years and was abandoned after serving as a military academy up to about 1884.

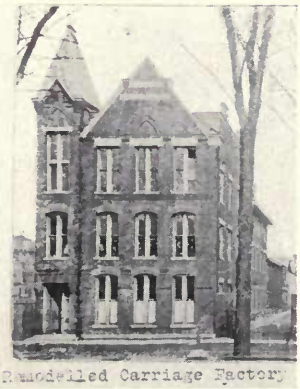
The building for the GENEVA MEDICAL COLLEGE was erected with funds, $10,000.00 of which were granted by the Legislature of the state in 1836. It was destroyed completely by fire in 1872.


Clinton Block

The CLINTON BLOCK deserves a permanent place in history because it was the scene of "The Jerry Rescue" as well as the first quarters occupied by our school.


Bishop J.T. PECK

This is BISHOP JESSE T. PECK, the first President of the Board of Trustees of this University, under whom it was permitted to move the Geneva School here and call it a University school. I know little about him personally except that his enormous body was matched by an appetite correspondingly prodigious. (Incident). It is certain that he must have impressed those who direct the policies of the Methodist Episcopal Church with his bigness in ways other than physical, otherwise he could not have attained the dignity and the responsibilities of a bishopric.


Remodelled Carriage Factory

This shows the REMODELLED CARRIAGE FACTORY with its impressive front that was the pride of our fathers. All of us up to '96 remember it as the habitation of our alma mater. In 1895 this building had become dilapidated beyond repair and the college was in greatest need. The only mention made of the College of Medicine in Chancellor Sims' final report to the Trustees was in the inventory when the property was valued at $15,000.00. Several of us resolved that if a new building could not be had and the college placed on a firm basis we would secure the degree of M.D. from another medical college and get from under the near collapse of this school.

CHANCELLOR ERASTUS O. HAVEN, under whose administration the Medical College property was given to the University, was a scholarly gentleman of fine personality and gracious manner. He also attained a bishopric. Many of us remember his lovable and very able son who was graduated from our college in 1880 and who died two years ago in Evanston, Ill., where he had endeared himself to a large clientele.

It may be necessary to assure you that this is CHANCELLOR DAY as he appeared when he came to Syracuse twenty-six years ago. From what you know of him and from what the world says of him you might not think he ever could have appeared so bland.

This is our LABORATORY BUILDING.

This is the SYRACUSE FREE DISPENSARY, owned by Syracuse University, served professionally by the faculty of the Medical College, and sustained by the Syracuse Free Dispensary Association.

Free Dispensary

Here is presented one view of the UNIVERSITY HOSPITAL OF THE GOOD SHEPHERD.

University Hospital

FREDERICK HYDE of Cortland was the professor of Surgery in Geneva and one who came here in the first faculty. He was elected the first Dean of the school and acted in that capacity to the time of his death in 1887 at the age of 78. He was a tall, spare, angular man with rugged features and clear blue eyes, whose expression was ever earnest and serious. He received every honor which the profession of the state could give, including the presidency of the State Medical Society. He was one of the founders of the American Medical Association and went as its delegate to the International Medical Congress in 1876 and to the British Medical Association in 1884. He was a good exponent of the didactic art, clear and terse and thorough.

Frederick Hyde

Dr. JOHN TOWLER of Geneva was educated at Cambridge University in St. John's College. He was the Dean of the Geneva Medical College from 1856–1872. He is described by Dr. Totman as a "large, impressive looking man with a big scar on his face said to be the result of a student duel in a German University." He was Professor of Anatomy. In Geneva he was also professor of Chemistry in the Medical School and of Greek in the College of Arts. Dr. John Van Duyn contributes this:


John Towler

"In the early seventies one morning there appeared a man carrying by a handle an ordinary market basket on his arm. Its contents were covered by paper. He was an erect, quick-stepper of about sixty years, thin, with white hair, with features that showed the intelligent scholar. He was on his way from the railroad station to the Clinton Block. The basket held a skull and the separate pieces of a vertebral column. Professor Towler was the Professor of Anatomy and was on his way to the lecture-room. His steady job was as teacher of Greek at Hobart College, and as a doer of any odd jobs in teaching that might be required of him in that school that was waning, seemingly, to extinction. Professor Towler knew much of almost everything and liked to teach; but he was indifferent as to the work and progress of his students. His lectures were attractive if not always instructive by the frequent and well told story which too often bore the savor of vulgarity. Dry bones were the material of his demonstrations, but by appeal to the imagination grooves and ridges, depressions and excrecences served, directly and indirectly, to locate the bodily organs and justify his remarks on their form, color and function. He was a sincere apostle of the belief that a six weeks' course of lectures was sufficient for thorough instruction in any branch of medicine, and proposed to the few of the little band who had brought the Medical College to Syracuse that they return to Geneva with their school, for he had no faith in reforms in medical education. He resigned in 1873.


Nelson Nivison

The orator of the faculty was PROFESSOR NELSON NIVISON of Burdette, a handsome, well-dressed gentleman with a musical voice and kindly manner. His course on Physiology, prepared and written when the science was young, occupied the students' time for six weeks.

Dr. HIRAM N. EASTMAN of Geneva was the Professor of the Principles and Practice of Medicine. At the same time he was lecturer on Materia Medica in the Medical Department of Buffalo University. He was old and rigid in his ancient beliefs and never at home with the advocates of the new movement in medical education. He resigned at the end of the first year.

Dr. CHARLES E. RIDER of Rochester was the Professor of Diseases of the Eye and Ear. He was a trim man of quick but easy and graceful movement. He was an educated man of very active and constructive mind and was ahead of his times. He served us faithfully and acceptably until 1886.

Dr. EDWARD B. STEVENS was an Ohio man, and a college man who had been highly honored in his state before coming from the professorship of Materia Medica and Therapeutics in Miami Medical College at Cincinnati to the same position in this college in 1872. He resigned in 1877 and bore with him a testimonial letter from his fellows on the faculty. Some time earlier, however, they had criticised his habits and indicated that "if his resignation were offered, it would be accepted." He must have reformed.

No photograph obtainable

Dr. HARVEY B. WILBUR was called in 1851 to be the Superintendent of the New York State Hospital for the Feeble Minded from Barre, Mass., where he had conducted a private school for such unfortunates. He was a deep student, an accurate observer, a devoted believer in the possibilities of education, and ingenious and successful in his methods. He accepted the chair of Diseases of the Mind and Nervous System in 1872 and conducted his course by stately lectures and looked the part of the old school gentleman until his sudden and untimely death in 1883.


Harvey B. Wilbur

Dr. WILFRED W. PORTER, the Professor of Obstetrics and Gynecology, was one of the original Board of Trustees of Syracuse University and was the one through whom all negotiations between the Trustees and Faculty were conducted. He was a native of Vermont, active, earnest, enthusiastic and persistent. Dr. Totman says: "He prided himself upon being prompt to the minute in the class-room. I remember well how one morning he came in, all out of breath, and said he had driven twenty-four miles in six minutes to get there, meaning six miles in twenty-four minutes." He served until his death in 1885.


Wilfred W. Porter

Dr. JOHN VAN DUYN, our beloved "Dr. John," is still with us and vigorous. He was of that original faculty, and one of the most enthusiastic advocates of the better way. He was the first Secretary of the Faculty, the first teacher of Histology and Microscopy, later of Anatomy, then of Ophthalmology and Therapeutics, for long Professor of Surgery, until by his own request in 1906, he was relieved of that duty and accepted the chair of Medical History, which his activities in the World War interrupted, but have not stopped. In reading the minutes of the Faculty I find that most of the measures for keeping faculty and students up to the high water mark were proposed by him. One of the early students describes him as "A fiery little man, but a remarkably fine teacher." Dr. Totman writes: "He was an incisive, impressive teacher. Any one who could not learn anatomy and surgery under him could not learn it under anyone." But you all know that. Long may he live! ! !


John Van Duyn

Dr. HENRY DARWIN DIDAMA, first Professor of Clinical Medicine, became in 1873 the Professor of the Principles and Practice of Medicine in which position he served with marked success until his resignation in 1893. Dr. Didama was noticeable in every company. He was tall, erect, animated, forceful and humorous, even in expression. He wore wavy, long hair and a chin beard. These with his merry blue eyes and ruddy complexion, his spare figure, clothed in an open frock coat, and his angular manners reminded one always of "Uncle Sam," as portrayed in caricature. Dr. Didama was the unanimous choice of the faculty for the office of Dean upon the death of Dr. Hyde in 1887. Upon the urgent solicitation of the faculty he consented to hold this position after his resignation from the chair of Medicine. In June, 1905, he was made "Dean Emeritus," when he was near the end of his career which terminated sadly in senile dementia in October, 1905. His keen and active mind and his indefatigable industry brought him early to the front in the practice of Medicine and his genial ways endeared him to the profession, who heaped upon him every possible honor in state and nation. "No condition was so serious that his genial humor could not relieve it and no company so gay but that his wit would increase the pleasure."

Henry Darwin Didama

Of Dr. ROGER WILLIAMS PEASE it is difficult for me to speak calmly. He was both father and brother to me. I treasure his friendship as the richest experience of my life. He was the least selfish man and the least self-centered man I ever knew. His sympathies were broad and deep and he was a true friend to everyone who came within his circle. He was outspoken to such a degree that often he was misjudged. He was the optimist of the faculty. His sunny disposition, his pleasing manners and his generous impulses helped over many difficulties. As a surgeon he was a diagnostician of unusual keenness, and an operator whose exquisite skill I never saw equalled in any clinic in any medical center. He served as surgeon in the Army of the Potomac throughout the war. He was the medical director of Sheridan's Corps with the rank of major, and later was placed in charge of the Patterson Park Government Hospital at Baltimore. He was brevetted Lieutenant-Colonel for meritorious service. He entered the faculty as Professor of Clinical Surgery, to which Operative Surgery was added later, and served loyally from 1872 to the time of his lamented death in 1886.

Roger W. Pease

Dr. ALFRED MERCER occupies a unique place in our history. It was to him that all turned instinctively when accuracy of observation, of memory or of judgment was required. He voiced the sentiment on medical education which became the slogan of the school. His presentation of the claims of the Medical Department before a Council called to consider the needs of the University in 1878 could not be excelled to-day. His address on medical education and our schools, given in 1883 was so full and so masterly that it need never be repeated. His movements of body and of mind were slow, but the results were always sure. He illustrated better than anyone I have ever known the virtues of that middle path in life which Horace sang and which permitted him, a man naturally of rather frail physique, to round out 94 years of life, useful up to the last few days. He was Professor of Clinical Surgery, to which Minor Surgery was added in 1873, and held these chairs until 1884, when his interest in questions of the Public Health induced him to resign surgical teaching and accept the professorship of State Medicine, in which he served to 1895, when he gave up teaching altogether.


Alfred Mercer

Dr. J. OTIS BURT had charge of the chemical laboratory in the earliest days. Dr. G. L. Brown says of him: "He was an efficient teacher with enthusiasm for his subject and with ability to enthuse his pupils. He was a graduate of Yale and of the College of Physicians and Surgeons, N. Y., a man of broad culture and of warm friendships, but it would be better had he lived under the Harrison law and the Volsted Act." He was surgeon in the Navy on Commander Farragut's staff.


J. Otis Burt

Dr. WILLIAM T. PLANT had perfect command of our English language. In all he did he expressed himself with such perfect ease and with such accuracy of logical thought that any exercise under him was a real treat. He too was a Navy surgeon. He was registrar after Dr. Van Duyn's brief service in an uncongenial field and continued to hold that position until 1888. At first he conducted the spring course in Physiology and taught Jurisprudence. But it is as a teacher of Clinical Medicine and of Pediatrics that he is best remembered. He was just as dependable as he looks.


William T. Plant

Dr. WILLIAM MANLIUS SMITH, Professor of Chemistry, 1877 to 1900, was the chemist to whom all in Central New York referred for the final decision in medico-legal matters and in all others in which a mastery of chemistry was required. He was a Yale man, a deep student, an ardent investigator, a discoverer of several processes and of remedies now generally adopted, a great teacher to him who cared to learn, and a delightful companion to one whom he took into his closer friendship. His native gentleness deceived those students who thought him easy and even those who imposed upon his good nature loved and venerated him.


William Manlius Smith

This is the first occasion of the sort on which Dr. TOTMAN has not added pleasure and animation to the day. We can not be without his presence, so I bring him before you as I knew him first in 1879, three years after his graduation from this school. He has been a faithful and devoted teacher and brother from that day, not only to me but to everyone within this room. We send him our deepest love and our heartiest wishes for a return to health.


David M. Totman


George R. Metcalf

Dr. GEORGE R. METCALF will be remembered happily by those who came under his instruction in Materia Medica and Therapeutics and in Clinical Medicine between 1877 and 1882. He was a man of fine education, a gentleman of talent, and an ardent teacher. His resignation to go to St. Paul was a matter of keen regret.


J. Gilbert Justin

Dr. J. GILBERT JUSTIN was a University of Pennsylvania man, of easy and pleasing personality. He became interested in explosives. He designed a gun in which dynamite was to be the explosive and the United States Government appointed a day for its trial on a nearby farm. After the trial nothing was found of the gun, but the doctor was not hurt. He served in Chemistry and in Forensic Medicine from 1877 to 1884.


Gaylord P. Clark

To Dr. GAYLORD P. CLARK this college owes much of its scholarly reputation. Dr. Clark, a graduate of Williams in 1877, completed the course in this college in 1880. He was naturally a student and devoted himself to research and to teaching throughout his life which ended all too early in 1907. He became lecturer on Anatomy in 1880 and was advanced to a professorship in 1881. In 1892 he was transferred to the department of Physiology. In this field he brought us the honor of introducing first in the United States a physiological laboratory for the use of students of Medicine. He was refined, lovable, earnest and true. As a teacher he had no superior. He was naturally the unanimous choice of the faculty for the office of dean when Dean Didama's health failed. One day a worthy memorial of him and his father shall be enjoyed by the college which he loved.

Dr. W. HERBERT DUNLAP was a most delightful gentleman of refinement and culture who had chosen the specialty of Dermatology, but whose first assignment in our school was to Materia Medica and Therapeutics, which he taught well from 1882 to 1887. In 1887 he was transferred to Dermatology and served in that department with unusual skill until his early death in 1896. He succeeded Dr. Plant as Registrar in 1888 and continued in that office until 1893.

Dr. HENRY B. ALLEN of Baldwinsville, handsome, sunny, thoroughly in earnest, and skillful, was our teacher of Obstetrics from 1885 to the time of his lamented death in 1904.

Dr. HENRY L. ELSNER began his studies of medicine in our school, but transferred to the College of Physicians and Surgeons from which he was graduated in 1877. In 1882 at the solicitation of Professor Didama he was made an instructor in the Department of Medicine and was successively advanced until in 1892 he was elected to succeed Professor Didama in the chair of Practice of Medicine. His remarkable success as a physician and as a teacher are such recent memories and our sense of his loss is still so fresh that to sum up our impressions of him in brief paragraphs is not yet possible.

Dr. NATHAN JACOBSON, our own son, seems here. I never think of such a gathering as this without feeling his magnetic and stimulating presence. He was too near and too dear to me to make it possible to say more than that here probably is the man who all students shall say was their most successful teacher.

Dr. SCOTT OWEN should be with us yet. He died risking his life in a sense of duty to another. Graduated from our college in 1883 he became an instructor in Anatomy in 1885 and was advanced to the full professorship in 1892 which he filled acceptably until his unexpected death in 1899. None who knew him personally can forget the worth of his character and his pleasant companionship.

In the list of those who no longer are active Dr. CARSON must be introduced. His energetic step and his hearty companionship are too vigorous to permit more than to recall the valuable service which he rendered as the successor to Dr. Wilbur and the forerunner of Professor Hutchings.


William H. May

Dr. WILLIAM H. MAY, "Billy" May, was our first bacteriologist. After graduating in 1890 he went to New York and devoted his time to perfecting his knowledge of bacteria and bacteriological technique. After two years he came back to us and gained early recognition as an authority in his chosen field. He was an ardent worker, a skillful teacher and a delightful companion. It seemed we could not give him up when he was stricken in 1907.


Albert S. Hotaling

Dr. ALBERT HOTALING was so recently with us that it is hard to remember him with those who have "gone to that bourne from which no man returns." He was a regal friend, an enthusiastic teacher and beloved by everyone. He was skilled in Obstetrics and won his position by his ability.


DR. HENRY C. BAUM

Dr. HENRY CLAY BAUM was an individual genius who had none but friends. He was never dull, never commonplace, but never a man of routine, the orbit of whose mind one could predict beforehand. He made the disagreeable subject of dermatology almost romantic. It was an unkind fate that deprived us of his companionship so early.

The funeral of the Honorable FRANCIS HENDRICKS is but just over. As a Trustee of Syracuse University he was always a loyal friend of our college. He had a keen mind, a clear purpose, remarkable executive power and a winning personality. It was to him that we owe the immediate erection of the Dispensary building after the urgent need of it had been presented to the Board of Trustees in 1913. At that meeting, after the Chancellor had moved that the Trustees erect the building "as soon as sufficient funds could be secured," he arose before the Chancellor's motion could be seconded, and said, "Mr. President, I move that we order the Executive Committee to erect this building at once." The motion was seconded and passed unanimously. In the following spring he called me to "the little back room in the bank" and said, "I have asked you here to consult with you about a provision I wish to make in my will for the Medical School." The talk of the various needs of the school consumed an hour. He never told me how he worded his will but Miss Hendricks permits me to tell you that that clause in his will gives his "residuary estate to Syracuse University to be held as an endowment for the benefit of the Medical College, the principal to be held intact and the income used for the expense of such medical and surgical research as the faculty of the Medical College shall consider most likely to result in the promotion of medical and surgical knowledge of practical benefit, and the trustees of the University shall approve." May he rest in peace!

Nifty-Fifty

(*Syracuse Journal*, June 14, 1920)

Never before has there been such a huge, enthusiastic audience to greet the Kum Bak performers as there was Saturday night when Mrs. Goldie Andrews Snyder and Marjorie Fox Reeve presented their clever vaudeville. The show setting, the roof garden on top of the new women's building, the whole stage being covered with a white lattice work, over which was trailed the graceful lavender wisteria vines and blossoms. A background of deep purple with an orange setting sun made the scene most artistic and effective. Willow furniture was used to advantage.

The big features of the evening were the singing of Mrs. Lucy Marsh Gordon and Miss Belle J. Vickery. Both sopranos were recalled and Miss Vickery, who sang Miss Reeve's compositions, was obliged to respond to an encore. It was an ovation for both composer and soloist. Mrs. Gordon was in fine voice and delighted the audience. John Barnes Wells made a decided hit as a colored minstrel and his skit with Mrs. Laura O. Goodridge was a decided feature of the evening.

The opening number showed Misses Dorothy and Anne Roos as the girls of 1870 and 1920. Mr. Kellogg's clever skit, "Oh, Arlene," was well received. Miss Coleman radiated youth and charm and several times soared to high B flat and B in her solos, with perfect ease.

Theda Fyler Parmenter's dancing in "The Gypsy Beggar" was admirably rendered, Miss Una Smith being at the piano.

Alberta Bennett roused the audience to heights of enthusiasm with clever impersonations and humerous songs. She led in the singing of several old-time Syracuse songs followed by the "Alma Mater."

One thousand seven hundred people witnessed the performance. The committee in charge consisted of general chairmen, Mrs. Snyder and Miss M. F. Reeve; decorations, Mrs. Mary Stevens Hier; house hostess, Miss Gertrude Woodford.

"Nifty-Fifty" and "Golden Glo," the Kum Bak shows of the co-eds and the men graduates, respectively, ended the greatest day of the Golden Jubilee—Loyalty day.

Each show drew more than 1,500 people, the co-eds taxing the capacity of the largest auditorium on the Hill —Slocum Hall—while the men filled Archbold gymnasium.

Music was combined with comedy numbers in both events, with a black face performance the principal feature of the men's entertainment, and a few numbers of the same sort for the women.

John Barnes Wells, star of the evening, divided his time between the two groups. Besides his performance, he wrote music for the title song of the co-ed show, "Golden Glo", for which Harry Lee prepared the lyric.

Other snappy comedy numbers in the women's events were: "When the Clock Strikes Twelve," "She is What She Isn't," and "Oh, Arlene."

Miss Belle J. Vickery and Lucy Marsh Gordon sang solo numbers.

Alberta Bennett appeared in a monologue, and Theda Fyler Parmenter in a solo dance.

"Oh, Arlene," in which appeared Arlene Coleman and Harold Kellogg, who wrote the piece, was the principal comedy number.

An orchestra of nine co-eds gave the rest of the program.

Truman Prescott, as interlocutor, put the end men through their paces in the big number on the men's program. They were "Si" Galliger, Joe DeYoung, Eddie Brown, Clayton Butterfield, Harold Dawson and Jack Wells.

Dean Andrew and John Barnes Wells sang.—*Syracuse Herald*, June 13, 1920.

VII

Baccalaureate Sermon on the Fiftieth Anniversary of Syracuse University

A Review of the University's Early Leaders and History

By Chancellor James Roscoe Day, S.T.D., LL.D., L.H.D.

ORDER OF EXERCISES

I. Orchestra—Grand Processional March, "Fame and Glory"....*F. Matt*

II. Hymn—Italian Hymn.....*Giardini*

Come, Thou Almighty King,
Help us Thy name to sing,
  Help us to praise;
Father! all-glorious,
O'er all victorious,
Come, and reign over us,
  Ancient of days.

Come, Thou incarnate Word,
Gird on Thy mighty sword;
  Our prayer attend;
Come, and Thy people bless,
And give Thy word success,
Spirit of holiness,
  On us descend!

To the great One in Three,
The highest praises be,
  Hence evermore:
His sovereign majesty
May we in glory see,
And to eternity
  Love and adore.

—*Charles Wesley.*

III. Reading of Scripture—Rev. L. M. Lounsbury, D.D.
Pastor of the First Methodist Episcopal Church, Syracuse, N. Y.

IV. Prayer—Bishop Frederick T. Keeney, D.D.

V. Chorus—A Song of Liberty.....*Mrs. H. H. A. Beach*

Across the land from strand to strand
Loud ring the bugle notes,
And Freedom's smile from isle to isle,
  Like Freedom's banner floats.
The velvet vales sing "Liberty!"
to ans'ring skies serene;
The mountains, sloping to the sea,
Wave all their flags of green,
  Sing Liberty!

The rivers, dashing to the deep,
Still echo loud and long,
And all their waves in glory leap
To one immortal song.
One song—the nations hail the notes
From sounding sea to sea,
And answer from their thrilling throats
That song of Liberty!

Hail to our Country! strong she stands,
Nor fears the war drum's beat;
The sword of freedom in her hands—
The tyrant at her feet!
  To our Country, Hail!

—*Frank L. Stanton.*

VI. HYMN—Portuguese Hymn

How firm a foundation, ye saints of the Lord,
Is laid for your faith in His excellent word!
What more can He say than to you He hath said,—
You who unto Jesus for refuge have fled?

Fear not, I am with thee, O be not dismayed,
For I am thy God, and will still give thee aid;
I'll strengthen thee, help thee, and cause thee to stand,
Upheld by My righteous, omnipotent hand.

—*George Keith.*

VII. SERMON—Chancellor James R. Day, S.T.D., LL.D., L.H.D.

VIII. HYMN—America.....*Samuel F. Smith*

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died,
Land of the pilgrim's pride,
From ev'ry mountain side
Let freedom ring.

Our father's God, to Thee
Author of liberty,
To Thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

IX. BENEDICTION—Rev. Theron Cooper, D.D.

X. POSTLUDE

"And ye shall hallow the fiftieth year, and proclaim liberty throughout all the land unto all the inhabitants thereof. It shall be a jubilee unto you."—Lev. 25. 10.

You will expect me to talk this forenoon about the only subject possible to our minds. It is the climax to which our thoughts have been converging for several months and which has its consummation in the final exercises tomorrow, when the university's purposes and breadth will appear in the different degrees and certificates which will be bestowed by the authority of the trustees upon the candidates from our eight colleges and eight schools.

This morning stands out as a summons to joyous gratitude to God for the guiding hand of Providence which has brought us to the achievement of a university which to-day has a name in the wide world where young men and young women are seeking an education, representatives of whom are among us. It is also a call to a new consecration to the larger duties and opportunities which are forced upon us by what God has wrought by us.

Our history, under a new name and title of university, dates from the time we took our charter, fifty years ago, as Syracuse University. The institution had its roots in Lima, a small town of the Genesee Valley, as a Methodist Episcopal college, named for the valley in which it was located. It was founded there, as many denominational colleges had been planted, primarily for the purpose of providing college training for the preachers of that Church. There were no State universities accessible and denominational lines were sharply drawn. The denominations built their own colleges as an effective way of enforcing their respective creeds and furnishing their pulpits with educated men.

At Colgate, for instance, the Baptist farmers and working people quarried stones after the day's work was

done, to build their college. It is a quaint-appearing structure, suggestive of almost anything commercial or manufacturing more than an educational building, but solid enough to stand firmly until this time. Looking over the buildings years ago with President Merrill, I ventured to say: "To take down this old building would be a sacrilege. It should stand here while time lasts, as a monument, as all the other buildings coming here will be, to the heroic sacrifices of the men and women who furnished possibilities of learning to their sons, demanded by their pulpits and their Church academies and seminaries."

The compass of the thought of the denominations of that time was naturally narrow and intense. They were laying the foundations. They were determining principles. So intent were they upon their fundamentals that they did not give much thought to the things in common among them. They were thinking of the things in which they differed and it went into their educational institutions. The Methodists were not peculiar in this characterisitc. The educational institutions, the small colleges and the Conference seminaries took on monastic features and were located away from the cities as moral and religious precautions. They did not seek great cities. When this university came here it was to a village city, and it located in a pasture in the country, where its young people would be removed from the temptations of the town. The colleges were not seeking the people.

Genesee College's only building was a Greek temple and its work was severely classical. Its mathematics was classical and its metaphysics was classical. It had no English and it had no science which you would call science in this day. It had a great faculty. They were a half dozen men. French was there, Steele was among them, and Coddington was one of them. They were great in the things they had to do. But not many students wanted those things and these great men were too great to be contented with what they were doing. They were among the first to desire and encourage a wider field, and to a man they marched away to become the nucleus of the faculty of the new university—not one of them remained behind.

THE EARLY LEADERS

Daniel Steele became the first president. He was a scholar, educated at Wilbraham Seminary and the young Wesleyan University. He was a mystic, with a Methodist conversion and experience. He was not predestined for an executive. Alexander Winchell became the first chancellor and was far less fitted to the position than Steele had been. He was a scholastic hermit. The affairs of men in general or of students out of the class room did not interest him. He looked upon such affairs and men as an obtrusion upon his office and time. He was a bold and mighty thinker. I remember reading his Pre-Adamites among my first great books. It riveted my attention. I was not certain about its doctrines. It was a great book. I heard him lecture upon the nebula theory some years after and was impressed with his intolerance of those who differed from him. He was an effective, if not an eloquent speaker.

Erastus O. Haven was the second chancellor. He was a metaphysician. As an administrator he was better adapted to the young State university at Ann Arbor than he was where hand-to-hand begging had to be done at Syracuse. But he was so profoundly respected that he remained here six years as an administrative failure, but valuable as a scholastic authority and idealist for a young university with the scholarship of those times.

When Haven became president of Ann Arbor he was opposed by a candidate who was a favorite with the students. When he appeared upon the platform to address the students in chapel he was greeted by a rude and coarse interruption, the scuffing of feet and cat calls. He stood unmoved and undisturbed until the interruption stopped. With his first word it began again more earnestly. He repeated his part as before. Several times he was compelled to stop with every attempt to speak until nearly an hour had passed. Then protests were heard and Dr. Haven was permitted to go on. Without reference to the insults he had received, as though they were a part of the program for the president's address, he spoke with such eloquence that his first talk closed in a storm of applause. His term closed here with election to the bishopric of his Church. He made the mistake of accepting that high office and died within a year. He was a great man, but the university stood an unfinished bu lding and with debts unpaid and no endowment. He had secured in six years three hundred thousand dollars. Some increase of students indicated that the location had been well chosen.

Six years of Chancellor Haven and ten years after the charter was granted Charles N. Sims came to the chancellorship from the successful pastorate of a great church in Brooklyn. He held the office longer than all of his predecessors. As a pastor he had not specialized in the fields of Dr. Steele or Winchell or Haven. His was the old-fashioned education which he pursued to one end and which he expected to be his life work, but it fitted him for the larger work of founding a university for which Providence was preparing him. Sims had a vision. He knew men. He inspired men with confidence in himself and his work. He was the man for the hour. Some of his faculty who saw the place that the new forms of education were demanding became impatient and were insistent upon action for which the university was not prepared. It was a symptom, however, which he appreciated, but for which he felt that he was not equal. But he worked on with tireless energy. He built Crouse College. He gathered several hundred thousand dollars of endowment. He saw a new college founded and a faculty of brilliant young men collected, who have vindicated his wisdom in their success and the permanence of their service. Sims was a delightful spirit, keenly sensitive but splendidly courageous. He never saw an hour in this university that was free from the pressure created by the success of his work. But no one ever saw an hour of his work that was not consecrated to the single and sole purpose of building a great university on these hills.

He once said to me, some years after he had left the university: "I did not know how to fight. I never could fight, and you know a chancellor must never forget the line in that old hymn, 'Sure I must fight if I would win'. A chancellor must watch and fight and pray." I don't know. Perhaps he was right. One thing I know, that the history of Syracuse University never can be written without writing into it, in large letters, the name of Charles N. Sims. I think that he fought a good fight.

When I came to New York city as a pastor he was new here and I heard him much discussed in the bookstore on Broadway, where ministers congregated Monday mornings. And he was often criticised and I knew that he was doing things. When the burden increased beyond his power and resources to carry it, his mind turned again to the pastorate, in which he delighted. When he became a pastor here I became his parishioner. I never heard him preach a sermon in

which there was not in it something worth hearing and remembering. Chancellor Sims was a providential man for the hour. A less fortunate choice would have wrecked the young enterprise. He went everywhere, finding any one among the small givers, finding students, making friends for his college and himself and laying foundations upon which others were to build.

CHANCELLOR SIMS SELECTS HIS SUCCESSOR

I vividly remember the Sunday afternoon of my first visit to Syracuse University to preach that evening the first evening sermon in the new Crouse College. With my friend, J. S. Huyler, I was on the floor just laid of the gymnasium, which is now the women's gymnasium. Chancellor Sims came across the campus and joined in conversation with us. When we were about to leave he placed his hand upon my shoulder and said to Mr. Huyler. "This is my successor." I replied, "O, no, Doctor, there is not an inch of college president timber in me, from my scalp to the soles of my feet." As Mr. Huyler and I walked down the street I said: "The chancellor is a very kind and courteous gentleman. How many men do you imagine he has said that to as a compliment?" Mr. Huyler replied: "Dominie, I don't think that he has said it to any one. I looked into his face and I am certain that he meant it." "Well," I said, "it is absurd. None of that for me!" had been several years a trustee of Boston University and it seemed to me that a college president had a pretty dull life. As for college professors, theirs was an inconsequential life, a sort of mint and anise affair, and as for students they lived to beat their marks out of the professors and enjoy their deviltry. No! I rather preach in the metropolis.

But I found that Chancellor Sims meant it and although I sent him nine numbered reasons from the State of Maine why I should not come to Syracuse he set influences to work to which I was compelled to listen. And if it was a mistake for me to come here it was not my mistake, and if I have stayed beyond the ten years that Dr. James M. Buckley set as the least term for me to plan, which seemed long then, it has been short, because I have not found a college president's life a dull one and I have found the lives of college professors very consequential and that the human nature of students is exceedingly interesting.

But of the work and results of the present chancellor it would be unbecoming for me to speak. All of that we will leave for fifty years from to-day, with the hope that the annalist of events at that time will be a man of charity.

A GREAT EDUCATOR

In 1894 John Raymond French became vice-chancellor. He had been dean from the beginning, a great dean, one of the greatest mathematicians and teachers of mathematics in the whole country. He was a remarkable man. He began as a lawyer, but was born and planned of God as a teacher. He was a tall, stalwart, silent man. I never saw him lift his hat to a lady, but he was the perfection of courtliness. He had no time nor taste for athletics. I induced him to attend a football game, but it only confirmed him in his opinion of the game. He never went again, but he was pleased when the boys won.

His students venerated him. I have been told how he would help a bashful and confused student in class by taking a crayon and making a figure here and there and close with the remark, "How does that appear to

you?" I remember that one day he said, "I am very much encouraged about the university." "Why," I said, "that is unusual." "Well," he remarked, "you have got us so far into debt that you will have to stay here until you get us out." "Yes," I said, "but, dean, that is the only way out for us. We must go ahead. These things have to be done and I think our friends will pay for them." Only three years to a day and we were stunned by his too-soon going. Some of us have not gotten over it. I could not understand God. Ah me! But we needed him. I was just learning my problems. He was presciently wise and equally patient and kind. He stood squarely by the administration, as he had by every one which preceded it. He was incapable of being less than a man. He would as soon have criticised his wife to others as he would do an act or say a word which might harm the university to which he had consecrated his life. He was a prophet of its great future. It was the crisis time when his death seemed as though God were forgetting us. We ought to have known, however, that that is the way God has always done, in State and Church, in battle and peace. He develops men by forcing upon them self-reliance.

I believe that John Raymond French was the greatest man the university has had in all the list of its remarkable men. His great character has been a propulsive force through all the years since God took him, and it never has ceased, but has increased with every year and in every event.

One characteristic impressed me. He was capable of new adaptations. Educated in the old forms, doing his work in what was then thought to be the only exact science, he sought for a larger place in the university for the empirical sciences, and no man would more rejoice than he to-day in the equal and recondite place they have made for themselves in a generation of the educational world. Dr. French was one of the squarest and fairest men I have ever known. There was never an attempt to prejudge a case by secretly canvassing the trustees or pledging a faculty vote. If men could not see things in the light in which he saw them he left those who disagreed with him to further light and reflection.

We might mention others who have transferred their work to the far fields beyond mortal ken. There were great deans—Didama, one of the first in the State to contend for classified medical instruction; Clark, who succeeded him, the great physiologist; Comfort, the founder of our fine arts; Vernon, the courtly gentleman; McChesney, the four-square man and delightful companion, and Brooks, our great law dean, a matchless personality, who carried as though personal secrets, wounds from the Civil War which shortened his life work among us. There were great professors in their departments—Bennett and Coddington, Little and Scott Clark, Brown and Sanford. These all have left names cut deep in the foundation stones of Syracuse University. There were great trustees—Phelps and Ives, Decker and Holden, Peter Burns, Comstock, and Andrews, Belden and Lyman, Archbold and Lyman Smith, Bowne and Huyler. These are foundation men. None more than the Remingtons.

Such is a brief and hasty summary of the remarkable personnel of the young university—young in those days, when you consider that the present chancellor has been here as its executive head more than half of its entire history, but venerable in its very first years in the character of its men and the inheritance of its educational ideals.

LAYING THE FOUNDATION

At the first meetings of the men who planned the foundation of Syracuse University opposition developed to co-education. Dr. Benoni Ives told me that Judge Comstock, one of the most influential men in the enterprise, stated that he would not consent to co-education. Dr. Ives replied: "That ends the whole matter. We will never consent to a single-sex university." He followed with one of his characteristic arguments, clean, strong, and convincing. He saw woman's position a half century ahead of that time. Judge Comstock withdrew his objection. While it was not his judgment he would rather have a university with women than to defeat the university without them.

The great central figure of those first days was Jesse Truesdell Peck, a giant in stature and intellect. More than any other his was the leadership and the inspiring voice which cleared the way and led the way to the founding of Syracuse University. Next to the gift of the city his was the largest subscription gift to the first funds. Had not certain properties, in addition to his money gift, been disposed of by irresponsible and careless persons, to the great sorrow of Mrs. Peck, its future development would have amounted to a very large sum.

Bishop Peck was a man of great sagacity and simplicity. He had remarkable oratorical power. He was the man who moved that first convention to an irresistible pitch of enthusiasm which swept away all doubt and timidity about the enterprise and made the new university an assured fact.

It was a brave hour. No man had offered a large sum of money as a starting lever, as Stanford had in California, or Rockefeller at Chicago. There was no such man in sight. But there was courage, than which there is no greater asset, and to this Dr. Peck made his appeal, and with it founded a university.

The university was obliged to start modestly, as compared with such enterprises now. The city's gift of one hundred thousand dollars was equal to ten times that amount now, but it was not enough to erect the first building. Some of the other subscriptions failed to mature and the trustees found themselves for ten years with one building in a fifty-acre pasture, practically outside the city and inaccessible. Those were heroic days, which saw a university in such a small and unpromising beginning. The Conferences which were leading in the enterprise were poor. There were no rich men on the board of trustees and among the patrons in those earliest days, but there were stout hearts and a host of generous small givers. When Chancellor Sims came he would drive his sleigh ten miles of a winter night to lecture for ten dollars, and travel everywhere with relays of gripsacks, with changes of linen, gathering money to pay at best irregularly the salaries of his small but loyal and uncomplaining faculty. It was one of the greatest achievements in the history of the university when he secured from John Crouse Crouse College, built for women, but devoted to the fine arts.

Soon followed the Holden Observatory, with a fine Clark teaching telescope. Dr. Ried gave money to build a library, now the administration building, and Dr. Sims gathered in small sums of money to erect a gymnasium, large enough for all purposes at that time, but now unequal to the demands of our women. Improvements were made in the campus front and in spite of the business depressions and panics, signs began to appear that the roots of the university were sprouting on these hills. Everybody had a heart to work. Members of the faculty collected tuition fees and helped in any way possible, so that the chan-

cellor could travel and make known the young university, its work, its needs and always enthusiastically its future. He was everywhere. He told me that one day a man stopped him down town and told him that he had read that very morning that he had died. The chancellor could not understand how such a report could have been circulated, for he never felt better in his life. "Well," his friend replied, "it is circulating on the best of authority. I read it in my Bible this morning. It said plainly, 'And the beggar died!'"

Those were days which some of the great papers tell us are passing. It may be. Perhaps in the old forms it is so. If it had not been a part of the college president's job in the days of Chancellor Sims there would be mighty few colleges in this country today. The people do not take to their support spontaneously.

Mr. Depew says that Dr. McCosh founded Princeton by carrying a tin cup on Fifth Avenue, like a blind beggar. Since faculties have increased into hundreds and students into thousands college presidents have been obliged to hand their tin cups over to others. Something greater than a tin cup is demanded. And it does not stand very high to the credit of any community that it thinks of the head of its university as a beggar and forces him to leave his office closed and carry a tin cup around its streets.

THE GROWTH OF THE YEARS

While the university started small, a twig of the giant tree it is, because its plan was large and it will not be outgrown by the demands of any age. It is remarkable that those men whose education was so exclusively classical and who lived in a time before scientific teaching in separate schools and laboratories had asserted themselves should have projected a scheme to cover every practical form of higher education now insisting upon a place in our universities.

After specifying several colleges, a college of industrial arts and a college of fine arts, they proceeded to say: "And such other colleges or departments as said trustees shall deem expedient or necessary to accomplish the purposes of said university." We have never been obliged to ask the education department, or the Legislature, or the regents for permission to add any new college or department demanded by the people seeking instruction here. It was scarcely less than prescience which guided the thought of those prophetic pioneers. It remains for us to fu fill their plans and to worthily build on their foundations.

There never has been an hour when the university has slacked its hand in classical learning. It offers its courses as at the beginning, more of them and with more appliances to teach them. They were required for entrance until two imperative conditions forced the change. The first one was the failure of the State to teach them in many of the high schools. The second was the demand upon the colleges to extend on equal terms the privileges of a college education to earnest students who desired to substitute other and quite as disciplinary studies. For purposes of mental discipline the classics have not been surpassed nor displaced. There can be no better preparation today for the demands of the learned professions or the broad and practical demands of our life work. This is my testimony, after six years of hard, if irregular work in which classics and mathematics were the foundation and almost exclusive studies. I regret to see young men and young women hurrying by these polished foundation stones. They will be better engineers and they will do better work in scientific research. They will be far superior

in English and metaphysics. The first business of a student is brain building. Knowledge is the easiest part of the student's task. That will come when you get something to get it with and a place to put it and store it after you get it.

But the founders of Syracuse University did not fail to appreciate the great fact that it was to be located in a world which men must study and with which they must become acquainted, its material, its laws, its life forms in animals and plants, its strange structures, its enemies, from microscopic agents to visible foes, and that these would require study as profound and patient as ever mastered Greek roots and Latin exceptions in their highly inflected forms. They saw the ethnic story which men must know in history —the work which must be done in literature if history was to remain more than tradition, the fundamental principles of morals and thought in philosophy, the practical arts in economics and industries. They saw that man was more than a cave dweller, however secure he might make his cave. He must rise into realms of art in music and painting, into sculpture and into architecture. They saw him contributing to the world's sustenance in husbandry, when the man who causes two spears of grass to grow where one grew before becomes a public benefactor. And they left room for forest culture that the millions of acres without field crops might yield the pine and spruce in perpetual growth, fostered by their deciduous neighbors, while they all stood guard over the sources of the broad rivers and streams which flow from the mountains. And for whatever is left over that may come out of the future needs and possibilities of the races of mankind is provided in the plan of "that which is expedient and necessary."

THE NEW AGE AND EDUCATION

No ancient concept nor limited theory of education is broad enough to compass the demands of the present age. That men must be prepared by special training for life's great work all intelligent people will admit. And that this great life work is no longer compressed in a small group of professions, which in days gone were called the learned professions, is now no longer a contention. Life has mightily widened and multiplied and it is the duty of all men to make the most of it, for the unexpected is certain to come out of it, and he who is not prepared for it will be found complaining that no one has hired him. He will be the unprofitable servant described in the Scriptures. The fact that many men and women do worthy things without an education argues nothing against the best possible preparation for life work, for no one can tell how much greater might have been the successful man's success if he had put more into his preparation—if he had invested more capital. The student who turns away from college because he is going into business or is to be a farmer commits a great blunder against himself. The fields of business and the fields of agriculture in these days are full of problems that have not yet been solved and which are presenting mixed questions daily, and every man in every calling is now related to public demands of town and State and nation. Where monarchies have been the state the demand for education has been limited to the ruling class, but in a republic like our own all men are rulers and law-makers and all men must be educated.

A man should be educated, not because he is to be a preacher or a lawyer or a doctor, but because he is to be a man. It is not the professional life, but because it is your life and the

joy of sound thinking and of full knowledge is the greatest joy a man or woman can experience.

AN OBLIGATION UPON EVERY MAN

And it is the duty of founders of colleges and universities to provide in the largest way for the largest number possible. This is often determined by the location. Some colleges have their bounds set by their physical and constituent horizon, and they do one kind of work for a few, and they do it well. The obligation at Syracuse is a large one and of a multiplied character. There is scarcely a limit to our possibilities. That limit is only in resources and the resources are determined by the generosity of the constituents. The joy of our jubilee is made by the joy of the people to build a great university, in numbers, in equipment, in instruction in the different forms of educational opportunity.

Syracuse University lays an obligation upon every man, the manufacturer with his great problems; the merchant, whose business depends upon intelligence; the municipality, with its demands upon civil, electrical and mechanical engineering and chemistry of foods, and aids in criminology, bacteriology and many kinds of analyses in its department of health. Every profession and calling and all kinds of business are related to the university. The teaching profession from the lowest grades to the highest, is structural in the development of our country, and without the colleges and universities the whole department of education would collapse. Men and women who do not feel the force of this obligation and who leave it to the few, classify themselves among the unintelligent and uninformed. And that is hardly fair to the uneducated, for it is a striking fact in our country that we hear often, from the comparatively ignorant, the remark: "I am determined that my boy shall have what I could not have. I want him to have an education if he does not have anything else." To meet this increasing, this almost universal demand, Syracuse University has opened eight colleges under our great charter and has established eight schools, and the constantly increasing attendance proves the demand and the efficiency of the work. We are constantly under pressure for more room, more equipment and more great teachers.

A UNIVERSITY OF DEMOCRACY

It ought not to be necessary to spend a moment to declare that the doors of this university are open upon equal terms to all, without regard to sex or race or creed. The intelligent people of Syracuse know that this is true. For my witnesses I call the Bishop and clergy of the Catholic Church, the rabbis of the Jewish synagogues and the ministers and pastors of every Protestant denomination. There is no discrimination and there is no denominational control even attempted here. The Conference visitors come here socially and advisorily only. They seek information and never attempt control. In fifty years they have never in any instance sought to direct this institution to any discrimination in favor of their churches, nor against any church, however much they may differ with it. For more than half of its history I have been here, and I have yet to hear the first syllable of the kind. Those who call us sectarian are to be explained in one of two ways: they are either ignorant of the whole matter or they desire to apply the opprobrious epithet for unfriendly purposes. They are too few and too insignificant to call for more than a passing reference.

One of the great courts of the country has recently decided that a

college which does not teach its peculiar tenets and admits students on equal terms, without regard to their connection with the churches, cannot be called sectarian. We go further—our faculties, our students, our teachers comprise all churches, and we not only welcome, but we aid, when necessary, Jew and Gentile, Catholic and Protestant, Buddhist and Mohammedan, Shinto and Parsee. In heaven's name, what more are we desired or required to do? And what we do the other colleges do.

THE STATE AND EDUCATION

It is high time that the State stopped its invidious discrimination against the privately supported colleges and universities. Syracuse University is taxed by the State for the privilege of educating the young people of the State and for bringing thousands of young men and young women into New York State from other States and countries. We are taxed annually an amount that would add ten full-paid teachers to our faculty. Not a dollar of our money is for the profit of any man connected with this institution. Our expenditures are a hundred and fifty thousand dollars a year more than our income, with our present salaries, and the most of that is to help students through college who are working their way, and who could not get through but for such help.

The country and the State should not quibble about who founded the colleges, but show their appreciation that they were founded by generous men and women and provide free tuition in every college in the land which co-ordinates with our public school system, from the kindergarten to the high schools and normal schools. All such colleges have a claim upon the State by work as thoroughly in the interest of the State as the so-called State universities and colleges. Our country should promote and reinforce every college of the land which devotes itself to the making of better citizens and a truer Americanism, and leave those universities and colleges free from politics and to independent management as they are now.

It seems to me that the education of the people is as important as barge canals, State highways, armories and asylums and prisons. If it is, the institutions where it is furnished by the generosity of the people, without cost to the State, should at least be exempt from taxation. I have never been ambitious for great numbers, but I have been ambitious to provide the best things for all who desire to come here, and to meet their demands in all the different kinds of training they seek. And the great question which confronts us in this, our jubilee year, is, what shall be the century celebration? There are hundreds here today who will see the hundredth year of Syracuse University. What shall that university be? It shall be what you who are to be the leaders through the coming years determine it shall be. Its chimes will always have as merry a welcome to the poor boy and girl as to the rich. It will sound out the anthem of American forever, for our country's liberty will be proclaimed on these hills when Syracuse University is celebrating its thousand years, and it will play the hymns of the ages of man's faith in God, living still, while time lasts. And it will be an immortal distinction to have had part, however small, in building strong these walls and in lifting aloft the polished capstones of this temple of sound and reverent learning.

The walls of our land and country will stand no longer than the walls of our colleges and universities endure. The destructive forces that are against government, the family, the Church of God and the things of Cæsar, provided in the economy of God, thrive in the darkness of ignorance. These

forces never have built a red schoolhouse on the hills nor endowed a college. Light is fatal to them. They choose darkness, because their deeds are evil. The world has long ago outgrown ignorant and superstitious men and women. It is too sublime and its interests too sacred to be put into such hands. We must be as great as the world which has become our inheritance. This is our commission. This is the note to which we pitch the lofty tune of our jubilee anthem, "which shall proclaim liberty throughout all the land unto all the inhabitants thereof."

FROM THE CHANCELLOR'S ADDRESS TO THE CLASS ON BACCALAUREATE SUNDAY, JUNE 13, 1920

YOU will not all be President. You will not all be rich. You will not all be famous. But every one of you, man or woman, may reach the greatest estate ever seen on this earth—a true character, four-square, the same inside and outside, and the same forever. There is no greater good, no greater joy to men. An exceedingly wise man said that everything else compared with it is "vanity of vanities." What the world needs to-day more than all things beside is the old-fashioned religion with honesty in it, and duty and service of men and faith in God in it.

Never put a price on your manhood. Many a man has had courage to go over the top of a trench who has been an abject coward before a moral principle or a political issue. You should not trust a man around the next corner who would give duty in exchange for place. Never allow any man to dispute your right and privilege as a loyal American citizen. This is duty which no one has a right to try to take from you. Men carefully keep the measurements of their height and they know what they weigh to an ounce. Mind you, I am speaking of men! But these things count little, for men are in all heights and shapes and sizes, but the real measurement which should interest us is to be applied to manhood and it is invisible. Its scale is exact. It balances to the same notch and it is not changed for any man. The poorest man, the richest man, the wisest man, the most ignorant man, they all step on the same scale, set at the same pound and ounce. They all measure by the same foot and inch. There is no one of the ten spaces left out of the decalogue for any man. There is no other commandment added to extend the liberties of any man. God is no respecter of persons. You must square yourself by His law.

It will make you peculiar? Yes, it is just as peculiar as the force that makes the orbits of the stars, and that makes the tides of the sea, just as peculiar as light and heat, just as peculiar as vital force. But if it makes you peculiar to obey God, it is because there are too many disobeying Him, and it is all the stronger argument that your peculiarity is needed. The more peculiar you are because of righteousness and temperance and virtue and honesty and courage, the more the world needs you, because it is not peculiar in the abundance of these things.

We shall watch you carefully as you go forth. Our blessing will go with you. We shall listen intently, eagerly, for your footsteps resounding clearly in the halls of duty, of justice and of truth. These are the corridors that lead to the halls of immortal fame.

"THE CHANCELLOR"

The rise of Syracuse University in fifty years to its present rank among the educational institutions of the country cannot be explained apart from the personality of the man who has been its Chancellor since 1894, the Rev. JAMES ROSCOE DAY, D.D., LL.D. It had no multi-millionaire founder like Cornell. It was not nursed in the lap of a wealthy capital like Columbia. Its student patronage was not drawn from families of inherited wealth. The State did not subsidize it. Furthermore, it was like the pioneer schools of the West in that it had to erect its buildings and pay for its equipment at the same time that it carried on its educational work. Chancellor Day and the men of vision and energy to whom he has imparted his faith have made Syracuse University the great force that it now is, and the greater force which it promises yet to be. The Church and the State are forever in his debt. *The Christian Advocate* joins in the general acclaim of what he has accomplished ,and adds its hope that he may live long to see the university placed upon such adequate foundations of endowment as shall insure the perpetuation of the beneficient influences which he has initiated in twenty-six years of brilliant service.—From the *Christian Advocate*, June 24, 1920.

A UNIVERSITY OF SERVICE

The Colonial charter of a historic New England college declares the purpose of the institution to be the training of youth "for Public Service in Church and Civil State." This fundamental idea of "training for service" rather than producing marvels of selfish erudition, is no monopoly of the older schools. In fact, a close comparison of the records of graduates in recent years would probably reveal that some of the younger universities are returning much more to the public in the form of service than the educational foundations which date from the seventeenth and eighteenth centuries.

Syracuse University, which celebrates its first half century this month is a notable case in point. At first sight one is impressed by its physical expansion—its one hundred acres of campus, its monumental buildings, its four hundred teachers, the five thousand students who throng its halls. Another might be impressed by that "Syracuse spirit" which animates the student body and has so often carried the orange pennant to the fore on field and track and river. But the real glory of Syracuse is not in its cluster of noble buildings, or in the trophies which its athletes have won, but in the contribution which it has made for fifty years to the higher life of New York, New Jersey, and Pennsylvania by preparing men and women for the teaching profession. It was a Cornell graduate, Dr. WHEELOCK of the New York Department of Education, who said at Syracuse last week:

"I believe that I am well within the truth when I say that the number of graduates of Syracuse now engaged in teaching in the secondary schools of the State is greater than the number for any other center of learning.

"No one possibly can estimate the extent of the influence exerted upon the moral, social, political, and economic life of the State by the ten thousand graduates of Syracuse who have been strengthened and inspired here to a better service for themselves and humanity.

"The university trains for leadership and leadership to-day is needed in the world more than anything else. And we confidently expect and hope that Syracuse will continue for centuries to come to furnish leaders in every field of human endeavor."

What is true of the high schools of the Empire State is largely true of other adjoining States, whose educational boards have learned to look to

Syracuse for an unfailing supply of teachers who meet all the tests of character and professional skill.

The self-complacent public is not quick to discern who are its best servants or to reward them openly. It has been inclined to look on Syracuse as an institution patronized by a great church and petted by a few rich men.

In fact, Methodism has done little for the material side of the university, and the expansion of the institution has outstripped the benefactions of its few wealthy friends. It needs and deserves the support of the public which it unselfishly serves. Its location is close to the homes of the people, whose sons and daughters it educates, but it is far from the metropolitan centers of wealth. It has a numerous student body, but it has not had time to accumulate a great and well-organized constituency of graduates, like those who share their inherited wealth with Harvard, Yale and Princeton. It is not supported by a public tax like the universities of the Middle West which it so much resembles in spirit and usefulness. Syracuse University cannot go forward with its work on the present basis of endowment. It has accomplished greater results upon more slender resources than any other institution in America. Only the indomitable force and remarkable capacity of the sledge-hammer personality of the Chancellor has made these results possible. Now comes a time when professorial salaries must be largely increased, when the great structure which has been erected with such tremendous energy, and which has proved its usefulness to Church and State, must be put on permanent foundations of endowment. The $5,000,000 for which the university asks is too little. Princeton, with half as many students, is asking for three times as much. Money given to Syracuse now will return to the public year after year in the form of men and women trained for service. What better investment could there be?—From the *Christian Advocate*, June 24, 1920.

COMMENCEMENT PROCESSION, JUNE, 1920

Courtesy of *Syracuse Journal*

VIII

Syracuse University Memorial Service

in Honor of the Men of the University Who Gave Their Lives in the War for the Freedom of the World

SUNDAY, JUNE 13, 1920

4.00 P. M.

In the University Gymnasium

ORDER OF EXERCISES

I. PRELUDE—The Marseillaise ..... *The Band*

II. HYMN—All Saints ..... *H. S. Cutler*

The Son of God goes forth to war,
A kingly crown to gain:
His blood-red banner streams afar:
Who follows in His train?
Who best can drink his cup of woe,
Triumphant over pain,
Who patient bears his cross below,
He follows in His train.

The martyr first, whose eagle eye
Could pierce beyond the grave,
Who saw his Master in the sky,
And called on Him to save;
Like Him, with pardon on His tongue
In midst of mortal pain,
He prayed for them that did the wrong.
Who follows in His train?

A noble army, men and boys,
The matron and the maid;
Around the Saviour's throne rejoice,
In robes of light arrayed;
They climbed the steep ascent of heaven
Through peril, toil, and pain:
O God, to us may grace be given
To follow in their train. —*Reginald Heber.*

III. READING OF THE SCRIPTURE—Rev. Albert C. Fulton, D.D.
Pastor of the First Presbyterian Church, Syracuse, N. Y.

IV. PRAYER—Rev. Walter Rockwood Ferris, D.D.
Pastor of the Park Presbyterian Church, Syracuse, N. Y.

V. CHORUS—Christ in Flanders ..... *Ward-Stephens*

Have you seen Him on fields of Flanders
With His brave and tender smile?
Did He ease your load on that shell-swept road
On the last long weary mile?
Did you meet Him among your comrades
From far and distant lands?
In the sun's red glare did you see Christ there
With the heart of France in His hand?

I have prayed in her fields of poppies,
  I have laughed with the men who died,
But in all my ways and through all my days
  Like a friend He walked beside.
I have seen a sight under heaven
  That only God understands.
In the battle's glare I have seen Christ there
  With the sword of God in His hand!

—*Gordon Johnstone.*

VI. ADDRESS—Major General C. R. Edwards
Commanding General of the Northeastern Department

VII. ADDRESS—His Excellency Jean Adrien Antoine Jules Jusserand, LL.D.
Ambassador of France

VIII. HYMN—America

My country, 'tis of thee,
Sweet land of liberty,
  Of thee I sing;
Land where my fathers died,
Land of the pilgrim's pride,
From every mountain side
  Let freedom ring.

My native country, thee,
Land of the noble free,
  Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
  Like that above.

Our fathers' God, to Thee,
Author of liberty,
  To Thee we sing;
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

IX. BENEDICTION—Rev. E. A. Burnham, D.D.
Pastor of the Plymouth Congregational Church, Syracuse, N. Y.

X. POSTLUDE

AMBASSADOR JUSSERAND AND MAJOR-GENERAL EDWARDS

(*Post-Standard*, June 14, 1920)

BLENDING with deep sympathy and understanding the appreciation and gratitude of both, representatives of two governments joined yesterday with Syracuse University in honoring the memory of her student sons who laid down their lives for liberty in the great world war.

M. Jean Adrien Antoine Jules Jusserand, ambassador from France, and Major-General Clarence R. Edwards, U. S. A., commander of the Northeastern department, brought to lay on the memorial altar a message from triumphant, vindicated America and liberated, grateful France.

A note of sorrow, a throb of pain, but above all, a great swelling strain of pride and thankfulness that the sons of the University had met the test—they each touched a chord that rang deep in the hearts of a vast crowd that filled the Archbold gymnasium when the University paused in its jubilee celebration to honor fittingly its soldier and sailor dead.

It was the dashing, gallant commander of the "Yankee Division", uniformed and decorated and with the earnestness of a spirit that has survived an ordeal, who painted with bold strokes the self-sacrifice which enabled the allies to win the war.

But it was the little, modest man, who at Washington speaks for France, handicapped by the use of a strange tongue, who filled eyes with tears and throats with choked-back emotion by his broken words of gratitude from far-off France.

"We well know America," he said, "we of France. We have gone deep enough to find you out.

"France and America have many things in common, but there is one great thing each has done. They have gone into a great struggle, which threatened the very life of the nation, with nothing but a principle at stake.

"We came to help you to be free, back there in those days when your country was born. We did it because we wanted you to be free—for no other reason. We proved that in the treaty of 1778, when we declined in advance any gain we might have made.

"And then you came to help us to be free, and did it for no material gain or advantage of a baser sort. You did it so magnificently! You gave so much for principle, we French can never, never forget.

"You know, France likes a song or two now and then, and entertainment whenever it is possible. The world called us light-hearted and thought us a frivilous, inconsequent race. And the world called America a nation of trade, with no ideals above it, and thought the collection of dollars was America's only function.

"But the world was mistaken in us both. Under all that surface, deep inside was pure gold. It shone through when the real test came.

"Only a great nation could do as you have done. We loved you before you came over. We love you more now. There is established a friendship that nothing can break. We have a true impression of your courage, your pluck, your ability to smile under punishment. We love you especially for that.

"I visited not long ago those places where white crosses mark the resting place of your dead. We want to return them to you, if you wish it. But we want to keep them if you do not. We give them the greatest honor in our power—the honor the Athenians gave to those of Marathon—and their graves will ever be kept green on the spot where they fell.

"But we in France do not consider that our dead and your dead have left us forever. Their bodies may be in the earth, but their souls live on. Would anyone dare say that Washington is dead? Or Lincoln? And as it is with them, so it is with the humblest of your soldier boys who sleeps under a white cross in France.

"You know, France lost nearly 2,000,000 brave men. That many homes have been blasted; that many lives have gone. It was a blow to France, but not a fatal blow.

"I say to you, France has survived every great disaster in her history. We shall survive our victory. We have signed a treaty, your country and mine. But we know it is unimportant, except as it says to the world that we stand together. We know that, if you were threatened, our people would never be kept from coming to your aid. And we know that you would come to our aid in the same way.

"I saw a ruined cathedral in Alsace not long ago. The caretaker told me what happened there on armistice day. A party of 400 American soldiers came to the doors, which were locked because the roof had been battered in by the Boche. They wanted to go inside to pray, and they did, on the broken beams and shattered ceiling that littered the floor.

"'We pray for France and for America' they said, and they sang the 'Marseillaise' and 'The Star Spangled Banner'. The bells, which had last rung as a tocsin for mobilization, were pealed again, and the two great flags—the tri-color of France and the Stars and Stripes of America—were run up on the flagstaff together. Such incidents as that have given proof of a friendship between your country and mine that nothing can ever break."

MAJOR GENERAL EDWARDS AND CONGRESSMAN HILL.
Courtesy of *Syracuse Journal.*

General Edwards began by telling, to a hushed audience, the story of Homer Wheaton, the Syracuse graduate who threw himself on a hand grenade to save his comrades in a tiny dugout along the front lines.

"He did it with a smile," said the General. "He knew he had saved the rest. And that's the real test of American manhood—the ability to die for your country with a smile on your face.

"To my mind, the profession of arms is the noblest on earth. But he who takes it in our country must sacrifice much. He must take the veil of poverty. The vast majority of men who go into the service gain only the recompense of duty done for duty's sake.

"That is the great lesson we learn from the lives of boys like Homer Wheaton, the lesson of self-sacrifice. Are we taking advantage of it? Or are we drifting back into smug complacency, prepared to meet a sudden emergency only with a prodigious waste of life and property?

"We should all ask ourselves that question. When we do, these men shall not have died in vain. What have we got in a military way as a result of the war? We have a military bill, just now passed. We have a regular army and we have the national guard. We have the R. O. T. C., about the only constructive thing in the lot. We have three or four kinds of officers and three or four kinds of enlisted men.

"Many people have asked me what I did to the boys I took over to France. Many of them who amounted to little before came back real men after the war. I have always replied that I did nothing more than show the man that I believed in him. He did the rest.

"What would I do with the lesson of the war? Make of the army and the navy a great school to teach constructive citizenship. Give every boy a year in it—three months would be futile—without interrupting any education or otherwise handicapping him. It's just as essential to the son of a millionaire as it is to the son of an immigrant.

"It would establish a manhood standard, not a dollar standard. Our lawmakers would have the experience, and would be fit to govern a real democracy. We would have the most intelligent public opinion on earth. We would have, in 60 days, an army that no nation or combination of nations would dare to challenge.

"We are safer, for the next five years, than at any time in our history. That is because 2,000,000 were bled and 2,000,000 more ate their hearts out for a chance to be bled. But what of the years after that?

"The next time the draft comes, not only lives but capital and property will be drafted. We'll have no more of the cost plus ten per cent system, which led the boys to make invidious comparisons when they came back. We want a system that will train our boys to be citizens, that will establish their health and fit them for the battle of life, that will turn them out fit to marry at 20.

"And if you think that wars are ended, put two nine-months-old babies together on a rug and drop a toy between them and see what happens."

MAJOR GENERAL CLARENCE R. EDWARDS AND AMBASSADOR JULES JUSSERAND.
Courtesy of the *Post Standard*.

Chancellor James R. Day presided over the memorial meeting. Rev. Dr. Albert C. Fulton read a chapter from the Scriptures, and Rev. Dr. Walter Rockwood Ferris offered prayer. The chorus sang "Christ in Flanders", and the crowd joined in "America" and "All Saints". Rev. E. A. Burnham pronounced the benediction.

JUSSERAND (*Journal*, June 14, 1920)

Lauding the American boys who crossed the sea to his own land to fight for victory, "because they did it with a smile, and France likes a smile or two," M. Jean Adrien Antoine Jules Jusserand, ambassador from France, at the memorial services held in the Archbold gymnasium on the Hill Sunday afternoon, brought back to his vast audience proud memories of the men of America and of France who gave their all in the war to save civilization.

Sorrow for the young lives snuffed out on Flanders fields, pain for their loss and thankfulness that they met the test, formed the ambassador's tribute. With it was mingled a deep note of praise to the people of America, who made that sacrifice possible.

"France and America have many things in common," he said. "But there is one great thing each has done. They have gone into a great struggle which threatened the very life of the nation, with nothing but a principle at stake.

"We came to help you to be free in those days when your country was born. We did it because we wanted you to be free—for no other reason. We proved that in the treaty of 1778, when we declined in advance any gain we might have made.

"And then you came to help us to be free, and did it for no material gain or advantage of a baser sort. You did it magnificently. You gave so much for principle, we French can never, never forget".

The world called France "light-hearted", the ambassador declared, "and believed it a frivolous, inconsequent race." The world called America a nation of trade, with no ideas above the dollar.

"But the world was mistaken in us both. Under that surface was steel; under that exterior was pure gold."

Only a great nation could do what America has done, he declared, and a friendship has been established which nothing can break. At last France has gained a true impression of America's courage and ability to smile under hardship.

Touching upon the great loss to France in men and money, his voice reverberated through the crowded hall as he declared, "France has survived every disaster in her history; she will survive her victory."

The treaty signed between the two countries, M. Jusserand characterized as unimportant. What counts, he declared, is the spirit which will keep the two ready through all time to help one another.

The gymnasium was packed. Beginning to fill long before the hour set for the ceremony, the vast crowd rose to its feet when the procession came in, headed by the faculty, marshals preceding Chancellor Day and his Excellency, M. Jusserand, with Major-General Clarence R. Edwards, U. S. A., commander of the Northeastern department, and the long line of capped and gowned members of the class of 1920. The Marseillaise, the national anthem of France, was played as a processional while the line of march moved slowly to the rostrum.

Even Song

IN THE STADIUM.

Program

REV. DR. WALLACE E. BROWN, Presiding

1. PROCESSIONAL ..... *Onward Christian Soldiers*

Onward, Christian soldiers!
Marching as to war
With the cross of Jesus,
Going on before.
Christ, the Royal Master,
Leads against the foe;
Forward into battle,
See His banners go.

REFRAIN

Onward, Christian soldiers!
Marching as to war,
With the cross of Jesus,
Going on before.

Like a mighty army
Moves the Church of God:
Brothers, we are treading
Where the saints have trod;
We are not divided,
All one body we,
One in hope and doctrine,
One in charity.

Onward then, ye faithful,
Join our happy throng,
Blend with ours your voices
In the triumph song:
Glory, praise, and honor,
Unto Christ the King:
This, through countless ages,
Men and angels sing.

Band and Congregation

2. CALVARY ..... *Stainer*

3rd Infantry Band

3. DAY IS DYING IN THE WEST

Day is dying in the west;
Heav'n is touching earth with rest;
Wait and worship while the night
Sets her evening lamps alight
Thro' all the sky.

REFRAIN

Holy, Holy, Holy, Lord God of Hosts
Heaven and earth are full of thee:
Heav'n and earth are praising Thee,
O Lord Most High.

Lord of life, beneath the dome
Of the universe, Thy home,
Gather us, who seek Thy face
To the fold of Thy embrace,
For Thou art nigh.

When forever from our sight
Pass the stars, the day, the night
Lord of angels, on our eyes
Let eternal morning rise,
And shadows end.

Band and Congregation

4. NEARER MY GOD TO THEE

Nearer, my God, to Thee,
Nearer to Thee!
E'en though it be a cross
That raiseth me,
Still all my song shall be,
Nearer, my God, to Thee,
Nearer to Thee!

Though like the wanderer,
The sun gone down,
Darkness be over me,
My rest a stone,
Yet in my dreams I'd be
Nearer, my God to Thee,
Nearer to Thee.

Or if on joyful wing
Cleaving the sky,
Sun, moon, and stars forgot,
Upward I fly,
Still all my song shall be,
Nearer, my God, to Thee,
Nearer to Thee.

Band and Congregation

5. RESPONSIVE READING.....*Dr. D. B. Thompson*

TRIUMPHANT PRAISE

Psalm 100

Make a joyful noise unto the Lord, all ye lands.

Serve the Lord with gladness; come before His presence with singing.

Know ye that the Lord He is God: it is He that hath made us, and not we ourselves: we are his people, and the sheep of His pasture.

Enter into His gates with thanksgiving, and into His courts with praise: be thankful unto Him, and bless His name.

For the Lord is good, His mercy is everlasting, and his truth endureth to all generations.

Who redeemeth thy life from destruction; who crowneth thee with loving kindness and tender mercies.

Who satisfieth thy mouth with good things; so that thy youth is renewed like the eagle's.

The Lord executeth righteousness and judgment for all that are oppressed.

He made known His ways unto Moses, His acts unto the children of Israel.

The Lord is merciful and gracious, slow to anger, and plenteous in mercy.

He will not always chide; neither will He keep His anger for ever.

He hath not dealt with us after our sins, nor rewarded us according to our iniquities.

For as the heaven is high above the earth, so great is His mercy toward them that fear Him.

As far as the east is from the west, so far hath He removed our transgressions from us.

Like as a father pitieth his children, so the Lord pitieth them that fear him. For He knoweth our frame; he remembereth that we are dust.

As for man, his days are as grass; as a flower of the field, so he flourisheth; for the wind passeth over it, and it is gone; and the place thereof shall know it no more.

But the mercy of the Lord is from everlasting to everlasting upon them that fear Him, and His righteousness unto children's children to such as keep His covenant, and to those that remember His commandments to do them.

6. PRAYER.....*Rev. Dr. L. M. Lounsbury*

7. SELECTION .....*Elgar*

3rd Infantry Band

8. COME THOU ALMIGHTY KING

Come, Thou almighty King,
Help us Thy name to sing,
  Help us to praise;
Father! all glorious,
O'er all victorious,
Come, and reign over us,
  Ancient of days.

Come, Thou incarnate Word,
Gird on Thy mighty sword;
  Our prayer attend;
Come, and Thy people bless,
And give Thy word success,
Spirit of holiness,
  On us descend!

To the great One in Three,
The highest praises be,
  Hence evermore:
His sovereign majesty
May we in glory see,
And to eternity
  Love and adore.

Band and Congregation

9. BATTLE HYMN

Mine eyes have seen the glory of the coming of the Lord;
He is trampling out the vintage where the grapes of wrath are stored,
He hath loosed the fateful lightning of His terrible swift sword
His truth is marching on.

REFRAIN

Glory, Glory, Hallelujah! Glory, Glory, Hallelujah!
Glory, Glory, Hallelujah! His truth is marching on.

I have seen Him in the watch-fires of a hundred circling camps,
They have builded Him an altar in the evening dews and damps,
I can read His righteous sentence by the dim and flaring lamps;
His day is marching on.

In the beauty of the lilies Christ was born across the sea,
With a glory in His bosom that transfigures you and me;
As He died to make men holy, let us die to make men free;
While God is marching on.

Chorus: Verses.

Audience: Refrain.

Band Accompaniment

10. STAND UP, STAND UP FOR JESUS

Stand up, stand up for Jesus,
Ye soldiers of the cross;
Lift high His royal banner,
It must not suffer loss:
From victory unto victory
His army shall He lead,
Till every foe is vanquished,
And Christ is Lord indeed.

Stand up, stand up for Jesus,
The trumpet call obey;
Forth to the mighty conflict
In this His glorious day;
Ye that are men now serve Him
Against unnumbered foes;
Let courage rise with danger,
And strength to strength oppose!

Stand up, stand up for Jesus,
The strife will not be long;
This day the noise of battle,
The next the victor's song;,
To Him that overcometh,
A crown of life shall be;
He with the King of Glory
Shall reign eternally.

Band and Congregation

11. GLORIA TE ..... *Buzzi-Peccia*

Clarence Dillenback, Baritone

12. HOW FIRM A FOUNDATION

How firm a foundation ,ye saints of the Lord!
Is laid for your faith in His excellent word!
What more can He say, than to you He hath said,
To you who for refuge to Jesus have fled?

"Fear not, I am with thee, O be not dismayed,
For I am thy God, I will still give thee aid;
I'll strengthen thee, help thee, and cause thee to stand,
Upheld by My righteous, omnipotent hand.

"When through the deep waters I call thee to go,
The rivers of sorrow shall not overflow;
For I will be with thee thy troubles to bless,
And sanctify to thee thy deepest distress.

Band and Congregation

13. MY COUNTRY 'TIS OF THEE

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring!

My native country, thee
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills
Like that above.

Our fathers' God! to thee,
Author of liberty,
To thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by thy might,
Great God, our King!

Band and Congregation

14. ROMANCE ..... *Tschaikowsky*

3rd Infantry Band

15. THE STAR SPANGLED BANNER

Oh, say can you see, by the dawn's early light
What so proudly we hailed at the twilight's last gleaming;
Whose broad stripes and bright stars thro' the perilous fight,
O'er the ramparts we watched, were so gallantly streaming,
And the rocket's red glare, the bombs bursting in air
Gave proof thro' the night that our flag was still there.

REFRAIN

Oh, say, does that star-spangled banner yet wave,
O'er the land of the free and the home of the brave.

On the shore dimly seen thro' the mist of the deep.
Where the foe's haughty host in dread silence reposes,
What's that which the breeze, o'er the towering steep,
As it fitfully blows, half conceals, half discloses,
Now it catches the gleam of the morning's first beam,
In full glory reflected, now shines in the stream.

REFRAIN

'Tis the star-spangled banner, oh long may it wave
O'er the land of the free and the home of the brave.

Oh! thus be it ever when freemen shall stand
Between their loved homes and the war's desolation,
Blest with vict'ry and peace, may the Heaven-rescued land
Praise the Power that hath made and preserved us a nation,
Then conquer we must when our cause it is just,
And this be our motto, "In God is our trust."

REFRAIN

And the star-spangled banner in triumph shall wave
O'er the land of the free and the home of the brave.

Band and Congregation

16. ALMA MATER

Where the vale of Onondaga
Meets the eastern sky,
Proudly stands our Alma Mater
On her hilltop high.

REFRAIN

Flag we love, Orange, float for aye,
Old Syracuse ,o'er thee!
May thy sons be leal and loyal
To thy memory.

When the ev'ning twilight deepens,
And the shadows fall
Linger long the golden sunbeams
On thy western wall.

When the shades of night shall gather
Dark the heart may be,
Still the rays of youth and love shall
Linger long o'er thee.

Audience remain standing while the chimes play the Alma Mater.

17. BENEDICTION ..... *Rev. V. S. Britten*

EVEN SONG SERVICE DRAWS 10,000 PERSONS TO STADIUM

Nearly 10,000 persons went to Archbold stadium yesterday afternoon to hear the evensong conducted at 6 o'clock after the memorial exercises as the final musical treat of golden jubilee week at the university. A chorus of several hundred voices led by Prof. Howard W. Lyman rendered ten sacred and patriotic songs, the choristers being students and graduates. Martin F. Hilfinger was marshal of the procession of the singers around the promenade.

Three selections were rendered by the Third Infantry band and Clarence Dillenback, baritone, sang "Gloria Te." Rev. Dr. Wallace E. Brown presided; Rev. Dr. T. B. Thompson led in responsive reading; Rev. Dr. L. M. Lounsbury offered prayer and the benediction was pronounced by Rev. V. S. Britten. The final number was the playing of the Syracuse "Alma Mater" on the Crouse chimes.—*Post-Standard*, June 14, 1920.

IX

Program for the Forty-Ninth Annual Commencement, 1920

In the Gymnasium, June, 14

ORDER OF EXERCISES

I. PRELUDE—Orchestra

II. PROCESSION

III. HYMN—America

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing:
Land where my fathers died,
Land of the pilgrims' pride,
From every mountain side
Let freedom ring.

Our fathers' God! to Thee,
Author of liberty,
To Thee we sing:
Long may our land be bright
With freedom's holy light;
Protect us by Thy might,
Great God, our King!

IV. READING OF SCRIPTURE—Rev. DeWitt B. Thompson, D.D.
Pastor of the Centenary Methodist Church, Syracuse, N. Y.

V. PRAYER—Bishop William Burt, D.D., L.H.D.

VI. ORATION—John H. Finley, LL.D., President of the University of the State of New York

VII. CONFERRING OF DEGREES

DR. FINLEY'S ADDRESS

(*Journal*, June 14, 1920)

Declaring his sincere wish that each of the young men and women whom he was addressing on the last occasion of their college life might "have another golden jubilee of years," Dr. John H. Finley, LL.D., President of the University of the State of New York, delivered the commencement oration.

Dr. Finley stated that he had never delivered an oration, although he had made addresses, since a day nearly fifty years ago, when, in a little school on the prairie, he was valedictorian of a graduating class.

"It was a class of eleven girls and one man," the speaker stated. "I was the man. I delivered an oration on 'When the Clouds Roll by'. I traced the history of man from the beginning. He was created in 4004 B.C., I said, and he has grown considerably older since then. I showed how he had progressed since his creation, but I pointed out that many declared he had not progressed. In looking over my oration, some had taken this view. I refuted the comments by declaring that in spite of them the world rolls on.

"And the world is still rolling on to-day," continued the speaker. "With it your university has grown to a gigantic fame within the short span of 50 years."

The educator paid glowing tribute to Chancellor James R. Day with the words, "Your Chancellor is to me the incarnation of those virtues which are a symbol of the moving on of your university."

Pausing, with characteristic touch, to inject humorous bits into his address, ranging from poetry to philosophy, to art and back to the nature which he praised throughout his speech, Dr. Finley referred to the Chancellor as the "King of Syracuse," pleading that the term might not be thought too undemocratic by his hearers.

The work of the farmer was lauded again and again, with insistence upon the fact that too much attention is paid to material things and not enough to the soul underlying the great work of nature.

"I have visited your city many times," he stated, "to see the State Fair. Here I have found fruits of the field with ribbons pinned upon them, but nowhere have I seen the consciousness of the mystery which broods over the fields and produces them.

"Virgil sang of the fields, but Virgil did not sing scientifically. I have wanted a Maeterlinck with his scientific poetry to laud this spirit. When I think of the power in the vegetable to grow, I can no longer use the word vegetate to signify indifference."

Dr. Finley urged that more should be put into the curriculum of the University. "Even when your curriculum is full of classics, it cannot be called truly classical unless it brings your students to the 'burning bush,' which is never consumed, and leads them a little farther toward the infinite goal."

THE SYRACUSE COMMENCEMENT

(Editorial, *Post-Standard*, June 15, 1920)

The jubilee commencement of Syracuse University was a jubilee indeed.

The commencement address of Commissioner Finley was at once eloquent and fitting the occasion. The visitors were distinguished in letters, in diplomacy and in military science. The honorary degrees, as was appropriate upon a jubilee occasion, were more numerously bestowed than usual, but there was care in the selection. The doctor of laws degree was given to General Edwards, the eminent soldier; to W. M. Beauchamp, first among Indianologists; to W. M. Collier, diplomat; to W. H. Hill, congressman from the Binghamton district; to the well-beloved Bishop Keeney and to George W. Wiley, an authority upon educational matters. William Allan Dyer of this city was honored with the master's degree.

Impressive was the ceremony by which the members of the class of 1920 [and of the other classes which were in college at that time, Editor] who lost their lives in the great war were written upon the roll as graduates of the day, to be counted as alumni of the university.

The university has grown from small beginnings to greatness. Upon the campus is the proof of the university's equipment to provide for all the branches of higher education. Upon the campus the last few days has been, however, the finer evidence of the university's service—the men and women who have enjoyed the opportunity it offers and who have returned to celebrate their alma mater's birthday,—and those younger men and women who have now completed their course to take their place among the world's workers.

The commencement as it is the crown of the students' work has appeared also as the crown of the work of faculty and trustees in the building of Syracuse and as the promise of greater days to come. Syracuse, which has grown so great, must to fulfill the demands made upon it, continue to grow. It must serve more students and serve them better.

HONORARY DEGREES

(*Post-Standard*, June 15, 1920)

L.H.D.

Dr. LEVI L. SPRAGUE, President of Wyoming Seminary, Kingston, Pa.

D.C.L.

Rev. W. W. BELLINGER, Vicar of St. Agnes' Chapel, Trinity Parish, New York.

LL.D.

Rev. Dr. WILLIAM BEAUCHAMP of Syracuse,
Dr. WILLIAM MILLER COLLIER, of Auburn, president of George Washington University, Washington, D. C.
Major-General CLARENCE RANSOM EDWARDS, commanding officer of the northeastern department, United States army.
Congressman WILLIAM H. HILL of Johnson City.
Bishop FREDERICK T. KEENEY of Syracuse.
Commissioner GEORGE M. WILEY of the state educational department.

Sc.D.

CHARLES STUART GAGER, '95, director of the Brooklyn Botanic Garden.
Professor CHARLES PHILIP COOPER of Columbia University;
Dean EDWARD KRAUS, '96, of the University of Michigan;
Professor CHARLES G. ROGERS, '95, of Oberlin College;
JAMES WILLIAM TOUMEY, director of Forest School, Yale University.

S.T.D.

REV. CLARENCE PAUL MCCLELLAND, president of Drew Seminary for Women.

Litt.D.

Professor EDGAR ALFRED EMENS of Syracuse University.
Professor JOHN F. FITZGERALD of Syracuse University.
Rev. JOHN MURDOCK MCINNIS pastor of South Presbyterian Church, Syracuse.
(in art) BOLTON COIT BROWN.

Pd.D.

CHARLES N. COBB, '77, assistant commissioner of the state educational department. Professor ARTHUR S. HURRELL, '04, of the University of Pittsburgh.

D.D.

Rev. MYRON E. ADAMS, '98, of Detroit, Mich.; Rev. HARRY B. BELCHER, '06, of Middletown, Conn.; Rev. WILLIAM M. CALDWELL of Rome,; Rev. LEWIS B. CHALOUX, '04, of Buffalo; Rev. RICHARD T. CUTHBERT, '02, of Washington, Pa.; Rev. SYLVANUS S. DAVIS, '02, of Ogdensburg; Rev. ALFRED J. HIGGINS of Troy; Rev. L. POTTER HITCHCOCK, '89, of Orange, California; Rev. CHARLES X. HUTCHINSON, '87, of Olean; Rev. EDGAR A. LOWTHER, '02, of Morgantown, W. Va.; Rev. EDWARD A. MARTIN, '99, of Binghamton; Rev. FREDERICK A. MILLER, '00, of Rome; Rev. GEORGE HUNTER MYERS, '94; Rev. CHARLES H. NEWING of Taylor, Pa.; Rev. CHARLES H. OLMSTEAD, '95, of Kingston, Pa.; Rev. WILLIAM H. WAKEHAM, '93, of New Haven, Conn.; Rev. LOCIE D. WOODMANCY, '98, of Buffalo.

A.M.

WILLIAM ALLAN DYER, president of the chamber of commerce, Syracuse.

Litt.M.

ELIZABETH M. CHAPIN of Torrington, Conn.; Dr. EDITH STOBO CAVE of Boston.

B.S.

(In education) FLORENCE E. S. KNAPP, director of the school of home economics, Syracuse University.

STUDENTS WHO FELL IN WAR MADE ALUMNI

(*Journal*, June 14, 1920)

For the last time in the week of celebration with which Syracuse University has "hallowed the fiftieth year", the line of distinguished guests, faculty and the 700 students who reached the summit of four years' effort by attaining the degrees bestowed upon them by the various colleges, wended its way across the campus Monday morning for commencement in the Archbold Gymnasium.

Bringing to a close a festive time which has surpassed the greatest expectation of the committee in charge, in which thousands of alumni have responded from every part of the country to the call to rejoice, Monday's closing event in the program of the Golden Jubilee brought a touch of solemnity to an occasion marked throughout by the festive touch.

Emphasizing this solemn note was the announcement made by the dean of the College of Liberal Arts, that the 37 men who went out from the University "to die for us that we might live" were to be placed on the list of alumni for the class of the fiftieth year, thus becoming alumni in honorable standing of the college they represented on the battlefields of France.

(*Post-Standard*, June 15, 1920)

With bowed heads and in reverent silence, 5,000 persons stood and listened to the reading of the names of 37 fallen heroes of Syracuse University who made the supreme sacrifice in the war before they had been graduated and who were placed on the alumni records in the impressive moment of the forty-ninth annual commencement exercises held yesterday morning in Archbold gymnasium.

ANNOUNCED BY THE DEAN

"It seems fitting at this commencement of the fiftieth year class of Syracuse University that the names of the 37 lads, who died that we might have peace, not be allowed to fall into oblivion, and so the faculty has recommended and the board of trustees has confirmed the placing of these names on our alumni records," the Dean said as he presented the list to Chancellor Day.

The men thus honored are: Frank M. Annis, George William Barrington, Sidney Wentworth Beauclerk, Jr., Ralph S. Betts, Beranrd N. Barunig, J. Millard Brooks, Francis Butler, Joseph Cangiamila, A. Ralph Clay, Peter Della Rocca, Paul Downey, Jeremiah J. Driscoll, Oliver O. Emery, Oliver D. Forbes, Benjamin Franklin, John R. Garrett, J. Morris Goring, George Gerald Griffin, Henry Q. Griffin, Fred H. Hixson, Robert B. Humphreys, Roland C. Jackson, James H. Jones, Frank Paul Kaliba, Joseph Livshin, Harold Joseph Love, John J. McPhee, Earle P. Pallister, Harold B. Perry, Carl O. Peterson, George W. Phillips, Frederick D. Pickering, Harold G. Ross, Goodson Schreeder, Leroy D. Smucker, P. Leroy Wallis, Roland G. Whiteley.

Awarding of honorary degrees to 41 eminent men and women, including eight Syracuse citizens and three former residents, formed another impressive part of the exercises. Two graduate students and university instructors, Tsao-sing Yang and Jason John Nassau, received hearty applause as they were granted degrees of doctor of philosophy.

EXERCISES ARE BRIEF

Marked simplicity, in comparison with similar academic occasions of the past, was the feature of the commencement exercises which closed in a brief service of two hours the elaborate observance of the golden jubilee to celebrate the fiftieth anniversary of the university's founding. Granting of degrees to the 590 graduates and the large number of honorary degrees was likewise conducted without unnecessary pomp.

Dr. John H. Finley, state commissioner of education, in giving the commencement address sounded the keynote of simplicity with unusual praises for the university and city and its future. His address was filled with academic references to the golden jubilee and the meaning of commencement to the youths, rather than a lengthy review of national and world problems as has characterized commencement orations for the past few years.

RECALLS GREEK VERSES

"General Pershing recalled to me in France the first commencement address I ever delivered," Dr. Finley said, turning to Major-General C. R. Edwards, who later received the degree of doctor of laws. "He told me: 'Why, I have met you before. Didn't you speak at the commencement of a girls' seminary?' This occasion also reminds me of my valedictory at my high school commencement when I traced the history of man from the time the world was created in 4004 B. C.

"Verses of a Greek poet have just come to life after being hidden thousands of years in an Egyptian tomb, Dr. Finley declared, "and one of these poems was in praise of the King of Syracuse. And so we may fittingly say that not only the living but the dead rise up to call the Chancellor blessed.

PRAISE FOR THE CITY

"A poet of modern times made what he called a pilgrimage a few years ago and he made it to Albany, which he considered a Holy City because a great teacher was born there. If every city inhabited by a consecrated teacher is a holy place, then, Chancellor, you have made Syracuse sacred."

The commissioner then praised the city for its attention to the state fair and paid glowing tribute to the university for reaching a prominent rank among institutions upon its golden jubilee.

"New disciplines have come into our curricula during these 50 years and they may continue to come," he stated. "But let us have more of the soul of education. Even when your curriculum is full of classics, it cannot be called truly classical unless it brings your students to the burning bush," which is never consumed, and leads them a little farther toward the infinite goal."

PATTERN FOR CAREERS

Dr. Finley then bade the graduates to pattern their careers in accordance with the teachings they had received and to repay the university for this learning that it might see another golden jubilee.

Conferring of degrees followed the commencement oration. The graduates from college and school stood as their respective deans called for winners of various degrees. Dean John L. Heffron exacted the pledge of compliance to state laws in their practice from medical students. Chancellor Day then announced that diplomas would be given seniors later at the registrar's office, thus eliminating a lengthy procedure of former exercises.

SYRACUSANS HONORED

Honorary degrees were then granted, a number of their recipients being necessarily absent. Syracusans honored are: Rev. Dr. William M. Beauchamp and Bishop Frederick T. Keeney, doctor of laws; Prof. Edgar A. Emens and Prof. John F. Fitzgerald of the university, and Dr. John Murdock MacInnis, doctor of literature; William Allan Dyer, president of the chamber of commerce, master of arts; Dr. Edith Stobo Cave, M. L., and Mrs. Florence E. S. Knapp, director of the school of home economics, bachelor of science in education. Three former residents were granted degrees, Rev. Dr. Lewis B. Chaloux, Dr. Edward H. Kraus and George M. Wiley.

Reduction of the graduating class by nearly 100 through failure in final examinations was noted in the number present in caps and gowns. The senior class originally had about 700 members, but only 590 of them were given degrees or certificates.

Miss Mary Louise Finney of Towanda, Pa., and Albert Percival Vanselow of No. 521 Garfield avenue were graduated with "summa cum laude" from the College of Liberal Arts. Miss Finney received first honors in the philosophy department, Mr. Vanselow in the chemistry department and Donald Frederick Sears of No. 127 Midland avenue with "magna cum laude," received first honors in the economics department.—*Post-Standard*, June 15, 1920.

X

Three deaths have given a tinge of sadness to the Jubilee. On the 24th of March 1920, the day before the Jubilee began, died William Young Foote, '87. Mr. Foote was very active in the Alumni Association matters. The new constitution was largely his work. With the editor he organized the Graduate Teachers Association of the University. He was also very much interested in church activities. His death is a serious loss to the University.

Hon. Francis Hendricks, President of the Board of Trustees, died at his home in Syracuse, on June 9, 1920. He was 85 years of age and had been in business in Syracuse since 1861. He was very active as a citizen in business, in banking, and in politics, in all of which he was a leader. He left $500,000 to the University to build a memorial chapel in the name of his wife, Mrs. Eliza Jane Hendricks, and his residuary estate, probably more than a million dollars, to the College of Med cine. He also gave the University an additional athletic field.

Ex-Dean Jacob Richard Street died at his residence in Syracuse on June 11, 1920, at the age of sixty years. He joined the faculty of Syracuse University in 1900. In 1906, he was made dean of the newly organized Teachers College, an office which he held for ten and a half years, resigning on account of his health. He was Professor of Pedagogy and was a fine teacher. He was also very popular among the teachers of the State, before whom he often spoke.

THE EDITOR.

SENATOR HENDRICK'S GIFT

(*Alumni News*, July-August, 1920)

Syracuse University owes much to former Senator Francis Hendricks, banker and Republican leader in Central New York for many years, for the great interest which he took in the University was echoed in his will. Senator Hendricks did not live to see the Golden Jubilee, but his name was on every lip on baccalaureate Sunday when the Syracuse newspapers announced the gift of the residuary of his $2,000,000 to $3,000,000 fortune to the College of Medicine for research work.

Then a few days later the filing of the will showed another substantial gift, $500,000 for the erection of a memorial chapel to bear the name of Mrs. Eliza Jane Hendricks, the senator's deceased wife. In the last few months of his life Senator Hendricks had also bought the Raynor tract extending from Irving avenue to East Raynor avenue to Oakwood Cemetery to be turned into a student recreational field.

Alumni in close touch with Senator Hendricks were familiar with his plans "to do something for the University," as he modestly stated it. Even they did not realize it was his plan to give the bulk of his huge fortune to Syracuse.

The residuary clause in the will drawn by Senator Hendricks says, "I give my residuary estate to Syracuse University for the benefit of its College of Medicine for the promotion of such medical and surgical research as shall be of practical benefit as directed by the faculty of the College of Medicine with the approval of the Trustees."

The generous gift assists materially in lightening the financial burden of the University. The memorial chapel will forever keep the memory of the donor fresh in the minds of each succeeding college generation as a man who saw and seized an opportunity to do a great and a good work.

CREW RACE

(*Alumni News*, July-August, 1920)

Greater than the Golden Anniversary was the Orange sunset on Cayuga Lake on the evening of June 19 when the husky 'varsity crew crossed the finish line with 10 feet of open water between Coach Jim Ten Eyck's blue ribbon winners and tiring Cornellians.

More than 20,000 who came from Syracuse, including thousands of alumni, acted like kids out of school when the Orange made its sensational spurt and won handily in the first regatta in the history of the intercollegiates on Cayuga's waters.

Earlier in the evening, the Orange rooters had seen Cornell flash across the finish line ahead of the Varsity, freshman and junior crews, and had heard the Ithacans clamoring for a clean sweep.

The order of finish and times of the three races were as follows:

VARSITY	Time
1—Syracuse	11:02.3-5
2—Cornell	11:08.1-5
3—Columbia	11:21.1-5
4—Penn	11:30

JUNIOR	Time
1—Cornell	10:45.3-5
2—Syracuse	10:53
3—Penn	11:14.4-5
4—Columbia	11:17

FRESHMEN	Time
1—Cornell	10:45.2-5
2—Syracuse	11:03.4-5
3—Penn.	11:10.3-5
4—Columbia	11:15.1-5

Syracuse jumped into the lead at the start of the big race and from then on it was a fight until the Orange increased its stroke for the tearing and heart-breaking finish. Six-foot Rammi, the Varsity stroke, who was hardly in fit condition to row because of an attack of boils, timed the spurt perfectly and it swept the Orange shell forward with every man behind him responding to the increased stroke with clock-like precision and perfect rhythm.

In the rapidly nearing sunset, the Orange shell skimmed the surface of Cayuga, riding down to victory on a watered cloth of gold through the last killing quarter of a mile, sliding in past the finish flags. On the banks of the lake and in the observation train thousands made a mad-house of unrestrained pandemonium of the minutes which followed the defeat of Cornell.

The three-inch bomb gun on the roof of the boathouse signalled the Orange triumph to the thousands further down the course and they learned it was a Syracuse finish which was causing the delirium at the finish line.

From the air where several Syracuse reporters rode in planes a few hundred feet above the toiling crews, the shells seemed like animated slivers and the banks of

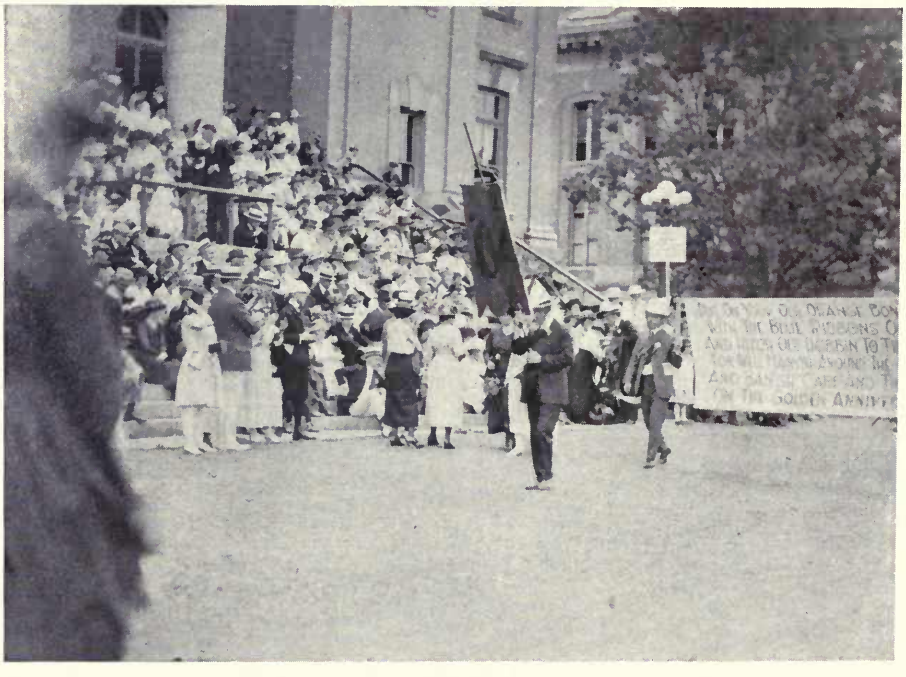
THE VICTORIOUS CREW, CAYUGA LAKE, JUNE 1920.

Cayuga a crazy-quilt of colors with Orange and Cornellian and White predominating, with dashes of the Red and Blue of Pennsylvania and the Blue and White of Columbia.

The Orange frosh shot away with a lead in the race only to be soon caught and convincingly out-distanced by Cornell's cubs, who romped home with a lead of nearly six lengths, setting the best time for the whole regatta, and giving promise of stern rivalry next year when they are eligible for 'Varsity competition.

Again Syracuse went to the fore in the junior race and Cornell, rowing a 38 stroke, swung into the lead after the half-mile mark. It was the undefeated "light 'Varsity" of Cornell, which was sidetracked to let the "heavy 'Varsity" compete in the big race, and took the lead on the home stretch and held it to the finish with the Orange juniors clocked at eight seconds behind.

The intercollegiate victory so delighted the citizens of Syracuse and alumni that a fund of more than $5,600 was raised in 48 hours by a committee headed by Jerome D. Barnum of the *Post-Standard* to send the 'Varsity to Duluth to train for the Olympic trials on Lake Quinsigamond at Worcester, Mass.



XI

Pertinent Newspaper Paragraphs

CHANCELLOR DAY'S TRIBUTE TO PRESIDENT OF TRUSTEES

By Chancellor James R. Day

Senator Hendricks had been a trustee of the university for a number of years and since the death of Judge Andrews has been president of the board. He has taken a deep interest in the university and as you know gave to us for the purpose of outdoor athletics a field suited to football, baseball and also two tennis courts. He took great pride in this and had planned to have it put in shape.

He has been a frequent visitor at my office ever since he laid aside his duties in the First Trust and Deposit company. This has given me an opportunity to study and to know the man. I came to esteem him most highly. Some have thought of him as an intense partisan in politics but he impressed me as a statesman of far more than ordinary capacity. He was always on the right side of moral questions and took a decided position in favor of the eighteenth amendment. No one has ever questioned his personal honesty.

It is sad to have the senator go out with the peculiarly distressing and tedious disease which fell upon him after his return from the south this spring.

At a meeting of the Liberal Arts faculty some weeks ago it was unanimously voted to present Senator Hendrick's name to the board of trustees for the degree of doctor of laws in recognition of his eminence and highly honorable position as a citizen and of his great interest in the cause of education in recent years.

The death of the senator is a personal sorrow to those who were privileged with his acquaintanceship and friendship. But there is reason for thankfulness for his long life continued until well past his eighty-fifth birthday which some of us had the privilege of celebrating with his liveliest interest in all things that concerned his fellow men.—*Post-Standard* June 10 1920.

EDWARDS WILL BE GUEST OF 26th VETS HERE

Major General Clarence E. Edwards, commanding officer of the Twenty-sixth (Yankee) Division during the world war has accepted the invitition extended him by veterans of that division living in Syracuse to be the honor guest at a luncheon at the Onondaga during his stay here early next week.

General Edwards comes here to participate in the memorial services which will be held next Sunday at Crouse college honoring those students of Syracuse university who fell in the war.

There are from 15 to 25 ex-Yankee division men living in Syracuse, and they had made plans for an informal entertainment for their former commanding officer. Central New York 26th men are invited to attend the entertainment.

General Edwards will be the guest of Mr. and Mrs. E. L. Pierce during his stay in Syracuse.—*Syracuse Herald.*

PRINSTEIN HERE FOR JUBILEE AT THE UNIVERSITY

Myer Prinstein, former Syracuse University athlete, who holds the American amateur broad jump record of 24 feet 7 1-4 inches and which has stood since April 28, 1900, when the Orange

athlete made his famous leap at Philadelphia in the Intercollegiate games, is visiting in Syracuse. He is at the home of his parents Mr. and Mrs. Jacob Prinstein at 407 Crouse avenue. It is his first visit to Syracuse since the winter of 1906.

Prinstein is just as unassuming and modest as when he represented Syracuse on the track. It was not known by his parents that he intended to come to the Syracuse University jubilee until he arrived in Syracuse from New York on Thursday evening. He is in the stationery manufacturing trade in New York and has a prosperous business.

The former star athlete was the most consistent jumper this country has ever seen. He could always be depended upon to do at least 23 feet which in those days just as to-day was good enough to win first place in the event. Many times he did better than 24 feet and there are many old-time followers of track athletics who believe that he could have done well over 25 feet if he had anyone to push him in competition. He won many first places for Syracuse University and in 1906 was sent to Athens where he pulled down first place for Uncle Sam in the broad jump at the Olympic games. Upon his return to this country he paid a short visit to his parents here and that was his last trip to Syracuse. However his parents have often been his guests in New York City.

Syracuse Journal, June 11, 1920.

FOUNDER OF PLAYGROUNDS IN SYRACUSE HERE FOR JUBILEE

Mrs. Carrie Doane Ryan, who established the playgrounds in Syracuse arrived yesterday from New York to attend the golden jubilee exercises at Syracuse university. She is at the Mizpah. Mrs. Ryan has been teaching pageantry and dancing in New York for several years, and is now engaged in establishing a play center in connection with East Side settlement work. *Post-Standard* June 12, 1920.

Col. Charles Lynch of the army medical corps will be the principal speaker at the annual meeting of the College of Medicine Alumni Association to be held at 4 o'clock this afternoon at the college.

He received his degree here with the class of 1891 and is a son of the late Andrew Lynch and gransdon of the late Patrick Lynch both of whom were prominent in Syracuse. The colonel, who headed a medical mission to Siberia during the Russian-Japanese war, and is now editor-in-chief of the medical history of the world war, will speak on "Preveniton of Respiratory Diseases." Dean John L. Heffron will be another speaker.

Following the meeting, at which plans will be made for a memorial to alumni of the college who lost their lives in the war the annual banquet will be held at the Onondaga at 6 o'clock with Dr. E. J. Wynkoop as toastmaster.—*Post-Standard*, June 12, 1920.

BIG UNIVERSITY COMMONS IS PROPOSED AT BANQUET

Erection of a university commons large enough to accommodate several thousand diners for gatherings where all-university affairs might predominate over fraternity functions was urged by Judge D. Raymond Cobb in a speech at the all-university dinner held last night in Slocum hall and attended by several hundred "old grads".

Other speakers on the program were football stars on teams in the nineties. They and George H. Bond, who presided related a number of interesting experiences on the gridiron during their college careers.—*Post-Standard*, June 12, 1920.

JUSSERAND HALTS ON WAY TO TRAIN TO HEAR ORATORIO

Ambassador Jules Jusserand surprised the congregation of the First Baptist church last night by entering the church unannounced on his way to the New York Central station after inadvertantly halting the singing of the oratorio, "Stabat Mater".

The French ambassador paused in the doorway of the church during a soprano and contralto duet by Miss Gladys Weller and Mrs. Alice Coddington. He was recognized by Rev. Dr. Clarence A. Barbour, who invited him to enter the church.

The congregation applauded the ambassador, and he was ushered to the pulpit, where he ongratulated the church upon both the choice of an oratorio and the manner in which it was being interpreted.

Ambassador Jusserand then left the church and the oratorio continued.

Post-Standard, June 11, 1920.

FOUR WOMEN TO BE GRADUATED FROM ECONOMICS

The first class graduated by the School of Home Economics is composed of the four women who go out this year. They are Mrs. Luella V. Ninde, Miss Gladys Mary Barton, Miss Helen Kniskern and Miss Mildred McCord.

Miss Kniskern, who is a member of the honorary fraternity Phi Kappa Phi, will return to the hill next year to teach in the department from which she graduates Monday.

Miss Barton, who came here from South Dakota, has accepted the home economics teaching place at Carthage high school at Livingston. She is a member of Alpha Xi Delta. The fourth member of the class is Mrs. Luella V. Ninde of 939 Maryland avenue.—*Syracuse Herald*, June 13, 1920.

BISHOP KEENEY EULOGIZES LATE DEAN J. R. STREET

Impressive services were held for Jacob Richard Street, 60, former dean of teachers college Syracuse university and prominent educator, yesterday afternoon in the First M. E. church. Relatives and friends attended the church services and followed to the grave at Morningside cemetery, where committal services were read by Rev. Dr. L. M. Lounsbury, pastor of First church.

Floral tributes from former associates at Syracuse university covered the casket. Ex-Bishop Frederick T. Keeney, former pastor and close friend, delivered a eulogy mentioning the wonderful spirit of service that marked the late dean's career. Dr. Lounsbury read passages of scripture and offered the prayer.

The bearers were Prof. W. M. Smallwood, Prof. W. H. Metzler, Prof. T. C. Hopkins, Prof. H. C. Mace, Edwin Nottingham and Henry Phillips.—*Syracuse Herald*, June 13, 1920.

DR. W. A. GROAT IS HONORED BY HILL ALUMNI

Dr. A. H. Kallet is Also Chosen to Represent Men out of College on Different Boards. Dr. Groat is Trustee and Dr. Kallet on Athletic Governing Board Association

Dr. William A. Groat was elected official representative of the alumni association in the board of trustees of Syracuse University, and Dr. A. H. Kallett to membership of the athletic governing board at the annual meeting of the Syracuse alumni Saturday.

The contest for these honors was hotest among all the officers for which new members were elected. Charles W. Tooke was the retired trustee running for re-election for the six-year term. James P. Stimson was second in the fight for the governing board position.

Harry Lee was re-elected president, Mrs. William Nottingham, vice-president; Roy Carpenter, secretary; Mrs. William E. Allis, corresponding secretary; Frank Smalley, treasurer: and Dr. A. E. Larkin, Clifford R. Walker and Raymond Phelps, directors.

Syracuse Herald, June 13, 1920.

DEAN HEFFRON GIVEN LOVING CUP AT DINNER

More Than 151 Present at Banquet of Medical College Alumni

Dirty dishes and cooking utensils are chiefly responsible for the spread of diseases, Col. Charles J. Lynch, Syracuse College of Medicine, class of '91, told members of the Alumni Association at a meeting Saturday afternoon in a paper, "Prevention of Respiratory Diseases."

Colonel Lynch decried the carelessness of restaurant keepers and housewives who habitually jeopardize the health of those they serve.

Dean John L. Heffron of the College of Medicine was presented with a loving cup at the dinner of the association at the Onondaga Satudray night. Dr. Francis Ryan made the speech of presentation before more than 160 graduates of the college, the largest attendance at the annual dinner in the history of the association.

Dr. E. W. Kennedy of Rochester was elected president of the organization. Other officers were Syracusans: Dr. H. D. Weiskotten, vice-president: Dr. E. W. Blodgett, treasurer; and Dr. C. F. Potter, secretary.—*Syracuse Herald*, June, 13, 1920.

WILLIAM H. HILL HONORED BY SYRACUSE UNIVERSITY FOR SERVICES TO NATION

Congressman from 34th District to Receive LL.D. Degree

Among the distinguished citizens of America who have been selected for special honors by Syracuse university this year is William H. Hill of Johnson City, representative in Congress from the Thirty-fourth New York district, comprising the counties of Broome, Chenango, Delaware and Otsego.

Representative Hill will have the degree of LL.D. conferred upon him.

The degree will be conferred in recognition of Mr. Hill's public services, particularly in the State Legislature, as author of the child welfare law, widowed mothers pension act, local option for cities law, the amendment to the Donnelly anti-trust act to encourage production by legalizing farmers co-operative organizations, the railway locomotive cab law for the betterment of enginemen and firemen and other constructive measures.

As member of Congress Mr. Hill introduced a bill to abolish the sub-treasuries of the United States and providing for the transfer of their functions to the Federal Reserve banks and the Treasury department. Although the proposal to abolish the sub-treasuries had been made before, his was the first bill to approach the question in a constructive way and make the provision for transferring the work of the sub-treasuries to other governmental agencies. As a matter of legislative convenience the question was disposed of by enacting in the legislative, executive and judicial appropriation bill substantially the provisions proposed in Congressman Hill's bill.

Mr. Hill also introduced two measures which are now pending, one to establish a system of federal urban mortgage banks to encourage building construction in cities by providing a stable market for real estate mortgages given in order to finance such construction, and the other to promote the public safety in the District of Columbia by providing for licensing the sale and possession of weapons and heavy penalties for "gun-toting."

Congressman Hill is a Republican and carried his district by the largest popular vote ever given a candidate for office there.—*Syracuse Herald*, June 13, 1920.

Fifty Years

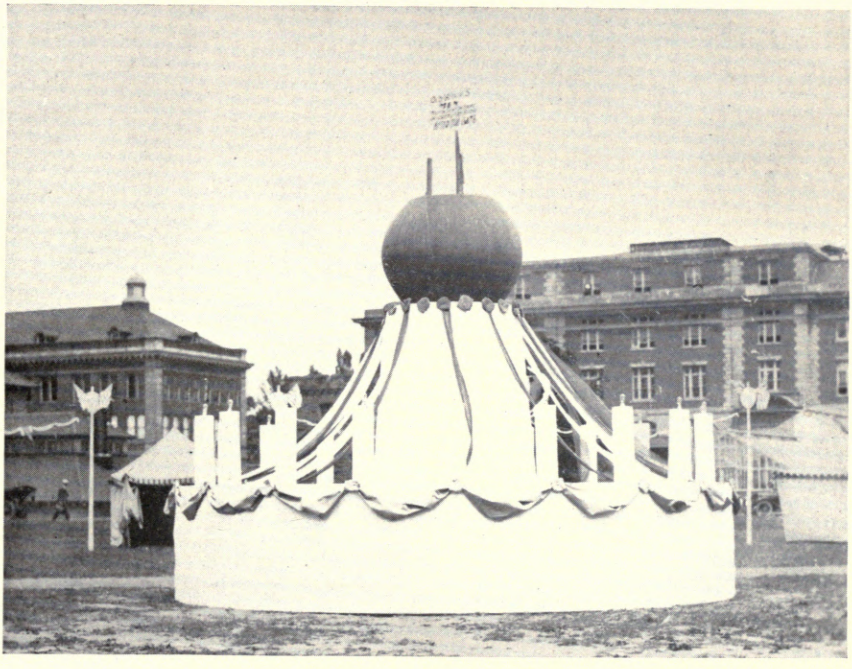
God of our fathers, who hast brought us hither
To this new land of promise and of power,
Where dreams come true, and pure hopes do not wither,
We thank thee for the glory of this hour.

Hail Syracuse! Light-bearer and defender,
Standing majestic on thy tower-crowned hills,
Training thy children in the truth's full splendor,
Giving life beauty, caring for its ills.

Out from the shadow war cast o'er the nation
With a devotion that we cannot gauge,
On these bare hills they laid their scant foundation,
Building an outpost of the better age.

Golden the long, laborious years are turning,
Thy sons and daughters praise thee in the gates,
In every land, from every service learning,
God is with him who trusts and toils and waits.

D. O. Chamberlayne, '83.



THE BIRTHDAY CAKE.

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