

Lebanon Valley College
BULLETIN

VOL. XXII

NOVEMBER, 1933

No. 6

ALUMNI NUMBER



PRESIDENT LYNCH

PRESIDENT LYNCH'S INAUGURAL ADDRESS
DR. COWLING'S COMMENCEMENT ADDRESS
COLLEGE NEWS ALUMNI NEWS COMING EVENTS

PUBLISHED BY LEBANON VALLEY COLLEGE, ANNVILLE, PA.

ALUMNI NEWS

GREETINGS

It is with grateful appreciation of the confidence placed in me that I greet you as president of the Lebanon Valley College Alumni Association.

Aware of the responsibilities of this office, I ask you to share with me the thought that an active association is of vital importance for the advancement of our Alma Mater. I do not believe in a meddling alumni but have great faith in the possibilities of an enterprising association.

With the above thought in mind your officers and executive committee have met with the college administration in an effort to bring about co-operation.

The administration is eagerly looking forward to an increase in interest from the alumni and have co-operated to the extent of providing the capable services of Dr. H. H. Shenk, who has assumed the duties of alumni field secretary. We also are privileged to have the services of Mr. L. P. Clements, a graduate of last year's class, who has returned to assume the duties of college publicity agent and press representative. With this talented assistance procured through the efforts of the administration our own efforts are challenged.

You will receive formal announcement in the near future of the first annual Alumni Homecoming day, to be held November 18. May I take this opportunity to assure you that we are planning for a big day. Your presence is not only requested but required.

I truly hope that the bright future of our Alma Mater and her Alumni Association may in the passing years be recalled as a happy and perfect past through the united efforts of all.

D. K. SHROYER

* * *

One of the features of the Home Coming Celebration, November 18, will be the presence of former students who are not graduates of the college. It is hoped that a large number of these associate alumni will have a part in the exercises.

* * *

The Harrisburg Branch of the Lebanon Valley Alumni is planning a dinner in honor of President Lynch and Mrs. Lynch in the near future in which all graduates and former students are invited to participate. The tentative date set is Saturday evening, December 9. This organization, of which Miss Lillian M. Quigley, '91, of 263 Boas Street, is president and Miss Laura Garman, '28, 1606 Penn Street, Harrisburg, is secretary, has been active in the interest of the college. The alumni of the adjoining district will receive detailed information at an early date.

* * *

A revised list of Alumni with latest available information is in preparation.

* * *

Plans are being perfected for the organization of the Alumni of Western Pennsylvania, New England, York County, Lancaster County, and other sections.

INAUGURAL ADDRESS

PRESIDENT CLYDE A. LYNCH

June 5, 1933

IN COMPLIANCE with the wishes of the new administration, the Inaugural Committee has agreed to dispense with the more formal and elaborate program that had been arranged for this occasion, and to prepare a simpler and briefer induction ceremony in connection with the regular commencement exercises. Our only regret is that we do not have with us today delegates from other institutions of higher learning, whose presence on our campus would have been an inspiration indeed. But it was thought wise to avoid the criticism that is expressed so freely in these difficult days when the custodians of other people's money seem to disburse such funds extravagantly. While it was not in the mind of the members of the Committee to arrange for an expensive inauguration, it was decided to yield to the recommendation of your new president and to substitute our present plan in harmony with the general insistence on simplicity and economy, especially in the field of education.

But the substitution of this briefer and simpler type of program does not lessen the significance of this occasion. I am deeply appreciative of the solemn meaning of this hour, for there falls upon my untried shoulders the mantle of my distinguished and sainted predecessor, Dr. George Daniel Gossard, who, having served the college most efficiently for nearly twenty years, silently stole away from his office and its burdens to his eternal rest and reward, leaving behind him a college that was transformed by the magic wand of his consecrated leadership from comparative obscurity and poverty into an institution that has won high scholastic recognition and has secured a substantial endowment, attracting to its halls large numbers of the finest students any college may hope to obtain. The living products of this institution have gone out into the world to fill important positions, to reflect credit on their Alma Mater.

As I approached the chair of office with fear and trembling, that lady of extraordinary ability and grace who still occupies an honored place among us, and who shared the problems, the joys and the sorrows of her husband's long administration, conveyed to me the information that our late president would have been highly pleased could he have known that his mantle was destined to fall upon its present recipient. This testimonial came as an inspiration and a challenge to the man who has been called to succeed our departed leader. It has engendered the ambition and hope that with this change in administrative leadership there may be no deviation from the path of progress; that Lebanon Valley College may continue to embody the highest educational and moral ideals, and that her students may progressively realize these ideals in personal development and social competency.

It is also fitting that the new administration should acknowledge the valuable

service rendered the institution by Dr. J. Raymond Engle, President of the Board of Trustees, who assumed the leadership of the college *ad interim*; also the splendid cooperation of my esteemed Assistant, Dr. Paul S. Wagner.

In further conformity with the revised plans of the Committee, no formal and extended inaugural address is to be given on this occasion. We have to offer, therefore, only brief statements of policy and certain guiding principles.

We shall endeavor to practice economy within necessary and reasonable limits; to plan for increased endowment and additional buildings, especially a new gymnasium, whenever conditions are favorable to such a program of expansion; to revise our educational procedure in harmony with the most recent developments in the field of higher learning; to increase the efficiency of the faculty by providing for sabbatical years or their equivalents; to recognize the human values that so often become submerged in the professional and technical activities of the college; to encourage closer relationships between the faculty and the students; to promote goodwill and harmony among all the members of the institution; to keep the college before the public and its constituency by utilizing modern publicity methods; to provide for closer contacts between the college and the alumni; and to improve the organization for student solicitation.

In addition to these brief statements of aims, there are three major emphases which I shall indicate in a more extended way. I have profound convictions with reference to these most important issues. Their consideration will ever furnish me with the activating principles of my new administration.

The Christian College is not just another college. It not only provides generous offerings in the field of Bible and religion, but seeks to permeate all knowledge with the spirit of Him who said, "And ye shall know the truth and the truth shall make you free." The presence on the faculty of learned men and women who exert a positive Christian attitude in the class room and on the campus is the most potent factor in the operation of a Christian institution of higher learning.

There is no place in such an institution for professors who deny the existence of God, even though they may claim to have a positive faith in his non-existence,—no place for pagan ethics or an atheistic biology or psychology. Without yielding in point of scholarship these leaders of youth in their quest for truth are expected to create an atmosphere friendly to Christian truth and conduct.

Fearing the encroachment of a menacing sectarianism, the state eliminated the teaching of religion from its schools. Religion is the neglected factor in education today. There are millions of taxpayers who are not willing to trust their children to influences that are wholly secular or even antagonistic to the components of a Christian culture and destructive of a Christian philosophy of life.

We are deeply conscious of our obligations to Christian parents, pastors, and teachers who have committed their young men and women to us, confident that in a Christian college their simple faith shall grow into a satisfying philosophy of life, and that conduct conditioned by authority and imitation shall be raised to the highest levels of morality by reason of personal choices made in an atmosphere friendly to Christian standards of life.

We are not unmindful of the embarrassing questions that may be raised concerning academic freedom; but even tolerance has its limitations. How long would the state continue to employ a professor who took advantage of his position to teach anarchy? Can the church, then, betray the faith of its founders and the confidence of its loyal supporters by permitting teachings and attitudes hostile to the Christian way of life? As I conceive it, one of the most important functions of my administrative office is to select and retain members of the faculty who combine with the highest type of scholarship convictions and attitudes that will support the purposes of the college. If a professor is not a Christian, how can he coöperate in maintaining a Christian college? To procure such coöperation, it is not desirable that restraints and coercions be employed. Christianity is not propagated by force. But there should be an understanding on the part of teachers and students that our college has been founded on Christian principles. Persons who are not in sympathy with these principles do themselves and the college an injustice when they identify themselves with a group whose very unity is conditioned by common fundamental religious experiences, attitudes, and practices. The Christian college, without being sectarian, is committed to the ministry of the spirit quite as much as to its service to the intellect. To realize its aims, it is not so much the course in philosophy that counts, as the philosophy of all the courses taught in the institution.

In view of the reactionary tendencies so prominently revealed in our last General Conference, it is evident that the church-related college is under obligation to make new discoveries, fresh interpretations, and modern applications of truth. We must furnish the church with a ministerial and a lay leadership that will guarantee the progress of our beloved church and the advancement of the Kingdom of God.

We affirm our belief in the ideals of the Liberal Arts College Movement, and promise to guard jealously the essentials of a broad cultural education in the necessary revision of the curriculum from time to time. While recognizing the importance of professional courses and a wide range of electives, we must not be unmindful of the dangers associated with too early specialization.

Our graduates leave college, not merely to devote themselves to their particular callings, but to participate in the life and activities of the community as individuals who are particularly fitted by their cultural heritage to enjoy, enrich, stimulate, and direct the social life of which they become a part.

Even the school rooms are not without their examples of restricted programs of education. Many teachers who have run the gamut of specialization courses and have thereby acquired proficiency in certain methods of procedure, skills, and techniques, are partially or even totally lacking in cultural orientation and symmetrical personal development. Only those who have become acquainted with the general body of knowledge can see the relation of one department of knowledge to other departments and to the whole.

As the result of changing conditions, the professional teachers' college is moving rapidly in the direction of a more liberal curriculum; on the other hand, the Liberal Arts College is moving just as rapidly in the direction of becoming a

professional school for the preparation of teachers. With this condition obtaining, it is not surprising that the leaders of both types of school should view the situation with alarm. Strong prejudices growing out of the urge for self-preservation are giving rise to a controversy in which charges and counter-charges are often made with more heat than light. This is deplorable indeed. Wise counsel and cooperation, along with the influence of social and economic factors, will result ultimately in a proper division of labor conducive to the mutual advantage of these two types of institutions.

The State cannot help acknowledging its indebtedness to the Liberal Arts Colleges of this Commonwealth. It is reported that the Liberal Arts Colleges of Pennsylvania have saved the taxpayers of the state \$15,000,000 in the last eleven years by preparing teachers whose educational costs were shared by them and the college alike. For years there have gone forth into our schools, especially on the level of secondary education, a great company of well-qualified teachers who have given a good account of themselves in their chosen calling. Lebanon Valley College ranks high in the number of its alumni who are certified to teach in Pennsylvania, and there are not a few who hold important administrative positions in the school system.

There is a growing conviction that prospective teachers should avail themselves of the opportunity to procure a liberal education and to pay a reasonable amount of tuition as other students are required to do. It may be the function of the state to prepare its teachers professionally, but the question is raised whether the state is under obligations to finance the higher general education of its prospective teachers. Liberal scholarships could be provided to assist selected students who may lack the means of self-support.

Students preparing for teaching could then go into graduate schools of education for their professional training, just as doctors, lawyers, ministers, and engineers go from college into their respective professional schools. If the state sees fit to maintain such schools and finance the professional education of its teachers, there could be little or no objection. The church does the same for its ministers in theological seminaries, though candidates for the ministry are usually required to pay a large share of the cost of their college education. Since the procuring of an education is profitable to the individual as well as to the state, there seems no good reason why the students who are preparing to teach should not pay a reasonable share of the cost. The less the state is obliged to pay for the higher non-professional education of its teachers, the more it will be able to pay in increased salaries to those who are employed in its school system. This plan would weed out many undesirable candidates for the teaching profession and would tend to prevent an over-supply of applicants for schools. It would guarantee a sufficiently high remuneration for teachers in service to compensate them for the use of their own money in financing their way through college.

We must lay increasing emphasis on the social sciences. The biological sciences have contributed much to the physical well-being of men. But our various patterns of group behavior have not been affected so vitally by the social sciences. Democracies are being replaced by dictatorships, avowed or unavowed. Within the

same nations and their subdivisions class consciousness is increasing and internecine struggles are becoming more acute. Problems of international relations must be attacked and solved before any one nation can with peace and security give itself to the task of internal development.

Too many college undergraduates are satisfied with the earning of credits. Contemporary social problems are of mere academic interest. Such graduates go out from the miniature society of the campus into the larger world of practical affairs without displaying any vital interest in current problems or any real proficiency in discharging their duties as citizens of the republic in a socially intelligent manner.

College men responded readily and enthusiastically when America entered the world war. If college-trained leaders would rally to give direction to the groping masses, our social ills would yield to combined attacks intelligently directed, and the devastating results of ignorance and corruption would be stopped. The greatest enemy of America today is the racketeer. Prohibition did not create him, nor will its repeal abolish him. The dry regime merely disclosed to our citizens the incredible weakness of our political structure. We become greatly excited when foreign bandits kidnap or kill American citizens. We wave our flags and rattle our swords and send a punitive expedition across the Rio Grande or gun boats to China. But our cities are literally infested with the most despicable and deadly social parasites. Legitimate industry is bled white and honest men and women are subjected to lawless interference and violence. Our homes and our children are not safe, and even the tragedy that involved the home of one of America's most far-famed sons failed to arouse the lethargic public to militant action. The state and the church have a right to look to their institutions of higher learning for social leaders who will justify the expenditures of millions of dollars on educational institutions that claim to prepare their students for citizenship.

But the teaching of the social sciences is not sufficient to prepare the graduate for social leadership. The extra-curricular activities promoted by the college and the various student organizations tend to help or hinder the student in his post-college life. Often clever students are permitted to evade just financial obligations, and student-government organizations fail to administer the laws of the campus fairly and effectually. The administration that winks the eye at such burlesques of business and government is accessory before the fact to the many types of bad citizenship that are prevalent today. The college is under obligations to encourage campus activities that will be conducive to the building of desirable social attitudes by means of wisely-directed student participation.

And now, Mr. Chairman, you will permit me to acknowledge my debt of gratitude to my parents, my good wife, my teachers, my pastors, and my colleagues and friends, who have invested their lives in mine and have made this hour possible; also, to the Heavenly Father, who has led his servant by his kindly light into this new and responsible commission. Surrounded by a great host of witnesses, both of the living and of the departed, I approach the presidency of Lebanon Valley College with a chastened and humble spirit, accepting this high office as a sacred trust, and to the faithful performance of its exacting duties I pledge my life and honor.

THE PLACE OF LIBERAL ARTS IN AMERICAN EDUCATION

BY DR. DONALD J. COWLING

President of Carleton College, Northfield, Minn.

(Commencement Address, Lebanon Valley College, June 5, 1933)



AMERICA'S faith in education is steadily growing. In this country of popular government, where the stability of the Nation is dependent on the intelligence and integrity of its citizens, education is bound to assume larger and larger proportions, and to occupy an increasingly important sphere as the problems of citizenship themselves become more complex and difficult.

No government of the people and by the people can endure unless the people be intelligent, able to see and choose their own best good. Ignorance and democracy cannot live together permanently. In a land where the rights and liberties of all men are recognized, where all classes have a voice in the affairs of State, it is essential to the life and permanence of that sort of government, that the people bound together under it be people of intelligence and character, able to understand public needs and willing to work for the common good. The production of such men and women is the goal of education, and education is necessary for their production.

It is somewhat strange that at such a time as this, when education is being given such wide recognition as it is in our country today, and is being looked to with so much confidence as our hope for the days to come, it is somewhat strange that at such a time the content and meaning of education itself should be the subject of so much controversy and dispute.

During the past thirty odd years there has been continuous discussion as to what our high schools and colleges should teach. There has been a feeling that too much of our teaching is not adapted to the needs of the students, and does not fit them for their life work. The subjects are not practical, it is held, and the feeling in many quarters is strong that they should be replaced by others more nearly related to the demands of every day life.

There can be no objection to the various forms of industrial and vocational education which have been so splendidly developed in recent years. Underlying any permanent social structure are the great economic necessities for physical well-being that must be provided if there is to be any society at all. The result of this unalterable necessity is the further necessity that the vast majority of any population must be employed in productive industries and the trades.

The changes which the last few decades have brought about in our high school and college courses have been inevitable, in view of the spirit and emphasis of our

times, and perhaps for the most part wise. I feel in sympathy with the present day efforts of the high school to concern itself more with the great majority who go out to their life work without further training, than with the comparatively few who go on to college.

I believe the day is past when our high schools can be regarded merely as fitting schools for college. They have become great training schools for the people, and institutions where the children of all classes may receive such instruction as shall make them intelligent citizens and lay a broad foundation for their work in industry and the trades.

For this reason I believe in the introduction in our high schools of manual training and of agriculture, of the commercial courses and domestic science. It is well that the training of the hand and of the eye be united with the training of the mind, and it is well, too, that boys and girls be taught to recognize the dignity of labor and the value of honest toil.

But in our effort to make our training practical, let us not forget to make it worth while. Life is more than meat and the body than raiment. While I believe that students should be taught to make their living and that any education is a failure which leaves them dependent on others for support, I also believe that at least a few, drawn from all ranks and conditions of society—no distinctions of wealth or social standing here—that at least a few should be given a higher education whose value cannot be measured in dollars and cents, and which those who have it would never barter for silver nor gold.

One sometimes wonders whether there is not a great deal of educational machinery today with but little educational motive back of it. The motive in too many cases is economic and industrial, and not educational and cultural. The aim is to increase industrial efficiency and not to develop human worth. It is not enough that students be put in possession of facts, nor that they be trained in some profession that will bring them a living. An education means more than that. It fails of its most important work if it does not inspire the student with a belief in the ideal values of life and a loyalty to them; if it does not enable him to understand the social order of which he is a part and develop in him a feeling of responsibility for its welfare; if it does not bring him to consider his relations to the universe and to feel himself in sympathy with the heart of the world.

It is the very genius of education to ripen and bring to full fruition the native powers of men and women, and to increase their love and loyalty to the truth. Whatever fails in this, whatever leaves them with their powers still latent, their lives circumscribed and cramped; whatever limits their horizon or narrows their sympathies or neglects their character is not education in the full meaning of the term.

The time is coming in this country when what we shall need most is not men of greater industrial or economic efficiency, but men and women of greater character and more insight into human values; not so much people capable of producing more wealth, as people capable of directing their fellows in the wise and worthy use of the wealth already gained.

Hence I cannot regard as progress that disposition which would gauge the

value of all studies in terms of their money-getting power, nor which holds that the chief business of higher education is to increase the economic value and money-earning capacity of its students.

With all due allowance for the undoubted advantages that have been introduced by recent changes in our courses, I cannot help admiring the curriculum of the older colleges. From the standpoint of the work they undertook to do in training a few men to be leaders in letters, in statesmanship, and in the professions, the older colleges were a splendid success. Their course was not rich in content, nor was it calculated to make the student familiar with the learning of the world, but it did put him in possession of himself and it did train him to think and to judge and to rely on his own judgment. It consisted of a few subjects chosen from the whole realm of knowledge, selected not for their own sake, but for their value in the training of men.

These few subjects were well organized and well applied, and the student got the benefit of what there was. What they did they did well, and it was performance rather than opportunity that constituted the distinguishing mark of the early colleges, as contrasted with the emphasis upon opportunity and so little upon performance, so characteristic of the colleges and universities of our day. The old course was simple, compact, effective. What it lacked in breadth, it more than made up in intensity, and as an instrument of intellectual and moral training it has in my judgment never yet been excelled.

I do not advocate a return to the rigid course of the older colleges, but I do believe that the ideals they cherished are fundamental ideals, and that the qualities they developed are permanent possessions of educated people everywhere.

The basis of such a course is the languages, and it would seem that every student should have considerable knowledge of at least two,—one ancient and one modern. The method of acquiring this knowledge gives the student invaluable mental discipline, and there is no surer way of developing insight and appreciation of any civilization than by learning its language.

The second great group of liberal arts subjects comprises the philosophical and social disciplines. These attempt to give the student some understanding of the relations that exist among persons; the social sciences, the persons comprising human society; and the philosophical sciences, the personality of the universe with all that that pregnant phrase implies. This should include some general knowledge of the conclusions of the outstanding thinkers of our race on these great themes and some training also of the student for fresh thought on his own part.

The third group represents the facts of nature and attempts to give the student practical instruction as to how he should behave in the presence of these facts, so that nature may help and not hinder him in his progress. These three aspects of a liberal arts curriculum are about equally important, and the disposition to allow the student to specialize in one to the neglect of either or both of the others, such as an open elective system permits, has proven unwise and even its most confident advocates have given it up, while the disposition to substitute professional or technical subjects in place of these liberalizing disciplines has de-

feated the purpose of liberal arts and has turned out specialists rather than broadly educated men.

The aim of a college is just as definite as that of any professional school. That aim is to develop the student with respect to all his capacities into a mature, symmetrical, well balanced person, in full possession of all his powers, physical, social, mental and spiritual, with an intelligent understanding of the past and a sympathetic insight into the needs and problems of the present.

I would use the word "culture" to define what I mean, if that term were not so much misused that many people with red blood in their veins have come to feel a repugnance for it. I am not advocating that pseudo-culture which is too refined to concern itself with the things of real life, and too haughty and too supercilious to keep in touch and in sympathy with common men. A college training should broaden a man's sympathies and deepen his purpose to serve the common good.

It should create in a student a disposition to face facts squarely, whatever they may be, and the ability properly to interpret and evaluate them when found. It should enable him to recognize and to test his own prejudices; it should keep him open-minded and tolerant in his attitude toward others. He will be able to live worthily in the present because he understands the past. He will be in possession of convictions based on the experience of the race, and not be unsettled and blown about by every utopian wind stirred up by those who would cure the world's ills in a day.

At a time like this, when there is so much uncertainty in public life, when social standards are changing, and religious convictions are unsettled, at such a time what we need most of all is men and women of leadership, wise, sane, well-balanced people in every department of life—men and women who shall be able to steady and to reassure, and to lead on unflinchingly to higher things.

I do not maintain that the training of these leaders is the only work of the college, but I do believe that it is its most important work, and that our colleges will fail in doing for society today what their prototypes did for our fathers of old, if they fail in this supremely important function of training a few people who shall be to their fellows trustworthy guides and interpreters of the finer and higher meaning of life. This is the most important work of the college and the college is the best instrument for its accomplishment.

During the past twenty-five years the four-year college of liberal arts has been called upon in a very definite way to defend itself. There has been very little disposition to call in question the good work it has done in the past. Its record constitutes one of the brightest pages of our country's history, and its contribution to our national life in statesmanship, in scholarly achievements, and in moral and spiritual uplift, has been excelled by the fruits of no other type of institution to this day.

But with the marvelous development of the public high schools on the one hand and the equally marvelous development of technical and professional schools on the other, there has come to the minds of many friends of education a question as to the further need of the four-year college of liberal arts. There are those who

say that the day of the separately organized college has passed; that it has served a good purpose and done its work, and should now be replaced by other types of institutions better adapted to the conditions and spirit of our time.

Let us consider briefly a few of the suggestions which have been proposed by those who do not regard the four-year college of liberal arts as an essential feature of our educational system. Let us consider first the proposal that the high school course be expanded to include the first two years of college, and that at the end of this six-year period the student enter at once upon his technical or professional training in the university. This suggestion of course means the complete elimination of the college as a distinct institution, and what is of even greater importance, the elimination also of the ideals for which the college stands.

I should be sorry to see the high schools, as such, attempt to take up this work. From the point of view of preparing students for college, our high schools today are not meeting the demands made upon them. The great majority have neither the equipment nor the teachers, and none of them have either the spirit or the method to furnish what a well-equipped college can offer in its first two years.

In large centers of population where money is available for the separate organization of junior colleges in connection with public school systems, there is every reason to encourage the multiplication of local opportunities for higher work. I also believe that many institutions which carry the college name without possessing resources sufficient to offer substantial college work should become junior colleges and limit their efforts to the first two years.

But such institutions, designed for those who do not intend to take a regular college course, should not turn aside those who are qualified and who should be encouraged to undertake a full college program. The exceptional student for whom the college of liberal arts is designed, should select a good college at the very beginning, and should be given the benefit of the full four years of regular college opportunities. I feel particularly convinced that the needs of the so-called poor boy should not be met by purely local opportunities. On the average the children from the less privileged homes who desire a college training are a much more highly selected group than those who come from the more privileged homes. These unusual minds should be brought into early contact with the most capable and inspiring teachers. They are the ones who will profit most by such opportunities. The problem of the poor boy should not be solved by sending him to a poor college.

A second suggestion for modifying the four-year college of liberal arts, is to compress its work into three years. If some sure method could be devised for selecting students of superior ability and if these came with adequate preparation for college work, including satisfactory language training and a genuine desire for what the colleges have to offer, three years would doubtless be sufficient for accomplishing all that the degree of A.B. now represents, without lowering present standards. Under present conditions, however, the freshman-year is necessary to identify those of college calibre and to enable them to complete their preparation for work of college grade.

A third proposed method of dealing with the problem is to combine three years of liberal arts with one year of professional training and grant an A.B. for

this four year combination. The temptations of this plan are more alluring in colleges associated with universities than in those separately organized, although there have been many instances of agreements of this sort between colleges and universities. For example, nearly thirty years ago the institution which I serve had arrangements with the medical schools of Harvard, Northwestern and Minnesota by which our men would leave us at the end of our junior year and after completing the first year of the medical course at the University would be given our bachelor's degree. Harvard at this time had the nominal requirement of an A.B. for entrance into its medical school. When President Eliot learned of the arrangement he disapproved, with the result that it was discontinued. President Eliot said in effect that the arrangement was a subterfuge and that men who had had only three years of college work were not college graduates and were not entitled either to the degree or to entrance into professional courses based upon the degree. Following this incident, we, of our own accord, discontinued the arrangements with Northwestern and with the University of Minnesota. The plan stood as an open invitation to our men to leave us at the end of three years and the results of the brief experiment were altogether unsatisfactory. Our degree now stands squarely for four years of liberal arts work.

A college cannot accomplish its full purpose with the average student in less than four years and any college which has a majority of its students for only part of the time cannot do for the four-year men what an institution with a majority of full-time students can do. If I were asked to assist a prospective student in selecting a college, I should strongly advise him to inquire how large a percentage of its students a given college graduates, and, other things being equal, I should advise him to go to the college that graduates the largest percentage of those who enter. Such an institution is able to maintain scholarly standards of a far higher level than ungraded colleges which are willing to do the miscellaneous work required by irregular students.

A college with a large majority of four-year students is also able to maintain a richer and more inspiring atmosphere than other types of schools; the incidental phases of its life are more significant. G. Stanley Hall has well emphasized the importance of the indirect educational influences of a college. He says, "The best education is not that which comes with effort from direct attention and application, but there is an unconscious education, which is much more important, and which is carried on in the penumbral regions of the mind. This environmental education needs more time."

This statement from Dr. Hall not only buttresses the argument for the four-year course, but it also sounds a note of warning to the college that it should jealously guard that intangible something which we call its atmosphere, in order that the influences that affect the marginal regions of the students' minds may be influences saturated with scholarly ideals and earnestness of spirit.

Furthermore, I think it may justly be maintained that it is in the last two years, and not in the first two, that a college accomplishes its purpose with a student, and creates within him its distinctive ideal. It is not in connection with freshman mathematics, or the beginning languages, or elementary sciences, that

a college finds its real opportunity. The work of these first years is largely a preparation for what the college has to offer in the years that follow. It is only when the student begins to study philosophy and economics and the social sciences, when he begins to understand the natural sciences in their implications, and has developed a real taste for literature and something of perspective in history,—it is only then that his personal philosophy of life can begin intelligently to take form.

If the colleges of liberal arts cannot develop citizens of broader outlook and deeper sympathies than other types of institutions can do, then they fail of their chief function, and there would be little hope or reason for their permanent existence. But I believe there is a difference, and I am convinced that their difference is shown chiefly in those who have taken the full course and have become the children of their Alma Mater, and not by those who have joined the college household temporarily.

Any college in taking a student does so with the hope that ultimately the student will come to represent the ideals for which the college stands, and every genuine college in the country desires to graduate the great majority of her students and have them permanently for her children. The sentiments and loyalties that cluster around an alumni relationship to a college that has really inspired and given one a start, are among the most significant and satisfying influences that can ever possess a man. They constitute the chief asset of a college, and are a lasting blessing to the graduate himself.

The four-year college of liberal arts is America's unique contribution to the educational organization of the world. Its ideals were never more needed than now, and in the improvement of undergraduate work both in colleges connected with universities and in those separately organized, lies our greatest hope for educational advancement.

In closing I wish to express my congratulations and good wishes to the members of the graduating class. You are a small and select company from a much larger group who started out sixteen years ago as your friends and companions in the first grade. Through eight years in the grades, four years in high school and now four years in college, you have pursued your course and today your Alma Mater sends you out with pride and confidence to places of leadership in behalf of life's ideals. Remember that leadership is not egotism, nor conceit, nor aggressive selfishness. It is the quiet, courageous, unqualified, effective giving of ourselves to the best. "He that would be greatest among you, let him be servant of all," and he that would save his life and make the most of it, let him lose it in unselfish service for the common good.

COLLEGE NEWS

THE OPENING OF COLLEGE

College opened to freshmen on Wednesday, September 14. There followed three days in which the newcomers, by means of lectures and orientation tests, were assisted in adjusting themselves to the new freedom and responsibilities of college life. The Y. M. C. A. and Y. W. C. A. reception to new students was held in the Chapel and North Hall on Saturday, September 17.

The opening exercises were held on Monday, September 19. President Lynch delivered an address of welcome to the new students. Dr. P. B. Gibble, pastor of the Palmyra United Brethren church, addressed the student body with point and force on the subject, "One Step of Progress."

ENROLMENT

The college has 374 students regularly enrolled in Liberal Arts and the Conservatory. It is holding up remarkably well during the depression.

CHAPEL ADDRESSES

In the Chapel period, during the opening weeks, the following local pastors addressed the student body:

The Rev. K. O. Spessard of the Reformed Church; the Rev. U. E. Apple of the First Lutheran Church; the Rev. H. J. Kline of the Evangelical Congregational Church; the Rev. Malcolm Eichner of the Evangelical Lutheran Church; Dr. Stonecipher, representing the Rev. J. Owen Jones of the College Church.

Dr. Hough (Executive Secretary of the Board of Administration of the United Brethren Church), and Mrs. Hough (National President of the U. B. Women's Missionary Society), have given short talks to the students.

The Y. M. C. A. introduced "Dad" Elliott to the college, where he carried on a quick and intensive campaign. He spoke twice in chapel, again to the entire student body in an evening session, and also to the football squad, to various student organizations, and to the faculty in a Retreat. He exerted a powerful influence on the campus.

Dr. Cornelius Weygandt, Professor of English at the University of Pennsylvania, and noted scholar, author, and lecturer, addressed the student body, October 26, on the subject, "Poets Off Parade." Dr. Weygandt's rich and stimulating personality provided live wire contacts with modern poets from Walt Whitman to Robert Frost.

CHANGES IN THE STAFF

Dr. Wagner has returned, after a semester's leave of absence, in excellent health and spirits to resume his lectures and his duties as Assistant to the President.

Dr. H. H. Shenk has been given additional work in the department of history, and has been appointed Alumni Secretary.

Miss Nella Miller, of Oklahoma City, who has studied under Carl Friedberg, Olga Samoroff, and other distinguished musicians, and who has had striking success as a pianist in concert and solo work, has joined the Lebanon Valley College Conservatory of Music.

Mr. D. Clark Carmean, A.B., M.A., who has had wide experience as supervisor of music in the public schools, has also joined the faculty of the Conservatory. He will instruct all beginners in brass, woodwind, and strings. He will in addition conduct a class in sight singing and direct a string quartet.

COMING EVENTS

ALUMNI HOMECOMING DAY: SATURDAY, NOV. 18

The programme:

1. Morning Assembly in the chapel.
2. Football game, Lebanon Valley College against Drexel, on the Bethlehem Steel field at Third and Green Streets, Lebanon.
3. Band Concert by the newly organized college band.
4. Open house by the four literary societies.

For those who come for the day, meals will be served at moderate rates in the college dining hall. Lodging will be reserved for those who desire it and who place their request for it in the college office in good time.

RADIO PROGRAMME: STATION WCOD, HARRISBURG

MONDAY AT 8:30 P. M.

- | | | |
|--|--------------------|--|
| Nov. 6— | PROFESSOR GINGRICH | <i>Governments and Economic Systems</i> |
| Nov. 13— | DR. BENDER | <i>The Relation of Chemistry to Medicine</i> |
| Nov. 20— | MYLIN AND GELBERT | <i>(Dialogue on Athletics)</i> |
| Nov. 27— | DR. WALLACE | <i>Innocents Abroad 300 Years Ago</i> |
| Dec. 4— | DR. RICHIE | <i>Science and Religion</i> |
| Dec. 11— | PROFESSOR STOKES | Subject to be selected |
| Dec. 16 to Jan. 1 inclusive, omitted on account of vacation. | | |
| Jan. 8— | DR. STRUBLE | <i>America's Imaginative Background</i> |
| Jan. 15— | DR. BUTTERWICK | <i>Philosophy of Life</i> |
| Jan. 22— | DR. REYNOLDS | <i>A Century of Progress in Education</i> |
| Jan. 29— | DR. WAGNER | <i>Alice in Wonderland and its Mathematical Significance</i> |
| Feb. 5— | DR. STEVENSON | <i>The World Powers and Disarmament</i> |
| Feb. 12— | DR. STONECIPHER | <i>Latin, a Practical Study</i> |
| Feb. 19— | MRS. STEVENSON | <i>Romain Rolland</i> |
| Feb. 26— | DR. LIETZAU | <i>The Inheritance of the Pennsylvania German</i> |
| Mar. 5— | DR. BAILEY | Subject to be announced |
| Mar. 12— | DR. LIGHT | <i>Some Common Misconceptions in Biology</i> |