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INTERESTING ARTICLES

OUR ATHLETIC GOVERNMENT
JUDGE F. IRVINE

FACULTY AND STUDENTS
PROF. R. C. H. CATTERALL

SYSTEM OF INSTRUCTION AT OXFORD
W. E. SCHUTT, Ex. '05

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ATHLETIC MANAGEMENT AT CORNELL

The distinctive feature of athletic management at Cornell is a combination of the principal athletic interests, and a certain control of all, by means of a body known as the Athletic Council.

There are, however, two other organizations having important functions in connection with athletics. One of these is the committee on Student Organizations—a committee of the University faculty. This committee has jurisdiction of the relations between the University and athletics. It enforces the eligibility rules prescribed by the faculty, passes on applications for leaves of absence for athletic contests, and exercises in general such control as the University sees fit to assume.

The other organization referred to is the Cornell University Athletic Association, a corporation governed by a board of trustees composed of the resident graduate members of the Athletic Council. The office of this corporation is chiefly proprietary. It owns Percy Field, the boat-houses, and all other property devoted to athletic purposes, and is the responsible financial organ of the athletic interests.

The active management of athletics is visted in the Athletic Council. This body is composed of seven graduate members, ten undergraduate members, and representatives of alumni associations.

The graduate members are four members of the faculty, one member of the Executive Committee of the Board of Trustees of the University, one member "at large" and the Graduate Manager. The Graduate Manager is elected by the undergraduate members alone, the graduate members retiring from the council during the election.

The undergraduate members are the managers of the Navy and of the foot-ball, base-ball and track teams, the commodore of the Navy, the captains of the foot-ball, base-ball and track teams, the Manager of the Interscholastic Track Meet and representatives of the wearers of the "C."

The managers are elected by the Council, and are by tradition but not by written requirement, Seniors during their terms of office. It is usual but not necessary to promote to the office of manager the assistant manager for the preceding year of that branch of sport. These assistant managers are chosen, also by tradition but not by written requirement, from the Junior class, and from those members who during the sophomore year have undergone a competitive test by aiding the management in various ways.

The commodore and captains for the ensuing year are elected by the crews or teams at the close of each season.

The undergraduate wearers of the "C" elect their representative.

Each alumni association is entitled to send one representative to the meetings of the council. If more than three are present they are entitled in the aggregate to but three votes.

There is from time to time more or less criticism of this system of elections upon the ground that the Council is a self-perpetuating body, in the selection of whose members the general undergraduate body, whose concern it chiefly is, has no voice. This criticism is plausible and indeed is not without force. It must be remembered, however, that the undergraduates constitute a large majority of the council, rendering the office of the graduate members chiefly advisory; that the graduate members are elected by the undergraduate members, and that the undergraduate membership

is in fact indirectly, although not directly, representative of the entire undergraduate body. The commodore and captains are chosen by the actual participants in athletic contests. Competition for places as assistant managers is open to all, and the managers are almost invariably the assistants of the preceding year.

In the selection of assistant managers much weight is naturally given to the recommendations or suggestions of the manager and captain, who have observed the manner in which the various candidates have performed their duties. The system doubtless presents an opportunity for log-rolling and favoritism, but the dangers from this source are certainly no greater than would present themselves in an election participated in by many students who would have no acquaintance with some of the candidates and who would be ignorant of the particular ability and aptitude of any for the work in hand. It is believed that the present method makes industry and competency on the whole the most important factors in the choice, and gives us better managers than could be hoped for under any radically different system. There is no danger that the council will not be quickly responsive to any marked and consistent student sentiment.

The work of the council is carried on largely through standing committees. There is such a committee for each of the four main branches of sport. Each committee is composed of the manager, the captain, (the commodore in the case of the Navy), and of the graduate member assigned by the council as advisory member for the particular branch. These committees transact the ordinary business pertaining to their respective branches, leaving to the council sitting as a body, the determination of matters of general athletic policy and matters of special importance or affecting more than one branch.

The Graduate Manager is the general business manager of the association.

It is the practice of the council to announce publicly only the final results of its action, and not to disclose steps taken from time

to time in the way of negotiations or deliberation. Some undergraduates have felt that they were entitled to know "what is going on." A little reflection must convince them that it is utterly impossible for the council to take the entire University into its confidence as to pending measures, and often as to details in matters accomplished. Matters of a business character cannot be handled in town meeting. The directors and not the stockholders must conduct the affairs of every corporation. It is impossible to convey information to the undergraduate body without at the same time making it altogether public. It needs no argument or illustration to show how utterly destructive of the objects in view this would prove. Negotiations and agreements with other Universities are conducted and made with their constituted athletic authorities and not with their students generally. Such transactions often involve questions of considerable delicacy, and must be handled with a degree of frankness which would be impossible if they were not treated as absolutely confidential. Good faith toward the athletic authorities of other Universities demands that this confidence be held sacred. The students learn and may properly hold the council responsible for the final results of its work; but the working out of those results must be committed to the judgment of the council, glad as its members would be to share the responsibility with others.

A word in conclusion as to the attitude of the students towards athletics. The teams are supported with loyalty, whether they win or lose. A reasonable pride is manifested in keeping out professionalism. Something is, however, lacking in the attitude of students toward men who shirk training, and especially toward men who are lost to the teams through neglect of University work. This is merely the exaggeration of a virtue until it becomes a vice. It is the outgrowth of the unquestioning support given to losing teams. Such support is due and due only to men who work faithfully and do their best. Men who break training and men who are dropped from the University or put on probation because of inexcusable neglect of University work are deserving of neither support nor

sympathy. The feeling toward them should be such as to make impossible the weakening of teams from such causes.

Finally support of the coaches is as important as support of the teams. The coach has necessarily the success of his team at heart. He can judge more safely than others who know but few of the complications which confront him. His task is difficult enough if he has the confidence and support of his squad and of the students generally. It becomes impossible if he is beset by captious criticism by the uninformed or half-informed, or if insubordination or distrust is tolerated in the team.

Judge Irvine.

THE CALL OF THE COLLEGE

Addressed to 1909.

Achievement is the keynote of Americanism and above all things Cornell University stands for achievement. Student activity at Ithaca does things—it means and always has meant the attainment of tangible practical results. And right here it may be said with a pardonable pride that in our comparatively short career we have achieved well indeed. On the water our triumphs have become traditional, those of our cross country teams bid fair to become so, while it was only last spring that we produced from the raw, after years of effort, a track team before which the boasted "finds" of crack prep schools developed by college training, went down to defeat. But this is not all. In other fields we have been no less successful; our Glee club has no peer, in college journalism we stand alone, while in the revival of debating we are playing a leading, influential part. And what does this signify? It means that we are setting standards; we have set them in many things; we are endeavoring with unsatiable ambition to set them in all. Shall we succeed? That depends. Success waits upon effort, upon concen-

trated, continued effort. Only by the restless energy of countless Cornellians have results been achieved and it is only upon the continuation of that same endeavor that we can attain to higher and better things.

And it is to you, class of 1909, and to the classes that are to follow that Cornell looks to take up the work and carry it on. It is with this heritage of inspiring record and of things yet to be done that you enter. Take up the work willingly and enthusiastically. Put your shoulders to the wheel. Realize that not the only expression of college spirit is contained in "Cornell, I yell, yell, yell" of the rooting stand, that your duty does not end there but that there is found a finer manifestation of loyalty in the effort to build up and maintain the varied industries, so to speak, of our life. Don't be a mere spectator, however appreciative you may be. Go out and *do* things. Try for the teams as well as applaud them, try for the publications as well as subscribe for them. Be part of our activity and not apart from it. Get into things. Above all *do something*—let that be your motto. And remember that though no tangible reward results, your effort is never wasted. Honor to the man who goes out and plays in the "scrub" all season. With little praise, and no measure of glory, his watchword is duty.

But there is another aspect about this doctrine of "getting into things." It's a part of your college course not included in the tuition and as a matter of education it is not to be neglected. Books are not the only thing by a whole lot. There are some who think they are the very least part. But don't be a mere grind. Grind if you will, but do something more. You need the college, but the college also needs you. It extends to you a hearty welcome and confidently awaits results. Don't let it wait long. Start in doing things immediately. The college calls. Freshmen, respond! It is up to you, 1909!

FACULTY AND STUDENTS—PAST AND PRESENT

Ralph C. H. Catterall

In the good old days which we all regret when we speak of them without thinking, but which at bottom we are glad to see no more, the relations between the faculties of our colleges and universities and the untamed youth who were supposed to thirst after knowledge and culture were not always of the pleasantest. They were indeed of a character which compelled the unworldly professors to assume the functions of village policemen and hence forced the student to seek means of retaliation against the "guardians of his youth." The young lack imagination, and methods of revenge, as might be expected, were crass, crude and barbarous; a shower of stones, thrown through the window of some professor, practical jokes which might maim a man for life, the occasional mobbing of some instructor more unpopular or less tactful than the rest, and at long intervals the killing of a too rash tutor who, during some college brawl, ran in between "the fell opposed points of mighty opposites." Does anyone doubt the truth of this description? If he does, he has never had the privilege of sitting with the revered remnants of these old faculties and hearing their stories of those much-regretted days. Nay, he has never read the memoirs which the instructors of our fathers have left behind them, nor even the college novels of those days, which one and all contain soul-stirring stories of the most delicious and laughable larks played upon the unsuspecting tutor or professor. I recall sitting at table last year with one of the oldest and one of the most famous teachers in the United States, who regaled us with a diverting story of his police experiences as a young man with one of the worst toughs of the college. The affair culminated on the morning of Commencement day, in the throwing of a huge stone through the tutor's window just as he was getting out of bed. A little more and this formidable engine of war would have brained him and so forever

have deprived generations of American students of the learning, wit, humor, ferocity and crustiness of one of the most remarkable men who ever did the United States the honor to live in it, and the supreme service of criticizing it at every step of its career.

But we do not need to wander far afield for illustrations of the old time felicity of college faculties in their relations with the students. We have also read, or should have read, the Autobiography of ex-President White, and there we will find that in one college of his acquaintance it was his privilege to behold "a professor, an excellent clergyman, seeking to quell hideous riot in a student's room, buried under a heap of carpets, mattresses, counterpanes, and blankets; to see another clerical professor forced to retire through the panel of a door under a shower of lexicons, boots and brushes, and to see even the president himself, on one occasion, obliged to leave his lecture-room by a ladder from a window, and, on another, kept at bay by a shower of beer bottles.

"One favorite occupation," he continues, "was rolling cannon-balls along the the corridors at midnight, with frightful din and much damage; a tutor, having one night been successful in catching and confiscating two of these, pounced from his door the next night upon a third; but this having been heated nearly to redness and launched from a shovel the result was that he wore bandages upon his hands for many days."

Now Mr. White is careful to add that this college was in this respect the worst specimen he ever saw, but when he comes to speak of Yale, he recalls "the fatal wounding of Tutor Dwight," and the "maiming of Tutor Goodrich," and we all know that Yale was not the only college in the country where members of the faculty and students were involved in bloody brawls.

With that commendable and naive conservatism which is so characteristic of the young and particularly of the college student, these relations were religiously continued, and they show a remarkable state of mind in regard to the position of the faculty. For the most curious aspect of these relations is found in the fact that

faculties were regarded with awe and reverence, or at least there was a tradition in our colleges that such was the proper mental attitude to assume. So students continued to roll hot cannon balls along the corridors, to greet unpopular instructors with alternate showers of curses and of stones, occasionally to dirk a poor wretch who was unnecessarily and intolerable offensive, and at the same time to take off their hats and bow deeply before these representatives of profound knowledge and lofty culture.

The truth is that the student did not understand these strange and remarkable though simple creatures any more than a medieval student understood the physiological system of the Dodo. Nor on the other hand did the professor have any very clear or accurate ideas of the student. There was little intimacy between the two, each feeling that "evil communications corrupt good manners," and of course there was mutual misunderstanding. The faculty regarded many of the students as hopeless brigands despite the fact that in after life very few of them were hanged and only a small percentage elected to the legislature. The students regarded the members of the faculty as freaks fearfully and wonderfully made, unlike anything in heaven above, in the earth beneath, or in the waters under the earth, themselves therefore not debarred by the commandment from falling down and worshipping them, if they so desired. The professor's real object in life was a mystery to the average student, for of course he didn't actually exist for the purpose of purveying the kind of instruction which was then common, the sort so happily described by Carlyle: "Innumerable dead Vocables (no dead Language, for they themselves knew no Language) they crammed into us, and called it fostering the growth of the mind."

Only too frequently the instructor was fit only for such work. Lacking knowledge of humanity, without much interest in the life of the world, with only a few drops of red blood sluggishly trickling through his veins, he sat in his study, slowly drying up, and

attempting like the famous Wagner to create the new man out of nothing and in a perfect vacuum.

Of course, it would be false to declare flatly that this account is literally true, of all colleges, of all faculties and of all students of that day. There were exceptions and many of them; but broadly speaking, the above description is fairly accurate.

To-day conditions are no longer the same. Despite the conservatism of faculties and the still denser and almost ineluctable conservatism of students, the relations between the two have become much closer and much better. There is, to be sure, less formal reverence, but also less informal irreverence; there is something like real respect and a much larger measure of liking; there is a better knowledge of the instructor's intellectual acquirements and certainly less willingness to take them on trust; there is more familiarity and less contempt on both sides, and a completer understanding of the position of each. The student has more real interest in the work of the University, and in the ideas and the ideals for which the instructor stands, or fails to stand. At the same time the instructor measures more accurately the needs of his students and strives to meet them. In this interest of the student, in this attitude of the instructor we find the priceless benefits of the change in spirit which has occurred in the last half century.

Whence has come this change? One authority tells us that the introduction of the elective system is responsible; another insists that it is the growth of athletics which has permitted the student body to work itself out of "the gall of bitterness and the bonds of iniquity" without the slaughter of the faculty. Others again laboriously but simply explain this state of affairs as being only one small result of our general advance in goodness. The truth is that the explanations, excepting only the last are not inclusive enough.

The reasons for a better status between teacher and student are multifarious and complex, some palpable, others so concealed that it would be extremely rash to pretend to know them all,

without a profounder study than perhaps the subject deserves. We shall have to be content not "to pluck the heart of Hamlet's mystery out." Nevertheless many of the causes of the change can be noted.

Among these may be mentioned first and foremost the broader interests of the modern University. We are no longer content to infuse into the youthful mind only Latin, Greek, mathematics and a few allied subjects. A multitude of other subjects has been added and with the addition of each has come a widening of the horizon, a deepening of interest in life, and a consequent mutual attraction of the hitherto opposing masses—faculty and the student-body. The addition of literature, political economy, history and like subjects to the college curriculum has been of enormous service in this process. Similarly the introduction of the purely scientific studies has had the same results to an even greater degree. All these subjects demand constant research, constant criticism, and research and criticism must be undertaken by the student and instructor together. A broadening of interest, a better understanding of each other, a closer intimacy, such are the results. The old-time enemies have thus learned to know and esteem each other. "The man I don't know is the man I don't like."

The elective system, that remedy for all the ills and explanation of all the evils of present-day college life, has undoubtedly had an enormous influence in bringing together the professor and his enemy. It has profoundly modified the methods of instruction. It is much more difficult for Dryasdust to drone through his exercises now that the victim can elect to cut Dryasdust. Moreover, the motive of the student for taking work has changed. Choice infers judgment of some sort, usually poor judgment, to be sure, but still judgment; judgment ought to infer interest, and it usually does, though the nature of the interest will not always bear probing into. In any case the student's attitude towards study is changed, and as a consequence his attitude towards the man in charge of the study. As for the instructor he has been compelled to

adopt new views as well as new methods. He has set himself to getting acquainted with the student, or at least to finding out what he is like, what he wants, and why he wants it. He has conformed to the student's demands even when he neglects his needs.

Athletics too has had its share in the transformation. This assertion needs only to be made to be accepted. Most faculties are intensely interested in athletics, some of them with a benevolent, some with a malevolent interest, but in any case interested. Most of the professors indeed highly favor them, and with these it is only a question of the more or less. Many of our teaching staff have been athletes in their day, many more have had the warmer and noisier participation in athletics which is characteristic of the side-lines. All these causes draw the instructor and the student closer together and it cannot be doubted, as is contended, that the modern student gets rid of a good deal of his diabolical energy through the media of foot-ball, base-ball and kindred sports. Intercollegiate competitions, largely a result of the athletic spirit, have also tended to create a sentiment of solidarity among all the members of a University.

More important still has been the introduction of graduate studies. The pursuit of these can be carried on only by the combined effort of teacher and pupil and the result of this community of research has been already pointed out. Add to this that when the student has once fairly got into his subject, the fact, usually surprising and startling to the student, that on that subject he knows more than his instructor, that there he is the superior and not the inferior soon dawns upon him and has a revolutionary tendency. It makes him feel that he is on a level with his professor, a result of immense importance in determining the relation of the two.

The greater degree of self-government in present-day universities has had an incalculable influence in destroying the old antagonistic spirit. The faculty is no longer devoted to the duties of the police and the justices of the peace, and the gain is notable, both

for the teacher's self-respect and his peace of mind, as well as for the student's respect for the erstwhile policeman. The hot cannon ball no longer rolls, stones no longer crash through the windows of the instructor, and innocent tutors are no longer slain by "the young barbarian at his play." All this is clear gain. Perhaps no other influence has been so potent in bringing this gain to us as this of student self-government, and it is only to be wished that such self-government might receive a still wider extension than hitherto. That it does not is, on the whole, the fault of the student body.

In our own university there are particular causes for the excellent spirit which exists between the faculty and students. These deserve a brief mention. First come the circumstances of our founding, which any good Cornellian knows and is thankful for. The genius and the ideas of Ezra Cornell were all favorable to this spirit; the personality of our first president was no less so. One cannot read his autobiography without perceiving that from his early youth he had noted and deprecated the hostile and unnatural attitude of teacher toward student, and of student toward teacher. It is just as apparent, too, that he was from he first resolved that no such relations should exist here, and that to him was due in large measure our unusual freedom from this spirit even in those days when it was far from being exorcised elsewhere.

Fraternities, too, have "done the state some service" in this direction, and so also have some of the other societies and organizations at Cornell.

Yet after all is said, it would be vain to pretend that the ideal conditions have been yet achieved. Any student will tell you as much, and so will any college president. The most difficult problem, the authorities declare, is to keep the faculty in close touch with the students. Most difficult, yet most desirable. How it is to be done is not the purpose of this paper to tell. Here is a field for discussion open to the profoundest wit and the broadest knowledge and fortunate will be the man who discovers a solution for this problem. *R. C. H. Catterall.*

SYSTEM OF INSTRUCTION AT OXFORD

Perhaps no university in the world has identically the same system of instruction that one finds at Oxford; certainly no American university offers one even practically like it. Nor has the average American a clear, straightforward conception of what it is. If he gets his information from the highly critical articles in the maga zines, he is sure to be biased by magnification of advantages or defects, according as the article is critically favorable or unfavorable. If he gets his idea from superficial observation, he does not know the half of the complete system of education.

This article is in no way critical. It is meant to be a simple exposition of Oxford life from the standpoint of learning; a mere tale of lectures, examinations, and instructions, as I have seen them during one brief year of Oxford life.

One of the evident faults in an American education is this:—that only one standard of examination is set. To make my meaning clearer, I will take a hypothetical example. We have two men, A, and B. A is a narrow, but brainy man, a bookworm, let us say, unathletic, a social failure, whose chief end and aim in life is books. B is a rollicking, round-the-town fellow, an athlete, popular, but one who does not care for books, and takes his courses on the hill merely to be allowed the social advantages of a college life. He endures his books as a means to an end. A and B are forced to stand the same examination in many things. Even after due allowance from the lenient professor, B usually suffers in a comparison with A. And justly, perhaps, under the existing system.

This fault is eradicated at Oxford by a division of the men into two groups, passmen and classmen. Passmen are the B's, men who come to Oxford, not for books, but to meet the fellows. Classmen, or honorsmen are the A's, men who wish to get as much out of their books as they can.

But classmen are very rarely the narrow-chested greasy grinds that I have taken for my A type, so perhaps my illustration is faulty,

inasmuch as it conveys a wrong impression of Oxford classmen. As a matter of fact, the Oxford classman is rarely different in any way from the passman, except that he studies harder. He is usually athletic—the captains of track and crew last year were both classmen; he is usually social, for the clubs of Oxford contain probably as many classmen as passmen; nor is there any air of distinction about a man studying for honors, to bar him in any way from intimacy with passmen.

The classmen take a different course, a course much wider and more difficult that the passmen; the examinations are harder, and are held at different times, so that a bit more time may be given to the honors man, though the passman may delay his examination to a reasonable extent; and the class papers are marked much more strictly than are the pass papers. At the final examination, the passmen, if succesful, get merely a pass degree, and the honors man gets first class, second, third or fourth class, as the case may be. So nothing is lost by any statutory bar between the decent A's and the B's, while much is gained in justice to both types.

The examination schedule is very simple, infinitely more than can be said of the examinations. To enter Oxford, the freshman passes Responsions, the regular entrance examination, and then a matriculation examination, to allow him to enter one of the various colleges. Responsions are given by the authorities of the university, matriculation by the authorites of the college to which the man desires entrance.

After entering, the man need not bother his head about serious exams. for from one to two years. I say serious exams., because there are at the end of each vacation, or rather at the beginning of each term, simple examinations carried on by the fellows of the college, to show them what the student has learned during the vacation. This, however, will be developed later. The first serious exam.,—the first Public Examination,—as University statutes put it, is given to all law and history students *not earlier* than the end of the third term, for passmen in classics not earlier than the *fourth*

term, and for honors or classmen in Classics at the end of the second year, there being three terms in a year. The finals, or Second Public Examination, are usually taken by all law and history people at the end of the third year; by the passmen in classics, who take what is called groups, at the end of the terms from ninth to twelfth inclusive, and by classmen in classics, or Litterae Humaniores, at the end of the fourth year.

These examinations cover usually a very broad field, and demand such a knowledge of minute detail, as would, in the American university, be considered unfair, or, at least, unnecessary. Take for example honor Mods., or the First Public Examination. This demands all Cicero, all Virgil, all Homer, and nearly all of Demosthenes, with Greek and Latin composition in prose and poetry. Certain books, however, are set for special study. Of these books, the examiners may give the student any sentence, ask him where it is found, and demand a short resume of the context of the sentence. Then, too, they give one a piece of English prose or poetry, usually poetry, and demand a translation of it in Greek poetry, specifying dactylic or anacreontic, or whatever they will; and into Latin, Phalaecean, Glyconic, or Asclepiadean metres. This would strike the average American senior dumb with terror.

The instructing staff consists of university professors and college fellows. From this number is chosen, for a certain term of years, an examining board for each different examination; i.e. one for pass Mods., one for law finals, etc. The professors do no tutoring, as do the college fellows, but give lectures to more advanced students. Most of the lectures, however, are given by college fellows, who would be called instructors here. Students of one college often go to another college for a lecture. For example, if Brasenose College has a law tutor or fellow and Lincoln College has none, and if Lincoln has a mathematics fellow, of which Brasenose' high table cannot boast, then Brasenose men of a mathematical mind go to Lincoln for their instruction, and legal lights come to Brasenose.

The purpose of these lectures is to give one an outline of the work to be done. Then the student must fill in the details from his text-book. The lectures need no preparation, but before the beginning of the next term, i.e. through the vacation, the wise student reviews the lectures together with the text-book. Knowing as he does the salient points of the subject, he finds this review easy, and a retention of the minute details of no difficulty. These lectures are not strongly attended, for roll is never taken.

The system of personal tutory is, however, most essentially an Oxford institution. This custom of personal acquaintanceship between the fellows or tutors, dons, as the undergraduate says, and the student, is of inestimable value. Yet it seems difficult to explain.

Upon matriculation with the college (college always as distinct from university) each man is told off to a certain don as his head tutor. Upon appointment, the undergraduate visits this tutor in his room, where he is greeted with no officiousness, but kindly and as a personal friend. The tutor chats with his new charge, talks about athletics, urges him to row, play cricket, or whatever, and finally assigns him to lectures and personal conferences. And in these personal conferences with broad-minded, scholarly men is the beauty and the benefit of an Oxford training.

Personal conferences are usually given to one or two or three persons at a time, in subjects requiring translations, or in reading essays. The fact that only one or two persons are present makes discussion more easy and thorough so that the student acquires a vast amount of knowledge that he would never get in a class of twenty. Nor is the same desirable intimacy possible in a class of twenty that there is between one or two students and an instructor.

Even this, however, does not seem to me the chief beauty of this institution; at least, as I have found it, there seems to be much good derived from these conferences that is not directly connected with the book discussed. I can best portray this, I think, by a personal experience.

One of the books I had read was Bacon's Novum Organum, a hard, dry, 16th Century Latin treatise or system of aphorisms urging the introduction to the thinking world of a system of Inductive Logic —so far as I could see of no interest to anyone and valuable only as mental discipline. I was to read this book with a certain tutor, a man of most scholarly attainments, a Doctor of Divinity, a Doctor of Music, an ardent philosopher, a brilliant classicist, a tolerable critic of literature and art, and enough of a historian to be selected by Cambridge authorities to abridge their voluminous history. And above all he had long been a personal friend of Walter Pater, a man well known to the world, a recognized critic in almost all fields of higher art, and a most pleasing author. Such was the man with whom I was to have two conferences per week, on Mondays and Fridays at eleven.

During all of the two terms I went there, I don't believe I heard ten minutes talk about Bacon, but what I learned of music, art, history far outweighed the tangible information about *Vera Inductio,* and *tesserae notionum.* Some little passage in the translation would remind him of a certain event in history or would in some way introduce a question in art or music, or suggest Pater to him; then he would talk for the rest of the hour on whatever came to his mind. And he was always interesting, never monotonous. Yet when the examination came I passed easily.

Such are the personal conferences of the Oxford life, the individual tutory. Every one had not the advantage of so versatile a man, but, even so, here it is that the culture, the quiet breeding of an Oxford life is gained. It is not so much what one learns in books, but it is the close association with these men of dignity, of good breeding, and of virile minds, in an atmosphere of history, with all that is good of literature, art, music; this it is that, at the end of the all-too-short course, brands a man with the indelible stamp of an Oxford training.

Warren Ellis Schutt, ex-'05.

UNIVERSITY LECTURES AND LECTURERS

There has been quite a little criticism on the ground that our university lectures in some lines have not compared favorably with those offered at certain other institutions. Investigation would doubtless show that these other institutions are older by a hundred years or more, that they are easier of access from the larger cities. and have, very likely, larger endowments for lectureships. Be that as it may, it is good, in view of the criticism that has been made, to see the new non-resident course offered this year in the President White School of History and Political Science.

This series of some thirty lectures is to be given by scholars and men of note not connected permanently with this university, or with any university. The idea, Professor Jenks tells us, has been to secure men active in public life, for lectures on topics prominent in the fields of history and politics. While the series forms one of the regular courses in the President White School, with collateral reading, note-books and examinations, and if completed entitles the student to one hour's credit, it is to be understood that these are university lectures and open to all students. The first of the series should attract widespread attention. It will be given on October 13th by Hon. Martin A. Knapp, Chairman of the Interstate Commerce Commission, upon the subject "Government Regulation of Railroad Rates." Mr. Knapp is probably the foremost advocate of this policy in the country to-day. On December 8th we shall hear the other side of the same question from David Willcox, President of the Delaware and Hudson Railroad Company. Before the holidays, also, Hon. Homer Folks, who has had a long experience with municipal problems in New York, will give five lectures on City Government; Herbert Putnam, Librarian of Congress, one on the Congressional Library and its educational work, and Frank B. Sanborn, an old friend of Cornell, two on Modern Greece. After Christmas a number of other non-resident lecturers are expected—among them John Boyd Thatcher, Booker T. Washington and John

Mitchell. We shall also have two lectures by ex-President White and one by President Schurman.

With so many distinguished men and the wide variety of timely and interesting subjects, this course should recommend itself to all students. It is to be hoped that before long other departments and colleges will be able to arrange similar courses along their own lines of work.

Dean Huffcut of the College of Law would emphasize the value of having each non-resident lecturer give a course of several lectures instead of merely a single lecture. He said recently in an interview:

"I think the system which President White introduced of having several men like Agassiz, Lowell and George William Curtis for a series of lectures, is an admirable one, and it would be admirable now if it could be managed. It is difficult nowadays to get the right sort of men who are not too busy to come here and remain long enough to give courses of lectures. The College of Law has courses each year by Judge Cox in Admiralty, Mr. Walker on Patent Law and Judge Gunnison on Bankruptcy. These men are all experts, and if the money were available we should be glad to secure other experts in other lines.

"I would give no credit for a course of single lectures. It is highly desirable and to the student inspiring to have these men come in and give single lectures—but it is chiefly inspiration, and hardly university work. On the other hand courses of lectures by experts should stand on the same footing as courses by our own professors."

Dean Huffcut was asked if he could suggest any lines of activity which have not been represented in the university lectures here. He said:

"I think the field of 'international law and international relations in general' has not been adequately filled. A few years ago we had a course of lectures by Mr. Foster, whose lectures have since appeared in book form. It would have been most desirable to have a

permanent professor of international law, but if that is not possible, have some man or a number of men come here for a course of lectures on this subject—international law, including international relations in general."

The cry for more lectures is not new here, but each advance meets with hearty approval and support. Let us have as lecturers still more men prominent in the fields of history and politics—if possible, some of the men who in high political offices are helping to determine our national policy in the problems of to-day; let us have more foreign scholars such as we have had quite frequently in the past; and more engineers to lecture on subjects not too technical and of general interest—for example, recall Professor W. H. Burr's lecture on the Panama Canal. Let us listen occasionally to some of the university preachers who remain with us during the week, as we listened last year to Dr. Moffatt—and sometime may we not greet some noted actor-lecturer, as two years ago we greeted Frederick Warde?

The cry for more lectures is not new—but we must not look altogether away from home. May we not have more university lectures by members of our own faculty who have made special studies of topics of interest and value? And we cannot forget the distinguished gentlemen who, though no longer actively connected with the university, still remain among us—may we not hear them oftener?

If students could have the opportunity of meeting and conferring personally with our university lecturers would it not result in great advantage? May we not consider our guests as temporarily members of the Cornell Faculty and go to them as we go to our own professors? If a point remains not quite clear, or there is a question, we stop after the lecture for a word or two, or perhaps call at the office for a little longer talk. Do we not want to come sometimes into personal touch with some of these noted men from outside? Perhaps the question is rather, would they be willing to receive us?

When asked this latter question, Professor Bailey, Director of the College of Agriculture, himself a lecturer of wide experience, said that he thought there would be at first a fear of persons who would go out of curiosity, but that as a rule the visiting lecturers would be glad to meet students who came to them intelligently. A step in this direction is being taken this year in the College of Agriculture. It is hoped to have most of the leading women in the colleges and universities of the country come here and give a course of lectures in Home Economics. This is essentially a woman's course, dealing with the development of the home and education as related to home life. Each lecturer will remain here several days and meet the students regularly in personal consultation.

Is it too much to suggest that in future wherever possible after each lecture an opportunity of meeting the speaker be given to those who would like to do so intelligently? And could some of our lecturers arrange to receive students at stated hours, as some of our eminent preachers already do? In case such arrangements could be perfected the students ought to need no urging to come into personal touch with these leaders of thought and action.

One of the most significant movements which has had to do with university lectureships in recent years is that made about a year ago for the exchange of lecturers between Harvard and some of the German universities. If this plan is worth while, it would seem that Cornell, too, might enter into some such arrangement.

Regarding the exchange of lecturers between one university and another, Dr. Andrew D. White said in a recently granted interview:

"It is a common thing for members of the faculty of one university to deliver single lectures or courses of lectures at other institutions. For instance, in the first years of this university, we had a course of twenty lectures delivered by Agassiz, a regular professor of Harvard. We had for two or three years in succession each year a course of half a dozen lectures by James Russell Lowell, also of Harvard, and a course on the Constitution of the United

States by Judge Theodore Dwight of Columbia University. This was not in the nature of any exchange, but for the purpose of adding strength to our courses.

"Professor Peabody of the Harvard Theological School is now at Berlin, delivering a course of lectures in the theological department there, and there is talk of others doing so."

Asked whether he thought the exchange of lectures between Harvard and the German universities had been attended by sucecss enough to justify it, Dr. White said that it had not yet been carried far enough to judge.

"While there have been foreign universities which have had lectures and courses from American professors—for example, courses in English literature given by Professor Barrett Wendell of Harvard—it has not gone very far.

"On the other hand, Professor Harnack of the theological department at Berlin has delivered a short course of lectures at Harvard. There are a good many cases of short courses of single lectures—for instance, last year at Cornell we had Professor Bury of the University of Cambridge for a single lecture and Professor Sandys, also of Cambridge, for three lectures, and there have been other cases. In the early days we had Professor Goldwin Smith for several courses of lectures. In fact, he resided here. Just previous to coming here he had been the Professor of History at Oxford.

"While a system of exchanges is rather difficult to maintain, there will be as time goes on more and more calling of lecturers from foreign universities to the United States, and from the United States to foreign universities. As a matter of fact the leading American Universities are growing rapidly and becoming so strong in various directions and producing experts of such acknowledged value that there will be more and more a call for them in foreign universities. I do not anticipate that this will come very rapidly, but I think it is in the natural and logical order of things, and I think it not at all unlikely that more and more wealthy and public-

spirited men will endow lectureships and courses of lectures in our larger universities, so that the most eminent men in the departments concerned can call from any part of the world.

Dr. White was asked his opinion of the prospects for an occasional exchange of lecturers, say of specialists in different branches of one subject, between the American universities themselves. He said:

"As to exchanges between our American universities, it may be brought about in some cases, but it is more likely to take place on the same lines on which it has virtually taken place to the others —for example, we will say that Cornell university is anxious to hear some very distinguished professor in some special line from Yale or Harvard or Johns Hopkins or Leland Stanford, and calls him for one or several lectures. It may very well be that any one of those universities would recognize, in some member of our faculty, research or ability in the presentation of the results of research which would lead them to call some man from Cornell for a short course. This I think far more likely than an exchange of men in the same courses—that is, as if they should say, 'Let us send our professor of English literature to Cornell for a lecture or course of lectures, and let them send their professor of English literature to us.' It is not likely to occur in the character of an exchange, but each may be glad to have special courses of lectures from professors of English literature in the other."

Dr. White was also asked if in his opinion the lecturers who come here would be willing to confer with students who would go to them intelligently. He said that it would be easy and feasible: Aggasiz was glad to talk with any thoughtful young man who had some ideas, and wanted some more—and a professor worth anything at all would do it, provided, of course, that he had the time.

G. P. Conger, '07.

DISCORDS AND HARMONIES

This year the "Era" will maintain a department of correspondence.

The reasons for the existence of such an exchange for thought in the "Era" are several. First, it is a pleasing and interesting sight to see one's writings or those of one's friends in print. We all are flattered a trifle at such matters, even though we would not confess it. It is, therefore, only just to tell you that the correspondence innovation is for your own personal benefit.

Then, secondly, we have noticed that there have been from time to time subjects connected with the University life which were fairly molding for want of a good airing. The "Sun" has accomplished much in this line. Through lack of space, however, the "Sun" has not been able to allow lengthy discussions of many important matters.

It is chiefly with the hope that Cornell students will use the "Era" as a mouthpiece to shout their grievances, praises and advice that this little column is instituted.

There are a hundred times and places in our college days where a word or two of published commendation or denunciation would help. The whole purpose of this little foreword is that you be made sensible of the meaning of the "plays from real life" which you see about you and then, being sensible of that meaning, write us your version. Whenever you feel impelled to write we shall be glad to publish whatever be believe to be "for the good of Cornell and Cornellians."

The "Era" publishes such communications as it believes will promote useful discussion, but *does not necessarily endorse* the sentiments expressed therein.

To the Editor of the Cornell Era:

DEAR SIR:—There is good authority for the statement that within recent years a member of the faculty, connected with the Jones

Summer School, has taken part in marking university scholarship papers, and that in the mathematical department, and doubtless elsewhere too, certain assistants have examined men whom they had tutored. This is a direct violation of a university statute, and is a matter which deserves the prompt and careful attention of the university authorities. There is bound to be adverse criticism as long as the same instructor, however impartial he may be, is both tutor and examiner to the same student; and the sooner this practice is stopped, the better for the good name of Cornell.

A. B.

To the Editor of the Cornell Era:

DEAR SIR:—At Cornell we have what is said to be the finest college chapel in this country. We do not all agree in our opinions of the ornamentations, but certainly no visit to the University is complete unless one sees the beautiful mosaics and the stained-glass windows. Why isn't our chapel regularly open to visitors? If one attempts to gain entrance when the janitor is not there, or when a rehearsal is not being held, he is apt to find the doors locked. It would seem to me a good plan if we might have the chapel open every day in the week—but if this is not possible, couldn't we at least have access to it at some appointed hours, say from two o'clock in the afternoon until three or four?

'07.

To the Editor of the Cornell Era:

DEAR SIR:—President Schurman in his annual address stated that "cribbing" had reached alarming proportions, and that only a change in the moral sentiment of the student body can cure the evil; he also suggested that the fraternities take the lead in this reform. On its face the suggestion is a good one. It is often asserted that the fraternities stand for the unstrenuous life,—"60% strenuosity" at most; but in last years' discussions they also claimed to stand for

high ideals of honor and manliness. Here is a chance for them to prove what stuff they are made of. They have the reputation of furnishing more "boozers" than scholars, and of doing more "cribbing" than any other class of men. Will they take the lead in this much-needed reform? Are they *men* enough to do it? President Schurman has thrown them the challenge; will they accept it? We shall all await the outcome with the keenest interest. It is "up to" the fraternities.

Independent.

Benjamin Nathan, '93, died at his summer home, Stamford, New York, on August 27th.

During his college course he was an "Era" editor on the boards of 1891-92 and 92-93, and a frequent Cornellian contributor. At the graduation exercises he was class prophet and delivered one of the most original and clever class prophecies that had been given in a long time. He also wrote one of the four class songs.

The Magazine, which had only shortly been founded, published many of his verses.

After leaving college he was for several years on the board of the New York Daily News, but failing health forced him to give up the position.

He lived in New York city, and was unmarried.

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"*Thought once awakened does not again slumber*".

With this issue of the Cornell Era, the editors take up their work of the year. The plan to be followed this year in the management of the paper was outlined fully last year and re-explained this fall. For the benefit of freshmen, however, we may say that the Era is not to be a purely literary publication as it has been in the past. While it will publish from time to time such literary articles as seem to the editors to be of a high order of merit, yet it will lay special stress on such material as deals with live, university problems.

The Board desires to express its keen appreciation of the hearty support already manifested by both faculty and students. The Era exists for you, faculty and students. Without your support we cannot and do not desire to succeed. To Judge Irvine, Professor Catterall, Dr. White, Dean Bailey, Professor Jenks, Professor Huffcut and W. E. Schutt we are especially grateful for their assistance. All very busy, they have found time for The Era.

At the freshman meeting at Barnes Hall, President Schurman touched upon a point of vital interest in referring to the relations existing between professor and student. One of the disadvantages so often pointed out by those who would favor small colleges, is that lack of personal contact between faculty and students in large universities. Hundreds of Cornell students have felt keenly this situation here. Hundreds have ached for that personal relation which would brighten their college course and increase their educational opportunities. But the way has not seemed open. The student was over modest and the professor, let us say, was over-absorbed. At least the professor in many instances failed to exhibit any inclination for that closer relationship which means so much to the student. It is most astonishing to find out how many Cornell students are almost entirely unacquainted with any of the faculty. We read about certain professors, go to their classes and meet them regularly on the Campus, but there can be no recognition because Cornell has provided no means of meeting.

Fortunately there are a few professors who have taken upon themselves the initiative. In some way or another they come to know students. In that acquaintanceship they are quietly doing a great work. The students appreciate it more than words can tell. They are hungry for it. They prize it and treasure it as one of the most pleasant memories of college life. Freshmen, follow the President's advice. Get to know your professors if you can in a quiet, unobtrusive way. And may we ask the faculty to remember that hundreds of students are eagerly looking forward to the opportunity.

* * * *

For the past few years there has been a growing tendency toward better student discipline. Class spirit, which, be it a proper kind, is so essential to university spirit, has been guided along definite, regular lines. It must be considered that there are bound to be manifestations of enthusiasm of one kind or another where so many fellows are thrown together. It becomes merely a question of policy

how best to control that spirit. Experience here has proven that a few well regulated class demonstrations serve the purpose.

In the matter of rushing we have one organized rush. That should be sufficient. The underclesses are to be commended in their general willingness to refrain this fall from indiscriminate rushing. The president has appealed to their manliness to desist and the student sentiment is becoming stronger every day in its denunciation of it. Let the organized regular events suffice for the underclass strife. Then turn the attention to the real things in university life worth fighting for.

* * * *

Again the undergraduate body is plunged into the swirl of class politics. Each class is being divided to a greater or less degree on purely personal and largely unimportant lines of political cleavage. Important principles may also be at stake. Whatever the outcome may be, there are certain political ideals of class administration which we, the student body, have a right to expect and to demand if need be.

If Cornell politics have not been always as pure as the collegiate mind would desire, the fault lies here, as in outside politics, in the failure of good students to do their duty. It is useless to say that nothing can be done. It can,—it must be done. And you, fellow students are the ones to do it. Let us take a keen insight into all class affairs. Foster the democratic spirit all the time. That we must and shall have at Cornell, the college home of democracy.

Last year the freshman class was the only one whose committees received fobs; upperclassmen committees cut them out. Why didn't the freshmen? We have no doubt that 1908 would have preferred to stand with the other classes. Her committee, however, did not. Student sentiment can work wonders. If student sentiment had been brought to bear on the '08 committee, there would have been different results. It is up to '08 to do its duty this year. It is up to every class to watch its respective administrations from the

beginning,. Cut down the useless class expenses. Remove opportunities for graft, for though they may be small, the principle is there, nevertheless. Impress committees with the keen understanding that they are being watched, that they are agents of the class, created by and responsible to the class, that reports of all committees and class boards are the normal course of procedure, and any hesitancy on the part of any board or committee is the surest sign of irregularity in its management. It is only by constant emphasis on these points that we can quicken the class consciousness of what is right. Class affairs must be referred to class inspection. Each class should cultivate more of the common interests of class fellowship one with another. Even though our classes are large still there is room for this. Every class officer should feel that his fellows impose confidence in him. The best one can do is by reciprocating in the publishing of all business connected with this office. No class office carries with it any honor, or has any desirable feature of acceptability, unless it can assure the officer that the class is back of him with its support. This university life presents a great opportunity for fostering normal, healthful, political ideas. To foster any but the good in college community, apart from the bustle of real life, would indicate a premature boyish enthusiasm for the corrupt.

Furthermore, there is no more steadying factor in class existence than the safe, secure feeling which comes from the interchange of mutual confidence of class and its officers. It gives unity. One thousand students acting with a reasonably strong spirit of unity could accomplish untold good for their Alma Mater.

Then use your opinion in that public sentiment which not merely asks but emphatically demands publicity in class and college affairs. Let the seniors of this year improve their last opportunity to help in the greatest and full development of that class consciousness of evils about us. Upon us, 1906, is imposed the strict obligation of willingly furthering the growth of such sentiments. Then 1906 can look back with pride on the good work that she did for Cornell.

Some one has said that this paper is essentially for the College of Arts and Sciences. Some one has been misinformed. The editors have never stood for any such idea. On the other hand, we would incidentally submit the proposition that the Era, in its breadth of scope, is for every college at Cornell that takes an interest in the doings of the University. Deans Bailey, Smith and Huffcut have proved this point in their acceptance of our proposition to write from time to time for this paper.

It is most gratifying to Cornellians to see that the C. U. C. A. is gradually coming to play a more important part in college affairs. It seems strange that other colleges of the East could maintain strong associations while Cornell failed. The reaction here is coming. Interest is being awakened. Prominent college men are gathering in Barnes Hall for their meetings. Various University interests are coming to see more clearly the good work the association does along the purely Cornell side. Fraternities last year began to take an active interest. On all sides you hear sentiments expressed to the effect that the C. U. C. A. is getting a hold on the feelings of the fellows.

This year the right kind of impetus for the movement was brought to bear by the appointment of Mr. Thayer as the new secretary. Few men have ever taken up the duties imbued with a more enthusiastic and yet normal spirit for the work. Few men have had the admirable training for the position such as has been that of our popular Harvard man. Mr. Thayer, a hearty welcome to our Campus and college doings we cordially extend to you. May success crown your efforts, and our support be yours when ever you need it.

Those who avail themselves of the regular evening or Sunday morning delivery of mail at the Ithaca Postoffice may be glad to learn that through recent representations on the part of "The Era" the authorities have agreed to honor permanent house orders for the delivery of mail to students instead of requiring that special orders with signatures be made out to individuals and filed at the office each time mail is drawn.

Following is the form of the new order:

PERMANENT HOUSE ORDER.

To the Postmaster,
Ithaca, N. Y.:
The undersigned, residents of No.....St., Ithaca, N. Y., hereby direct that during the University year 1905-6 their mail be delivered to any one of their number showing this order.

(Signatures.)

Only one of these permanent orders need be made out for each house. The freshman whose week it is to go to the postoffice, the upperclassman who may be going downtown—anyone in the house whose signature appears on the order can take it, and by simply showing it at the window get the house mail.

BOOKS RECEIVED

Mohammed and the Rise of Islam, by *D. C. Margoliouth:* G. P. Putnam's Sons, New York. $1.35 net.

This is a worthy addition to the well known "Heroes of the Nations" series. As a sane and sympathetic view of the marvelous and almost inexplicable founder of Islam, it is a valuable historical sketch.

* * * *

Pictures of Life and Character, by *John Leech:* G. P. Putnam's Sons, New York. $1.50 net.

The best work of the famous cartoonist, John Leech, whose clever drawings for so many years enlivened the pages of "Punch," have at last been collected in the form of a handy book. To all lovers of humor and especially of the humor of "Punch" this book will appeal. The reprints are excellent and the makeup of the volume is entirely satisfactory.

* * * *

Shelburne Essays—Third Series, by*Paul Elmer More:* G. P. Putnam's Sons, New York. $1.25 net.

Here are some really good essays, perhaps not too pleasing to those who are inclined to overlook William Cowper in their reading, to worship Browning blindly, and to pass Byron's "Don Juan" by on the other side. Certainly Mr. More does not take the popular point of view about certain matters, yet he may be none the less in the right. His style is admirable and the essays on Sterne and Sainte-Beuve are charming.

* * * *

The Scarlet Pimpernel, by Baroness Orczy: G. P. Putnam's Sons, New York. $1.50 net.

A romance of the French Revolution and the Emigre Nobles..

THE CORNELL ERA

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THE NEW REQUIREMENTS FOR THE DEGREE OF A. B.

The requirements for the degree of Bachelor of Arts were materially changed last year. Between 1868 and 1885 that degree was conferred by Cornell University on the completion of a four years' course, the work of which at first was entirely prescribed but in the later years of that period had become for the sophomore year partly elective and for the junior and senior years mainly elective. In 1885 the requirement for graduation was changed to that of 120 hours, and students, all of whom had previously been held to a rigid limit of 15 hours a week, were allowed to take not more than 18, or in the case of the Freshmen not more than 16 hours a week. This made it possible for a student to meet the requirement in hours by the beginning of the last term of senior year and in such a case the Faculty might grant special permission to graduate in less than four years. In course of time this privilege of the few became the right of all until the time requirement as a separate element almost entirely disappeared. In 1888 six per cent. of the students from fitting schools obtained the A. B. degree in less than four years; the proportion rose in 1894 to eighteen per cent. and in 1904 to twenty-three per cent.

This gradual reduction in the length of time required for the degree was contrary to the intention and desire of the Faculty. The fundamental change made last year was the re-establishment in

another form of the requirement of a period of residence. The unit is no longer the year but the term or half-year. The normal period of residence is made eight terms or four years. It may be reduced to seven terms if a student brings from the fitting school at least twelve hours of surplus entrance credits, or if a student after matriculation does satisfactory work in at least two summer sessions. It may be reduced to six terms if both these conditions are met. But it is never to fall below six for any student from a fitting school. For this reason the privilege of taking the senior year in another college is open only to one who has not availed himself of either of the other means of shortening the time of residence. In other words, the aim is to make four years the normal period of residence in the College of Arts and Sciences and three years the irreducible minimum for the degree.

This revised residence requirement superimposed upon the former conditions makes the degree of Bachelor of Arts a little more difficult to win. To forecast what proportion of candidates will be materially affected by the change is almost impossible. All one can say is that, if the class which graduated in 1904, for example, had been living under the changed requirements and had made no change in its record in any particular, about one-fifth would not have satisfied the requirements for the degree. A majority of this fifth were persons who met the old but not the new requirements by the middle of the Senior year. An increasing body of students has been completing the course and leaving the college at that time. Under the new rules the majority of these will have to remain for another term of residence.

In nearly every other case where the two differ the new or residence requirement will be a little more difficult to satisfy than the old or hour requirement. This will gradually decrease the emphasis now laid by students upon the 120 hours, a change of attitude which will undoubtedly be healthy. The present system puts a pressure upon the students especially upon those of narrow means

to take the maximum number of hours. Many do this who would derive greater advantage from carrying a smaller number. On the other hand there may be a few of vigorous health and of quick active minds who would derive from taking twenty or even more than twenty hours in certain fields of work more profit than they would from fifteen. In future they will be allowed to register for more than 18 hours but no credit above 18 will be accepted. With the extraneous motives for trying a large number of hours removed, the student will be left at liberty to do intensive or extensive work as his preference and the line of work he is following suggest.

This abandonment of the hour of work as the only unit in reckoning progress toward the degree was made more necessary by a slow change in the meaning of the Cornell hour. When it was made the unit in 1885, every course in the University required 15 hours, neither more nor less, for a term and consequently an hour of work was understood throughout the University to be the amount of work which might reasonably be expected of an average student in one-fifteenth of the working time of one week. At the present time in one term of one professional course 13 hours of work must be taken; in one term of another professional course 25 hours must be taken. One cannot admit that the work done on the average in the first term of the second year in the College of Veterinary Medicine is equal to nearly twice as much as the work done in the second term of the senior year in the College of Law. But if not then an hour of credit in the former instance means less than an hour of credit in the latter. To be sure neither of these extremes is found in the College of Arts and Sciences, but such instances and others tend to make the hour of credit from the standpoint of the several departments in that college less fixed and uniform in meaning than it formerly was. Is it not true that those departments which encourage their students uniformly to take the maximum number of hours, 18, and believe that their good students could satisfactorily complete

a greater number of hours rising to 20 or even 22, interpret the unit, one hour of credit, somewhat differently from those departments which say that practically none of their students who elect more than 16 hours a term do satisfactory work? Is it not probable, also, that the latter group of departments have retained more nearly than the former that meaning of the "hour" which prevailed twenty years ago? These variations in the meaning of the unit have increased and are likely to increase in the future and to make it a less satisfactory measure for determining the quantity of work necessary for obtaining the degree.

The difference between these groups of departments is perhaps related in some degree to the fact that work in the laboratories can be supervised, and the legitimate amount of credit for it given with greater ease than work in the library. Accordingly it is customary to give credit for laboratory work, and certain courses are offered in which the amount of credit is a certain number of hours if no laboratory work is done, and a greater number of hours if laboratory work is done. On the other hand no credit is given for library work and no courses are offered, I believe, in which the amount of credit varies directly with the number of hours of library work done in connection with them.

The question of the influence of the two systems, the time system and the hour system, upon the student body is far weightier than the question of their relative advantages to the Faculty or the departments. In this respect also the new system, it is hoped, will be an improvement upon present conditions. During my experience in the Dean's office and as a member of the Committee on Academic Records I have gained an impression that the method of conferring the A. B. degree in return for a certain number of hours of credit is harmful in its educational effects. The student gains the opinion, and the system encourages even if it does not require him to gain the opinion, that each hour of credit is equal in value to each other hour,

and that so far as he is desirous simply of the degree there is no objection to his electing as many hours as the system allows. The old system also establishes in the minds of certain students the unfortunate impression that the College of Arts and Sciences in refusing to allow more than 18 hours a term is less generous than the several professional colleges. A more serious evil has been the tendency to scrape together in all sorts of ways the requisite minimum of 120 hours regardless of the question whether they represent an educational advantage.

In the professional colleges the goal is fixed by the requirements for entering the profession but in the College of Arts and Sciences no such definition can be had. It must be admitted that educational thought in this country regarding the significance of the A. B. course and degree is in a transitional, perhaps a chaotic, state. The main, if not the only, methods of definition in force in our American universities are the time of residence, the number of courses completed as at Harvard and Chicago, and the number of hours completed. Cornell has had 17 years trial of the first, 20 years trial of a combination of the first and third in which the first has gradually disappeared, and, finding that increasingly unsatisfactory, now reverts to the first. Oddly enough Columbia this same year has discarded the time of residence as a requirement and will confer the Bachelor of Arts in return for a fixed number of points or hours. That the two leading universities of the Empire State should have moved simultaneously in opposite directions on this important matter illustrates the lack of a common opinion regarding it. As President Schurman says in his report just issued, "It looks as if the only course were the trial of different plans and the survival of the best."

If Columbia is able to develop and maintain to her satisfaction a system of conferring the degree of Bachelor of Arts on the completion of 124 points or hours without reference to the amount of time required to obtain them, Cornell will be glad to profit by her experi-

ence. But our own experiments in that direction for the past twenty years have not been so satisfactory as to make us feel sanguine that such an adjustment will prove a position of stable equilibrium.

One other feature of the recent change deserves mention. The Faculty has decided that every student who desires the degree must spend at least three years in this college and in this college only. The adjustment by which not more than half of the work of junior and senior years might be taken in a professional school and count towards both degrees has been changed to one by which no work in a professional college can be taken before the senior year but all the work of that year may be so taken. In many cases in which a student is taking work in two colleges his main interest is in his professional work and his work in Arts suffers. It has been thought best, therefore, to prevent this division of interest by requiring that all his work should be in one college or the other.

To this general rule, however, there is one exception. Certain departments in Arts and Sciences desire to have some of their students take some professional courses closely related to their own. For some courses in physics or chemistry a course in mechanics may be most important; for courses in botany or entomology training in free hand drawing may be indispensible, etc. As several of the professional colleges lean on the college of Arts and Sciences for elementary courses, these departments in Arts and Sciences may properly lean on the professional colleges for subsidiary courses they need. In this way efficient teaching and stimulating environment are guaranteed and unnecessary duplication of work and plant avoided. For this purpose a head of any department in Arts and Sciences is authorized to certify that a student in that college needs a specified course in a professional college in order to qualify himself properly to carry on work in his department, and upon such a certificate the Faculty grants the request. This is done on the theory that for such a student the course becomes a genuine course in Arts and Sciences.

Walter F. Willcox.

THE AGRICULTURAL STUDENT

The editor of "The Era" propounds to me the following questions, asking that I discuss them in the magazine:

1. Is it not true that the curriculum of the College of Agriculture calls for as broad a development of the man as that of any other technical college at Cornell?

2. Has not the University body as a whole changed its attitude towards the College?

3. Should not the agricultural students "get out" more in student activities?

4. Does not the cosmopolitan character of the student body in the College of Agriculture offer great opportunities for breadth of view point in all University associations?

I am interested in these questions because they suggest some fundamental problems in education. I do not mean to answer them categorically, nor to be drawn into a comparison of the various Colleges comprising Cornell University. Perhaps some of them are incapable of direct answer. A full consideration of them involves a discussion of the status of agricultural instruction in universities of the first grade.

My first thought is to wonder how such questions could have been asked. They imply that agricultural instruction has held an inferior place in the general estimation, and that agricultural students have not been equally regarded with other students. It is but natural that there should have developed an aristocracy of education. This aristocracy is rapidly breaking down, but the effects of it may still be apparent. In the reaching out of the university spirit, subject after subject has been brought within the province of the teacher; for the modern university spirit is only one expression of the modern democratic spirit. Education is being democratized. We are learning that no subjects are unclean. The subjects that are

now taught in the great universities and even in the schools would have scandalized the institutions of one and two centuries ago.

The prejudices that attach to occupations have followed these occupations when they have entered the universities. Agriculture has been the subject of marked prejudice. The feeling against agricultural education is to a large extent historical. For myself, I expect to find it, and the presence of it does not in the least annoy me. In fact, it is itself a strong incentive to vigorous and cheerful work; for one works best when there is work to be done. There is no possible doubt as to the honorable place that agricultural education is to hold in the universities, colleges and schools, for it represents a great fundamental industry and it is capable of developing high pedagogical values. There is no educational field in which greater progress is now making. The state of prejudice against it always marks the degree of ignorance of it.

Again, it is but natural that the first attempts to teach agricultural and country life subjects should have been experimental and in some cases unsatisfactory. It is less than half a century since the attempt has been made in this country with any persistency. At first the curriculum was shaped too closely to existing academic methods and standards. Sometimes, perhaps, the work was taught inadequately and perfunctorily. It would not be strange if this reflected on the student. The agricultural student, therefore, might have found himself disadvantaged both because of his occupation and his college work. At this point I may consider the editor's first question,—whether the curriculum of the College of Agriculture does not call for as broad development of the student as that of any other technical college. It would be unbecoming in me to answer categorically, unless I condescended to reply in the negative; but if the curriculum is not of this grade, the College is not living up to its opportunities. Gradually the agricultural colleges are broadening their scope, to cover subjects that are peculiar to the

open country at large as distinguished from those that are peculiar to the city. Therefore they stand not only for technical agriculture, but also for country life in the largest sense,—for consideration of nature-sympathy, roads, schools, churches, organizations, rural architecture, sanitation, out-door art, and all economic and social questions that affect the persons who live on the land.

I hope that I may answer the second question emphatically in the affirmative,—that the attitude of the University body is changing. In making this statement I do not imply that here has been antagonism towards the College of Agriculture here, nor even prejudice against it, at least not among the teaching body. In fact, I have been surprised from my first connection with the University at the spontaneous sympathy with all worthy agricultural work and the universal spirit of helpfulness on the part of the officers who are engaged in other and widely separated lines of effort. This is the normal result of the democratic Cornell spirit. I have a similar feeling in regard to the student body as a whole. If there has been any lack of sympathy and recognition on the part of a certain class of students, it has not embarrassed the College of Agriculture.

The editor asks whether agricultural students should not take more active part in general student activities. I wish that they might identify themselves more fully with all enterprises that touch the entire student body. They are mostly men of good practical judgment, having been reared in actual contact with real and pressing problems. The agricultural student body is remarkably cosmopolitan; there are now nearly twenty countries outside the United States proper represented in the College. Many of the agricultural students are now active in general student affairs, and the number seems to be increasing. Yet there are certain reasons why they tend to hold themselves in a body and keep somewhat aloof. Few agricultural students belong to the general fraternities. This fact is most significant in any consideration of the aims and motives of

college fraternities. I am persuaded that this is no disadvantage to the agricultural student. Until last year, membership in the College of Agriculture disqualified a freshman from holding a place in the crew. Perhaps the agricultural students have felt that they must be sufficient to themselves. They now have numbers enough to make this feeling worth while. They have their own organizations of several kinds, all active and enthusiastic, all essentially democratic and representative. One of these is the oldest student organization in the University. There is very little arbitrary social stratification. With few exceptions, these students come with contagious enthusiasm for the serious work of the course. They are likely to be filled with the spirit of service; this is well illustrated in the "country work" that the agricultural students are now engaged in. A student body is fortunate if it feels that it must make its own way; it is bound to develop self-reliance, and this independence expresses itself in college pride. College spirit runs higher in the College of Agriculture than elsewhere at Cornell.

It seems to me that in such a University as Cornell, the position of the student depends on himself, independently of the subject that he likes or the room in which he recites; and that the standing of any college in the long run will be what it deserves to be.

L. H. Bailey.

THE ATHLETIC QUESTION

"Athletics, their utility and limits," seems to be the academical question of the day.

My opinion on that subject is totally out of date. It is that of one who was a boy seventy years ago in those playing-fields of Eton where, Wellington has been made to say, Waterloo was won; as, indeed, it partly was; for the British army was largely officered by Eton boys in those days. Not till long after that time did

athletics come into existence or was the name heard. We had no ideas beyond recreation and health, hardly even of anything spectacular. Had gate-money or anything that implied a paid exhibition been suggested to an Eton boy, he would have been amazed at the proposal. Of respectful, and more than respectful, recognition by University authorities, or of general glorification of the athlete, there was no sign in my time.

The day on which Eton rowed Westminster at Datchet was a saint's day, when there was no school, but service in the chapel. The service was not put off, but was performed in pelting haste, the choristers singing three "Hallelujahs" and then sitting down. The Head Master sat demurely in his stall looking perfectly unconscious that anything was on foot, and we had to scamper back from the race for the roll-call.

What we seem now to want is some definite statement of the object of athletics and of the part played by them in a student's course and preparation for his after life. These are days of money-getting, in which mental culture without some practical object is depreciated, and we are told that an office-boy of fourteen is superior to a student of twenty-four. Will athletics help to turn the balance in favour of the student? Are they compatible with vigorous study? Do they not draw too much from the fund of nervous energy by which both mental and bodily effort must be fed? Are they productive of lasting health? Do they produce anything but superiority of muscle, for which in the intellectual callings at all events there is no use, nor much even in war, since you are now brought down at seven miles' range? These are the questions for definite answers to which the time has come, but on which, I repeat, no opinion can be worth less than mine.

The necessity, mental and bodily, of recreation of course nobody doubts. But there is clearly a difference between this and the present system of dominant and quasi-professional devotion to athletics.

Goldwin Smith.

HONOR SYSTEM AT PRINCETON.

Dishonesty in examinations is one of the most important problems with which Cornell students have to deal. The condition of affairs is such that it is a matter of daily comment among students and instructors alike. However it is encouraging to note that, though there may be differences of opinion as to method, there is a sincere desire on a great part of the students to overcome the evil.

In view of this fact it may be interesting to see what the Honor System has accomplished at the Universities. The University of Virginia was the first in the United States to try putting students on their honor during examinations. This was largely, if not entirely, due to Jefferson's influence. He firmly believed that such a system would be successful and on founding the University of Virginia put his theory into practice. With the exception of a short period soon after the founding of that institution, his expectations have been fulfilled.

Of late the honor system in force at Princeton has received considerable notice. There, in 1896, at a mass-meeting of the students it was decided to adopt the honor system of examinations. The responsibility of enforcing the system was put entirely upon the students, the faculty having nothing whatever to do with it. The student today acts through the Honor System Committee, composed of the president of each of the four classes and one additional student. To this committee are reported all cases of cheating. They have the power of summoning the accused and the accuser before them. If the accusation is found to be true recommendation is made to the faculty that the guilty student be permanently expelled.

Perhaps the working of the system might be better understood if the way in which it is set before the Freshmen be described. Soon after the opening of the University the Freshman class is addressed by upperclassmen, generally the members of the committee, and

also by a representative of the faculty. These men give a short account of the origin of the honor system at Princeton, explain the relation of the student body to the faculty and what is expected of each man. Great stress is laid upon the fact that one of the chief aims of the university is to make men of the students, that without a high sense of honor one cannot be a gentleman and that Princeton believes the best way in which this sense of honor can be instilled is to put the men upon their honor. The importance, to the University and to each man, of maintaining the honor system is brought home with all possible force and the share which the entering class has in keeping it inviolate is delivered to them as a sacred trust. It is a solemn occasion for every man.

The following pledge is read and explained: "I pledge my honor as a gentleman that during this examination I have neither given nor received assistance." This includes attempts to obtain foreknowledge of the questions to be set or the use of such knowledge, whether received accidentally or not. It is made very plain that if a student does not have a gentleman's honor Princeton does not want him. In addition to not cheating on his part, each man must see that no one else cheats. This does not mean that one is to sit in the examination room watching for a case of dishonesty but, if a man does see another cheat, and is certain of it, he is in honor bound to report the offender to the student committee. This is the point which at first is very hard for the Freshman to accept, accustomed as he is to a code of honor in some respects false. There is a great difference between this and the ordinary tale-bearing which is usually done either to satisfy some personal grudge or to curry favor with those in authority. The informant has absolutely nothing to gain, except his share of the common good desired from the proper working of the honor system. The honor of the University is at stake. The man who violates his pledge is, so to speak, a university criminal, and he who in any way protects

him is equally guilty. The disgrace is not in the telling but in the not telling. The result of this is, that a dishonest student can not go into an examination with the assurance that his fellows will protect him but with the knowledge that, if detected, he will be considered a traitor.

After these points have been fully explained nothing further is done until the first examination given the class, at which time some one may remind them of what has been said. At the time of the examination the instructor is on hand to give out the papers and answer questions regarding the paper. He may remain or not, as he chooses, until the examination is finished. If he stays, he does anything but watch the class. The faculty have absolute confidence in the students. They are free to sit where they choose, to speak to one another or to leave the room. Those who are sick can take the examination in their rooms. The only requirement, in any case, being the signing of the pledge. The success of the system has been all that could be desired. Those cases of violation, and they have been few, which have occurred, being chiefly among the Freshmen, some of whom had not realized that the system was rigorously enforced.

Though the primary object of this article is to describe the Honor System at Princeton, it may not be out of place to urge Cornell men to adopt something of the kind. Perhaps owing to differences in the organization of the two universities such a system in all its details could not be adopted. One all-important point is for the faculty to have confidence in the students and to tell them so. A mass-meeting ought to be held at which the faculty could state their position and influential students could outline an honor system and appeal to their fellow students to be worthy of the confidence placed in them by the faculty. There ought to be no good reason for the attempt to fail. Lack of honor among the students is a poor excuse, in fact a disgrace to the University.

Princeton, '04.

STUDENT LIFE IN INDIA

The writer is a novice. To write about the student life of a country of an area of more than a million and a half square miles with 300 millions of people, widely differing in creed, language and appearance—no less than 50 distinct languages and dialects are spoken in India and probably as many different creeds are held—to write about the student life of this heterogeneous mass of humanity is an unequal task for me. Limited range of information produces an incomplete and insufficient writing. My informations are meagre, limited only to Bengal and Bombay, the two biggest provinces of India. I can humbly hope that the student lives of the provinces above mentioned will give the readers a very rough idea of the Student life in India and this for all practical purposes might suffice.

It would be better to begin with the Indian University. It is purely an examining body. Hundreds of colleges, both maintained at Government and private expenses, lie scattered throughout the provinces, and they are affiliated to the different provincial universities. Each of these provincial universities has a Faculty of its own, consisting of members, both Indians and Europeans, elected by the Fellows of the university, who are mainly professors of colleges. Timely meetings are held in the "Senate Hall" (name of the University building) to select examiners and to prescribe textbooks, etc. As the month of March arrives, thousands of examiners flock together in the great hall whose vision had been troubling them in the thoughts by day and dreams by night. The Examination lasts for about a week. After this they all go to their respective homes to recoup their examination-worn-out frames in the next three months. Official publication of the names of successful candidates appear in the Government Gazette in June. Then there is heard

from among the "ploughed" many a gnawing and gnashing of teeth, heart-breakings and even suicides. An idea of the percentage of successful candidates may be had from the following:

Entrance Examination (matriculation) -	50 per cent.
First examination in Arts - - -	40 per cent.
Bachelor of Arts - - - - -	20 per cent.
Master of Arts - - - - -	30 per cent.

This list is ever varying but it is always on the decrease; no one knows why. This may be ascribed to the fact that the examinations are getting stiffer and stiffer year by year.

As the boy reaches five or six years he is sent to school. From boyhood he is taught the three R's, but unfortunately a foreign tongue is forced upon him from a very early age—the mother tongue is regrettably not duly attended to, the foreign tongue (I mean the English), becomes his first language and his own the "Second Language."

The utility of the admirable kindergarten system of teaching boys now in vogue in Western countries, is beginning to be felt in India.

The maxim "Spare the rod and spoil the child" is followed to extremes in our vernacular schools, where the boys are put to various methods of chastisement by the teachers (gurn-mahasaya). Street-fightings are very common among young boys and especially on the day when the school closes for long vacation, their object being that after the vacation everything will be forgotten and no complaints would be raised before the teachers. At about the age of fourteen or fifteen the boy matriculates. He is beyond the pale of his task-master and he is a college student now. Puffed up with the recent success, making thousand and one plans of study, aiming always high, he now begins the first year in the College. After two years he passes the First Examination in Arts which corresponds to the Sophomore here. Now he is fit for graduate work. This

first examination in Arts is a necessary qualification for his admission in the Medical Engineering, Law and other branches of higher study. Each student then enters his particular department of study for a number of years as the rules require.

Of all the students the general Art student is very fortunate. He is not bound by any rule to reside in any College Hotel or Barracks, so he is free from the rigid college discipline, and what is more important, he is not liable to expulsion from the college after a limited number of years—six years' study is the maximum limit for the Engineering, Veterinary, Medical and other colleges—but he can continue his study in the Arts College as long as he lives and as long as he is able to pay his college fees. The plucked students go on accumulating year after year; they form a colony of themselves at a corner of the lecture room remote from the professor, and there they talk and laugh and gossip. It would be doing injustice to them if I omit saying that they have a good knack in persuading others—simple ones are very easily victimized—to be enrolled in their "Chit-chat club" as they sometimes call it. The case is very hard with Medical, Engineering, Agriculture and Veterinary students. They are compelled to live in barracks close by the college or in some cases within the College compound. They are what Englishmen would call "gated." They are entirely under the control of the Principals of the respective colleges. They cannot leave the college premises without permission; they cannot absent themselves from their classes without some medical certificate. Any kind of disrespect to professors or disobedience to orders or negligence of duty is a sufficient qualification to carry one's name in "Black Book" and three such entries are considered a gross misconduct and the student is liable to expulsion from the college, or "rustication from the university." The Law student is the happiest of all. Strictly speaking he has very little to do with any Law college. He rises in the morning, takes his breakfast and for

a morning walk goes to a Law college where his name is registered just a few minutes before the roll is called. Only the percentage of attendance is taken into consideration for enabling him to appear at the Law Examination for Degrees. The Law student is left entirely to himself since the lecture is given only for an hour or two and unless he earnestly works up for himself at home he is sure to make his appearance year after year in the Examination Hall.

One aspect of Indian Student Life will be left untouched if the relation between them and their professors be not taken into account. In India, a student has very little access to his professors, who in most cases are looked upon as an object of reverence only. The healthy effects of friendly feeling between students and their professors are not well understood in India. The salutary influence of social gatherings of students and professors are also unknown. But there is reverence. According to the Hindu idea, a teacher or professor is ranked next to father and his debt cannot be discharged during the whole lifetime of the student. In this connection it would not be out of place to say something about boarding houses which correspond to the Western dormitories. Boarding houses lie scattered in every big city; they are ever multiplying. They are solely managed by students, but are supervised by a committee of college professors. These boarding houses are patronized by country students (better known as "Mufussil" students), who are very eager to carry on their study in colleges which are all situate in big cities. These "mufussil" students, in most cases, turn out to be the flowers of the university. The town-bred boy cannot always stand in competition with him. But the "mufussil' student is less accomplished, less refined, and speaks with accents peculiar to his native place, which makes him the laughing stock among his fellow students, who always cut jokes with him on this score.

The rapid growth of Debating and Athletic clubs is a good sign indeed. Nearly in every school or college there is a debating

club conducted by the students with a teacher or a professor as its president, the debates being carried in English.

Quite within living memory innumerable sporting and athletic clubs have sprung up. The sports are all Western—I should say they are all exotic. Football, cricket, tennis, polo, gymnastics and other Western sports have all been introduced with success. Now only the students take keen interest in all the sports and the day is not far when the child as well as the old would be deeply interested in sports and games. The Indian Government ought to be congratulated for its benevolence in granting many concessions to the athletic and sporting clubs. As regards singing and music clubs, they are not many at present; the potent cause for its slow stride is that for a long time music had been in the hands of professional men who are mostly worthless men gaining their livelihood by music. So if any student likes to learn music he is to be in constant touch with this lower stratum of society. But this the parents of the students do not like. "Old order changeth giving place to the new," and there have now sprung up many societies and clubs of music guided by educated and not professional men.

To conclude, the Indian student of today is different from what he was ten years before. He is ambitious, but ambitious after what is good and noble, after acquirements of knowledge and wisdom. They are hankering after new ideas and new thoughts; what world's greatest thinkers have said and what greatest men have done. The Indian student life is now passing through a period of transition; it had been lying for years in a state of trance, it is now awakening. The days of literature and poetry have gone; today is the day of science, and Indian students' thoughts are all bent upon the improvement of home industries. Let me not be misunderstood for a mad admirer of my country. What I have said are facts.

As a P. S. to my essay, I wish to say something about female students, otherwise it would be very hard upon our educated fair

sex. In India there are separate schools and colleges for women. Female education is spreading very slowly. Thanks to the efforts of the Christian missionaries, who spare no pains in educating our women (Lenana). In the University Calendar, now one can see a considerable number of female M. A.'s and B. A.'s. The majority of female students take to medicine nowadays. In point of education and general accomplishments, the women of Bombay and Bengal presidencies are a little ahead of others. But the difficulty that has arisen in this connection must not be overlooked. The infusion of Western ideas into their minds has made them a bit "hard to please,"—quite a contrast to their sisters of the past. I know how they resented against the lines of Tennyson—

"Woman is the lesser man and all thy feelings matched
with mine
Are as moonlight unto sunshine and as water unto wine."

Surendra N. Sil.

ARMENIAN CIVILIZATION

The greatness of a nation, as it is considered by the present illuminated century, is not measured by the number of people or the power that they possess, and not by the wealth or many conveniences that they have. These may be obtained, either by nature or by many diverse circumstances. The highest degree of life of a nation is considered by the desire and acquirement of the highest standard education which must contain not merely a knowledge of science and literature but also all the refinements of the time, the spirit of human brotherhood and the right of individuals. That is what we call now "true civilization."

Armenians always have realized the value of education and have maintained it as far as their circumstances allowed them. Before the

Christian Era, when the center of learning was Babylon and Athens, Armenians had their learners over there. In the first four centuries, Rome and Alexandria also were notable in learning; some Armenian students went there. Before the Renaissance the only place of learning was Constantinople; many Armenians were educated there. Today there are many institutions of learning scattered through all Europe and America; I am glad to say we have more than five hundred professional students in Europe and a little over three hundred in United States. Regardless of the present conditions of the Armenian people either in their native land or abroad, we care for education comparatively more than any other nation of the world.

If you study the history of Armenia then you will have the real estimation of Armenian civilization. The higher motives of the Christian religion were realized by Armenians shortly after the crucifixion of our Saviour. It was about the beginning of the third century that the whole of Armenia embraced Christianity. Some of the European philologists who have studied the Armenian language and literature of the fifth and the seventh centuries, classify them with Cicero and Virgil and Milton. It was about a year ago that two of the European architects made some investigations in the capital of Armenia and declared that Armenians have had their own lines of architecture.

It is truly considered that the reformation of Luther had a good deal to do for the civilization of Europe. I tell you the real fact that Armenians had their reformation in 481 A. D., in the Council of Calceton, which protested against Catholicism and the Greek church, and formed the independent "Armenian Church" of today. I imagine if Armenians would not have the constant war against paganism and Mohammedism, we would today be one of the greatest and most intelligent nations of the world. The reason why you do not know much about Armenians is because they had more to deal with Asiatic barbarism than with Europe and especially they have

been held up by Turkey in the last six centuries. The Christians of Arabia, Mesopotamia, Persia, Afghanistan and Beluchistan were converted to Mohammedism by sword; but Armenians fought constantly, reduced their number from fifty millions to six, gave their lives on the battlefield and kept their religion, language and nationality in the time when half of Europe was suffering under the Turkish yoke.

There is a great distinction in the standard of education between Armenians and surrounding nations. The superiority of the Aryan character can be clearly seen. I do not want to run over the doubtful history of the ante-Christian era. It is not my purpose to bring to you the improvements done by Armenians while an independent nation. But even under the Turkish dominion the architects, physicians, merchants and different kinds of tradesmen were Armenians or other subject Christians. The Mohammedan religion, as Armenians are in contact with it at the present time, never permits them to be equal and deal with other nations. The Mohammedans express their hateful spirit, calling Christians atheists. They believe to convert all nations by sword, as they have done since the rise of Mohammedism. In the last century Turkey has followed a systematic persecution against the Christians and carries it on successfully. We all know that the sympathy and secret embassies of the Turkish government stirred up the Mohammedans in China and caused the Christian massacres in China, which happened immediately after the successful massacres in Armenia. Even now Turkey, using the opportunity of the present condition in Russia, stirs up the Tartars and other Mohammedans in Caucasus and causes the massacres of Armenians. The present persecution in Turkey has no similarity to that of the Roman Emperors. It is not even similar to those which we have ever had since the third century. Armenians fought for years the heroic battles, first against the paganism of Persia and then against Mohammedism. They have been the most martyr

nation for Christianity. It is now your turn to save them; because they are the only nation in Asia to perceive the advance to the ideal life of humanity. The greatest statesman of England, W. E. Gladstone, says: "To serve Armenia is to serve civilization." He sees very clearly what Armenians can do for humanity in Asia. But, alas, at the present, Armenians are subjected under the unspeakable barbarism of Turkey to be exterminated in any way they can, to do what they have not been able to accomplish within so many centuries. Armenians have heard and responded by individual sympathy and help; but that does not prevail against the Turkish criminal conduct. In the time of the Declaration of Independence of America, it was France that not only had sympathy and watched the affairs very closely, but also gave the noble Lafayette and his men. Today, through the discoveries of science, I believe Armenia is nearer to America than France was in 1776. America, as a neutral government, can take this cause for the sake of humanity and work it out without any bloodshed, as it was done for the Greeks in Europe, and for Panama in America. The emancipation of Armenia not only means a good work for humanity, not only the beginning of the occidental civilization in Asia, but also has a great deal to do for the American progress in the Far East.

It is time for every preacher and teacher of America to study this and bring it out to the pulpit and pupils. It is time for every true politician to conceive of this and bring it to the administration of the United States. In time we will build upon the Mountain Ararat a "Statue of Liberty," presented by Americans, like the one in New York Harbor given by France.

H. Kenajian, B. S., C. E.

DR. HENRY VAN DYKE ON ATHLETICS

The two thousand or more students who were present at the crew celebration on October 18th will remember the notable speech given on that occasion by Dr. Henry Van Dyke of Princeton—and to all Cornellians and college men in general the statement of his views on the question of athletics, reiterated in an interview granted for "The Era," will prove of interest.

"Athletics," said Dr. Van Dyke, "is one of the most interesting topics of university life, and one upon which I have strong and clear convictions.

"The thing to be desired in University athletics is the participation of all the men in athletic sports, according to their several degrees of ability. Every man ought to have some game for which he is specially fitted, and which he carries as far as his physical condition will permit. If athletic sports were more diffused throughout our universities we shouldn't need to have teams trained for us outside, in preparatory schools and elsewhere, and brought in, but teams would develop more naturally out of the student body and so would be more truly representative.

"The only criticism on University athletics which is of any value comes from men who can see from the inside, and have themselves taken part in University sports, who know what student life means and who understand how impossible it would be to turn our student bodies into clubs of cloistered monks or pale bookworms. When all the men really know something about some form of outdoor sport they will understand how much self-sacrifice is required on the part of those men who make themselves fit for the big contests.

"At the same time I believe that those who take part in these contests, like all the rest of the students, should be required to keep

up their work in the classroom and to stand on a solid footing of at least average scholarship. If we have these two things—general participation of all students in athletics, and scholarship requirements honestly enforced, we have the best safeguard against professionalism and gladiatorialism."

"I feel the vigor and sincerity and manliness of Cornell life. There is a vigorous atmosphere here."

Henry Van Dyke.

OUR COLLEGES

In inaugurating the new department of the colleges, where may be found each month discussions of matters peculiar to the various colleges of the University, as such, we make this apology.

The diversity of pursuits and interests at Cornell scatters our thousands of students from one end to the other of the broad campus. Students in one college are found too often to have little information about the other colleges and even scant sympathy for them. "The Era" aims to be as broad in its scope as the University is broad. The new department is set forth in the hope that here the various colleges may meet, so to speak, upon a common ground, and that here college interests may become university interests.

THE COLLEGE OF ARTS AND SCIENCES

From the point of view of student fellowship, it is difficult to speak of the College of Arts and Sciences in the sense in which one speaks of Sibley College or the College of Law. In "Arts" there is very little of that college unity which is so noticeable in Sibley and Boardman.

The chief reason for this, of course, is in the elective system. While one Freshman in Arts is taking chemistry in Morse Hall, another is taking Latin somewhere in Morrill—and so it is through-

out the classes and the college. It is very rare that the schedules of two men correspond, even for a single year. In another year one is likely to be thrown almost among strangers. The Arts men, having less in common than the lawyers or doctors are slower to get acquainted.

An engineer who came as a visitor to hear some lectures in Arts last year said that two things impressed him about the students of the College. The first was that men of all classes from Seniors to Freshmen were, apparently, in the same courses; and the second was the number of women at the lectures. Undoubtedly these two things which seemed strange to the engineer have had their part in the lack of unity and fellowship among the Arts students.

Much of the time which the Arts men might spend in getting acquainted is spent in traveling across the campus from Barnes Hall to White or from Franklin to Boardman in order to reach the next class. When the Goldwin Smith Hall of Humanities is completed and occupied, and there are brought together in one building departments now scattered throughout four or five, we shall undoubtedly have more college unity and more college problems.

COLLEGE OF CIVIL ENGINEERING

The Civil Engineers won the inter-college baseball championship last spring after a hard and untiring effort. This victory was due both to the personnel of the team and to the excellent spirit shown by the student body of our College.

The means of keeping active this college spirit are all too few and any custom which would tend to foster it should be maintained. To our mind one of the most potent means and one of the finest customs we have has been neglected thus far this year. We refer to the custom followed for many years past by the upper classmen of our college of assembling between classes and singing for a few moments. Why not continue this custom? It is certainly an excel-

lent one. Let this again be one of the means to arouse our college spirit and may we not say the means to keep for us the inter-college baseball trophy or perhaps to win the inter-college boat race suggested by President Schurman in his very able opening address of the current year.

COLLEGE OF AGRICULTURE

In the College of Agriculture student interest is, aside from athletics, strongest in the various organizations. The Agricultural Association is chiefly busied with the question of extension and institute work in the immediate vicinity of Ithaca. Addresses by members of the faculty and others will also form a part of the program. The Lazy Club is having a goodly attendance, due chiefly to its interesting programs. Interesting addresses have already been given by graduates and other students, and it is purposed to hold occasional informal debates. The Assembly in particular is flourishing this year both in regard to attendance and spirit of proceeding. A new and rather informal organization sprang up during the past year and is at present being put upon a firmer basis. Its object is to train a member in extempore speaking, the subjects being University topics, current events, etc. Other activities of minor importance command the attention from some of the students but those already mentioned are of greater interest to the greater number.

REGISTRATION IN MEDICINE

A notable exception to the increased attendance which the opening term of 1905-6 witnesses in the University as a whole exists in the marked falling off in the Ithaca Department of Medicine. To those to whom the new figures might easily carry cause for misapprehension, some explanation of their probable import is due.

In no feature of its curriculum can the Medical College be said to be suffering from an educational decline. Over ninety-five per cent. of the actual candidates from the recent class of 1905 have

secured competitive hospital appointments, and of the *entire* class, over eighty per cent. were of this successful number. This is a record surpassing that of any previous class in the history of the College.

Why, then, the decrease in numbers?

The cause should probably be ascribed to the increased demands well nigh everywhere imposed upon the modern student of medicine. More and more the medical course is being reckoned the most confining and exacting, if not the most difficult of all the regular prescribed lines of work. So it is that the result of the new tendency,—a perfectly natural result,—is manifested by smaller entering classes, not only at Cornell but, if a somewhat superficial observation is to be trusted where complete statistics are lacking, quite generally throughout all medical schools where an up-to-date standard is maintained.

No doubt the necessary increased expense of the medical course and the past overcrowding of the profession are other factors making for the present conditions.

Enough of suggestions, however, has been advanced to indicate the utter groundlessness of any statistics-engendered fears for the educational future of that somewhat youthful but none the less promising development of our Alma Mater,—the Medical College.

Arts Medicine.

DISCORDS AND HARMONIES

We emphasize once more the fact that "The Era," in publishing such letters as are given space, does not necessarily vouch for any of the facts or endorse any of the sentiments contained therein. There are two sides, and sometimes many sides to every question—if anyone does not happen to agree with what is published this month, let us hear from him next month.

To the Editor of the Cornell Era:

DEAR SIR:—In his opening address President Schurman said that our democracy was our greatest pride. I believe that in at least one other speech this year a simliar statement has been made.

The writer has been here for three years and must confess that facts tending to disprove the above statement have come more frequently under his observation than facts tending to prove it. It would certainly be most desirable if our University could justly be proud of its democracy, but it does not seem that we ought to boast of a thing we do not possess. May we not have some proofs of our democracy?

The writer has seen disproofs of it in the coolness with which the wealthy class treat the poor or working students. In the curt nod of recognition (or more probably no recognition at all), in the exclusiveness and cliques of the class room and public meeting, and in the selfishness with which the wealthier class of students usurp most of the positions of honor which are within their reach, we of the lower class get some samples of Cornell's democracy.

As a student who has partially worked his way through college, the writer certainly would have noted democratic tendencies if they were numerous. The wealthy students and the faculty are, it seems to me, very little qualified to judge of the University's democracy.

They never feel the lack of democracy for they have no one above them to manifest such a spirit toward them. It is the underworld of the community who can tell tales of our great lack of democra.tic spirit.

Is it fair to students who are thinking of making Cornell their Alma Mater that we should publicly proclaim ourselves democratic and liberal when we are as a matter of truth (at least, so it seems to me) half aristocratic and exclusive? Would it not be better that men who come here should know the truth and be prepared to face it or be free to choose another college?

'06.

To the Editor of the Cornell Era:

DEAR SIR:—While, dear editor, I am in the ordinary run of mortals a rather kindly disposed individual, yet when having been blarnied with honeyed words and politely relieved often in "God we Trusts," I meekly ask that I be given my moneys' worth and am given the merry ha! ha! when as a result I am apt to become somewhat peevish. Now there once existed a tradition to the effect that to steal was wrong. But that long ago became unsuited to our present-day needs, so by a happy change of terminology we called it insurance and went on our way rejoicing. By that same process or evolution and bowing to the needs of the situation, what used to be the noble art of highway robbery punishable with an old-fashioned hanging, is now disguised in this very community under the prosaic name of "North Stands 25c extra" and as such has never been penally codified. And the A. A. goes on *its* way rejoicing.

But frivolity set aside, it does seem a shame that when a man plunks down $10.00 for the privilege of seeing his team play, he runs up against a rapacious management which refuses to give him a decent seat without further loosening up on his part. Now, if there was a great demand for seats in these practice games there might be some semblance of justification in an extra charge. But such

is not the case. The student body merely has to be accommodated and if as a body they sat in the south stands refusing to pay the extra charge for the north stands, those stands would remain empty. It is this fact that shows up the policy of the management—they're out for all that they can get—realizing, as they do, that 25 cents is comparatively speaking but a small sum and that the average student in the desire to see his team to the best advantage will pay it.

But this part does not change the principle of the thing one little bit. The ten dollars paid by each student at the beginning of the year is a great material help to the management, meaning, as it does, a definite fund and ready money. In return the student is entitled to some consideration the least of which would be a seat from which things can be seen. As a final word, it might be remarked that as a matter of policy the management is making a big mistake. This skin 'em alive business is short-sighted—it's a slaughter of the golden goose, and can have but one result, namely, depreciation in the value of the season ticket and a resultant falling off of its sale. With an abiding confidence in things Cornellian and a hope for better things, I am, Very truly yours,

E. Z. Money.

To the Editor of the Cornell Era:

DEAR SIR:—Somebody ought to impress indelibly upon the mind of every man who claims Cornell as his college home, that *never, never,* under any circumstances, is a man to cheer or applaud when an opposing team is penalized on Percy Field. This has been brought up and frowned upon often enough in the past, but it seems to be a hard lesson for some men to learn. At a recent game the demonstration when the other team was penalized became quite noticeable, and it didn't all come from the Freshmen, either. We pride ourselves, and rightly, upon the gentlemanly conduct of our teams on the field—let's have equally gentlemanly, sportsmanlike conduct on the bleachers. *Fair Play.*

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"Thought once awakened does not again slumber".

"The Era" announces the election of G. P. Conger to the Editorial Department and W. A. Kirk to the Business Management.

* * * *

Another proof of Professor Goldwin Smith's interest in Cornell is shown by the fact that he set aside a few minutes of a very busy life to send a message to Cornell and Cornellians. We students are prone to forget the love he has for Cornell. We allow ourselves to think of him purely in an impersonal way, knowing the name, but record, but not realizing the close bond of sympathy which he steadfastly holds for our Alma Mater. In his letter to the Board he said:

DEAR SIR:—You do me the honour of desiring a message from me upon the entrance of the Cornell "Era" on its new and more practically useful course. I have always one message to send to

Cornell and everybody who is undertaking anything in her interest, that of the heartiest sympathy and good wishes. There are topics on which perhaps I might have something to say, such as the aspect of athletics, which I see is under discussion. But youth seldom welcomes the preachings of old age and I shall prudently confine myself to that which I know cannot be taken amiss. May the Cornell "Era" flourish and do for the interests of the University all that its managers desire.

Yours truly,

Goldwin Smith.

The Board hastened to assure the respected teacher that at least the Cornell "youth" was most eager to welcome the "preachings" in this case. "The Era" wishes to express its deepest appreciation for the article and hopes that the acquaintanceship so formed may grow by the introduction of other letters in the near future.

* * * *

"The Era" takes great pleasure in calling your attention to letters from the Hindu and Armenian students. Cornell feels especially proud of the fact that she has so many foreign students here. She is especially proud that she is teaching so many from the East. Now we, as Cornellians, should do all in our power to become friends of these foreigners. It will not only help us to broaden our sphere but will help a little towards fostering a lasting friendly relation between our countries. Especially is this true where these foreigners rise, as they often do, in the diplomatic service of their own countries. Mr. Mott, in speaking to a group of students here, emphasized the wonderful opportunities offered to us of impressing our ideals on these people who in turn would impress it upon their own peoples. He pointed out that the great national evolutions of the world are in the East; that the East is sending its best scholars to Europe and America to learn the science of politics and perhaps the religion

of the West, that the next twenty years would see as great an evolution in China as the last twenty years saw in Japan. Let us realize that in our midst every day are foreigners from the East, who are to play an important part in this marvelous movement. Let us strive always to know them and to make them feel that America offers them the friendship, the ideals, and the all that they seek. If we do this then who will venture to put a limit on America's position with these peoples in the future. "The Era" can give its columns to no better cause. To the foreign gentlemen who wrote for it this time, we extend our heartiest welcome. We are glad to know you. Write often. Your letters will always be appreciated. To the other foreigners, not only from the East but from all over the world, it would be useless to reiterate Cornell's words of welcome. Cornell is justly proud that you are with us. The Americans want to know you better. If we do not know you it is through lack of opportunity and not through indifference. Let us all, foreigners and Americans alike, improve every opportunity offered at Cornell of cementing more firmly that friendship which by right should grow between the different nations represented here. What grander place, or nobler idea than that this interchange of cordialities should be fostered at our own Alma Mater.

* * * *

In the correspondence column is published a letter signed "'06" touching upon our social strata at Cornell. The letter is published for two reasons: first, that no one may feel that he cannot be heard if he stay in reasonable bounds; and second, that the sentiments expressed in that letter undoubtedly represent the views of a small yet not inconsiderable number of Cornell men. Difficult and delicate as the question may be the Board feels that the views expressed in that letter should not go unanswered. The writer of that letter offers advice to prospective students in a way that grates upon hosts of Cornellians.

The Board thoroughly sympathizes with all those who feel that there are certain unpleasant features in our social life. The Board is most ready to help in any movement to make our social conditions more democratic. But it insists that those movements come in a sane and normal way. Too many of us are blinded by our own position, by our faults and peculiarities. We look out upon our fellows from a crack. We fail to recognize that breadth of view which perhaps is denied us by reason of our own inadaptability to our fellows. The writer asks for proof of our democracy. The burden of proof lies upon him to show that there is a lack of democratic spirit here. The Board has no desire to haul this important subject into print, but it will gladly give its columns if some specific charges can be made, when something practical might be effected.

In the opinion of the Board " '06" made a very grave mistake in charging the "wealthy class" with coolness towards the poorer students. He gives no credit to those wealthy men in his own class who are most genial with all, rich and poor alike. The Board can cite many instances where wealthy men are on the best of terms with poor men, who actually live with one another. Simply in certain matters of expense one has to draw the line where the other may go ahead. If certain students want to get together in the "class room" or "public meeting" it is an individual matter with those men. For their own good they would do better to mix with the crowd.

The writer says that he has partially worked his way through college. The Board has talked with fully self-supporting students none of whom expressed any complaints of undue hardship in this respect. It is a surprise that " '06" has not stopped to think of the many prominent men in his class. Numbers of our most important men, including committeemen, leaders, are men certainly not in the wealthy class. The policy of our organizations are not shaped by wealthy men to the exclusion of others. The things worth doing in college life are managed regardless of the money question. If certain of

our wealthy men hang together socially, it has no significance on the trend of college events. These men enjoy one another's company. It is their affair.

The saddest situation, however, is expressed in the words "or be free to choose another college." That is the kind of an utterance which we hope will never reach an outside paper. If the opinion must be aired, let it be here at our home. If we have any dissatisfaction with the conditions here let us wisely set to work to better them. Let us help our Alma Mater to our greatest extent. Not till all our energies have been expended in that work, not till years of patient toil have proven beyond a doubt our failure, not till we are positively sure that the fault does not lie in our own inherent make-up, may we permit ourselves to harbor for one moment the thought of withdrawing our support from our University. On the other hand let us strive with all our might to weld the fellows together. Don't stand on the side lines and criticise. But mix in the struggle. Reach for every available opportunity to weld the gap if there is any. Last year an inexpensive class feed was given for '06. Did the writer attend that? If he did, he will remember how the fellows responded for that function. Did the wealthy class remain away because poor boys were there? No, the wealthy class did not. If there were some wealthy individuals who did so, they inflicted their worst sting upon themselves. But let us not criticise them for that either. Let us have another such spread and more of those men will come. We are going ahead on these lines. The time is ripe for these democratic movements. Men with scanty means are now influential at college. Most wealthy men here think of the man, not of his money. We haven't time to stop to criticise the few. The forward movement will take all our time. If we all do this then there will well be less talk of the aristocratic feeling here. We will have but one interest here—that Cornell remains as she always has been, democratic through and through.

THE CORNELL ERA

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NOTES ON THE TRAINING OF MECHANICAL ENGINEERS

In the first Cornell Register under the head of "College of Mechanical Arts" the following statement is made: "The greatest want of the country in this department is master mechanics who are thoroughly instructed in the most approved science and general practice of the Mechanic Arts."

This was probably true at the time of the establishment of Sibley College but now the need is for trained Mechanical Engineers. During this interval—about 36 years—a very great development has occurred in the field of mechanical engineering. The reasons for this are not far to seek. The increased need for the absolute necessaries of life due to mere growth of population has greatly increased the demand for power; power to produce cloth, to operate mines, to provide shelter, to prepare food, to pump water, to transport people and things. In addition to this the completion of the pioneer conquest of Nature has brought safe leisure to many people with opportunity for enjoying material, intellectual and artistic luxury. The providing of this luxury requires power. The Mechanical Engineer deals with power—its development, its transmission and its application to supplying human needs. A human need is recognized and the first crude conception of a method of meeting it comes to some man. This is invention. The process of perfecting and elaborating the conception follows. This is design. Then the design is materialized. This is construction.

With the increased demand for power then there has come increased work for the Mechanical Engineer. But the change has not been quantative only—there has also been a change in kind.

The function of Sibley College at the beginning was to train men in the Mechanic Arts; that is in construction; now its function is to train them also in design. Moreover the inventors of the internal-combustion engine and the steam-turbine have opened new fields which the modern engineer must explore. Also the mere numerical increase in demand for a machine product has created a new department in design. To illustrate. If but a single machine is to be produced its parts will be made by the standard machine processes. But if the market warrants the assumption that a hundred thousand duplicates can be sold, then special machines to reduce the cost of manufacture may be designed and constructed and their cost may be many times repaid by the increased profit on the product. A modern engineer must understand the economics of engineering.

These are only examples of many causes that are at work to broaden the profession of the Mechanical Engineer.

The technical schools have had to meet this growth with increase in material equipment and increased effectiveness in teaching.

There has always been a period of more or less painful adjustment to the technical graduate beginning his practical work. This probably can never be wholly avoided because the conditions of practice can never be reproduced in a technical school; but it is the duty of the schools to shorten this period. Every engineering problem has a mathematical basis and if every possible factor is considered the theory is complete and the solution gives a trustworthy result. But Nature is full of elusive factors and it is a wise engineer who never lets one escape. Somebody once wisely said that a mathematician is one who considers all the factors of a problem that appear; but that an engineer is a man who must consider all the factors there are. Capacity for making trustworthy solutions of engineering problems comes from much experience—comes with

trained judgment. This training cannot be given in the schools; but if the teachers are men of trained judgment—men who have been "up against the real thing" the graduate's attitude toward practice may be such as to make adjustment easy.

One of the striking things about modern mechanical engineering is the responsibility involved. If a shoemaker fails to produce good shoes the result cannot be anything worse than discomfort. Much of the world's work is done without risk to anyone. But the mechanical engineer harnesses Nature's energy and if the harness breaks the penalty is paid in human life and property.

If only a small amount of energy is harnessed the danger is not as great. This was the condition when a 500 horse-power stationary engine was very large. But now when units of 7,000 horse-power are common; when 10,000 horse,power has been reached; when there are many power stations of total capacity of 70,000 horse-power, the harness-maker needs to be wise and brave and very careful. With this increased responsibility making its demands for men of higher grade has come increased respect for the engineer and his profession. In the early days of Sibley College there was a feeling that its students were somehow out of place in a university; that they were learning handicraft while their brains were lying fallow. It is unnecessary to say that this feeling has passed away.

There is another important effect of the growth of modern engineering. The man of large ability is forced to become "a man of affairs."

To illustrate. A strong man might have started in engineering work twenty-five years ago. He might have been designer, business-man, draftsman and office-boy. If engineering had continued without growth he might have hired a draftsman and office-boy but he probably would have continued to fill the other positions. But as a result of the growth of engineering he would be today at the head of an organization employing thousands of men upon work so complex that he would only be able to consider large questions of general policy. It may be said that he has given up

his profession but that is not true, for he is still an engineer; he could not settle the large questions if he had not had the engineering training.

All technical graduates cannot achieve success like this but the way is open and he who can may walk in it.

Albert W. Smith, '79.

THOUGHTS ON CORNELL DEMOCRACY

To the Editor of the Cornell Era:

Your courteous perseverance—promise of a great journalistic future—has overcome my hesitation, but not quite banished my doubts. Democracy is a state of feeling, not a formal proposition. It is usually vain, therefore, to seek through argument to come to agreement upon it. There are as many variations of democracy as there are men to embody it. No one is quite consistent in his practice of human brotherhood. And so one who presumes to air his own democratic sentiments may be sure to arouse dissent in many, he may hope to satisfy but few.

It is with much of sympathy that I would address your correspondent " '06", the doubter of Cornell democracy (The Era, November, 1905, p. 63), and yet I would begin with a disquieting question. Do you believe in democracy yourself? You evidently belong to the great middle class, for you have only partially worked your way through college. This much hundreds are doing at Cornell, and doubtless hundreds are less fortunate than you. Do you seek their company, watch for their nod, court recognition from them as you do from the aristocratic and exclusive? Are you sure that others do not have reason to feel towards you much the same as you feel toward the wealthier class? Are you grieved for your own forlorn condition, or for that of the less fortunate? Are you looking enviously up or fraternally down as you declaim your jeremiad of Cornell democracy? Many a turn of phrase in your brief letter gives

cause for doubt. If your thought is of others, then you are worthy of democracy, which is but the Golden Rule in conduct; and that never can be made to read: Demand of others that they should do all good things unto you. If you are complaining because wealthier men have cliques to which you are not admitted, then you are envious, or snobbish, or self-seeking, or sycophantic—anything but democratic. The measure of a man's democracy is found in his helpfulness, not in his social ambition. If half the energy that is lost in envy were put into kindly actions, the ideal of democracy would be well-nigh realized. The better part of the democracy that any man is capable of enjoying is carried about under his own hat.

"That is drawing it too strong," I fancy our young friend protesting; "there must be something outside of a fellow himself and beyond his control that helps make a place democratic." And so there is. There is, to be sure, a social spirit that is objective. There is no quite escaping the fact that other men may be more or less democratic in their bearing toward us, and this cannot fail to affect our peace of mind and our happiness. The question is whether Cornell is more or less democratic than other universities—that it is less democratic is implied by the suggestion of "choosing another college." That question can be answered only by the facts. Every university is democratic in her own opinion and has her own bit of evidence to offer. Princeton is democratic because she has no fraternities; Harvard because a colored man plays on the baseball team; Yale because no poor boy, if he is a good athlete, need turn from her doors; Columbia because by shortening the course for an A. B. degree she is striving to put it within the reach of the masses; and Cornell because her founder once dug with a pick and shovel. Has Cornell no other claim?

A short time a graduate of a noted eastern institution, now President of a western university, was visiting on our campus. Walking with the members of the faculty he remarked upon the greetings passed between teacher and student as a thing almost unknown at

his Alma Mater; and he concluded by saying: "Cornell is the most democratic of the great eastern universities." That is the opinion of one man, but of one who has visited all the great universities. Our friend '06 will have many misgivings after he has qualified himself by his travels and observation, to speak comparatively on the subject.

The President of another large university noted for its simple life expressed regret to the writer that there was a tendency to increasing formality, dress, and expenditure in the entertainments at his institution. Then speaking of the expected visit of two Cornell teachers whose influence has ever been so strong and so fine on this campus, he said: "We need them to set us right, to bring us back to Cornell democracy."

Has friend '06 wasted three years on this campus without finding the best thing on it? So much depends on the kind of spectacles one wears on such a search; one may not recognize democracy when one sees it. Like happiness, it comes in all sorts of guises. Something depends also on the face one turns to the world, for the spirit of democracy loves a brave heart and reserves its greetings for a smiling countenance. Some of the most respected and most beloved students on this campus are trudging about in overalls every morning and night. The only morose working student I have known was one whose athletic prowess had unfortunately won him the patronage of some wealthier men. I asked one working boy the other day what he thought of the letter in the "Era." He replied unhesitatingly: "I cannot agree with the writer; of course there are always some students who think they are better than the others, but what of that? I think it is an advantage to a boy to work his own way." This calm statement of conviction could not be shaken, but he added: "A working student should not expect to take his pleasures with the rich; he has neither the time nor the money. But in the class room and in our work I never have felt the least slight."

Certainly this was the view of a young man of good digestion and cheerful temper. We may be sure that if he had been looking

for slights he could have found them, for the harsh fact is that the world at large is not democratic,—far from it. Democracy is an ideal nowhere attained. The moment when the boy awakes to this fact is sometimes bitter, and in his wrath he strikes blindly the nearest friend or foe. Taught to believe that in America all men are in all ways equal, nurtured in the democracy of family, of countryside, of village, of rural common school, the youth coming to a great university comes for the first time in his life into close personal contact with social distinctions and aristocratic sentiments. In a small rural college the contrast is less marked, mainly because the students come from the neighborhood, are more nearly of the same means and social opportunities, and are so few that all may become personally acquainted. The larger the university, the more it attracts from cities and from homes of wealth by its reputation in scholarship or in athletics; and the more faithfully therefore it reflects the real social and class distinctions which have been increasing in American life. The country boy speaks to every one he meets; many a city boy is taught to avoid the boy around the corner unless the families are acquainted. These and many other differences of conduct are interwoven into the natures of the men who meet on the college campus. Can the mere act of registration at Cornell work a miracle in Freshmen and nullify their life-long training? The college traditions, customs and institutions begin to work upon the new student those slow and subtle changes which will convert him into more or less of a Cornellion; but it is equally true that each Freshman has his part in changing slowly and subtly the student spirit of Cornell. That great impersonal thing called college spirit is but the composite sentiment of the men who meet and mingle on the campus. The parents and friends, the home conditions and influences of the students coming here, have more to do in the long run with the democracy of personal relations than has any statement in the register or any resolution of the Faculty. We may regret these changes, but we could not in large measure prevent them unless we gave (if that were possible) entrance examinations in democracy.

He who condemns Cornell for this cause, and hopes to find a refuge elsewhere, courts disappointment. The remarkable growth of cities and of wealth has been playing havoc with the simple manners of the fathers.

It would be quixotic for any university to seek to overcome by itself the apparently resistless social movements in the larger world outside. But in most important ways such a university as this is the greatest of forces making for democracy in America. The university spells opportunity. Europeans never cease wondering that it is possible for poor boys to work their way through college in America and thus rise above the status of their fathers. No less in England than on the continent the expenses of university training are prohibitive, and the social barriers are insurmountable to the sons of the poor. The American universities are in general democratic in their conception and in their work. By its relation to the common schools, its low tuition, its hundreds of free scholarships, its possibilities of self-support, its broad and practical curriculum, its equality of service and opportunity to rich and poor alike in every laboratory and class-room, Cornell as a university makes good her claim to democracy. Students are not, and could not be, coerced into uncongenial social relations. The struggling student seeks the better way in cultivating a spirit of gratitude for his own blessings of opportunity in the university and of discipline and experience in the school of life. Thus he gains the best that Cornell has to offer to any man. Let him moreover foster sentiments of charity for those spoiled children who but fret and pet in their exclusive corner, while they leave all the wealth of larger living untouched about them.

This is not all. The subject takes on new phases as one contemplates it. Laying aside all faintest criticism of your correspondent, may we not hear voiced in his letter an honest and a loyal question that should ring in every Cornellian's ears? Should the spirit of Cornell not be more democratic? What will make here for a fuller

and truer democracy? Certainly not the feeble imitation, in our social pastimes, of the conventionalities of vapid society; not the increase each year of conspicuous waste at class functions; not class dinners at five dollars a plate when four-fifths of the class are absent; not the vain effort to rival wealthier universities in lavish expenditure on intercollegiate sports. With others we have joined in the race for social notoriety. Too much of our energy is spent in straining to meet the standards of the Philistine world, too little in defending the higher ideals of education, of character, and of social service. From boards of trustees and faculties to sub-freshmen in each of our universities comes the reply: "We dare not stand alone for these ideals."

So doubtless we shall continue to do much as we have done. Let each be thankful for the large liberty he is free to enjoy. There are few spots on earth where there is a better democracy than is found on the Cornell campus for those who know how to find it. And every one who will, has it in his power by helpful act and by positive word, to make that liberty larger and that spirit richer and truer.

Frank A. Fetter, '92.

FACULTY AND STUDENTS—THE STUDENTS' ATTITUDE

In the problem which Professor Catterall stated in his article in the October Era, entitled *Faculty and Students,* we have, as the writer suggests, a broad field for discussion. Professor Catterall has made it clear that there now exists between faculty and students much better relations than have existed in the past. The very fact that a professor has discussed such a live question in such a manner is in itself evidence that it is so. But there still remains the problem of keeping the faculty and students in close sympathy. We shall assume, with Professor Catterall, that such a relation is, both for

faculty and students, "most desirable." How, then, is it to be obtained? It would seem evident from the start that complete sympathy between the faculty and students can not come at once; it must be the result of a gradual development and several forces must combine to bring it about. It would be quite impossible to discuss and analyze all of these factors in the development of more sympatheic relations between faculty and students; it would be extremely difficult even to enumerate them. The basis upon which they all rest must be, however, the better mutual understanding of professor and student. Before considering the means whereby such an understanding may be obtained it is essential to know, on the one side, the student's attitude towards the professor and, on the other side, the professor's attitude toward the student. It is the purpose of the present article to deal with the first side of the question—the apparent attitude of the student toward the professor—and to consider briefly the means whereby the student may come to a better understanding of the instructor.

At the present time most freshmen come to the University with a distorted idea of the nature and function of the college professor. To the average sub-freshman the months before the first departure for college are months of uncertainty, hope and fear. There is a new unknown world ahead and the fertile imagination of the sub-freshman peoples it with all sorts of distorted figures. Hovering in the background as the moving spirit of all this dark college world is the image of the college-professor. He is a creature which the sub-freshman has made up by pieceing together conceptions gathered from the joke-book representations of the absent-minded scholar, from the "hot-cannon-ball" stories of his father, and from the register of his University.

Thus the student comes to picture the professor as a withered scholar of the Faust type—a gray-bearded, spectacled creature, who sits in a cob-webby study mooning over some musty book. It would never once occur to the sub-freshman that the Professor who conducts research in Assyrian might also be an expert tennis-player and

a good hand at golf. Assyrian culture and golf are to him quite incompatible.

During the first few weeks of college life, the freshman meets with several facts which rather confuse him. In place of the professor's study he is apt to find an office with a typewriter clicking away. In place of the grey-bearded scholar whom he had expected to greet under the title of *Doctor,* he finds an affable young collegian. First impressions are, however, lasting impressions, and it is too often the case that the student carries some remnant of his mistaken ideas throughout his four years of college life. When we consider that the student actually does meet some Faust types among his professors, this state of affairs becomes easier to believe.

The greatest stumbling block in the way of more sympathetic relations lies in the student's firm belief that the sphere of activity in which the professor moves, touches his own sphere of interests in no single point. The professor's world seems to be a world of books, books, too, which are far beyond the depth of the student. Into the student's sphere of action there enters, on the other hand, other elements such as football, fraternity life and club activities. I believe that a great step towards a better mutual understanding would be made if only the student were shown some point wherein his interests and the professor's interests are identical. To give the student proper opportunities to discover these common interests is part of the solution of the entire problem.

As a usual thing the student sees altogether too little of his professor. He goes to class where at the stroke of the hour the professor emerges from his office, delivers his lecture and disappears, to be seen no more until the next meeting of the class. The professor, unfortunately, seems to the student to be satisfied with this daily meeting. In some noteworthy cases professors have held open house at their homes on certain evenings and the students have been given a cordial welcome. It might be here observed that such professors are, in very many cases, the best teachers. But if this cannot be done in all cases, why do not the professors at least seek to

meet their pupils at the various club meetings? Here at Cornell departmental clubs are founded for the avowed purpose of bringing the professors and students of the various departments into more sympathetic touch. Students resort to these clubs expecting and deiring to meet their professors man to man and to discuss with them —all thoughts of "shop" put aside and no desk intervening—matters of interest to both student and teacher. But as affairs now stand the professors are conspicuous at these club-meetings for their absence. In one departmental club, for example, from a faculty of seven or eight members, only two or three attend the meetings. Many instructors, it is true, make the most of the opportunity which these clubs offer, but altogether too many do not do so.

It is no more than right that the professors should meet the students half-way in the matter of getting better acquainted, and, as they are in a sense hosts, it would not do any harm if they even went a little further. The students themselves are often at fault, but it is oftener the case that the professor—absorbed in deeper interests—does not make any attempt at all to come into closer touch with the student. It is a problem of vital interest since it affects directly the quality of university teaching. It is a problem, too, which cannot be settled at once and one which will bear discussion from all points of view.

'06.

TO SELF-SUPPORTING STUDENTS

About a month before entering one of the larger universities for a four years' course, a graduate of that University called me into his private parlor in the hotel, where I was working at the time, for what he called a "little chat." The man with whom I was to have the "little chat" was one who had made a distinct success of life, both in a financial and social sense, and whose opinions were founded upon actual experience. Some of the things I learned in that "chat" and some of the advice given me then, have been of greatest value to me during my college life.

Realizing something of the value of such advice to a young man who is working his way through college, and how few young men are fortunate enough to meet older men, who are interested enough in them to spend a hour or two giving friendly advice of the right kind, this article is written hoping that some fellow student may read it who will realize the value of some of the suggestions and be profited by them.

There are in every college in America men who are earning a large part of their expenses. Some of these men have come from homes where their previous training has taught them that "Cleanliness is akin to Godliness," and they are careful almost to a fault of their personal appearance. Others have formed habits of which they are entirely unconscious, yet habits which are keeping them, in many cases, from ultimate success. These are little things yet of vital importance.

To wear plain clothes of good quality is possible for every college man, and to be looking for work with these clothes spotted with grease and bagging at the knees, the coat covered with dirt, is like trying to run in a hundred yard dash with boots on. Benzine will remove the grease, a whisk broom the dust, and a hot flatiron and wet cloth with a little ingenuity will remove all but one of the creases in the trousers in a short time. Keep that one crease in them, it pays. I realize that there are colleges where men boast of

wearing a sweater the whole year without taking it off, except at vacation time, and where cowhide boots are worn, in some cases, night and day. This may be all very well, but for the man who has worn cowhide boots a year, or four years, the easy, graceful swing of a gentleman is very hard to attain when occasions arise which demand the best of a man.

Always do the best you can in everything and when the best is demanded it will come naturally. To be successful in life, is to be natural, but naturally at the best, always. When a man has progressed in life sufficiently far to have become reasonably sure of success, he has a right to indulge in eccentricities, but it is much better for a young man desirous of making a record for himself not to handicap himself with certain peculiarities, which he may feel confident he can prove to be valuable to the general public if he has time. For example, wearing a flannel shirt is perfectly proper in college work at Cornell, but to turn the corners of the collars up to one's ears and wear a flaring red necktie, is likely to cause some serious-minded business man, who is looking for an employee, to wonder just how accurately the machinery in the young man's mind is adjusted. Better wear no collar at all, and far better to have no necktie than to wear either in such a way as to arouse curiosity or unfavorable comment in the minds of those you meet.

When a business man meets a young man whose hands are unsoiled, his face smooth shaven, his hair combed, his mouth and teeth clean, his shoes polished, his clothes plain but neat and well kept, there can be but one impression made, as to general appearance, and that a good one. A good impression once made, the battle is two-thirds over. Clean up, fellows, spend enough time every day to keep your personal appearance above reproach and you will spend more time working for money and less time looking for work. Never approach a man with a request for work, until you are sure you can not profitably spend more time working on yourself. Do not be a snob, be a man; a little common sense will keep you from being the former and a little time spent in serious contemplation, and

efforts for personal improvement can help a good bit to make you the latter.

Watch fobs, rings, stickpins, fraternity pins, shirt studs, and other forms of jewelry still seem to have a great attraction for some college men. Sometimes this is because of the weakness of the man for personal adornment, but more often it is due to the fact that the man's attention has never been very seriously called to the matter. I am not going to argue either for or against wearing jewelry; I simply wish to call to the attention of men, who read this article, a few facts.

When you meet a man who has stood high in business professions, or in the literary or scientific world, men who are, no doubt, most able to purchase jewelry, and whose membership to clubs, and orders, and fraternities would afford them ample opportunity to wear numbers of pins of various orders, see how many they have on. Or to come nearer to our own life, meet the representative men of the large Universities, men who are members of many clubs and orders, the solid, energetic serious-thinking men, whom you care to be like, and notice how much of all the insignia they are entitled to wear and how much they actually do wear.

Then, after you have noticed a few things about these men, look around a bit and find some man who has rings (notice the plural) on his fingers, several fraternity, or club pins on his vest or shirt front, a fancy watch fob, flashy stirt studs, and see how he compares with the men who do not wear these things. Remember, fellows, there was a time when glittering objects appealed to men in general, but let us hope that we do not belong to that age. Unfortunately some men still show signs of tastes similar to those of our remote ancestors, but that class of men has ceased to be either inspiring or interesting, except when exhibited by some traveling menagerie where we see more clearly the original.

Wearing jewelry never made a man; it used merely to signify his standing; adornment is now the only excuse for wearing such things, and men and women both are fast learning that jewelry is

a sign of weakness rather than greatness. Think these things over seriously and do not unconsciously place the stamp of disapproval upon yourself by doing a thing, that, with a little thought you would not do. To the man with means I have nothing to say; such a man is better able to cater to foolish whims, but to the young man, who has to make a place for himself in life, I would say, if you will follow the example of the men whose names you will find in "Who is Who," you will never have a very large capital tied up in articles of adornment.

No man, who is facing the question of self-support while in college, can afford to slight his personal appearance. It means hard work all the way through college. It means lack of social position when one is ready to graduate. It means entering life with habits that will be a handicap all the way. It may mean just the difference between a brilliant success or a dismal failure in life. Take time every day to inspect yourself thoroughly and be sure that when you approach a business man to seek employment, you present, at least, a respectable appearance.

Arthur L. Thayer, Harvard, '04.

PERSONAL REMINISCENCES OF HAWTHORNE

The Hon. Frank B. Sanborn of Concord, Mass., who lectured here last month, gave in an interview for "The Era" some interesting personal reminiscences of Nathaniel Hawthorne.

"I did not know Hawthorne," said Mr. Sanborn, "until he had become quite famous. Fifty years ago he was in Europe, where he remained until 1860. Before I met him I became quite familiar with the Old Manse and knew his connections. I also knew Miss Peabody of Salem, a sister of Mrs. Hawthorne.

"When he was about thirty-three years old, Hawthorne went to call on Elizabeth Peabody, the oldest sister. During the call the younger sister, who was an invalid, came downstairs. Hawthorne became deeply interested in her—it was a case of love at first sight.

"She was in England about 1838 or 1839, at which time Hawthorne was an inspector in the Boston Custom House. Then the Brook Farm project took shape and he invested what little money he had and went there to live in 1840. He was there from 1840 to 1841. The fact that he had invested his money and could not draw it out deferred his marriage. He married in 1842, and came to live in Concord in the Old Manse, then vacant because Dr. Ripley had died and his son was living in Waltham. Here Hawthorne spent the early years of his married life. His description of the house in "Mosses from an Old Manse" is most faithful, like almost all his descriptions from nature. One could identify it from his account.

"The Ripley family returned about 1846, when Hawthorne went to Salem to live. It was there that he published *'The Scarlet Letter.'* This was his first really successful book; he had been writing for twenty years without success. He was a popular author from that time on.

"Hawthorne was a companion of General Pierce in college, and when Pierce was nominated for the Presidency, he resisted the importunities of someone else and had Hawthorne write his cam-

paign biography. Some people think it had an influence in the election, but I do not think so. Mr. Conway of Virginia thinks that it was of influence in that state.

"Out of old friendship General Pierce sent Hawthorne as consul to Liverpool. This was the most lucrative foreign appointment in the gift of the President. He went over in the early summer and was consul from 1853 to 1857. He remained abroad until 1860, living in Portugal and Italy, where he gathered the material for 'The Marble Faun,' or 'Transformations,' as it is called in England, where it was first published, and also sometimes in America. It is even now used as a guide book to Rome, and the Roman guide books contain long passages quoted from it because its descriptions are so faithful.

"It was on his return that I first met him in June, 1860. His friend and neighbor, Mr. Emerson, gave a strawberry party as a sort of reception to Mr. and Mrs. Hawthorne, at which I was present. At that time I had a school in Concord. About one hundred persons, mostly of Concord, were at the reception. I do not remember that his Boston friends were there.

"I became not exactly intimate with Hawthorne, but I saw a great deal of Mrs. Hawthorne because he then sent his son, Julian Hawthorne, to me as a pupil. I prepared Julian Hawthorne for college, which he entered in the year 1863. That led me to see more or less of Mr. Hawthorne. Once I was invited to a Christmas dinner at his house. This was the only time that I ever saw him presiding at his own table.

"Hawthorne was a very shy man and very little at his ease in a general company. Mrs. Hawthorne for a time held weekly receptions at their home, but it was obvious that it was a perfect torture to Mr. Hawthorne. He did not know what to say and was so uneasy that his friends finally ceased going, and Mrs. Hawthorne was obliged to abandon the receptions.

"These receptions were held in the house which he called Wayside. He built the tower which projected above the upper story and

in it fitted up a study to which he used to retire when he did not wish to be interrupted. This house had been the property of Mr. Alcott some four or five years before Hawthorne bought it. Mr. Alcott had converted it into a very pleasant residence with terraces on the hillside. He had planted trees and laid out walks making it altogether an attractive place. Mr. Alcott called it Hillside. Hawthorne has made that neighborhood the scene of his Septimius Felton. This work was put together after his death by his children. It makes a continuous, but rather short novel. The scene is laid largely on the hillside. His British officer is killed somewhere near the Wayside House.

"Along with the house went thirty acres of land, part of it woodland, back of the house. There, on his own land and the land adjoining, Hawthorne took his daily walks. Part of this woodland belonged to Mr. Alcott, who, when he returned to Concord during his later years bought the adjoining estate. The Hawthorne and Alcott families were very intimate. The young people were not quite of the same age, but nearly enough to associate a good deal.

"Hawthorne seldom entered other people's houses in Concord. He was once in my house on a special occasion and I met him once at Emerson's, as I said, but I do not remember having seen him anywhere else. He used to go to Boston and frequently visited his publisher, Mr. Field, but was quite averse to general society. I seldom saw him on the street except when he was going to and from the station.

"On the occasion when I dined with him at Christmas, 1862, at Wayside House he carved the turkey and led the conversation. It turned largely on the Civil War, then in progress. Hawthorne said to me something that I have always remembered—he favored a separation between the North and South. When he was in Liverpool, he said, and had occasion to meet men from both South and North, they always seemed to him like men of two separate nations. He did not think they could ever come together again. Mr. Conway, a Kansas congressman who was opposed to slavery, had delivered

a long speech advocating the separtion of North and South. Slavery, according to this plan, was to be abolished or put in process of abolition. Hawthorne took a great deal of interest in this speech and afterward met Mr. Conway at Concord.

"At that time the issue of the contest was uncertain. The victories of the North had not been very pronounced and were not until the summer of 1863, when the tide turned in their favor. In that year Hawthorne involved himself in some ill-will at Concord, N. H., where his old friend General Pierce presided, and where the tenor of the speeches was strong against the general sentiments of the north. Hawthorne sat on the platform, but did not make any speech. As he was printing *"Our Old Home"* about that time, he dedicated it to General Pierce, and that excited a good deal of remark. Several of his friends cut the dedication out of their copies; I think Mr. Emerson did so.

"He was very loyal to his old friends, although he was intimate with comparatively few people. His most intimate friend in Concord was Ellery Channing, the poet. They were together a great deal, fishing and walking. Channing would often spend a week or two with him. Ordinarily in any conversation with Hawthorne you wouldn't get very far—the conversation would deal most with generalities—but with Channing it was different. In the introduction to "Mosses from an Old Manse," Hawthorne has given us a sketch of Channing.

"Hawthorne knew Thoreau, but was not very intimate with him. There was, I think, a slight antipathy between them.

"Hawthorne lived in Concord from 1860 to 1864—not quite four years. He died in May, 1864, of a rather mysterious disease. Nobody seemed to know what did ail him. He had been declining and drooping, but with no very definite disease. While they were absent together on a trip, Mr. Ticknor, his friend and publisher, died in Philadelphia. He brought the body home, and thus had a tragedy on his hands. This was in the late winter of 1863-64. In May he was so poorly that General Pierce came from New Hamp-

shire and proposed a little journey. They left Concord, Massachusetts, and went to Concord, New Hampshire, and began a journey among the White Mountains. They stopped one night at a famous old hotel in the town of Plymouth. There Hawthorne died in the night, in bed. Before retiring, General Pierce had looked into the room and had seen him sleeping quietly, but in the morning he was dead."

Mr. Sanborn was asked to describe Hawthorne's personal appearance, and said:

"Hawthorne was an extremely handsome man, far the handsomest of the Concord group. He was about five feet eleven, not remarkably tall or especially stout. He was rather full and slender when I knew him. He had a remarkable head and face. His hair and eyes were dark; his eyes very striking. He was very handsome and distinguished.

"When you saw him walking there appeared to be more that the usual flexibility. His head dropped over on one side. This led Tom Appleton, one of his friends in Boston, in talking with someone who had never seen Hawthorne, to describe him by saying, 'He looks like a boned pirate.' Hawthorne had at times almost a fierce expression of countenance—a dark, brigandish look, when angry or discomposed in mind.

"He was always carefully dressed and took more pains than authors sometimes do to dress himself suitably. Mrs. Hawthorne, of course, looked carefully after his appearance.

"He was very graceful in his movements, a good skater and very fond of fishing. I never heard of his carrying a gun. Freshwater fishing was his delight. He and Channing used to go out in Thoreau's boat. A word about this boat may be of interest. It had been built by Thoreau and his brother three years before Hawthorne came to Concord. One of Thoreau's books describes a trip taken in it. When Hawthorne had been in Concord a year Thoreau went to New York to live and sold the boat to him. It was large enough for two or three people. Hawthorne used to row it with oars and

sometimes sail it. When he left Concord the boat descended to Channing and finally perished on his hands."

Through the courtesy of Mr. Sanborn we are furnished with a copy of the following letter written by Hawthorne to Thoreau, and hitherto unpublished:

SALEM, Feb. 9, 1849.

My dear Thoreau:

The managers request that you will lecture before the Salem Lyceum on Wednesday evening *after* next—that it to say, on the 28th inst. May we depend on you? Please to answer immediately if convenient.

Mr. Alcott delighted my wife and me the other evening, by announcing that you had a book in press. I rejoice at it, and nothing doubt of such success as will be worth having.

Should your manuscripts all be in the printers' hands, I suppose you can reclaim one of them, for a single evening's use, to be returned the next morning;—or perhaps that Indian lecture, which you mentioned to me, is in a state of forwardness. Either that or a continuation of the Walden experiment, (or, indeed, anything else) will be acceptable.

We shall expect you at 14 Mall St.

Very truly yours,

Nathl. Hawthorne.

Henry Thoreau, Esq.,
Concord, Mass.

SIBLEY COLLEGE

For a long time there has been considerable comparison between the large and the small Technical School in favor of the latter. It has been claimed than in the large institutions the average student failed to come into close personal contact with and received little individual instruction from his Professors and Instructors. Sibley College has grown to such dimensions, there being a few under eleven hundred students registered this year, that these conditions had become more or less the case here.

It was found that here most of the student difficulties arose from improper registration or the lack of understanding of the courses and the interrelation of technical subjects. One Professor ought not to personally attend to the petty details of schedule and registration and still give his mind to the perfecting of the elementary and complete mechanism of one of the greatest Technical Schools. Now such matters are entirely in the hands of a committee appointed for the purpose, who serve as a Class Advisory Board, each member acting for a particular class. In selecting this committee for the purpose of insuring proper registration, the Faculty chose from its leading members four men who are well fitted to serve in these capacities as they have been either on the Faculty for some time, and as a result are familiar with methods employed, or have had other experience of a similar and equally valuable nature. The writer knows from his own experience that students, and particularly underclassmen, hesitate to go to some of the representative members of the Faculty for fear of encroaching on their valuable time. As a result, advice of a far inferior quality is obtained and this in many cases may involve even the future lines of work of the student concerned. Now he may feel free to go to his Class Advisor taking up any matters of schedule or the arranging or planning of his work. The student knows that the suggestions received may be relied upon for the Advisor is the choice of the whole Faculty for this very purpose; he knows these details, the rulings and restric-

tions of the Faculty, and the exact conditions in the class of the student.

These Advisors are: Prof. D. S. Kimball for Freshmen, Prof. H. Diederichs for Sophomores, Prof. H. H. Norris for Juniors, and Prof. W. N. Barnard for Seniors, who constitute a committee on petitions of which Prof. Kimball is Chairman. They meet once a week making it possible for a student to go before them stating his case clearly and furnishing any information the committee may need. This system has been very successful, the committee being able to dispose of most of the difficulties and so relieve the Faculty of a considerable burden in its monthly meetings. However, should a case be of a purely personal or very serious nature it should, as in the past, go before the Director and the Sibley Faculty.

Should a Junior or Senior be specializing in Marine or Railway Mechanical Engineering or Naval Architecture he is advised, as before, to consult the Professor in charge of the Department.

Matters were neglected heretofore because by the time the Faculty met and took action on a petition much valuable time would have been lost and in many cases enough to make a radical diffierence to the parties concerned. Now these conditions may be considered immediately, in many cases, being completely satisfied by the Class Advisor at the time or by the entire committee in not more than a week.

Before this year a student would fill out and and file his registration card under the advice of someone who had "done it before." Then when the course was complete with proper grade obtained the student stood a chance of not obtaining credit for his labors due to improper registration; he would have to present the situation to the Faculty and take their valuable time to rectify his error or misinformation. Under the new method he makes out his card and submits it to his Advisor within one week after registration for approval; and if all is as it should be the card is deposited with the Registrar by the Professor. If any errors have been made in the card it is returned and he is advised as to what changes are required.

The student is sure of what course he is to follow and also of what he is to obtain credit for, Mr. Hoy is saved considerable time and annoyance, and the Sibley Faculty can use its time to consider matters of more importance.

Students in Sibley College are allowed to take the following maximum registration: Seniors, twenty hours; Juniors, twenty hours; Sophomores, nineteen hours; and Freshmen, seventeen hours including drill. Only under special permission will a student be allowed more than this maximum and no petitions for credit for work in a course without registration will be considered.

Now it seems as if this system, formulated merely to correct errors of registration, will have the additional advantage of bringing the student before at least four of the Faculty, other than in the class room, on a friendly personal footing and in this manner eliminate the lack of close relation between Professor and student charged against the larger Technical school. Further, the fact that Sibley is in connection with other colleges of general culture gives the Sibley man a great advantage over the student in a small and purely technical school, because he is thus brought into daily social contact with students from the other colleges. And also by reason of the fact that he is thrown into direct personal contact with many different types in his own college he therefore secures that breadth of education which can be obtained only in a large university. Because of the large size and reputation of Sibley College the University can call better professional men of greater experience to its instructing staff and can afford to make the general equipment, including laboratories, shops, and drafting rooms far superior to any found in a small Technical college. The quality of the instruction is therefore better. With this new system to bring the professor and student together under more favorable conditions in effective operation, why are we not far in advance of a smaller school?

J. Lawrence Elwood, '06.

VETERINARY COLLEGE

Although we have registered only 17 freshmen this year as against 56 last year the prospect is far from discouraging. The reduction in numbers is due to the increased entrance requirements for, whereas, in former years a goodly percentage entered with 60 Regents counts or more to their credit, now all must possess such credentials or an equivalent. This will be a factor in turning out well trained men to supply partially the demand for veterinarians. The field is a large one and the work pays good dividends in satisfaction and cash. While a majority of our graduates take up general practice, some accept positions in various agricultural colleges and under the U. S. government as meat inspectors. Indeed the relationship between animal and human diseases is so close that more strict sanitary measures must soon be enforced and the work will be largely done by the students of comparative medicine.

Prof. James Law is busily working on the revision of his voluminous and valuable books on Veterinary Medicine, two volumes of which are already in their second edition.

Prof. V. A. Moore expects to publish about January 1, his revised and enlarged *Infectious Diseases of Animals,* some material for which he obtained last summer while doing research work in various European colleges.

Dr. W. B. Mack, '04, recently returned to the college to assist in the department of Pathology and Bacteriology. He spent four months as a federal meat inspector in Kansas City and brought back with him some fine pathological specimens.

Drs. H. J. Milks, '04, and F. J. Loomis, '03, have formed a partnership and bought out the large practice of the late Dr. Bell at Watertown, N. Y.

Our college is well represented in athletics this year, having five Varsity men: Newman, Oderkirk, Roadhouse and Van Orman being on the football team and Simpson on the track team.

Much interest is shown by the college at large in Association football and a match is being arranged with the "Was to Have Been" Varsity team.

DISCORDS AND HARMONIES

Smith meets you down-town and says: "Let's go in and have a glass of beer." You go in. The beer is served to you and Smith pays for both. You *expect* him to. True, *you* may make a move at paying for the beer but you never expect to pay. You would have no more to do with Smith if he let you pay—even for your own glass of beer. Smith asked you in to drink a glass of beer and Smith must pay. That was his obligation.

Now a new obligation arises. Smith has bought two glasses of beer and so must you. Smith *expects* you to buy. Smith would think you a short-skate if you did not buy, and you know it. Therefore you buy Smith another glass of beer and yourself one, although one glass of beer was all that you wanted.

Most of us can drink more than one glass of beer. Therefore my illustration may not strike home. But it shows the genesis of our system of "treating"—a practice of making a man drink drinks he does not want or he should not have, and of making another man pay for drinks he should not pay for—often is not able to pay for—and a practice which makes the next man buy more drinks which are neither wanted nor good for the drinkers, simply because it is "his turn."

Treating is bad in at least two ways. I consider only our own college community. First it leads to excessive drinking and therefore causes much drunkenness. Second it keeps many good fellows from joining you around the table because he does not want to drink the drinks that will be set before him and because he is not able to pay for a "round" when it comes his turn.

More drunkenness is caused in Ithaca by treating than by drinking whisky, although we hear only whisky drinking campaigned against.

One has to be with the German student only a short time to see how much better he drinks his beer than we do and to see how much more good fellowship he gets from it. You would insult a

German university student if you offered to pay for his beer. He would think that you meant to imply that he could not pay for it himself. He pays for his own beer and drinks as much or as little as he likes. He joins you at the table freely; he leaves when he wants to. And when he goes he goes with a steadier step than some of us do and with no feeling of regret that he has spent more money than he ought to.

Treating cannot be campaigned against even if any one here wanted to. It is a question of relationship between men which they must settle as they see fit. But no Cornell man who reads this and who has been half a dozen times to a drinking place down town can deny, in his calmer moments, that "treating" breeds the two evils which I have pointed out.

C. E. K., '04.

To the Editor of the Cornell Era:

DEAR SIR:—When in the course of events it becomes necessary, not only for upperclassmen but also professors and ladies, to get off the walk for frosh, it seems to me that a decent respect for the privileges of the individual requires that the class of 1909 be advised that each individual is entitled to the use of at least a portion of the sidewalk on Central Avenue. This is not an occasional occurrence but it is the custom of the frosh to come down the hill at the lunch hour in groups four or five abreast, forcing everyone whom they chance to meet to step from the walk. Although this was bad enough matter in good weather the present condition of the ground renders it a positive nuisance. It seems to me if this custom is continued it might be considered a matter for the investigation of the vigilance committee.

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"*Thought once awakened does not again slumber*".

To those students who feel that the faculty is a distant, cold body from whom one may expect but little from the personal side, it is most pleasing to learn that two more busy professors have given them a portion of their time. In the November issue of the "Era," there appeared a communication on Cornell democracy from "'06," and an editorial in answer. Since the publication of that issue another letter on the same subject signed "Working Student" has been received. Now the Board believes that a discussion of this subject might be continued indefinitely yet with no value to any one. However, there is a Cornell professor who is deeply interested in this subject and who is in a position to be able to shed some light on the subject. To Professor Fetter we are grateful for his article on Cornell Democracy.

Every student here is clearly aware of Sibley's prominence. Not everyone stops to think that in a large technical college there is a strong tendency to become narrowly specialized. That Sibley must keep in touch with the other colleges, that she must fight against that narrowness, no one appreciates better than does her Dean, to whom we extend our appreciation for his article in this issue.

In the Sibley letter from J. L. Elwood, '06, is emphasized a point which is worthy of most serious consideration. It is simply another phase of the faculty-student relationship idea as brought out by Professor Catterall in the October issue. Sibley deserves the heartiest appreciation not only from Sibley men but from all Cornellians in view of what the precedent will mean in other colleges here. Too many students have been left to fight out their own schedule's problems by themselves. Especially is this true in the Arts College where so much freedom of election is allowed. Some seventy courses or more are open to freshmen. There is no one in particular to give special personal advice to the different students. In only a general way can the Dean advise the men. As a result the under classmen look to the upper classmen for advice and example. Too often that advice is positively though not willfully harmful. Men taking the courses known to be snaps, having no realization of the importance of careful selection of work are in no sense capable of being of any assistance to under classmen. There is positively no doubt but that students would show more real interest in their work and the selection of their courses if there were some live young professors especially appointed to steer the follows and to give the work the zest of more personal contact between professor and student.

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We need an Alumni Hall. The students are feeling the imperative necessity of this more and more every day. We must have a meeting place where our men will be drawn together from all

quarters of the university. Now, practically, what can we as undergraduates, do to emphasize to the Alumni the importance of building this hall? If you will look around, you will see that there is but one building on the Campus which can be used to demonstrate the necessity of this step in a practical way. Barnes Hall could be remodelled so that men would feel a desire to congregate there. Upon this point numbers of our most prominent upperclass men are working. The vigilance committee sees in Barnes Hall and the Christian Association a power which could be of great service in furthering the project of an Alumni Hall. The committee suggests certain changes such as the fitting up of the west dome for a trophy room in place of the present inadequate room, which is to be used as a smoker and lounging room. Other rooms for club meetings are to be fitted up, billiard and pool tables and a bowling alley are to be put in, the whole interior of the building to be redecorated. Other changes of a most radical nature involving steps never before dared, are under way and are bound to change completely the relationship existing between the students and Barnes Hall. It becomes the duty of the undergraduates to start this movement at once. The alumni are looking to us in all these things. We cannot expect support from them unless we become aggressive right here on the spot. In the proposed plan of the vigilance committee, soon to be published, will come the inception of a movement which will do much in hastening the erection of an Alumni Hall.

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But a few more months remain for the Senior. Setting aside all feeling of sentiment at parting from our Alma Mater, there comes to every senior at some time or another, the desire to be helpful to the University that has trained him. Every senior feels that he has received much and in his heart he feels that to work for his University is one of the chief aims of his college days. But too often such feeling never gets into practical operation. It is carefully nurtured in the "loyal breast" but fails in the execution. The

failure comes largely because he feels that there is time enough after graduation. That is where the vital mistake is made. True enough, on matters of financial aid nearly every senior is forced to wait for a while. But he can be of service in other ways. The most powerful time is during that very senior year. The class is together then as it will never be afterwards and as it never was before. It is only then that it becomes really acquainted. This has taken four years. The reunions will bring only a small per cent. of the men back at one time. The effectiveness of the class is bound to diminish after graduation. Today then is the time when he can be of greatest aid. He stands at the head of all college activities. His opinion and sentiment moulds the sentiment and opinion of the whole undergraduate body. Let him be careful, then, that he stands for the right and true, that he cultivate in others respect for the high and noble in college life, that his senior year be spent not in dreamy, thoughtless pleasures of the hour, but in active participation in college activities. Then he will have repaid his Alma Mater for the benefits bestowed on him and he will have done his part in making a better and a mightier Cornell.

THE CORNELL ERA

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PHYSICAL TRAINING FOR THE BODY OF STUDENTS*

The great question facing the College Director of today is: How may the great mass of students be led to manifest their interest in athletics in a more practical and beneficial way than merely as onlookers and "rooters" at intercollegiate contests? How may the present interest in those contests be diffused, and their own need of physical training be instilled into the mind of the students generally? Before discussing the subject, however, we must have clearly in mind the aim or aims which are to be realized, and the conditions which obtain in their realization.

The aims of physical training, besides the general aim of bodily development which is always present, are classified as recreative, hygienic, educative, and remedial or corrective. It is not possible to draw up a general statement as to what particular aim will be realized, or what results will accrue, from any given line of exercise. All the aims mentioned may be, and often are, realized from the regular and judicious practice of certain exercises; but so much depends upon the individual, his age, physical development, mental peculiarities and aptitudes, his life history in short, that it is dangerous to generalize. It has been said, for example, that all muscular activity has a more or less hygienic value, but such a statement cannot go unchallenged. The hygienic value of any exercise must be a

*Read before Society of College Directors at meeting in New York during holidays.

variable quantity, even with the same person, according as conditions vary from one time to another. With regard to the educative and corrective value of certain exercises, we may, however, be a little more precise within certain limits.

We are beginning to recognize today in a real sense the interdependence and co-relation of mind and body. Without physical development in some degree, mental and moral growth are impossible. Thought and feeling are inexpressible and ineffectual except through motor acts, which in turn are animated and controlled by the brain.

One who has had opportunity for wide observation makes a statement to this effect, "The different degrees of motor power, in a young pupil at least, mark stages of development from the vague and general to the definite and exact, which he goes through in all other powers of the mind and will. One cannot observe the mental responsiveness, the power of concentration, the ability to think correctly and to answer questions in clear and intelligible language, possessed by classes of children capable of finished co-ordinations, and compare it with the wandering mind, the dull unresponsive intellect of those who control only the gross adjustments, without believing that there is a close and vital relation between this motor ability and the mental acumen. It may not be a relation of cause and effect, as some would maintain, but it is hardly a matter of question but that one helps the other."

We may say, therefore, with some degree of positiveness that the educative and remedial aims of physical training, which are in their nature developmental, may best be realized during the period of greatest growth, or more broadly speaking, before the age of maturity. After mental habits of thought and expression have become formed, the educative value of exercise must be largely minimized; so, too, when defective habits of posture and movement are once fixed, the corrective value of exercise becomes nil, or perhaps we should say "negative," because properly selected exercises do tend to prevent a further departure from the normal.

In other words, it is the period of primary and secondary school life which offers the most promising field for emphasis upon those features of physical training which tend to prevent or correct abnormalities. It is the period of youth which calls for the practical application of those principles of educative and remedial exercises which are now generally recognized by educators and medical scienttists as sound and effective. After the student has reached the college age, he is at the last stage of the formative period, and from the corrective standpoint is practically beyond the reach of the college Director who, even though he has the inclination, has not the time, appliances, or necessary force of assistants, to attempt to remedy defects resulting from years of neglect and improper training. Even though such were not the case, the very slight improvement in this respect which might be produced in a few individuals in the course of four years, would by no means justify the neglect of the physical welfare of the great body of students. The college or university gymnasium is not an orthopedic hospital, neither can it be called upon to devote itself exclusively to rectifying the faults and deficiencies of earlier training. It must take the student as it finds him, recognize the fact that he is now well advanced toward maturity, that the frame work of his body has practically assumed its final form; also that habits of thought and action now taking shape will in a large measure be retained throughout life.

The particular aim, aside from the developmental, which the physical Director must have in mind, therefore, as best meeting the needs of student life, and as promising the most permanent results, is the recreative. He must interest the student in some form of outdoor or indoor exercise, and encourage him in its regular practice until it becomes a matter of habit; until, also, he attains a certain degree of skill, that the additional incentive may be added of enthusiasm for the branch of sport in which he excels.

When a student has once experienced the beneficial results that come from regular and judicious exercise, and in later life allow the

cares of business or professional life to intrude upon the practice thus formed, and feel the consequent deterioration, his mind will naturally recur to those days in which he felt so full of energy and ambition, in which he seemed to be doing his best work and getting the most enjoyment out of life, and he will make the more strenuous effort to resume the old habits of work and exercise.

So much for the aims to be realized and the conditions that obtain in their realization. The question then is, how are they to be realized? How is the general interest in exercise to be aroused? How is any scheme of physical training that will involve the entire student body to be worked out? By way of answer to this question, I propose to outline the methods pursued at Cornell, not as offering a complete solution to the problem, but as indicating the lines along which, in the writer's opinion, efforts must be directed if practical results are to be obtained, and a large proportion of the student body are to be reached and permanently benefited.

I may say first of all that being one of the so called "landgrant" institutions military drill is practiced at Cornell three days a week throughout the year, and is required of all first year students registered in a four year course, which means practically all Freshmen. Students, however, who are working their way through college, and students who are selected by the managers of the various athletic organizations as promising candidates for their teams, are on petition excused from drill requirements. These students must then, by Faculty requirement, take as a substitute three hours a week of physical training throughout the year. The attendance of candidates for teams at regular practice is reported weekly upon blanks furnished for the purpose to the managers. At the end of the athletic season they come under the direct supervision of the Department, although they had been previously examined as to their fitness for athletic competition. In addition to the one year drill requirement or its substitute all students in the University are required to take one year of physical training, three hours per week; that is to

say therefore all regular students in the University are given one year and the majority two years of work along essentially physical lines.

What are the results? Is the work popular? Military drill is taken by more than one hundred second year and upper class students as an elective for which a few receive credit toward graduation, if taking courses in which electives are permitted, a few receive comissions as officers, and the others take it because they like it. We may fairly conclude from this that it is not an entirely irksome duty for those of whom it is required.

In physical training, as has been intimated, the aim is to interest the student in some form of exercise for which he is not unfit, and by requiring regularity in its practice, to make him feel that it has a direct influence not only upon his physical well being, but upon his mental and moral efficiency.

With this end in view, the attempt is made to conform the system to the student, not to conform the student to a fixed system. He may choose any line of exercise he pleases within certain limitations; when the need is apparent of course advice is offered and the student urged to supplement the exercise selected. He may fence three times a week, box, wrestle, play hand-ball, basket-ball, exercise on the rowing machines, in the gymnasium (by himself in special cases, or in class work); take track work, football or baseball under the direction of the coaches, or on the campus or playground, play golf or tennis or other games in season, and throughout the winter may substitute, for whatever exercise has been selected, skating, toboganing, or skeeing. To keep record of the work done is comparatively simple if it is under the direction of one of the paid assistants, such as the fencing, boxing, or wrestling instructor, or in a gymnasium class; so, too, if the student is a candidate for an athletic team. Where other forms of exercise are taken, the student is required to report at the Director's office after he has taken his exercise. If the exercise be of the nature of indoor work, which necessitates change of clothing, thirty minutes of actual exercise is the minimum time allowed; if it be out-

door work he must put in an hour. The length of time spent is specified when he reports.

This plan is, perhaps, open to criticism. But, I take it, the definition of man as a reasonable animal applies as well to the species "undergraduate." As a rule the student's impulses are good and his judgments sound. It is possible for him under the system outlined, to change his clothes, sit outside of the office door for thirty minutes, and report, or even to report without going through the form of waiting. It will not be long before he begins to consider that he might just as well be taking exercise; the more so inasmuch as it is his to choose the kind of exercise he will take. If he does not reap beneficial results from regular participation in that form of exercise which appeals to him, it is because he is an exception to the above mentioned rule.

The system, as thus outlined, has been in force only part of a year, but it seems to be bringing about results of the kind aimed at. About 175 students are registered in the regular gymnasium classes, about 180 in track work, 80 in cross country running, 85 in boxing, 40 in fencing and wrestling each, 85 in rowing, 40 in lacrosse, and possibly 100 in miscellaneous forms of exercise, making a total of between seven and eight hundred reporting three times a week throughout the year. For Juniors and Seniors a winter course is offered, running four hours a week from Christmas to Easter, for which one hour of University credit is given. Their work must be done more directly under the supervision of the gymnasium staff, and this naturally limits somewhat the freedom of choice. Placing the number of upperclassmen who register for this course or who are candidates for the athletic teams at 300, as a conservative estimate, and the number of Freshmen drilling at something over 400, we have 1500 students accounted for as engaged in some form of physical training throughout the year. This is a goodly proportion out of the possible 2500, not as large as it should be, I admit, but it is believed that once the system has become fairly established, more students will exercise, and an atmosphere will be created

such as will cause a feeling of shame to rise in the breast of the physically inefficient "grind." In time, I trust, the entire student body will be driven at certain specified hours into active participation in the exercises and games now monopolized by the few who least need them, by the few who are chosen primarily because of their physical fitness.

Taking it all and all, therefore, while there is strong objection to the rampant athleticism of the day, (and least of all can it be defended on grounds of physical welfare), I believe that for the great majority of college men the best solution of the problem of rational and effective physical training lies in well regulated athletics, or recreative pastimes and sports.

C. V. P. Young, '99.

SUNSET FROM THE GORDON FERNOW SEAT.*

The dim-heard echo from that far-off land,
That lies beyond the glory of the sunset hill,
Breaks in upon the turmoil of our common life,
And bids us wait and listen, and be still.

One day its mystic music, with compelling grace,
Shall win us from our wanted tasks and toils;
And from our souls will angel hands erase
The memory of the past, with all its agony.

Ah then may there still cling
Some vestige of these earthly ties,
Some memory, some mark, that we shall know!
Is there not something that all change defies,
That through all time shall only holier grow?

(*Unfinished.*)

C. S. C.

*The writer of this poem has been for several years a graduate of Cornell. The poem, written amid the disillusions and realties of life, explains itself.

GERMAN UNIVERSITIES

If I did not have very great confidence in the present management of the *Era,* I should have been inclined to question the necessity for an addition to the literature on this subject. For several generations now there has been much talk about German Universities, and what we have learned from them may be found in almost every lecture room in every real university in this country. The best book about them from an American standpoint was written by our own Professor Hart in the hey-day of his youth and the two copies of it in our library give evidence of hard use. Any one who wants a lively and picturesque account of student life in Germany, with a full explanation of the peculiarities of the German university system, need read no further in this article but should ask for 6871 E 55 or 56 at the loan desk. Those who don't care to learn much that they don't already know, may read on.

A German university consists normally of four faculties: theology, law, medicine, philosophy. It is maintained by the State. Its practical purpose is much the same as that which finds expression at Oxford in the "bidding prayer" before university sermons,—"that there may never be wanting a fit succession of persons to serve Thee in Church and State." The German theologue receives a scientific training for service in the state church. The student of law is to become a part of the administration or, even as a private advocate, to be an "officer of the court" in a more stringent sense than among us. Most students of "philosophy," which includes the branches that we call "arts and sciences," become teachers in the state schools, for service in which they are qualified by passing an examination conducted by university professors in the name of the State. Some "philosophers" become university professors themselves and others find employment in various institutions of a quasi-public character. Admission to the practice of medicine is strictly controlled by the State, and even private practitioners seemed to me to be more commonly conscious of a sense that they were in public office than our

own doctors. Perhaps this is partly due to their public duties in connection with the state system of workingmen's insurance and with municipal boards of health.

German students are, at any rate, taught to believe that they are to be leaders of the nation. This sentiment, which is of course very strong at Oxford and Cambridge, used to be, I should say, more commonly felt among us than at present. One heard more of it even twenty years ago than now. In spite of all the changes which have temporarily impaired its effect we ought to revive it. It came out very strong on the Woodford stage last year in Mr. Porter's eloquent oration on the vocation of the engineer. College men were never more prominent in politics than at present. One has only to think of Mr. Parsons, Mr. Wadsworth, Mr. Moreland, and Mr. Edmonds, the Cornell men who led the City Party in Philadelphia last fall. And yet we don't talk politics as much as we did or as much as they do in England, France, and Germany. It is the central topic of discussion over there. The contest of the parties, conservative, liberal, socialistic, is as keen in the little as in the big world. In the faculty of philosophy the central subject is no longer, as it once was, philisophy, but political and social science.

It will be observed that the German universities have no faculty for engineering or other technical subjects. These are taught in the great schools of technology at Charlottenburg, Hanover, Dresden, and elsewhere. Nowhere in the world has the application of science to industry been more successfully or more profitably accomplished than in modern Germany, which is a highly practical country. The question whether technology thrives best in isolation or in association is now much discussed in Germany, and, strange as it seems to us, the most emphatic protests against the proposed union of pure and applied science have come from the technical side. It may be, however, that some of the German universities will nevertheless follow the lead of Cornell and other American universities in this respect.

The central and essential organ of the academic body in Germany is the faculty of philosophy, because it is devoted to the pursuit of truth for its own sake. It existed originally as a school of general culture, in preparation for higher professional studies, but for more than a hundred years it has been devoted to the pursuit of *Wissenschaft,* that is, all science, natural and humane, as an end in itself. I have said that many of the students registered under this faculty become teachers, but their work is designed not to make them teachers but to make them scholars. They must be scholars first. This is the reason why a German secondary school, a *Gymnasium,* stands so much higher than an American high school or even some of our colleges. A German high school teacher is a man,—not a woman,—and a scholar. He has invariably done what we call graduate work in the subjects which he is allowed to teach. This alone goes a long way to account for the fact that the average German boy gets a more thorough intellectual training and acquires a greater amount of information during his school days than we do over here.

The other day I came across a passage in Francis Bacon's *Advancement of Learning* which I made up my mind to quote at the first opportunity. Bacon found it strange that in his day, of so many great foundations of learning, all were "dedicated to professions," and none "left free to arts and sciences at large." "For if," he argues, "men judge that learning should be referred to action, they judge well; but in this they fall into the error described in the ancient fable, in which the other parts of the body did suppose the stomach had been idle, because it neither performed the office of motion, as the limbs do, nor or sense, as the head doth: but yet notwithstanding it is the stomach that digesteth and distributeth to all the rest." So are the professions "served and supplied" from the general and fundamental studies, which should be pursued not merely "in passage," that is, in preparation for professional studies. "For if," says wise old Bacon, "you will have a tree bear more fruit than it hath used to do, it is not anything that you can do

to the boughs, but it is the stirring of the earth and putting new mould about the roots that must work it." There are some things after all that can be done to the boughs, but provision for the roots is of first importance, and the Germans have remembered it in their thorough devotion to humanistic studies at the *Gymnasium* and to *Wissenschaft* at the university. The scientific spirit, which animates the faculty of philosophy, has been communicated to the others, and every one who enters the university, even for professional work, finds that he is expected not only to learn a body of doctrine and acquire technical skill in applying it, but, above and beyond all else, to co-operate in the discovery of new truth. So far as this spirit moves among us, we owe it chiefly to Germany.

We also owe the "elective system" to Germany, where it has long been possible for students in "arts and sciences" to take whatever courses they may choose. For other students this liberty is naturally restricted by the requirements of professional training. In discussing the applicability of the system to American conditions, we must remember that German students are as a rule between twenty and twenty-five years of age and that they have already gone through a nine years' drill, generally in a classical gymnasium, before entering the university. An American boy, now at school in Germany, wrote home the other day that, compared with German schools, an American school was a "cinch." This is expert testimony. At an age when some of us are looking for "pipes" all over the campus, the German youth is toiling at Latin and Greek, history, "religion" and logic, German literature and French or English, mathematics and natural science, or whatever else may in the wisdom of the State Department of Education be required of him.

Then he comes to the university and finds himself suddenly a free man. He lives in lodgings which are not, as at Oxford, under the control of the university. There are no dormitories. The university accepts no responsibility for his conduct. The problem of

discipline does not exist. Inside the lecture room order reigns, except that the students exercise the right to shuffle their feet audibly when the professor runs on ahead of their notes or fails to run down when the hour has struck. Even in the pursuit of knowledge the student is free from all pressure or control. He must indeed register for at least one course each term but he need never attend. An American student I knew obeyed this rule by registering in a course on "The Chief Difficulties of English Pronunciation," given by an Englishman named Thistlethwaite, whose own name made the subject seem important to his hearers. At the end of the term, the professor signs his name in your registration book, even if he cannot remember your face. There are no examinations,—except one for medical students,—until the end or what you hope will be the end of your student days. Meanwhile you may sink or swim, survive or perish. Some sink but most swim, because they know they must, in the long run; and that means three, four, or at most five years. The inevitable day of reckoning comes, when you must hand in one or more productions—corresponding to our theses or dissertations —to prove your command of scientific method, and must face your examiners, who inquire into the contents of your mind. Upon their verdict depends your future career. Many a man fails once and comes up again after six months or a year. Some fail twice and go into business. It is their own fault. They cannot blame the Faculty, which has from the first accepted no responsibility but put every man on his own resources. The system tends to encourage independence. Nobody gets "credit" for anything but accessible knowlege and capacity for science.

So the German student does work hard after all. He may loaf for the greater part of his first year, when he is set free from the severe discipline of the *Gymnasium,* and the evil day is yet afar off. He may wear the cap and the ribbon of a *Corps* or a *Burschenschaft* for a few semesters, and spend almost all of the time drinking beer, fencing, and fighting duels for fun or for fair.

He drinks beer rather steadily throughout his course. He may spend a couple of summer semesters at one or another of the South German universities, where good wine is cheap and life is one glad, gay song. He may spend some of his vacations, which cover about five months of the year, tramping in the mountains, and one of them travelling in Italy. He may and usually does, while registered at a university, serve his year in the army, which means getting up about five in the morning and taking the hardest kind of physical exercise all day long. He is generally a rollicking good fellow and he sings the finest songs in the world. But, sooner or later, he buckles down to work, and when he works, he works, including the vacations. He secures, on his own responsibility, a generous training for his profession, and he learns to regard himself as a co-worker with his teachers in the age-long enterprise of science.

Henry A Sill.

FRENCH UNIVERSITIES

A student publication that gives to a member of the Faculty for his Christmas recess an assignment on French Universities must be expecting copy on football. If this was the *Era's* intention it has my sympathy in its disappointment. The football question does not exist in France, either as a university question or as a question. Even athletics, in their most general aspect, will have to be debarred from this paper. Strange as it may seem, there are, on the other side of the ocean, institutions that dare call themselves Universities which manage to live without big red teams, scrubs, halfbacks, quarterbacks, coaches, season tickets, training tables, athletic councils and brass bands.

Whether this is right or wrong is not the question. It means only that the French Universities are somewhat different from American and English Universities; what the essential differences are will appear, I trust, from a brief description of their main features.

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The word *University* in France designates the union of a small

number of faculties. In fact the average University is composed of four only: faculties of arts, sciences, law and medicine; in the Middle Ages such was the composition of all Universities, except that sciences were then replaced by theology. Theology came first because it was the main subject that was taught; indeed it was the very subject that the Universities had been founded for. Therefore up to the present year it has stood at the top of the list of subjects offered by the Paris University; it was a polite reminder of the foremost place it held in the old XIIIth century University. Cornell students will have noticed that this same reverence for the medieval tradition gives to Semitic languages, to Assyrian, Ethiopic and Coptic the place of honor in our Announcement of Courses. In France, however, with the separation of Church and State, that was voted a few weeks ago, the faculties of theology will be entirely dropped from the schedule, remaining only in some private denominational Universities, very few in number and without interest to us. Indeed private Universities in France, which are all religious institutions, have no power to confer degrees and therefore are without much influence.

France has not more than 15 universities, whereas the list of American Universities and Colleges in 1904 comprised 464 institutions. The Paris University alone is "complete"; like Cornell, it offers every subject from Coptic to veterinary Science, from bridge-building to cheese-making. The other Universities can all boast of a faculty of arts and a faculty of sciences. But only 13 have a faculty of law and 7 a faculty of medicine and pharmacy.

Most French Universities, presenting thus limited opportunities have consequently a limited clientelle. They fit their students for the practice of special professions, the "liberal professions," so-called and nothing more. No one in France can practice law, medicine or teaching who has not passed examinations that can only be taken after registration in the State Universities and before examination boards composed of University professors. Hence the Universities are frequented almost exclusively by would-be lawyers, judges,

teachers, physicians and pharmacists. The engineering profession is learned in special schools. Very few, if any, go to the University for "general culture." The general culture is acquired or supposed to be acquired in the secondary schools, called *lycees* or *colleges* and the bachelor's degree is the crowning test of these studies. To enter a University all that is required is to show a bachelor's diploma. The work in secondary schools covering general history and geography, modern and ancient languages, mathematics, the various sciences and philosophy, and none of these courses being elective, the young student gets willy nilly a "general education" and when he enters the University all he wants is to fit himself for some definite profession.

The universities are thus intended for specialists. Every one who goes to the University knows what he is there for. He knows also that he may work as long as he cares to and as long as he needs to in order to pass his examination. The time he will spend depends on his industry, his intelligence, the bank account or the patience of his father. The work is not supervised nor tested by periodical examinations except in the case of students who receive state scholarships. The University is wide open; no qualifications are required other than those I have mentioned and a fee that is very small in arts and sciences but somewhat larger in law and medicine. In fact the courses of superior education are practically free in France; it is the taking of the degree that is expensive, the fees varying between twenty or sixty dollars for one examination. The average age of students ranges from twenty to thirty. Some pass that limit. But these are the dead weight who are lost for science and society; they form the lazy, shiftless and pitiful army of Bohemia to whom romance has given an absurd and undeserved halo.

Attendance is not required in certain faculties; many a so-called law student appears at the law school on registration day and never shows his face again before the day of examinations. This very last summer a friend of mine who had just taken his law degree was unable to tell the name of his professors whom he had never

seen nor the name of those who had examined him; for he had forgotten to inquire about that trifling matter.

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These Universities, where every one may enter when he pleases, stay as long as he pleases, go out when he pleases, where no restrictions and no compulsions exist and where the students are only responsible to themselves and their families, are, as everybody sees, absolutely different in character from the American or English type. The nearest approach to the regime prevailing in America is found in some of the technical schools, with a limited number of students. These schools are entered through competition and they exact from those who want to stay in a certain standard of scholarship; the students who fall short of it have to go home, singing the "Bustonian chorus" so dear to many Cornellians. These students living together mostly as soldiers in a barrack, develop also a college spirit, an *esprit de corps,* have a special slang, special songs, special hazing, and cultivate that remarkable spirit of hierarchy, of aristocracy based on seniority which makes a second year student look down upon a first year one as on a miserable worm worthy of contempt, good only to serve him as a valet, and whom he considers, in the old feudal phrase, "taillable et corveable a merci." This *esprit de corps* which lasts long after the college days, is noticeable in such schools as *l'Ecole Polytechnique* and *l'Ecole Centrale,* which form engineers, *l'Ecole Normale Superieure* which forms University teachers, and *St. Cyr* which is the French West Point.

But how could such a college spirit exist in the Universities when one remembers the features of those institutions which exclude the very conditions that create and make possible such a spirit.

In the first place, until very recently, there were no real Universities. The name in its actual meaning was only revived in July, 1896, by a special law passed by Parliament. Up to that time the word *University de France,* by a strange misnomer, applied to the whole fabric of state education, such as it came out of the hands of

Napoleon, embracing primary and secondary schools as well as faculties. Under that system there existed faculties, indeed, but these faculties, be they of arts, of medicine or of law were scattered about a town, foreign to each other, without common head, common ties, or common interests. There was no University spirit because there was no University.

In the second place, the mere fact that faculties were all in towns of certain size excluded the very possibility of real college life. The buildings were generally in the center of the town without any campus, musty and dark old lecture halls, where professors came three times a week to address their pupils whom often they did not know by sight. See in Anatole France's *Orme du Mail* the description of the Faculty where good old Professor Bergeret delivered his lectures on Vergil. It is said that an official of the department of education on visiting one of these old buildings asked how long it was "that the horses had been removed."

The University towns in France are such cities as Paris, Lyons, Bordeaux, Toulouse, Nancy, Dijon, Grenoble, etc., that means cities of at least 50,000 souls. A few happen to be in smaller cities because of some historical reason. But these work under a disadvantage. About ten years ago a University in northern France was moved from Douai, a city of 33,000 inhabitants to Lille, a city of 210,000. The business people of Douai made a violent protest, as well they might. But neither students nor professors minded the change. No more sentiment was connected then with the place where you got your degrees than with the place where you buy your suspenders or your ties. Only, the larger the city of residence, the better, from the students', and perhaps the teachers' standpoint. There is more apt to be a good theatre, pleasant cafes and attractive music-halls in a town of 100,000 than in a city of 25,000. Hence the Universities of smaller towns are today either dying out or moving to larger places. Paris, the "gay Paris," is not merely the place where good Americans go when they die. It is the place where naughty young Frenchmen with a copious allowance want

to go when they do not care to study but to live a happy-go-lucky life of Bohemia. Paris, in the school year 1904-5, had 12,985 students while Poitiers had 898 and Clermont-Ferrand 274.

To take another instance, Aix, the former capital of Provence, (33,000 inhabitants) is a University town, but half the University buildings are already in Marseilles (490,000 inhabitants) and many of the students live in that city which is only an hour's ride by train.

The story has it that one day in Aix, at a law examination, the professor was desperately endeavoring to quiz an unfortunate victim on the Institutes of Justinian and the Digest, without getting any sort of response from the recalcitrant candidate. Question after question remained unanswered, when suddenly the professor seized with a sudden inspiration, asked, "When goes the next train for Marseilles?" Immediately the face of the would-be jurisconsult brightened up and forth came the answer.

* * * *

One word might be said on the conditions prevailing in the Faculties of Arts and Sciences as opposed to those that existed in the law and medical schools. The latter always had a ready clientele. Lawyers and physicians prosper and thrive everywhere; they are eternal. No amount of satire from the old farce of Maitre Patelin down to Racine's *Plaideurs* has been able to make unpopular in France the profession of law. As to the physicians, La Bruyere's dictum still holds good, "as long as men may die and want to live the physician will be ridiculed and well paid." Therefore there never was any slackening in the attendance at the schools where lawyers and doctors are manufactured.

But there was a time when the Faculties of Arts and Sciences had almost no regular students at all because the work offered was of no practical utility for those who were preparing for a profession. They were supported for the instruction and entertainment of the general public, as a sort of lecture bureau. Many famous professors had to work merely for an audience that was made up of what

we know here as "thirsters," a very desirable class indeed, but a leisurely class who is looking for a pastime more than for instruction: ladies, young and old, pretty and otherwise, retired officers, pensioned magistrates, not to speak of various tramps who remained faithful to the warm stove in the winter and the cool window breeze in the spring and not uncommonly fell asleep under the magic spell of some learned lecture on Kant, Pindarus, the Medic wars, or the galliambic verse. Such was the public of Guizot, Villemain Michelet and others. One well known professor of Paris, a prominent historian, revolted against this state of affairs which he judged undignified and he would chose early hours and out of the way lecture rooms to discourage his enthusiastic and obstinate hearers, some of whom showed their interest in his course only by asking irrelevant questions when they did not try to "touch" him for a few francs.

Recently, however, with the great revival of University life fostered by the Republic, the student body of the Arts and Science faculties has been largely increased and today it fairly outweighs the still countless and often attractive visitors who, in their elegant attire and stunning hats flock to the popular lectures and give to the old *Sorbonne*, the appearance of an Opera House on the day of a fashionable matinee. Bellac in *Le monde, ou l'on s'ennuie* is the caricature of one of those much-admired matinee pedants.

The professors of the French Universities are, taken as a whole, a choice lot. As there are only 15 Universities the laws of natural selection produce a very high grade of teachers most of whom are scholars of wide reputation and leaders in their special line. Not being burdened by 15 or 20 hours of recitation like the Cornell faculty they can apply to their three lectures a week the best of their talent. Unfortunatey they do not always have in the eye of the public the prestige they deserve. In this respect university professors and even university presidents do not begin to have the position of their American colleagues. There was even a time when they were overlooked altogether. A minister of the Empire, visiting the famous *College de France* is said to have asked to see the "sleeping

rooms" of what he imagined to be a boarding school; and many a provincial citizen of Poitiers or Clermont has only a vague idea of what his University stands for. The high water mark of the professor's popularity is at examination time, when his friends, classmates, distant relatives, aunts and mothers-in-law pester him with sollicitations in favor of the ever increasing army of young, timid and unsophisticated youngsters that are trying for the much-coveted bachelor's degree.

* * * *

As to the students, they too, have only of recent years become a class conscious body. Formerly they were a sort of an unorganized class having in common only their youthful looks and their social status; suddenly they have begun to realize the possibilities of student life. In all the great Universities they organized big societies, called *associations d'etudiants* which have their clubhouses, social entertainments, banquets, dances, and also their politics, with the bitterness, rivalries and perhaps "graft" that everywhere accompany ambition for the exercise of political power.

The Paris *Association d'Etudiants,* founded in 1884, has been for over twenty years a very important center of student activity. They have a great annual banquet, presided over by some leading writer or scholar. They organize international conventions of students from all colleges of Europe. Sarah Bernhardt and other artists often give them the freedom of their house and delight in playing for them alone. They have always been actively represented at, when they did not initiate themselves, ceremonies in honor of great men of science such as Pasteur and Berthelot, or of men of letters, like Renan. As a whole they have a sort of semi-official position which bears witness to their influence and prestige.

As for athletics, if students individually or in small groups indulge in fencing, boating and perhaps football, there is no such thing as intercollegiate games, and the 220-pound students are not at a premium in French Universities, as they seem to be at Chicago. This is, in a certain sense, unfortunate. For if,

as President Schurman rightly said in his Syracuse address, football, and athletics in general "afford a voluminous vent for huge masses of superfluous feeling and energy" of the student body the French students must look for that vent in other directions. Their superfluous energy is too often spent at the expense of the professors. Their big amphitheatres are the scene of boisterous "rough houses," if the teachers are unfortunate enough not to catch the ear and strike the fancy of their youthful and erratic audience. The life of many a distinguished scholar has been poisoned by these irresponsible and irreverent young men who abuse a freedom so long withheld from them. Every year, not to say every month, the law school and the medical school and sometimes the old *Sorbonne* witness scenes that are not altogether different from the scenes at Percy Field when the Cornell side makes a score against Princeton or Pennsylvania. Such well known professors as Nisard, Sainte-Beuve, Caro and more recently Brunetiere, Larroumet or Aulard have found themselves face to face with a howling and hissing mob of disrespectful youths, who by their wild outbursts, caused by trifling pretexts, put to flight the matinee girls and forced the police to protect this house of quiet learning suddenly transformed into a boisterous house of mirth and scandal.

When the poor Faculty does not suffer then it is the police. In times of political agitation students will form themselves in long single files called "monomes" and run through the town shouting various wierd yells accommodated to the circumstances, the main theme of which is to "conspuer," that is to hiss, some well-known public man who, for the time being, has lost their precious confidence. And then the shopkeepers close their blinds, barricade their windows, and the boulevard St. Michel, the main thoroughfare of the famous Latin quarter presents its old warlike aspect of revolutionary days. If the police and the students do not actually play football the game they do play looks very much like it. It is an unspeakable scramble with lots of "slugging," ribs broken, jaws

smashed, and when it is all over and a few students have been sent to jail, the old quiet life goes on as before.

And now, having reached the limit of this paper, I realize that I have not said a word about work, the hard and often brilliant work done by French students in French Universities. But who ever associated work, scholarship, intellectual attainment, with "student activity?" When one deals with University activity the thousands of silent and modest toilers, who, in their sixth story garret burn the midnight oil are not "in it," to use the slang expression; it is the small but pushing, hysterical and boisterous crowd of nose smashers, "rough housers," two hundred pounders that count and make up the life of a University, as they make up the life of society. It is the minorities that lead the world. So having given them the attention and space that they claim, I think that I have said enough about "French Universities."

O. G. Guerlac.

STUDENT BOARD IN ITHACA

The accommodations for students in Ithaca have not kept pace with the growth of the University. There was a time when a dozen boarding houses would have sufficed for the whole student population. As the population increased, however, instead of coming more closely together, the students have been scattered farther apart, until now the boarding-houses on the hill and in the city are numbered by the score.

The typical Ithaca boarding-house at which a large proportion of the men students must find accommodations, is well known. It is a plain room, often a poorly lighted, poorly ventilated basement. The floors and walls are bare. There are rough wooden tables, perhaps, covered with coarse table-cloth, and surrounded by a number of chairs of various shapes and sizes placed as close together as possible in order to utilize every inch of the limited space. The kitchen with a variety of odors is unpleasantly near and, worse, is

often unpleasantly dirty. Such, in brief, are the surroundings amid which a thousand or more Cornellians eat every day.

The price which they pay in Ithaca varies from three dollars to five, or more, per week. Following is a table showing prices at some of the leading eastern universities as given in their registers and elsewhere obtained.

University	Low	Average	Liberal
Cornell	$3.00	$4.00	$5.00
Columbia	4.00	5.00	6.25
Yale	3.50	5.00	8.00
Princeton	3.00	.	7.00
Harvard	2.50		10.00
Pennsylvania (Commons)	—	3.50	—
Michigan	3.00		5.00

It will be seen from this that prices here compare quite favorably with prices at some of the other universities. It is interesting to note the range of prices at Michigan, where conditions of surrounding country, size of city, etc., are much the same as here.

A comparison of the variety of food served at the various colleges is hard to make with accuracy in the absence of complete statistics. On behalf of the "Era" an attempt was recently made to arrive at least at some general conclusions. From detailed reports received from a number of eastern colleges it appears that the variety of food offered to the students of these institutions at prices ranging from $3.50 to $6.00 per week is in many cases certainly not superior to that which may be obtained in Ithaca for $3.50 and $4.00.

Speaking generally, then, if the board offered at other universities is in any way superior to our own, it must be in the quality of the food as it is set on the table, or in the surroundings amid which it is served.

Students here must have noted that the board offered in the typical Ithaca boarding-house is often inferior to that served for

the same price in restaurants or dining rooms of neighboring towns or cities which do not contain a college or univeristy. The ready explanation of this is of course that prices are high in Ithaca. But even in Ithaca there are great differences in boarding-houses.

While this article was in preparation, menus were taken in a number of boarding houses in Ithaca. The price of board in these houses varies from $3.00 to $4.50; the variety of food offered appears to be almost identical. From these various sources, one general menu can be made out, which applies to the cheapest as well as to the most expensive boarding-house investigated. Tuesday morning, November 28th, 1905, each of these boarding houses offered for breakfast, fruit, at least three cereals, two meats, potatoes, two kinds of bread, and tea, coffee, cocoa or milk; for lunch or supper,—usually soup, meat, potatoes, bread, cake, usually some kind of sauce, and tea, coffee cocoa or milk; for dinrer,—soups, two meats, two vegetables, choice of at least three desserts, and tea, milk or coffee. It is presumed that fairly the same quantity is served in all these houses. If there is any reason then to prefer one Ithaca boarding house to another, or to justify the difference in prices it must be again largely because of the *quality* of the food served and the surroundings. And this we know to be the case.

It is a mistake to suppose that all the Ithaca boarding-houses serve poor food or serve food in poor surroundings. There are places here, not necessarily the more expensive, which are well known for the satisfaction they give. The point is, *some* of the boarding-houses are being properly run—why are not *all?*

In the first place there are differences in the people who keep the boarding-houses. Some are old residents of the city and own their own homes here. In the course of years dealing with students they have established names for themselves which amount to business reputations and they are anxious to maintain them by fair dealing. Others who have come to Ithaca from outside for the purpose of keeping boarders must pay a high rent for their dining rooms. Their experience is often limited. They have perhaps little sym-

pathy for the students. They must make a profit to meet their rent. So long as the students stay with them there is a constant tendency for the quality of the board to fall off.

The question of capable "help," as it presents itself to the Ithaca boarding-house keeper, is a serious one. Student waiters can attend to the dining room—that much of the problem is solved—but it is next to impossible to secure capable and efficient cooks. The result is that much of the food served in Ithaca is not properly prepared. A poor cook in the kitchen can spoil the best roast obtainable at the market, and send it to the table flat and tasteless. Probably in rare instances the cooks might like to prepare better food, but the management will not allow it—such a case is known to have occurred.

The boarding-houses which have been most successful in Ithaca are those in which the proprietress, herself a good cook, either has done most of the work or has given it her close personal supervision.

In some houses a great deal of regard is paid to cleanliness both in the food served and in the appointments, while in others the question resolves itself into a clean tablecloth once a week or so and a scrubbing of the bare floor in vacation. In some places flies get into the food and cockroaches crawl on the tables. A short time ago, looking from the window in one of the boarding houses the students saw a dessert set to cool on a board placed over the top of a garbage barrel.

Some boarding house keepers take pride in the pleasantness of the surroundings, while with others the only concern is to feed the students as rapidly as possible and get them out of the way.

To return to our question—Why are not all the boarding houses giving satisfaction? What can be done in the way of improving the conditions?

Here is one suggestion which has been put forward:
One reason why the quality of board is unsatisfactory is that so much food is wasted when a variety is offered. A choice of two kinds of meat is usually given at breakfast and dinner, perhaps

at lunch as well. At dinner, one may have his choice of two, three, or even four desserts. Under such an arrangement too much must be bought and too much must be thrown away. If students were accustomed to less meat for breakfast—many of them do not care for it then, and would be better off without it—they might have more for dinner. Because the boarding-house keepers are obliged to offer a choice of meats two or three times a day they must charge more for board or else cut down the allowance of other things in proportion. In houses where no meat was served at breakfast and only one offered a dinner, the difference as it appeared in the quantity and quality of other food has been remarkable. A limited variety of plain food and plenty of it is quite likely to give more satisfaction than an elaborate menu where quality has to be sacrificed.

There is little doubt that if the students in any particular boarding house wanted such a plan adopted, the management would be perfectly willing to talk with them. It need hardly be said that such an arrangement would simplify matters all around—in the market, in the kitchen and in the dining-room.

It would seem too that improvement could be made in appointments and surroundings at the boarding houses. Eating, at least among civilized peoples, is more than swallowing food. Meal time should mean a certain recreation—one of the best opportunities presented for social intercourse among the students in this busy place. On the contrary, it seems often times more like a part of the daily routine.

A picture or two on the bare walls, perhaps a rug on the bare floor, or a little better scenery in the back yard could probably be furnished if it were asked for.

We may *ask* for some improvements in the boarding houses, but there remains one thing upon which we should *insist*. Improvements in the quality of food or surroundings may entail some expense to the management—but cleanliness costs little or nothing; it is a habit. We recall the catch phrase used to advertise a certain

food product—"Our kitchen is as clean as yours." To how many of the Ithaca boarding houses will the declaration apply? These things should be looked after, as their neglect may very well sooner or later mean cases for the Board of Health.

The table and its appointments should above all things be kept clean. It is possible to keep a boarding house in Ithaca in a cleanly and satisfactory manner, for it has been done and is being done here and now. Houses which are not being run on this basis can be brought up to the standard if an organized effort is made and backed up. Any change in the existing system must come pretty clearly from the students themselves.

Such are some of the suggestions which might be made in the present state of the problem. The tendency in discussing it, however, is to look away from the present into the future.

All these things affect in a large way the interests of the University, for they react on the efficiency of its members. Inasmuch as they affect the University in this way, they ought to be under University control. President Schurman in his last report, in calling attention to the needs of Cornell mentions this one among others—"a dining-hall on the Campus—the best site in America—for the now scattered and poorly accommodated student population, who lose the inestimable advantage of social intercourse with fellow students and mutual education under a common roof and who pay increasingly high prices for their board and lodgings in private houses."

The students await a University Commons, a suitable and convenient boarding place large enough to accommodate a great number and managed with an eye to their welfare and comfort. Most of the larger universities and many of the smaller ones have long since been provided with accommodations of this kind. This University already furnishes board to the women students at Sage College.

The establishment of a great dining-hall on the Campus would save us from the boarding houses. It would be a comparatively

easy step toward the introduction of the dormitory system—toward that changed student life which we hope will sometime come when our dormitories and dining-halls fill all the library slope.

G. P. Conger, '07.

CORNELL UNIVERSITY MEDICAL COLLEGE NEW YORK CITY

Though Cornell University at Ithaca is so widely and favorably known, yet there seems to be little or no knowledge, even among Cornell men concerning the Medical Department in New York City. From the questions asked a medical student by the undergraduates at Ithaca one is led to conclude that something more than mere miles separates this college from the rest of the university. Some of the questions asked are these. Where and when was the medical college established? Is it really a part of the university? What is it like? Are the students there interested in Cornell? Why did they establish it in New York City instead of Ithaca?

It might be said right here that there are a great many people quite familiar with Cornell at Ithaca who have never even heard of the medical college in New York City.

Cornell University existed over thirty years before the Medical Department was established. The old idea of a great university carried with it the necessity of both a law and medical college, but Cornell was a great university long before the medical college was established. The trustees, through no fault of their own, were compelled to do without a medical college, both by endowment and location. At last, however, through a most fortunate group of circumstances, the trustees of Cornell University were enabled to establish a medical college of the highest class. An entire faculty of long experience, a new college building and a liberal endowment in the greatest medical center of America composed the offer that Cornell accepted. The college was opened in the fall of 1898.

The temporary home of the college was in an old building within the confines of the Bellevue Hospital grounds. The attendance from the beginning was large. The very first year found students in all four classes so that a class was graduated in 1899. This large attendance was due chiefly to the fact that very many students had come over from the New York University Medical College with the Cornell faculty who had composed the main part of the faculty of that college.

During the time the college was located in its temporary quarters work was underway on its permanent home just across First Avenue. This building is constructed of brick and Indiana limestone. It is severe Renaissance style of architecture, five stories high and extends back one hundred feet on both 26th and 27th streets, occupying the entire block between them. The building is fireproof and equipped with the most modern improvements and every facility necessary for a first class medical college. The building is conceded to be the best and most modern medical college building in New York City.

It is a well known fact that the establishment of Cornell University Medical College marked a distinct advancement in medical education in New York City.

Though so far from the parent institution, the medical college is as much a part of Cornell University as either Sibley College or the College of Arts and Sciences. President Schurman holds the same position in this college as he does in all the colleges of the University. Dr. Polk is only dean and director. His powers are broader than other deans or directors because circumstances of location and professional work demand them. Of course the graduates of this college are as much Cornell men as any others who have received degrees from the university. The work required reminds one strongly of Ithaca. Dean Polk has said that Cornell Medical students are the hardest worked in the country. This is well borne out by the schedule arranged for each class. The courses are not elective and every one must take the prescribed work in recitations,

laboratory lectures, clinics and section work each day. The work commences every morning, except Sundays at nine o'clock and is usually ended by five in the afternoon.

There is perhaps no college where the real and ideal work approach each other more closely than in a medical college. Here the future physician finds the environments that will be his for his entire career. They are the hospital ward and clinic, the attendance upon the sick, the maimed and dying. Such surroundings soon teach him the responsibility and labor that will some day be his.

The same hustle and bustle that marks New York life everywhere is seen in the college. When work is over the students scatter in short order to their widely separated homes. There is no time to linger for meetings or gatherings of any kind. There are no athletic teams, no rushes, nothing but work. The nearest approach to a college organization is the Cornell Medical club of which every undergraduate is an associate member. This club has been little more than a name for the past two or three years but with the new life recently given it, there is a hope of a change for the better. The aims of this club are:—

1. To promote good fellowship among the undergraduates.
2. To establish a bond between the undergraduates and graduates.
3. To further student interest in the college.
4. To promote Cornell spirit and to afford a channel of communication between Cornell students at Ithaca and New York.

The first three seem well taken care of by the club but the last is a very different matter. "To promote Cornell spirit" is an easy matter at Ithaca where the Cornell traditions, the campus, the chimes, blue Cayuga and the very air itself will make even the least enthusiastic Freshman a strong and loyal Cornellian. In New York things are different. Few traditions can arise in seven years,—there is no beautiful campus nor anything to suggest college except work. When a medical student steps out of the college he is in First Avenue with its steady stream of lumbering trucks and drays, antiquated

horse cars, and dirty children. In either direction are cheap saloons, and noisy factories. If a window in the rear of the college is raised, the ceaseless banging and hammering of a great brass foundry drowns the lecturers voice. From the front windows is seen the great, gray, gloomy pile of old Bellevue Hospital just across the avenue. Such surroundings as these are hardly conducive to much spirit.

It is extremely difficult to say just what the Cornell spirit is like in the college. It certainly is not the wild and noisy kind that brings the undergraduates together in various ways so common in Ithaca nor yet the kind that would make the students cut work for a game of any kind by a Cornell team.

When a student who has spent two or more years in Ithaca finds himself plunged into the endless whirl of college life here, he is almost bewildered for a while. He is kept so busy that for several weeks he has no time or desire to give vent to Cornell spirit. As this bewilderment passes off and he becomes used to the teachers, the methods, the work and the new surroundings he may look for the college life and spirit. Both are hard to find. Indeed many students do not even know the Cornell yells or the songs! They are the students who haven't time to attend a mass meeting but must "grind" some more. Those who do know the songs and yells are in the majority. Start a song before a clinic or lecture and it is sung with as much spirit and vim as ever sung by an equal number of Cornell men. The feeling or spirit seems to be a true loyalty to Cornell.

Scattered as the Cornell Medical students are within a radius of twenty miles or more, one would hardly expect to find much college life. Nor is there disappointment here, for college life as such is an element practically unknown among the medical students here. The nearest approach to college life is found among the students fortunate enough to belong to one of the four medical fraternities here.

With these apparent drawbacks one may perhaps wonder why

students of medicine chose this college. There are over three hundred students in the college, even though Cornell entrance requirements are higher than any other undergraduate medical college in New York state. Though is it difficult to enter it is much more difficult to stay in and mighty hard to get out the right way.

The reason for establishing the medical college in New York city must be apparent to every one familiar with the needs of modern medical education. The first two years of a medical course can be given wherever competent instructors, proper laboratory facilities, and sufficient dissecting material can be obtained. The last two years are different. To be used to the best advantage they must be spent where up-to-date facilities and a good supply of clinical material (sick people) can be had for practical work and demonstration. There is no place in America that offers so great a supply of such material as do the great free dispensaries and charity hospitals of New York City. The Cornell dispensary in the college building treated over five hundred patients daily last year. Bellevue Hospital, where most of the clinics are held, treated over twenty-four thousand patients during the same period. Besides these the Senior students have work in Hudson Street, New York, Presbyterian and Manhattan Maternity Hospitals and Wards Island State Hospital for the Insane. The work is of such a character that the graduates of Cornell find themselves as well prepared for their work as the graduates of the best medical colleges of the east.

A good criterion to judge by is the ability of the graduates to obtain hospital appointments in competitive examinations with graduates of other colleges. Forty-two per cent of the first graduating class obtained such appointments. In last year's class over eighty-five per cent obtained them. This quite equals or exceeds the record of the other New York colleges.

So long as Cornell continues the high character of the medical work here just so long will she send out men who will be an honor to their chosen profession and to their Alma Mater.

John Tinkler, jr., '05, M.D. '07.

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"Thought once awakened does not again slumber".

In this issue, the *Era* takes great pleasure in giving more proof of the growing tendency on the part of the faculty to come closer to the student body. One can see this tendency as manifested in different organizations. The debate council made up of nearly one half of faculty members render efficient services to debating. At all times there is the finest harmony between teacher and student. The Cosmopolitan Club, the Sunday Night Club and the departmental clubs are doing much along this line. Both professors and students are cheerfully responding. The Graduate Club is making a special point of this. In our next issue will appear a discussion of the position of the Graduate Club along this line. Professors Sill and Guerlac have brightened our viewpoint of college affairs by telling us of the doings of students abroad.

Few of the departments in the University have been watched with more interest by the students in the last year than has the department of Physical Culture. Students of a healthy, normal disposition look toward the "gym" as a place of exercise not the be dispensed with under any conditions. Now the surroundings of that "gym" can vary greatly. They may be made pleasant, cheerful and attractive or dull, tedious and slow. Professor Young came to us at the right time. His whole spirit and energy has been put into this department. He has made the work cheerful and attractive. Students are being drawn toward it constantly. The idea of "gym" work has come to mean an exercise which enlivens the mind as well as invigorates the body. The practical benefit of wrestling, boxing and the other exercises will be a most valuable accomplishment. Captain Barton has come out wisely and helpfully in declaring that his men must learn to swim before being given credit. The article on physical exercise is simply another demonstration of the interest in the health of the students taken by Professor Young.

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To the short course men who are with us again for another winter we extend a cordial welcome. Whatever is here in the way of information we gladly give to them. The regular men must remember that all are not as fortunate as they. Many of these short course men would like to take a regular course if they could. But inefficient preparation, age, lack of money or time prevent them from satisfying their desire. The regular men should remember that these winter students are in a great university for the first time. They are simply freshmen at a different time of year than ordinary. Be lenient in your criticisms. Be helpful in your attitude. This life means much to the strangers. They may get the inspiration which will determine them on a University career in those cases where possible. They may be able to induce some younger friend at home to come to Cornell. They will carry away

impressions of Cornell and Cornellians gained in only a few weeks. Let us see that those impressions are received in such a way that they will revert to the good of Cornell.

* * * *

The article by G. P. Conger, '07, brings to mind a state of affairs most unpleasant to most of us and distinctly annoying to those responsible and yet a condition of which we are all perfectly aware. Not only are so many of the houses unhealthful but almost devoid of any bright surroundings to make the meal a pleasant one socially. This state of affairs affects the tone of the student body. It becomes easy under such conditions to be despondent or at least to lose the appreciation of the brighter side of college life. Here in this college community there should be no occasion for any such feelings. If we have it here, what condition will we be in when in after years we have something to really make us blue. It seems almost unnecessary to keep calling up this subject year after year. But just so long as the University authorities fail to take action and the situation in its present condition continues, just so long will the student sentiment cry out against it. Every year hundreds of good loyal Cornellians are being denied the full enjoyment of college life, are being denied almost all social appointments save where they are personally sought, simply because the authorities are either unmindful of student conditions of living or slow of conviction. Let the classes agitate the matter. The class officers should feel it their bounden duty to push all wise measures of this kind to the utmost. Bear in mind that after all, student sentiment when directed by wise and conservative class officers and backed up by a strong willingness to act is no mean lever of influence in a college community. Then stop a moment in your hurry and strife and see if you, not your neighbor but you, are doing your full duty in keeping alive and keen in your class and your immediate associates the proper sense of public interest and progress in college affairs.

BOOKS RECEIVED

Letters to Beany and Love-Letters of Plupy Shute, by *Henry A. Shute.* The Everett Press, Boston. Price 50 cents.

These letters paint with a master's touch the every-day life of an American boy of twelve or fourteen. In the humorous descriptions of boyish pranks and the laughable situations constantly recurring, the author has given the public a little volume that will often pass away very pleasantly an idle half-hour.

American Political History 1763-1876 by *Alexander Johnston.* Edited by James Albert Winburn, Volume I.; The Revolution, the Constitution and the Growth of Nationality, 1763-1832. G. P. Putnam's Sons, publishers.

A valuable text-book for advanced students of history and political science, comprehensively reviewing the first great stage of federative development with special reference to political evolution and growth. Frequent foot notes, together with bibliographies appended to the separate chapters, besides adding markedly to the scholarly finish of the work render it particularly serviceable to the student pursuing thorough research. As a live modern authority on political events in the early life of the Union this treatise cannot fail of a high place.

The Choice of Books, by *Charles F. Richardson,* Professor of English in Dartmouth College, (author of "A History of American Literature," etc. G. P. Putnam's Sons, publishers. $1.25.

This book is well filled with practical advice, interestingly expressed, on the choosing of books and the manner of reading them. Of especial value are Professor Richardson's suggestions for household libraries,—detailed advice as to the selection of certain standard and indispensable works which every library should contain. He also gives a careful list of the best historical works together with a close estimate of their cost. This is altogether an extremely valuable and useful work.

THE CORNELL ERA

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ON THE STUDY OF ENGLISH.

To what end shall we study English? In part for the sake of the individual; in part for the good of our land. In an age like this when the so called useful arts are mastering rather than serving human life, and in a country like ours where luxury and crude ambition are choking men's finer instincts and an easy religion unnerves their sterner virtues we must take what comfort we can in the thought that our schools and univeristies maintain at least an academic interest in literature and her sister fine arts—enough, it may be, to make possible some ennoblement in the spirit of a coming generation. For the present, the idea of beauty, we must admit, beats with a feeble pulse in our family life and the body politic, and is ready to fly away after our vanished ancestral piety, leaving our national soul, if we have yet attained one, expressionless and unmeaning. What, then, can a university like Cornell accomplish toward bringing culture, above all the culture of letters, into the home, and thereby restoring the soul of the state?

Upon so broad and vital a topic any brief discussion must needs appear somewhat dogmatic and saltatory. Let us leap into the middle of things. The examples of Greece and Palestine, the dominant influence that those countries have exerted upon subsequent civilization and the chief causes of that influence, namely Greek and Hebrew education, admonish us that the center and core of a liberal culture for the youth of any race must be the language and the literature of that race,—to use an inclusive

term, its poetry. As the tireless Nazarene, his early life "private, * * * calm, contemplative," but not "unactive," nourished his inward light upon the Law and the Prophets,—upon legal maxims in imaginative garb and the apocalyptic visions of poetic seers, upon the history of a nation (his own) whose barest chronicle is a moral epic, upon the denunciations and consolations of the Psalms,—in a word, upon the best and deepest in Hebrew tradition and literature, so the broad-shouldered young gymnast of Athens throve from the first upon the manna of his national poetry and music,—one art in ancient Greece,—and from the divine atmosphere of the Iliad and the Odyssey drew the half of his inspiration, not merely as a scientist and legislator, but also as himself a poet. Consciously or unconsciously, both Greek and Hebrew education went on the principle that the development of each individual ought to follow lines indicated by the evolution of the race, hence must commence and continue with a native poetry.

In the training of the Hebrew as well as the Greek there was a union of beauty, simplicity and severity, such as we moderns, save at rarest intervals, have sadly failed to achieve. Our technical studies to-day are severe, often too complex for successful teaching, not often beautiful or harmoniously adapted to the true ends of life; our liberal studies, however engaging, are not seldom perilous for want of moral rigor. We Americans are not prone to recognize that culture has anything to do, not merely with religion, with a cult, so to speak, but even with industry. We have not yet discovered that it is in many ways analogous to agriculture; that it implies the systematic, the laborious, tilling of some field of art, more particularly the field of literature, and, more definitely still, that portion of literature which is ours by direct inheritance, the sacred and secular poetry of our mother tongue. When shall we as a people by wise and loving toil within the family, for example by the careful memorizing of Shakespeare, Milton and the Bible, begin to reclaim our racial birthright? How soon will the mothers and fathers of our land discern the pitiful fraud they now unwit-

tingly practice on their children, starving our youth with the sand and gravel of the Sunday press, and denying them the bread of Chaucer, Spenser, Shakespeare, Milton, Wordsworth, and the English Bible?

The university can help teach the parents of the next generation to give their future children bread instead of stones. In a period when general education is defeating itself by confusion of aims and an inability to act upon the belief that a firm, even though limited, knowledge of one thing makes its owner more free than does a smattering of many things,—nature study, physics and what not, as taught in the schools,—I plead for the recognition of truths which seem to have been neglected because of their obviousness and simplicity: that to the English speaking peoples the vital heart of an emancipating culture can be nothing else than a careful and systematic attention to what is most enduring and uplifting in the poetry of our English tongue; that for us a course in liberal arts must necessarily have that poetry as its beginning and center; that in such a course all other disciplines, amongst them music and athletics,—athletics as a fine art, not a useful or self-seeking,—must be subsidiary to this as chief. In the space at my disposal, I can not, unfortunately, go on to hint how still other disciplines, such as mathematics, history, alien languages and literatures, must in a system of popular education, as opposed to technical or special, generously grant the superior claims of our literary birthright; or how, on the other hand, an intensive study of literature gives meaning, impetus and coherence to any cluster of subjects pursued in orderly connection with it;—how, for example, the interpretation of an author like Tennyson involves and illuminates as much knowledge of the main trends of thought in the nineteenth century and of specific details in geography and its ancillary sciences,—geology, zoology, etc.,—not to speak of history and the classics, as is needful for the happiness of a private individual or for the performance of his ordinary duty toward the state; and more knowledge of a per-

manent sort than the average student now brings away from uncorrelated experience in similar subjects.

Instead, let me outline briefly a few considerations which seem to bear upon the proper function of our university here and, to a greater or less extent, of other high schools and colleges throughout our country.

First:—As teachers and as pupils we ought to realize, and to act upon the conviction, that, with exceptions too few in the gross to be regarded, the American household makes no pretense of paying its debt to the state by familiarizing our children with the best of our traditions. Consequently, the teaching and learning of English in school and college, grieviously crippled through that very condition in family life, must be shaped to supply as far as possible the defect, even though the pupil's mind has begun to lose the needful plasticity, and his memory has no longer the keenness of childhood, and his heart-beat has never been attuned to the melody of pure and simple verse. We can accomplish the more with him if we keep steadily in mind and make evident now and to him that we are teaching him poetry, at a disadvantage, in order that he may teach his children, better.

Accordingly, second:—Even university instruction in English ought with all but special students to be of an extraordinarily simple sort. An introductory course, for freshmen, say, might well include not more than four or five authors, the best; and its primary aim should be to introduce those authors, their exact words and sentiments, into the student's soul. To this desideratum there is no road but the method of the Greeks: repeated study of the same masterpieces and accurate, permanent memorizing. Can we not in the matter of simplicity take a hint from Wordsworth? "When I began to give myself up to the profession of a poet for life," he said, "I was impressed with the conviction that there were four English poets whom I must have continually before me as examples—Chaucer, Shakespeare, Spenser and Milton. These I must study and equal *if I could;* and I need not think of the rest." And can we not in

the matter of memory and accuracy take a hint from Ruskin? "Walter Scott and Pope's Homer were reading of my own selection, but my mother forced me, by steady daily toil, to learn long chapters of the Bible by heart; as well as to read it every syllable through, aloud, hard names and all, from Genesis to the Apocalypse, about once a year; and to that discipline—patient, accurate, and resolute—I owe, not only a knowledge of the book, which I find occasionally serviceable, but much of my general power of taking pains, and the best part of my taste in literature. From Walter Scott's novels I might easily, as I grew older, have fallen to other people's novels; and Pope might, perhaps, have led me to take to Johnson's English, or Gibbon's, as types of language; but, once knowing the 32nd of Deuteronomy, the 119th Psalm, the 15th of 1st Corinthians, the Sermon on the Mount, and most of the Apocalypse, every syllable by heart, and having always a way of thinking with myself what words meant, it was not possible for me, even in the foolishest times of youth, to write entirely superficial or formal English." With Ruskin, then, dame Memory is still the mother of the Muses. The principles of excluding what is secondary and remote, of delay upon what is primary and repetition of what is essential, of unwearied accuracy in such details as really have importance, are, indeed, very old in education, far older than Ruskin and Wordsworth. But then, callow young America lacks reverence for age, and our schoolma'ams know little and care less about the pedigree of Euterpe and Thalia. They seem more concerned about covering a certain amount of ground than about anything else, more about staking out a large amount than about cultivating any; with the result that the heroic Margites who profits by their "methods" knows a great many things and all very badly. Does anyone in this generation thirst for a knowledge of English literature? Let him seek first the kingdom of Chaucer, Spenser, Shakespeare, Milton, the English Bible, and, I believe, Wordsworth, and the rest shall be added unto him. Let him read these, and when he has read them let him read them again. When he has gone through them as

many times as the neophyte medicus is expected to go through his text-book of anatomy, we will talk to him of Beowulf and Byron. If he read them with attention only once, he will have done something that ought to make the rank and file of the teachers of English in this country feel ashamed.

Third:—The appreciation of literature is inseparable from the study of language. The greatest difficulty in the study of language is the matter of vocabulary. The one potent help in that difficulty is the cultivation of Mnemosyne, whom the schoolma'ams have abjured. Even with Chaucer the diction offers no serious hindrance, if the glossary be used faithfully and a few select passages be gotten by heart at the outset.

Fourth:—At present our schools and colleges pay, to speak mildly, too much attention to English composition for composition's sake,—as if there could be such a thing. Give me a bright freshman who by any chance has spent as much time in committing to memory choice sections of the Bible as many a young hopeful under our college entrance requirements has devoted to the expression of his "original" thoughts on Macaulay's *Milton* and the rest, and I will match his English on some homely subject concerning which he has actual knowledge, born of his own experience, against the English of a dozen teachers in normal schools, all loaded to kill with rules for the paragraph and culled illustrations of faulty grammar. Not that paragraph structure and disconnected examples of good usage are not right when in their place; only their place is far down in the scale of incidentals to the study of literary expression.

Having cited the opinions of Wordsworth and Ruskin on a previous topic, I may be permitted to call in no lesser authority than Milton himself on this. I quote him as he is quoted in a most able article on *The Teaching of English,* found in the *Atlantic Monthly* for May, 1901, an article that at least every teacher of English ought to read:—

"On the premature practice of composition he [Milton] has to

observe: 'And that which casts our proficiency therein so much behind'—he is speaking of Latin and Greek, but he would have held the same respecting English—'is our time lost, * * * partly in a preposterous exaction, forcing the empty wits of children to compose themes, verses, and orations, which are the acts of ripest judgment, and the final work of a head filled by long reading and observing, with elegant maxims and copious invention. These are not matters to be wrung from poor striplings, like blood out of the nose, or the plucking of untimely fruit.' "

Fortunately at Cornell we are beginning to react somewhat against the unblest tendency of American colleges to demand from unformed minds inordinate quantities of words without knowledge.

Fifth:—The aim of the cultivation of literature can not be any approach to idleness or passive enjoyment. Aside from the prosaic desirability of having hours of university credit always represent hours of industrious application, and of stimulating self-activity on the part of each student in this as in all other branches of study, it is sheer nonsense to suppose that anyone can duly appreciate good poetry without gladly undergoing some such labor as the poet underwent, gladly, in order to produce it. Culture, we must remember, is connected, deep down in the roots of language, with the Latin word meaning *plow*. Culture presupposes plowing, methodically working the soil, the labor, the joyful labor, of healthy men. Foolish children sometimes plant little gardens of cut flowers, sticking the severed stems here and there in the undisturbed earth. They have their reward: their miniature polity is cheered, if they go away before the sun is strong. The lives of men and women are embellished after another fashion.

Lane Cooper.

THE FACULTY AND THE GRADUATE STUDENTS.

Much has been written this year on the relation between the student and the faculty at Cornell, and many demands for a better understanding and more thorough acquaintance between them have been made. These demands come partly from the faculty which can thus, through a better knowledge of the needs and desires of the student give more effective instruction; and partly from the student who desires to get all that he can from his college life. Most students feel that something is lacking if their only acquaintance with a professor is in the lecture room; more is desired; the opportunity to talk with a professor when he is off duty, so to speak; to know something of his outside interests; in short, to imbibe some of the culture as well as the learning of the men who instruct them. This is particularly the case with the graduate student. He is either a man who comes here from another, usually a smaller, college, for a year or two, a short time at most; or else a Cornell graduate who has remained behind after his classmates have departed. In the latter case he knows by sight and reputation most of the faculty, but is acquainted only with the men under whom he is doing special work. If a new man, he knows very little about Cornell, its faculty, its students, and its traditions.

There are differences, however, between the undergraduate and the graduate at this stage. The undergraduate considers the professor's sphere of life a thing apart from his own while the graduate is working usually in the professor's own specialty so that here the interests of one appear to be identical with those of the other. Again the undergraduate complains that he is brought too little in contact with the faculty while the graduate constantly meets his professors in his work, and often sees them in their homes. There is thus a different viewpoint, since the undergraduate considers the faculty composed of men apart from himself, while the graduate knows that these same men have clubs and social interests, that

many of them are athletes, although not in the football field; in a word, that they are human like himself.

Thus it happens that the demand of the graduate for more contact between faculty and students takes a different direction from that of the undergraduate. The graduate is specializing, the very nature of his work is narrowing. He may know the professors in his own department well but he knows no others; literally, if he comes from another institution, practically so if he is a Cornell graduate. He demands then in this better acquaintance, a wider acquaintance, the opportunity to meet men in other departments with other interests and other aims. Often if a man comes here for special work he may particularly desire to meet and know professors in other lines, but he gets no opportunity. The Cornell man has been here for four years, perhaps, but is under the same disadvantage.

For some time there has been at Cornell a Graduate Club, founded to "Promote mutual acquaintance, good fellowship and general culture among graduate students." Until recently it had come to represent nothing but a series of dances in the Sage gymnasium. This resulted from the diversity of interests of graduate students, and the difficulty of finding anything which would interest all, or a large part, excepting interests of a purely social nature.

Recognizing the need of a better and broader acquaintance between graduates and the general faculty the graduate club was reorganized at the opening of the year to remedy this very defect. This constitutes the first real attempt to bring the Cornell faculty and students into closer relations with each other. The club holds meetings monthly, inviting to these from six to ten members of the faculty taken from the various colleges and departments of the University. One man having some subject of interest to all is asked to address the meeting. This talk is followed by a very informal evening when the members meet the professors invited, together with their wives, who are also asked. Thus each one at present can meet and talk with professors in all departments of the University

and at a time and place where something is talked beside the special subject in which the student is interested. To show that this opportunity is appreciated it is sufficient to say that at each meeting this year there have been from eighty to a hundred present.

To give the character of the meetings, the last, January 13, may be taken as an example. President Schurman talked for an hour on his own student life in Europe, bringing up many reminiscences of his student days in University College, London, in the University of Edinburgh, and in France, Germany and Italy, as well as much of interest regarding the men under whom he studied. The remainder of the evening was spent most informally by those present in conversation with the guests invited or with each other. There was also music, instrumental, with a few college songs. The guests present, aside from President Schurman, were ex-President White, Director Bailey, Professors Craig, Rowlee and Whipple, Librarian Harris and Dr. Forman. Director Smith who had intended to be present was kept away at the last moment by illness. There were over a hundred graduate students present which shows that many are appreciating these opportunities for acquaintance with the faculty. On the other hand practically every professor approached has gladly accepted the invitation to be the guest of the Club, thus disposing of the idea that the faculty is holding itself aloof from the students. A glance at the list of those invited will show that these are selected from the entire University. An opportunity is thus given, elsewhere unattainable, for mutual acquaintance between faculty and advanced students.

While it is not claimed that the present plan is the best that could be devised, it is nevertheless true that it is an effective and at present, the only means, for bringing into contact the graduate students with the faculty as a whole.

Ralph E. Sheldon, '04.

STUDENT LIFE DURING THE EARLY YEARS OF THE UNIVERSITY.

In this article I have no desire to criticise in a hostile manner any custom or institution prevailing among the students at the present time. No one is better aware than I of the many advantages now enjoyed by the student body. If comparisons are made it will not be for the purpose of showing the superiority of "the good old times."

In 1875, as one entered the Campus, it was by means of an iron bridge spanning Cascadilla on the site of the present stone arch. On the site of the Armory stood an old wood-colored building which was the station of the Utica, Ithaca and Elmira Railway. On the opposite side of Central Avenue was a barn-like structure, built by the students and known as the "Gymnasium." The other buildings were Sage College, Sage Chapel, White, McGraw and Morrill Halls, a small portion of Sibley College, and an old wooden building standing on the site of Lincoln Hall, the home of the Engineering and Chemistry Departments.

The Campus was but partially graded and no stone walks were laid. The beautiful elms planted by the class of '72, and the Ostrander elms were but hop poles in size and, to one coming back after a lapse of thirty years, the surprising growth of these beautiful trees would be the most remarkable change in the appearance of the Campus.

I have purposely digressed from my subject to place in the mind of the student reader of today the atmosphere which surrounded the student of those days. It was a bleak, barren spot, yet it was dear to the student's heart, and cherished as much as it is today.

The town in those days was not closely built above Stewart Avenue, and I well remember a large vineyard which covered much of the ground between that street and Eddy Street. This condition caused the housing of many students in the blocks on State Street

and on the eastern portions of Seneca and Buffalo Streets. A large colony of students had rooms in White and Morrill Halls, among whom a strong fraternal spirit existed, which was fostered by frequent contests between the "Hillians" and "Town" students, not to mention an annual banquet held in Dr. Potter's class-room.

Athletics as known today had but a small hold upon the student life. In place of Percy Field and the new Play Ground and Athletic Field, the students met upon a small Common beside Cascadilla Creek, not far from the Inlet, known as "Willow Avenue." Here the students drilled; here they played football and baseball; here they held their annual rushes. In my mind, no spot is so interwoven with my student life at Cornell as is this. Here I learned to know my classmates; here I learned to keep step; here I learned to know the crew men, the baseball and football men.

Cornell won her first victory on the water in 1875. Though a crew had rowed at Springfield the previous year, the real work of making a name for Cornell on the water began when Ostrom stroked the winning crew at Saratoga in '75. The rowing interests of the University were cared for by two clubs known as the Sprague and Tom Hughes clubs. These annually elected a Commodore of the navy and collected subscriptions to pay the expenses of the crew. Class races were held twice each year at a fall and a spring regatta.

The old boathouse should receive a visit from every Cornell student. It stands near the bend in the Inlet abandoned, rotting and desolate. Yet the time was when it was the headquarters of the Cornell navy. From it went forth crews that gave a national reputation to the University, and influenced hundreds of young men to come to Ithaca. Cornell owes much to John N. Ostrom.

In baseball during those early days but few contests with other colleges were held. The only games played away from Ithaca which I recall were with Hamilton and Union. There was no coach and no winter practice. Yet the teams were a credit to the University. The contests were usually between the various classes, or between the several fraternities. Prof. White of the German Department

often played, and was a great favorite among the baseball enthusiasts.

In spite of the fact that no games of football were played with other colleges, it was the most popular sport in College. The reasons for this were two. The game was played, class against class, with no limit to the number of players; so that often three-fifths of a class entered the contests. Then, too, the game was such that specific uniforms were not necessary. After every drill a game was played "odd against even," and thus class spirit was maintained to the end of the student's course. The game was played with a rubber, association ball, and supremacy was decided by the best three in five goals. There was no running with the ball and no tackling. A fair catch awarded a free kick and players of both sides mingled on either side in order to take chances on a fair catch. Torn clothing, slugging, or severe injuries were unknown, yet there were heroes of the game then as much as now.

The contest between the underclassmen known as the "Rush" usually took place after one of these games and was ruled by the upperclassmen. A huge club or cane was tossed into a crowd of eager freshmen and sophomores and the struggle was on. Imagine three hundred men tugging and wrestling for three hours or more to get way with the coveted prize while the population of the town stood at a safe distance.

These class affairs were often followed by weeks of cane rushing on the streets of the town when many students were arrested and fined for disorderly conduct. Such a battle took place in the police station while the trial of a student was in progress for the same offence.

Hazing was rarely committed, yet the writer remembers a student who bit in two a cake of soap to prove the soundness of his teeth, and of one who lay half the night on the wall opposite the College Infirmary, firmly believing he was on the brink of a precipice from which he would be hurled should he dare to stir. He

wanted to become a member of a fraternity and supposed this was part of the ceremony of initiation.

College pranks were more numerous than now. A cannon, fired in the quadrangle, broke hundreds of panes of glass, and ruined the gun itself. An infernal machine set off two bunches of crackers beneath the desk of Vice-President Russell, just as he announced: "We will now proceed to the Siege of Constantinople." A dozen barrels of apples were stolen from the University orchard in daylight, were placed beneath the steps of Sibley College and, though the late Prof. Morris searched high and low, he never saw them except one by one as they were offered to him later in the year by his students.

The social life of the students was probably much more simple than at present. Besides the five or six Greek letter fraternities existing at that time there were two debating clubs, the "Philolathean" and the "Curtis." The former admitted male students only, the latter admitted both sexes. The Philadon Chess club, also, had a small membership. With barely six hundred students in the town much more could be done for the entertainment of the students than at present. The churches always extended the glad hand to the students and many lasting friendships were thus formed.

The only hall where theatrical performances were given was Wilgus Hall. Only occasionally was an opportunity given to hear artists of national repute. I deem myself fortunate in having been able to hear Von Bulow, the pianist, Mary Anderson in "Ingomar," Fechter in "Othello," and Emma Abbott. The students, however, assisted in many plays and operas, among which was "Pinafore."

The same beautiful scenery in and about Ithaca appealed to the aesthetic sense then as today. Walking trips to Buttermilk, Enfield and Taughannock were often planned, and I hold in precious memory a more extended trip to Watkins Glen and Montour Falls. Excursions up the lake were frequent, and geology and botany classes added much to the knowledge of the locality about Ithaca.

In matters of scholarship Cornell early gained an excellent reputation. Intercollegiate contests were held annually in New York, where Cornell won many prizes in Greek, Latin, Mathematics and Oratory. I recall the sensation which was aroused by the capture of the Greek prize by a woman, the present head of Bryn Mawr. With all the drawbacks under which work was then done, no more earnest students are to be found now upon the hill than were then. A small student body, drawn mostly from the laboring class, gave dignity to the work which many had to perform. Farm work, typesetting and janitor work supported a great many students.

Work began at eight o'clock, and all recitations closed at one. Shop work and laboratory work were carried on during the afternoon and on Saturdays, but no recitations. The sections were small and the professors heard most of the classes. Comparatively few instructors were employed. In this way the students came in contact with the mature minds of men who mingled freely with the student body. As an instance, I first saw Professor Fuertes on board a flat car surrounded by students with whom he was chatting gaily on the way up the lake to witness the fall regatta. This free intercourse with the professors is one of the precious memories carried away by the student, that have served to keep his college days so dear.

The influence of those men whom Andrew D. White gathered about him is not to be overlooked. Goldwin Smith as he stood, a great, intellectual giant, and delivered his lectures on English Constitutional history, affected others as he did me. The students were aroused, they talked of him in the boarding clubs and on the Campus. Bayard Taylor, too, often came among us. What a contrast his beautiful words afforded to the terse English of Goldwin Smith, as he recited some translation of his from the "Minnesaenger."

In those days the students lived the simple life. Probably the average cost of the college course was not more than half what it now is. Yet there were those who found time to meet their

friends in a convivial way. Zinck's flourished then as now; and Charlie Shallowitz, who was once a student, had a room aloft where only students were welcome.

After all, human nature changes but little. The things that gave pleasure then do so still. There were wrecks of bright young manhood, hopes that ended not in fruition and prospects blasted. The same is probably true today. Yet the student life flowed on. The careless boy of that day is the judge, the senator, or the solid business man of today. The student of today will be the country's mainstay in the next generation. *W. A. Ingalls, '79.*

THE MODERN TENDENCIES OF AMERICAN ATHLETICS.

The present stage of American development has often been termed one of materialism, and we, as present-day Americans, are under indictment for being a nation of money-makers. It is too true that in these days there is going on a great struggle for material wealth and there are many men engaged unremittingly and unrelentingly in its accumulation, yet I do not believe that it is the desire for money in and of itself, that drives them on. The struggle going on is, indeed, ostensibly for money, but it is the joy of battle and the love of accomplishment that impels us. We struggle for something in this country,—we scramble up the social ladder, we make a hurried swallow of education, we push and pull in politics. In short, achievement is the keynote of American life. But in our great desire to achieve, and in our great hurry to attain results, we are losing sight of the relative values of these same results. We are tending to put the art of achievement first. We are carried away by the fervor of doing, and fail to stop to question whether the thing we are trying to achieve is really worth achieving. And it is this practice—this tendency to attach great importance to the more naked result, regardless of the question as to its intrinsic value,

that has led us, in many cases, almost unconsciously to adopt the doctrine that the ends justify the means. For the god of success is inexorable,—he knows no law and with him *results* and results *only* gain recognition.

But what has all this to do with American athletics? The fact is that this same tendency which is today in American life is likewise dominating our athletic activity. It has produced the American system of athletics. Stop and think. What is the predominate thought and purpose of our athletic contests? Is it to build up men physically so that they may be better able to perform their life work? Thousands of students have not found it so. Is it a desire for clean, gentlemanly contests? If so, recent discussion about exposures of professionalism and brutality have been atrocious lies. What, then, is the good of the modern athletic contest? Does it not lie in one word—"success"? Is not every student energy, mental and physical, bent upon achieving a winning team? And do we not consider that we have failed if we do not win? It is the same American tendency—in the great strife to succeed, we fail to discriminate and to realize things at their true proportionate values. In this scurry of promiscuous achievement we never stop and think. And it is to this lack of sane thought and reflection that are due the evils that have sprung up in our system of athletics. Nor should these evils be made light of. The matter is a problem and a serious one. Our large universities and colleges are great, formative influences in our national life and are becoming more and more so every day. Likewise are our athletes closely bound up with our university life. It is habits of thought that form character for good or bad, and who will deny that the athletic success of his Alma Mater holds a great part, if not the greater part of the student's attention during his spare moments. What is discussed and rediscussed in the class room and out of class room, at the dinner table and after dinner, and before going to bed? Always athletics.

And what is the result? In continuously thinking about the same thing we unconsciously adopt its standards, and they become

a part of the very texture and fibre of our minds. This is why this question is a serious one. The American college man is making a fetish of his athletics. We would do well to call a halt and to ask ourselves, "Is it worth while?" *Is* it worth while, this working principle that we *must* win and win at any cost? What has been the result of an athletic policy based upon this doctrine? Let us consider some of them. A prominent Eastern university spent $30,000 on football—enough money to have salaried for one year nine high-class professors. The football receipts of this same university amounted to over $70,000 in 1904; last year, $80,000—the $50,000 given by James Speyer just recently to the cause of education was considered munificient and justly. From these figures it is seen that this university made a profit of $43,000 on football in two months, and yet some people do not realize that we have made a business of athletics. The very word "athletics" is synonomous with business. It is nothing more nor less than commercialized sport. But bad as this evil of extravagance and commercialism is and indirectly fostering and abetting other evils as it does, the worst feature of modern athletics is that known as professionalism; professionalism is a direct infringement of the moral code and as such is fundamental. I have no quarrel with the professional athlete who under the name of professional, honestly attempts to earn a livelihood as best he can. But in the interests of true sport we have seen fit to declare, and wisely so, that in our college athletics only the amateur—he who goes in for the sake of the sport itself,—shall take part. And he who, understanding this, goes into a college contest or any amateur contest, knowing that he is a professional—knowing that he has in one form or another accepted remuneration for athletic services, that man is sailing under false colors, he is acting a lie, he is dishonest, and in so far as he is dishonest he is immoral. But the individual case of professionalism is not the worst by any means.

The root of the whole evil lies in the system;—a system run upon that doctrine of "results" and permeated with the belief that the ends justify the means;—a system which not only permits and

winks at dishonest practice, but which actually encourages it and positively seeks for it, so that the boy fresh from the preparatory school drifts with the tide easily and almost imperceptibly into "dishonest professionalism"—easily convinced by the smooth sophistry of "representatives" and advance agents. It is our universities with their inducements and schemes of indirect remuneration that are, octopus like, winding their tenacles around the young American athlete and dragging the fair name of amateur sport into the mire.

And now I come to another evil tendency of American athletics which I shall call specialization. By that I mean simply this: the colleges and universities, by a process of selection and elimination, gather together a squad of men who are already as near to physical perfection as can be found in that community and then all the money is lavished, and all the coaching and training is concentrated upon these few in order to evolve a *winning* team. And where do the great mass of the students come in,—these who need to engage in active outdoor sports throughout the year? Why are they are left to develop lung power on the bleachers. The lines along which our athletics are at present run is tending to kill sport—in learning how to cheer we are forgetting how to play. Conditions at present remind one of the gladiatorial days of Rome when the soft-skinned spectator exercised by twiddling his thumbs up or down. We have substituted tongue movements for thumb movements.

There are those who say that "the rules" are to blame. Are the rules to blame for the waste and extravagance, for the severe training systems for the organization of athletics along business lines, for the prostitution of amateur sport? The rules have nothing to do with it. It is not the rules but the spirit that is at fault, and the system which is the embodiment of that spirit. It is not rules we lack—it is ideals. Had we more ideals in our athletics there would be less need for rules. It is our standards that are false in this matter; as in other things, so in our athletics. We are slaves of success. Our creed is to win, and so long as the idea of winning

remains of sole importance just so long will these athletic evils continue.

Is this a good creed? Are athletics, as constituted at present really worth while? Do the ends justify the means? In the mere fact of winning has there been any real substantial result achieved? The answer must be "No." Let us therefore adandon this blind worship of athletic idols, and let us get back to a normal basis. Let us still desire to win, for that is instructive and healthful, but let it be, primarily, love of contest, rather than of conquest; let us first have clean amateur sport, let us have simplicity, and economy, and above all, let us have not athletics for the few, but sport for the many. Let us go back to England's and Englishmen's idea of physical exercise—the idea of clean gentlemanly contest and sport for the sake of sport—let us cease working at athletics, and let us *play* awhile.

W. W. Taylor, '07.

FAREWELL.

Time hath no mercies in his world-old heart
Save drear, unsweet forgetfulness:
So may he, since thy way and mine do part,
To thee be merciless—
Make thy soul know full well the poignance sweet
Of lingering memories dear, and loves that live
And will not ever die;
Make thy soul drink full deep the bitter dregs
That in their bitter-sweet for us conceal the joy
Above the common joy of life.

F. L. N., '06.

OBERAMMERGAU AND DIE KREUGESSCHULE.

Girt about by protecting mountains whose majesty is softened by the place that delights in rounded summits rather than in pinnacles of snow or craggy domolite, modestly remote from the splendor of art-crowned Munich, her only jewel the silver chain of the Ammer laid in the green of its own fertile banks, her only artificiality the simple crucifixion pictures painted on the white walls of her cobble-sprinkled, wide-gabled dwellings, quiet, quaint, contented, yet (greatest of paradoxes) world-renowned—this is Oberammergau.

Far as the name of the town has passed, into every civilized land, has spread the legend of the Passion Play, the tale of a vow three centuries old, the record of a well-kept faith. Many there are who will trace the observance backward in time beyond the pestilence of 1634, back to the period of the "Mysteries," when Spain, France, Italy, Germany and England all had religious plays, back even to the fourth or fifth century. Hold whatever view we will concerning the origin of her decennial play,—we must yet remember that Oberammergau has remained longest loyal to her traditions and most intensely faithful in their regular celebration. For this reason she is world-renowned, and perhaps, (let it be said charitably), because she is widely respected with all her renown, she is contented.

The remarkable success of recent performances of the Passion Play seems to have inspired the inhabitants of the little hamlet with renewed zeal in their efforts to perfect the ancient religious drama; and as an indirect result of the general awakening they have brought forth Die Kreugesschule of 1905. The immediate occasion of this presentation was the thirtieth anniversary of the erection of a magnificent monument of the crucifixion, 40 feet high and weighing 110 tons, which King Ludwig II. of Bavaria presented to the villagers in recognition of their impressive interpretation of the Passion in 1870.

During the months of June, July and August, 1905, Die Kreug-

esschule was presented regularly each Sunday. On every occasion throngs attended from Munich. Many people from points as far south as Innspruck toiled on foot or by slow-moving stage up the 11 kilometers of new government road leading from Oberan. Globe-trotting visitors were comparatively few.

Partly for the reason that its audiences were not of a cosmopolitan nature, partly because tourists who have not seen the Passion Play hesitate to resort to the careful comparison for which the recent drama clearly calls, *Die Kreugesschule* has met with little or no discussion outside of Europe. And yet were this play to be given before an audience of trained critics in an American theatre—the native religious element removed—it would be discussed and, without doubt, discussed most favorably.

Presented on a canopied stage open to the western sky, before large gatherings of sympathetic and reverent listeners many of whom vividly recall the Passion scenes of 1900, it demands recognition with an emotional emphasis correspondingly strengthened.

Die Kreugesschule portrays the life history of David, laying particular stress on every incident for which there can be found a similar occurence or rough parallel in the life of Christ. Hence, much of the strength of the production consists in the power of suggestion.

The more important personages in the cast number 22. In addition there is an indefinite crowd of unspecialized members, a complete orchestra under the direction of Edouard Lang, brother to Anton Lang who played the part of Christ in 1900, and a chorus with their leader.

The function of the chorus, which becomes increasingly clear as the movement progresses is well exemplified in the Prologue, which is delivered through the leader. The first stanzas strike the key note of the entire performance:—

"To holy Mystery-Play ye hither come
To this place which, for long, long years,
(Tho' oft the setting of our story changed)
Hath been kept sacred midst the changeless hills
To one high purpose; to the showing forth
Of that most precious work wrought by The Christ
Who bore, for our sakes, all the wrath and shame
Bestowing endless blessing on Mankind.

"Not Calvary, nor its drama, show we now.
Yet shall the things of Calvary be nigh,
Leading your souls back to the Passion-scene.
'Till faith's clear glow shall make dark places bright.
'Till the Christ stands revealed, and all the path
He trod--from manger up to God's white throne.
Unseen, He, surely, will be with us here
Silent, beholding; in the stillness blessing you."*

Clearly the *Chor,* through its *chorfuehrer,* is the interpreter of the play. It does not belong to the play proper nor is it a part of the audience. It is in sympathy with both and therefore a kind of intermediary. Its members march in from opposite sides of the stage, one file led by the leader, who is readily distinguished by the crown he wears and the imposing mace he carries. The *chorfuehrer* recites; the chorus sings. At the end of their lines all retire from the stage, their movements, both coming and going, marked by military precision and judicial dignity.

From start to finish of this procedure the spectator is consciously laboring to reconcile what he sees with some previously formed mental image of the chorus of ancient Greek tragedy. The Oberammergau chorus includes both sexes, it numbers at least thirty instead of twelve or fifteen, and its presence on the stage is

(*Taken from the Authorized English Version.)

only occasional. The differences appear for the most part differences of detail. Is it not, then, possible that in the days of Oberammergau some present-day devotee of the classics may yet be able to trace with convincing clearness the long sought analogy to the *Chorental* of old.

As the play progresses, however, reflections of a secondary nature become more and more difficult. The curtain is drawn aside at the end of the prologue, and the first of the nine great tableaux stands revealed. In some respects it is the most simply beautiful of them all, for it portrays the Birth of Christ. David as leading figure in the scenes which are to follow, kneels with his harp in the foreground. There is a moment of silence and then, as if impelled by the spectable they witness, the chorus bursts into an anthem:—

"Gloria in excelsis Deo et in terra pax hominibus bonae voluntatis."

At the end the chorus withdraws, the scene is shifted, and the first act commences. Briefly, its seven scenes portray the military and political situation in Israel, the fidelity of David to the reigning Saul, and the romantic interview between the aged Samuel and Jesse, which terminates in the rejection of David's brethren and the final annointing of David himself as the true king.

Act II. is probably one of the most severe tests of the dramatic ability of the actors, not so much because of the intrinsic difficulty of its proper portrayal as on account of that subtle detracting influence whereby a memory of vivid nursery imaginings tends to make their engendering causes seem ludicrous in later life. The combat with Goliath might easily provoke mirth.

As a matter of fact the spirit of both actors and spectators is raised high above the median plane of mirth. The war with the Philistines has become personal. There is a tremendous up-to-date significance in the movement, the indescribable tension of live tragedy. There is no incongruity. The inspired David makes a clean shot, Goliath in all his armor promptly topples over like the

most successful of trained villians he is, and the audience experiences not amusement but permanent satisfaction.

The scenes with Jonathan, David's persecution by the jealous Saul, and the unselfish grief of the former at the news of the latter's death, are enacted with equal effectiveness in Acts III and IV.

Finally, rings out the significant acclamation of the populace: Es stehe David's Thron fur alle Zeit! Dem Koenig Heil! Wir sind zur Fahrt bereit! ("Long live the king!")

This apparent climax is in reality only a successful transition, for the heaviest part of the drama is yet to ensue. Thus far the illusion has been perfect. In following the useful shepherd, the successful warrior, the dignified courtier, the people's king elect, the audience have forgotten David, the old man. But history is history and the spectators must be undecieved.

Rapidly, easily, yet with telling effectiveness, the conspiracy of Absolom is disclosed. Guile and innocence, greed and humility, insolence and consideration, filial infidelity and paternal clemency,—what momentuous power in contrasts like these! And the culmination is indescribable pathos.

"Out of the depths I have cried unto thee, Oh Lord! Lord hear my voice!"

The curtain shuts off the kneeling figure, and after two short scenes, the chorus, as is their custom at the conclusion of each act, enter the front of the stage to make clear the religious significance of the events that have transpired. Two impressive tableaux of the crucifixion are then unveiled to the accompaniment of singing, the scenes are shifted once more to make way for the triumphant return of David to Jerusalem, a final *lebendes Bild* is shown, and the entire performance has come to an end.

The time required for its presentation, the duration of which may easily vary, is ordinarily from three to five hours.

Versions of Die Kreugesschule were first made public in 1765, '75, '78, and '85. The original manuscripts are said to have perished by fire in 1817. Printed texts, however, survived, and revisions

of both words and music were made in 1825 and again in 1875, when King Ludwig II.'s crucifixion memorial, already referred to, was put in place. When it was decided to give performances from Sunday, June 4, to Sunday, Sept. 17, 1905, Professor Joseph Hecker and Wilhelm Muller, both of Munich, were respectively entrusted with the tasks of composing text and music for the new version. The result has been a production of acknowledged literary and artistic merit. How conscientiously the presentations are made can be readily inferred from the fact that even in a pouring rain, the most inconspicuous participants retain their allotted places despite the manifest allurements of shelter on the rear of the stage where they might easily stand for long intervals without seriously compromising the picturesque effect of the scenes.

The "School of the Cross" has closed. Its actors are again mortal, its audiences have dispersed. But its lessons are being lived over,—in the daily routine of the wood-carver's shop, in the loiterings by the wayside shrines. The community is not one of perfected saints, yet it nourishes friendly *men*. And so long as a simple religion, simple traditions, and a simple love for art resist the inroads of all-dominating commercialism, Oberammergau will remain, for all the world, herself a *Kreugesschule*.

G. W. Graves, '05.

DISCORDS AND HARMONIES.

To the Editor of the Cornell Era:

DEAR SIR:—I hear much murmuring against the Elective System. Freshmen and Sophomores hail it with enthusiasm and proceed to abuse it—and themselves. Juniors begin to have some doubts about it and determine to ask advice next year as to what subjects they shall take. Seniors, looking for situations, sadly say, with the churchman, "We have done those things which we ought not to have done, and have left undone those things which we ought to have done." It is their own fault, you say. Yes, but I consider it the business of the University not to let students make mistakes. I would like the opinions of others on this subject. *'06.*

To the Editor of the Cornell Era:

DEAR SIR:—At the close of our student gatherings at which the Glee Club is present, the singing of the "Evening Song" seems to be the signal for a sort of general break-away, to see who can get his coat on first, and if the men on the edge of the crowd do not get away altogether, they try at least to reach an advantageous position near the door.

The "Evening Song," both words and music, seems to me to be, if not our most beautiful song, certainly second only to our "Alma Mater." The music to which the words are set is one of our Southern melodies, and worthy of its origin. The words themselves are worthy of the evenings they depict. The author is one of our most respected and honored men.

Cornellians ought to have reverence enough for the song to establish right here and now a tradition that until the last note has died away, not a man shall leave his place. There is time enough afterwards for hats and coats and a mad scramble for the door. To wait until the Evening Song is done takes only a little patience—but it is one of the little touches which go far toward smoothing a ragged edge. *Upperclassman.*

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"*Thought once awakened does not again slumber*".

Last year there was some very pointed comment on the efficiency of the English department. To all loyal students of the College of Arts and Sciences that discussion must have been annoying if not embarrassing. No students would have been more ready to applaud an answer to those criticisms on the English department than the students of Arts. But the opportunity was not presented to them. Happily, however, there is one young member of the department whose general attitude towards the students exhibits the show of sympathy and feeling which does so much to bring professor and student together. For more than a year, this instructor has been working to establish a thoroughly progressive club of students interested in the best of past and present English literature. He has seen clearly that the students have too little opportunity to

keep alive the interest in the purely literary productions. The class room work reaches only a few as shown by the small registration in the advanced courses. While lectures on so many different topics are being made, yet one must recognize that it is only seldom that the students may hear a lecture on strictly literary work. In view of this general lack of stimulus to literary endeavor, this instructor has been working to instill into the students through the English club, the correcting inspiration. His interest in students was again shown when he willingly consented to write for the "Era." To Dr. Cooper, then, we are especially grateful. It is with great pleasure that we take this opportunity of expresing our admiration for the stand he has taken on these matters. Practically unaided in his efforts, he has done much to foster interest in good literature. The question may be asked why so little literary work by students is published. The answer is simply because practically but very little is produced. Why is the literary department of the Cornellian discontinued? It is because Cornellians do not seem to be able to produce anything of literary merit. A sad state of affairs! A disgrace to the student body, but the cold, plain facts nevertheless.

There must be something radically wrong. The students are more interested in this problem that may be at first admitted. They see more and more that precious opportunities are slipping away from them every day of their college life. They are most earnestly asking for a revival of interest in good English literature. Hundreds of Cornell students will welcome and support any movement towards arousing a little interest along this line. Many upperclassmen in the technical colleges, realizing their lack of English training, look to the English department to give them a little of the real knowledge of classic English for which they are yearning. This, then, is the feeling of the hundreds of students on the question of English. This is respectfully submitted to the authorities in charge, believing that they will find the proper way to solve the problem. In the meantime the students are waiting anxiously to support cordially whatever initiative is presented.

It is only by continuous pounding on one point that any new movement can be effectively instituted. In the December number of the "Era," we referred to the need of an Alumni Hall and to the position held by Barnes Hall in regard to that matter. There is surely a growing interest in this plan and we must keep faithfully at work at it. Upon the Senior class devolves the responsibility of actually taking some practical action. This is the year to do it;—not when we are alumni scattered all over the country, fast becoming engrossed in our personal affairs to the exclusion of everything else. 1906, let us do something this year.

W. B. White, '08, of the "Sun," has written an article on this which we are pleased to publish.

* * *

"It was practically demonstrated last year that the students of the University were not sufficiently interested in the dormitory plan to take the matter up and obtain dormitories in the practical way by following the suggestion and plan outlined in the "Sun" at the time the question came up as to the form the memorial presented to the University by the class of 1905 would take. The plan was too difficult for the graduating classes to take upon themselves. Dormitories are evidently doomed to wait until the necessary funds are supplied the University by some individual. They would mean much to the University but there is something that would mean a great deal more and could be obtained much easier. The students need a club, one like he Harvard "Union," as it is called, a building embodying many features. The idea was first conceived in the suggestion of an Alumni Hall by the "Era" some years ago. It was such a good suggestion that the Alumni immediately took it up. A subscription was started and it seemed for a time that the Alumni Hall was a thing of the near future but the new Athletic Field interfered and since the formation of the plan for the Field the other plan seems to have been forgotten. There are some funds in the hands of the Alumni committee on an Alumni Hall and this

sum is increasing gradually but the increase is too small to make the building possible for many years to come.

We quote from the "Era" of October 14, 1899:—"The universities and colleges of the United States may be divided into two groups: those with dormitories and those with fraternity houses. While it is true that there are a few institutions where both systems are in existence, still the distinction holds generally throughout the country. There are strong advantages and strong disadvantages in each system, the friends of the dormitory being opposed to dividing the University community into a number of cliques, while the friends of the fraternities argue that much good is done to the individuals through the fostering care which hovers over the life of most fraternities through solicitous alumni and serious minded upperclassmen. It is not the purpose of this article to defend either system, but rather to point out how a third system combining the two distinctive features mentioned above, together with a third element may some day give to Cornell the ideal University community, above criticism and beyond the narrowing influences surrounding an institution where but one of these features is in existence. This third element is the Undergraduate Club, or as it has been often called, the Alumni Hall, which is now being agitated for Cornell University. The name Alumni Hall is not the happiest title for it often conveys the idea that the building would be used mainly by the Alumni. The Alumni of the University will probably furnish most if not all of the funds necessary to its erection, but the object in providing this building is much more generous than its name would imply. We prefer to think of it as an Undergraduate Club and the Alumni Hall, for such a title though unwieldy is complete.

"The chief difficulty in the promulgation of a true University spirit and all that goes with such a factor, is the lack of an acceptable place where all the students of the University may meet formally and frequently. Praiseworthy attempts have been made to stir up the existing but dormant Cornell spirit by means of outdoor and indoor meetings, where speeches are made, red fire is

burned and everyone claps everyone else on the back and declares how fine a thing it is to be a Cornell man. All this is very well and not by any means to be discouraged, but after all it is true that "stunt" meetings lack spontaneity. Everyone knows that before such meetings a deal of work is necessary, on the part of enthusiastic promoters, to guarantee successful results. What with our beautiful campus, our energetic, vigorous faculty, an ever brilliant and inspiring President, we apparently lack nothing needful for the production and maintainance of the true Cornell spirit. Yet wiser heads than ours recognized the one great want, and several years ago foresaw that the University of Pennsylvania had solved the problem for us. A friend of that University erected in memory of his son, a beautiful stone club house for the use of the students. Houston Hall, is it is called, contains permanent headquarters for all of the student organizations, such as offices for the University papers and magazines, rooms for the musical clubs, etc. On the main floor is the chief attraction, a large lounging room where any student may meet any other student, and by the payment of a mere pittance, two dollars per year, he feels the double sense of proprietor and guest. He finds there the great periodicals of the world, and should he feel so disposed he may obtain in one place facilities for letter writing, or in another place there is a stand where tobacco or beverages may be bought. Huston Hall provides many comforts, even luxuries for the students, and at the same time is self supporting.

"It is proposed to erect a club-house which will cost at least $150,000 as nothing less than this would be adequate to the future growth of Cornell. The committee in charge of the plans mailed to each Alumnus of Cornell a circular outlining what has been done and asking for prompt and liberal subscriptions."

How can such a building be obtained at once and without the delay of a single year? How is this most pressing need of the University to be satisfied.

W. B. White, '08.

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EASTERN AND WESTERN COLLEGE LIFE

A little more than one semester is hardly adequate time within which to become familiar enough with eastern college life to be able to make a sufficiently accurate study of it as compared with western. A large part of such a study must be an interpretation of attitude and underlying spirit. Time and wide acquaintance fits one for such a task. However, as I am thoroughly familiar with western college life and I am writing for eastern students, if I err in passing judgment on eastern college life I believe my views of western conditions are substantially correct.

It is somewhat amusing, to say the least, when one hears Cornell students speaking of her superior "age," "traditions," and so on, when comparing her with the other land grant universities which were established at approximately the same period. Wisconsin, Michigan, Minnesota, Illinois, and Nebraska are not "small church colleges." The first four have as many buildings, some of them finer than Cornell's. Their income and number of students is practically the same. Nebraska has neither the buildings nor the income that the other four have, but what she lacks in brick, stone, and money she supplies in the character of her faculty and thoroughness of her work. Her twenty-six hundred students rank with those of her sister institutions for scholarship, athletic prowess and general culture.

There is practically no difference between Wisconsin and Cornell in general equipment and student life, except Wisconsin has

almost perfect coeducation. There is a freer, breezier spirit about the western institution, however. I shall discuss only those features of western college life which are common to all of them and neglect local peculiarities. Naturally there are all sorts of men in western universities the same as in eastern. It is wholly a question of preponderance.

The first great difference between the East and the West is seen in the library, seminary and class room. Because the western pioneer was forced to hew his own wood, draw his own water, face his own enemies, and perform his own tasks, he developed that self reliance and independence that made real democracy possible in the United States. The western student shows the same characteristics. Give him a good subject and a free hand in a good library and almost unaided, he will work out a difficult subject. High school students are taught how to use a library catalogue and how to use various indices. Before they come to college they have the investigator's spirit.

The western student is a hard worker, has abundance of initiative, while the eastern student has seen too much of the lecture system, respects authority too much and is intellectually timid. He seems to look upon a professor as a manufacturer of opinions for him, a great convenience with which to save time. It is surprising how little supplementary reading eastern students do.

There is much to be said in favor of the eastern graduate students and undergraduate students, who have caught the investigator's spirit. Their conservatism makes them better judges of material after it is collected. The westerner's penchant for something new leads him to ransack everything for information, but it is in his analysis of his facts that he shows his greatest weakness. Close, penetrating analysis is irksome to him. A large number of the assistants, fellows and scholars in eastern institutions come from the West. Toned down by eastern conservatism they make good students and teachers, as a rule.

Not only do the two sections differ in their scholarship, but they

differ in their athletic spirit. The easterner is provincial, the westerner is cosmopolitan in his athletic interests. Eastern players, teams, and records are well known in the West, while it is somewhat of a shock to a westerner to see the "Sun" mention only one western game of an entire season, the Chicago-Michigan game.

The greatest difference between the five large eastern teams, I have seen, and the western teams is the slowness of the eastern men. Western backs and ends would make five yards while easterners are getting started. The team work of the East is good, but it lacks snap and vim. The western player will play until completely exhausted, while the easterner gets "exhausted" quicker. I believe the West is superior to the East in football and if Yost's machine ever gets a good chance at "mighty Yale" it will be shown to be true.

Western athletes train as consistently as do easterners, but I am inclined to think there is more personal self-sacrifice and everlastingly keeping at it in the West. The East has abundance of good material. Few trainers would pick many of the westerners for great athletes. They do their work in spite of their difficulties.

Conscientious "pegging away" is only natural to a western student. He feels much more forcibly than the average easterner the need of personal training for his life work. Nearly everything he does seems to have the element of prospectiveness in it. He has introduced "will it pay" in its better sense, into his morals and personal ethics.

This attitude leads him to take a different view of religion. If one has accepted the outward forms, to play a clean game, to be honest in the class room, square in university politics, and to respect the position of womankind is to be a true Christian. The ten commandments and the ethical rules of Christ are often broken by Christians, but a breaker of them would never attempt to defend himself against such a charge, by questioning their validity as even some Christian students of Cornell attempt to do. The all-around college man is the ideal of Christian students in the West. He fails

to see the so-called temperance of the eastern beer-drinking student. He believes such to exist only in imagination. The greatest athletes, best students and best all-around men are the leaders in the Christian association. The "goody-goody" man has a small place, yet the Christian student seldom swings to the other extreme.

It is to be regretted that the West has not been able to get control of class activity and university traditions as they have here. The West has been unable to clothe a Vigilance Committee with powers that are respected. Such traditions as we have must be enforced by genuine brute force. Freshmen are forbidden to wear caps or insignia of any kind. Freshmen banquets are rarely interfered with, but the chairmen of various "proms" and dance committees are usually spirited away when their presence is needed at their various functions.

There is little singing among western college men save by the glee club and various choruses. There are not so many fine voices nor the inclination to sing. The westerner would rather yell boisterously and wave his hat at a great game or "meet" and pay one-fifty to hear a good singer or the glee club than sing himself. The yelling of eastern colleges seems to a westerner more like a chorus of cuckoo clocks than real yelling. Yet, it is quite a relief at times as compared with the almost barbaric enthusiasm one sometimes sees in the West.

Debating and oratory hold a high place in western institutions. The western student knows that great political leaders of the West and the men of affairs got their best training in the western debating and oratorial contests. They all say so. The greatest proportion of the younger statesmen, business men, educators, preachers, and men of affairs of both the East and West are coming from the Middle West. The eastern college man would do well to ponder over this for a time.

The western intercollegiate and society joint debater is honored as much as is the football warrior. When Max Loeb of Wisconsin won the Northern oratorical contest at Evanston last year, on his

return he was met at the depot by Governor La Follette, President Van Hise, and the Professor of oratory. He was placed in the Governor's carriage and driven to the university, followed by the university band and at least fifteen hundred cheering students who marched along bearing torches and yelling.

He was escorted to the library steps, before which the other fifteen hundred students and many townspeople awaited his arrival. Here Governor La Follette and President Van Hise each made addresses. With uncovered heads and torches casting lurid shadows across their faces, this dense crowd of humanity listened to Loeb's masterly oration, "Idols and Ideals." In 1879 Governor La Follette had been similarly received, when he had won a like contest with his powerful analysis of Shakspeare's "Iago."

The next week the legislature, then in session, by joint resolution invited Loeb to deliver his oration at the State Capitol, which he did amid the cheers of the legislators. The glee club was present at the same time and rendered several numbers.

Nebraska debaters have met and defeated nearly every university in the Middle West. This year they will try conclusions with the greatest debaters of Wisconsin. In five years Nebraska has had nine debates and has won every one. Each year the whole university turns out, including the faculty, to give a great parade and celebration in honor of the debaters at one time and the football warriors at another. If the football men have been defeated the demonstration is even greater than when they win.

The debate teams usually put a year's study on a question and reach bed rock. Several books which have been written by Wisconsin men were results of joint debates. It is to be regretted that eastern institutions do not give the same attention to such contests. The recent Cornell-Columbia debate is a case in point. I heard the Municipal Ownership question as ably discussed by representatives of Omaha and Chicago high schools four years ago as it was discussed by these collegians the other evening. This is not intended to cast any reflection upon the men who recently represented Cornell.

Considering the support they get from the student body the wonder is that they were induced to debate at all. Cornell men won the championship, but the "Sun" has not recognized their work, editorially, yet.

While we belive that the average westerner is a better worker, a more careful trainer in athletics, has a better feeling toward religion, and is a much better debater; we also believe he must yield the palm to the eastern man as a preserver of traditions, as a musician, and as a social leader with polish. All praise is due the easterner for his manners and polish. The westerner is either a worker or his father has been. He has not had time to develop the aristocratic graces of old well-bred families. Wealth, then, too often leads to license and foolish indulgence. There is a wholeheartedness and reality about the average western middle class man, however, that is decidedly refreshing.

Too much polish among easterners is literally polish and like all polish may cover almost any kind of an interior. I believe one great factor in causing this is the absence of any real coeducation, as it is known in the West. There seems to be a feeling among too many eastern college men that a woman is a sort of peculiar creature, very different from a man. She is a creature to be soothed and won by nice words, cunning phrases and clever "joshes." There is not genuine spirit of comradship that can only come, according to the western view, by close association.

Girls have a large place in western institutions and they influence the student life to a large degree. The girl's fraternities all have lodges the same as the men's. Every Sunday afternoon they keep open house and the men make short calls. It is no unfrequent thing for one hundred men to call at a single fraternity house during the afternoon. They stay a short time and pass on to the next house just as some others are leaving. In this way the most diffident get a good social training.

Girls' fraternities exercise a great influence over the men's fraternities. One way is in influencing men to go into different

fraternities. This is always done secretly. When a sister has a brother or close friend coming to college he invariably comes to her for advice. This is so potent an influence that fraternities often go to ridiculous limits in order to win the favor of a strong fraternity girl. They often go so far as to send her flowers, to take her driving and to see that she has an invitation to all the dances. The girl's good sense usually prevents too much of this ridiculous activity.

In the West a man hesitates to go anywhere as a "stag." If he cannot take a girl he seldom goes. It is bad form to go to the theater frequently and occupy a seat downstairs unless you take a girl. Such a person is usually dubbed a "tightwad." The eastern gossips would hardly pronounce a couple engaged as soon as they do, if they saw western couples go together for a year or two and not be at all serious.

The presence of the girls lifts college spirit to a higher plane. Men hesitate to do what they know the girls would disapprove. There is more genuine regard for the rights of others. This can be clearly seen by passing from the Arts or Science departments where there are many girls, to engineering where there are none. The atmosphere of the Engineering college is much lower. There is more care about actions in theaters and public places where coeducation is thoroughly respected.

Our stay at Cornell has been so short that we are unable to discuss the question of coeducation here. Fortunately we are relieved by others who have been here and probably know. President Jordan of Leland Stanford, who was here formerly, while discussing "The Question of Co-education" in the current number of Munsey's magazine has something to say along this line.

"There are about three classes of college boys who seem to object to the presence of college women, and these may be classed as the boorish, the dilettante and dissolute. If these are to remain such, the sooner they are out of college the better for others, and often for themselves."

"I have rarely found opposition to coeducation on the part of really serious students. The majority are strongly in favor of it, but the minority in this, as in many others cases, make the most noise. The rise of a student movement against coeducation almost always accompanies a recrudescence of academic vulgarity."

In the current number of the Ladies' Home Journal, Carolyn Halstead presents the views of a Cornell University professor's wife under the caption "The Best Kind of a Husband. One Hundred Married Women Give Their Choice of the Kind of a Man to Marry."

"I should like to marry a man who is a total abstainer from intoxicants and tobacco. He must be industrious, and at least my equal intellectually."

These statements seem to me to be extreme. I do not know. I present them for what they are worth, for as yet, I cannot appreciate the easterner's point of view.

Not only do western girls' fraternities differ from the eastern but men's do also. Eastern fraternities are more exclusive and seem more like clubs. The West has fraternities of every grade, but the best are real brotherhoods and live as real families. The western chapter takes in and also "'makes" men. The eastern chapter seems to aim at men with names and men already "made." The western chapter cares little who your father is provided he is honest and respectable. If a man is a gentleman and ambitious the best fraternity will seek for him. In the same chapter will be found the leading athletes, leading students, leading singers, leading social leaders, and leading religious leaders. Four years of life among such men broadens one immensely.

In all western student life the men meet each other more frequently and get better acquainted. There is more genuine comradeship and recognization of the other fellow. The whole spirit of the West is change and progress. Everything is in the making. In the East conservatism and conventionality resign. Things have been made.

In conclusion we may say that, in our opinion, the West leads in unfinished scholarship, in personal self direction of her students, in football, in debating, and in fraternity spirit. The east leads in finished scholarship, in athletic material, in track and crew, in social training and general, though narrow culture.

Burdette Gibson Lewis, Nebraska, '04.

THE LONE TREE

O tall lone tree, against a leaden sky,
  How still and melancholy thou dost stand!
On yon bare hill, with no companion nigh,
  Thou seem'st a silent guardian of the land.
Thou year by year hast played thy lonely part,
  Not knowing for what purpose thou wert planned,
But bearing deep within thy living heart
  The traces of thy Maker's sovereign hand.

Yet dost thou ne'er regret thy wasted shade
  That falls upon that unresponsive hill?
Dost thou ne'er long for some fair, peopled glade,
  Where neighbor branches answer, sweet and still?
The winds may voice thy sighs, but no one hears;
  Know, then, thou hast thy human counterpart,
A life whose inmost longings, hopes, and fears
  Are hid unspoken in his lonely heart.

Like you he bears the sunshine and the storm,
  Like you he lives and grows—sometimes must die;
His destiny his God alone can form,
  He plays his part, nor asks the reaeson why.
He sees his labor no rich fruitage bear,
  He never feels the nearness of a friend,
But trusts his life will count sometime, somewhere,
  So works, and waits in calm, deep faith the end.

STUDENT THOUGHT AND CONVERSATION

Not long ago on the editorial page of a popular weekly publication under the title of "The Shortcomings of Our Colleges," was asked this question, "Why are the ideals of the students at so many of our great institutions so low? Why does their conversation, where it does not deal with the usual silliness of personal gossip and of sports, show such woeful ignorance of the real affairs of the real world?" This is indeed a severe and sweeping allegation, and at first blush one is inclined to enter at once a general denial. But let us pause and first see if there really be any justice in the charge that our conversation lacks substance and weight and consideration of things worth while. And secondly, if such be the case, then what is the reason, "why" is it?

First then, what are the facts? Now while undoubtedly such a charge as that above is an exaggeration of the real state of affairs, and does a positive injustice to many, yet does it not contain more than a mere germ of truth? Is it not a matter of common observation that in the average of our everyday conversation a lack of vitality, of intellectual tone and quality is shown? Things are happening every day,—momentous things,—in national affairs, in state politics, in the industrial world, in educational, scientific, and religious circles, the newspapers and magazines are full of them,—"the real affairs of the real world,"—and how little do we hear of them as among our selves; how seldom are they discussed or even commented upon,—much less ideas advanced,—in the ordinary conversation of our everyday life. Indeed it would seem that among some any consideration of matters of significance is "bad form," and that those who attempt to indulge in conversation containing any element of thought or reflection are not infrequently characterized as "hot air shooters." Moreover, does it appear that as a class, we are voluntarily and vitally interested in *real* things? Certainly not from our conversation as overheard in our boarding-houses or down-town resorts: most certainly not from the scant

attendance upon university lectures given by eminent men upon all sorts of subjects. Why, it was only about three weeks ago that ex-President White gave a searching and scholarly, and yet highly entertaining and wholly practical lecture on "High Crime in the United States," during the course of which he appealed directly to young men concerning certain duties of citizenship in connection with the subject of the lecture. And yet of the scattered one hundred present fully one-half were women. The very next afternoon there was on for examination in the Recorder's court down town an ordinary case of disorderly house,—it was the most popular lecture I ever attended, there wasn't even standing room, the place was crowded to suffocation point, and students literally oozed through the doorways and out into the street. Those unfortunates who came late, after futile efforts to gain admittance, had perforce to turn sadly away. It was, of course, a deep scientific interest in a certain phase of crime that prompted the attendance and not mere curiosity!

Again, there was started recently a movement to arouse interest in city government. A meeting was arranged for and widely advertised, the purpose of which was to effect a permanent organization, namely a good government club. Of the three thousand students of which this university boasts, sixty showed sufficient interest in the duties of American citizenship to attend the meeting. Again, of this same three thousand, only some two or three hundred attended the debate against Columbia at the Lyceum the other evening. The debate was on the municipal ownership of street railways, a question which is bound to come up in the near future for our consideration as active citizens. In announcing the decision, Judge McLennon commented as follows: "I am sorry to see that the audience which is gathered here tonight to listen to this great event in the collegiate world is so small. Some day I hope that we will gather as great a crowd together to welcome the great mathematician, the great philosopher, or the great orator as now gathers to welcome the great athlete."

These, then, are three instances selected at random indicating our lack if interest in things of real significance. And why should it be? Why this short-sightedness? Before our very eyes are spread rich fields of thought and all around us rise forests of facts, and yet we hesitate to gather the harvest or even to try the edge of our intellects. The wonderful cures of our doctors, the brilliant arguments of our lawyers, the pulpit thoughts of our ministers, the nature-conquering exploits of our engineers, the "frenzied finance" of our bankers, the giant schemes of our enterprisers, the policies of our statesmen, the plans of our politicians, the reforms of our reformers, the writings and utterances of our educators and public men,—in short, the manifold currents and undercurrents of the great moving world bringing to us limitless material for thought and conversation, and yet with it all from which to choose, why is it that we are not interested, why is it that our conversation does not reflect more serious thought about more serious things?

In the first place is it not because we fail to realize the relative importance of things? Our perspective, so to speak, is bad, our horizon too small; the boundaries of student life shut off to a great extent the doings of the busy world; hence a defective sense of proportion. As some one has said, "College has helped men to rise, but it has fixed a limit on their flight. The chief business of Institutions is set to bounds." And this is in a measure so. The routine of our university work, our college activities, our amusements and recreations, our intermittent vacations,—in short, all our close personal affairs have first and practically sole command of our attentions. This, of course, is only too natural, but the fact remains that if our attention *is* taken up to the exclusion of consideration for the "real affairs of the real world," it must follow that either we ourselves are at fault, or that our system of education is seriously deficient. Perhaps it is both. But here again are we not apt to assume the wrong point of view? Should we not realize more fully that the main purpose of our education is not that we may acquire some smattering of knowledge, or learn to

be "good fellows," but that we may become able to stand intellectually on our own feet and to do some real thinking on our own hook? Education is not a process of acquisition, but a natural growth and development. The true task of the colloge, I take it, is the turning out of an enlightened, thinking citizen, but how can this be done if we don't do some thinking about the things that are troubling and puzzling and taking the attention of the world today?

But is our failure to discriminate between the essential and relatively unimportant the only ground of complaint? Are we not sadly lacking in definite information as to what the world is actually doing? How many of us take occasion to read some one of our great daily newspapers? It it not a fact that as a class we fail to keep pace with the world through the medium of the press? It is true that here at Cornell we are afforded a daily column of world news through the enterprise of the "Sun," which fact alone would place it foremost in college journalism. But this is hardly sufficient, for without *reading* the newspapers how can we expect to keep an intelligent grasp on public affairs? But not only do we neglect the newspapers which record the facts(?), but also the magazines and periodicals where the facts are the subject of thought and criticism. Or is this statement unjustified? Perhaps it is. Yet how many of us when we read the storiette entitled "The Golden Cigarettes" in, say the "Munsey" magazine, also turn to the article on "The Dominant Forces in Russia," or "The Rich American in London Society?"

But will the mere fact of reading the newspapers and keeping up with current criticism in and of itself materially improve our thought and conversation? Should we not reflect upon that which we acquire, and so reach our own individual conclusions? As a nation we are too ready to have our conclusions given us ready-made,—the religion of our mothers and the politics of our fathers are too frequently good enough for us. American life is so hurried, time is so valuable as a commercial asset, that it has become almost

a national habit to accept facts as facts and to let it go at that; we are a people of results, with no time for intellectual reflection. Now this may be all right for the great mass of working Americans, but how a "stoodent" can justify lack of reflection on the ground of "no time" would take the most ingenious "piker" on the hill to render plausible.

And now what does all this amount to? We have been accused of "woeful ignorance of the real affairs of the real world," and of lightweight powers of conversation. Fairness and candor compell us to recognize the truth of this,—there *is* a tendency to shun the real and substantial in our conversation and our everyday thought shows a sad lack of the intellectual, or the philosophical, if you will. We seem to forget that we "grow through expression and that even a wrong expression is better than none at all." Right here I am reminded of a certain class function last year, at which one of the faculty remarked in an after dinner speech, that what we lacked was ideas, making a comparison in this respect of students at English and European universities with American college men. He also said that he thought it a good thing worth keeping up when he was told that at one fraternity house some of the members had sat up until two o'clock in the morning discussing religion. And it is just this sort of thing that we are lacking in,—and if thinking and talking of these matters tends in any way to awaken a better appreciation of the real importance of things, if it stimulates greater interest in affairs outside of our immediate sphere of activity, and most important of all, leads to deeper reflection and analysis, it cannot but result in educational value in the broadest sense and in making us better rounded men and more efficient citizens.

W. W. Taylor, '07.

NASHVILLE CONVENTION

What was probably the largest convention of college students ever held in America was held in Nashville, Tennessee, February 28th to March 4th, 1906. The convention was known as the Nashville Student Volunteer Convention. The motto of the Convention was "The Evangelization of the World in this Generation." The purpose of the Movement was (1) to lead students to a thorough consideration of the claims of foreign missions upon them as a life work; (2) to foster the purpose of all students who decide to become foreign missionaries; (3) to unite all volunteers in an organized, aggressive movement; (4) to create and maintain an intelligent, sympathetic interest in foreign missions among the home students.

Representatives from seven hundred educational institutions in the United States and Canada, aggregating a total of over 3,300 students, were present. Besides these were 2,500 missionaries, ministers, laymen and representatives of various religious organizations.

The strongest speakers on missionary work in the world, including such men as John R. Mott, Robert E. Speer and Bishop MacDowell, addressed the larger meetings, which were held in the Nashville Auditorium, which seats over five thousand people. Services were held in the Auditorium morning and evening and in the various churches in the city in the afternoon. So great was the interest in these meetings that the Auditorium was always filled before the hour for commencing the meeting, and hundreds who could not get in were obliged to attend some of the overflow meetings held in the nearby churches.

The spirit which pervaded the entire convention has been most often remarked upon by those present. It certainly was an impressive gathering. As one entered the Auditorium from any side, before the services had commenced, one could see delegations all over the vast audience engaged in silent prayer. Some familiar

hymn chosen more for the sentiment expressed by the words than for the music, was generally sung in opening each service, and then followed a few moments of silent prayer. The speakers, inspired by the number of young men and women before them who were so heartily in sympathy with all that was said or done, seemed to realize the importance of their responsibility and to make a supreme effort to give to those thousands of listening people, that which would convey to them something of the magnitude of the work and of the blessedness of engaging in it. Again at the close of each service every head was bowed for a few moments of silent prayer. If to any one thing more than another can be attributed the spiritual success of the convention, it must be to these few moments of silent prayer—so often engaged in during the convention—when every head was bowed and every man regardless of creed or religious views was lifting up his soul to the one God in whose name all were assembled, there seemed to come over the entire audience a sense of the earnestness and seriousness of the cause, which prepared the way for what was to follow, and helped to sink deeper into the minds of the hearers the thoughts that were being so forcibly presented.

The first days of the convention were given up to general outlines of the work in foreign fields. This was presented to the delegates in the large general meeting, morning and evening, in the Auditorium and in the overflow meetings; in the smaller meetings as special topics, held in the various churches; in the afternoons; and in the Missionary exhibition which was open to all delegates during the day.

As the meetings progressed the interest seemed to deepen. The delegates had learned that to get a seat in the Auditorium they must come early, so it was not unusual to see hundreds waiting outside when the doors opened for the morning or evening services. As the general outline of the work advanced special appeals were occasionally made for workers or for financial aid. At the meeting Thursday evening in response to an appeal for

financial aid over $85,000 was pledged in less than twenty minutes, some of the pledges being as large as $1,000; many were for $1. This great sum was not made in response to any impassioned appeal for aid, but after one of the most sincere and earnest appeals ever made for money, by Robert E. Speer. Nothing that happened during the convention speaks more clearly the splendid spirit which prevailed, than does that contribution, coming as it did from an audience made up almost entirely of college students.

Those who were present at the large meeting Saturday evening and Sunday morning and evening will never forget the inspirations received from these meetings. It was like the summing up of vast forces and bringing to a climax all that had been said before. Those who had been disappointed in the early part of the convention forgot their disappointment and when, after having listened at that last Sunday evening meeting to the short, decisive, personal testimonies of over a hundred young college students who had volunteered to go to foreign lands, and to the wonderful speech of Mr. Robert E. Speer, summing up the needs of the mission work and our part in the responsibility, the convention was over, and all joined in highest praise of what they had seen and heard and many realized for the first time that foreign missions have an absolute, definite meaning to every true American student.

The importance of the convention in relation to the interest which the Cornell delegation represented is hard to conceive. The personell of the delegation was probably the most unique of any delegation at the convention. Of the thirty-four students—twenty-eight men and six women—who represented Cornell University were representatives of four different nations—Argentine, India, China and America. The different colleges of the University were represented by two students from the graduate school, twelve from Arts, ten from Agriculture, six from Mechanical Engineering, two from Civil Engineering and two from Law. Among the number were five seniors, eleven juniors, nine sophomores and eight freshmen.

Probably the most important direct result upon the Cornell delegation has been the step taken by one of the delegates, Mr. Lester Chapin, who has volunteered to go as a missionary after completing his college course.

The next thing of importance is the results which will follow for the opportunity offered by the trip of nearly every member of the delegation of becoming well acquainted with every other member. This is of special importance since every officer except one, and nearly every chairman of the standing committees for the coming year of the Cornell University Christian Association was a delegates. Of the six women delegates all except one were chairmen of standing committees of the Young Women's Christian Association for the coming year. The importance of this opportunity for acquaintance can hardly be over-estimated. One great drawback in the work of any college organization is the fact that each year new men must come in to fill the places of those leaving the college. This necessitates a great waste of time each year among the workers, in becoming acquainted with the new leaders. This is especially true in an organization like the C. U. C. A. One-half the year is gone before the men are thoroughly acquainted with each other. Work just begins to run well and an election of officers brings in new men, many of whom have seldom met each other. This year the Association can begin its work the day the men assume their duties with every officer and chairman of a committe almost without exception fairly intimately acquainted with every other officer and chairman. This has already had a stimulating effect upon the work of the Association. The mission study work has been undertaken with a new zeal. The effect is felt in all other lines of work carried on by the Association.

Since the convention the Volunteer band, which used to be so flourishing at Cornell but which had been allowed to die out, has been reorganized, and active work undertaken.

The Nashville convention with its thousands of students and hundreds of missionaries, its moments of silent prayer, its conse-

crated speakers and sincere, earnest listeners will live long in the memory of every man who was fortunate enough to attend, and the influence of these memories will change many a man's course in life who never volunteers to go to foreign lands as a missionary. The direct results will be twofold. Hundreds of students have returned to their colleges and universities to spread the inspiration they received from the songs and speeches and prayers of the convention. In this way the spiritual life of our American universities will receive a great uplift, which will indirectly influence many more to think of foreign missions as a life work, but will directly help Christian work in our colleges and universities.

Many others have returned to their work with definite plans for helping carry on missionary work, some by going in person, others by giving a definite amount each year. No better idea of the success of the convention can be given than was experienced by Mr. John R. Mott, Cornell '88, the Pioneer of the Student Volunteer Movement, who said of the convention: "It has been the greatest convention ever held. No man can conceive of its far-reaching influence."

A. L. Thayer.

THE SYSTEM OF EDUCATION IN CHINA

Shortly after the close of the Russo-Japanese War the old Chinese system of education in existence thousands of years was abolished by Imperial Decree. The office of interpreter of laws and other offices of importance were, as a rule, filled only by that class of people that had successively passed a long series of examinations, held once every three years, by special examiners appointed by the Crown. The first preliminary examinations were held simultaneously at individual "Hsin"—a system unit composed of several villages. Then followed the Prefectural Examination leading to the Degree of "Hsieu Chai" (A. B.). Perfectures, of which each Prov-

ince of the Empire is constituted, are larger units composed of a number of "Hsin." After an interval of three years there came the Provincial Examination. The Degree of "Chu Jen" (M. A.) was conferred after satisfactory completion of this series of tests. The last contest was at Pekin, the capital of China. Candidates, as a result of very creditable work, received the degree of "Chin Shi" (Ph. D.). From among these (a limited number) those attaining the highest record had the honor to be once more examined in the presence of the Emperor. Honors for the Literary Degree were conferred in order to the first four by the Emperor in person. All of them were then sent to the Imperial National College known as the "Han Lin Yuan" to receive further education for a period of three years especially to devote time to the study of Sciences, such as politics and so forth. After the expiration of the term final examinations were given for the appointment of different magistrates, etc. It has been noticed that the chief characteristic in Chinese History from the most ancient times to the present is the form of Government. It is a nation governed purely by scholars. It requires a considerable length of time to be a successful scholar; and from among such scholars, through slow promotion by one process or another come the great authorities in government. Undoubtedly it is one of the best systems to secure brains for the diplomatic service. The only drawback of this system is that it does not encourage industrial and scientific training. The necessity of such training has been somewhat felt by high authorities and broader requirements are now under consideraion. As a result of this several bodies of trustworthy officials have been sent to the different countries to investigate different forms of government and educational systems. Their Excellencies Tai and Tuan were the ones sent to this country. They appreciate very much the educational system in this part of the world so far as they have investigated it and were especially interested in Cornell University. His excellency Tuan remarked that the system in effect in this University is worthy of being

copied. If circumstances will permit he will do his utmost in China to establish a University modeled as closely as possible after Cornell.

The schools and colleges conducted under the method now in existence are the Imperial Tientsin University, Peking University, The College of Languages, etc., of which The Imperial Tientsin University may be taken as an example. The object of this institution is to furnish a complete system of modern education able to equip the Chinese with scientific and technical principles applicable to the industrial pursuits of the age. The growth of this idea was due mainly to the lack of scientific principles as shown by the China-Japanese war, which proved that the old principles upon which the Chinese education has been based for the training of the people to meet the demand of the present world were not suitable for the age.

With the co-operation of Their Excellencies Li Hung Chang and Wang Min Shao, viceroy of Chihli, the promoter Shen Kun Pao, Director-General of the Imperial Railways of China, was elected the first Director-General of the said institution, through whom a fund necessary for the maintenance of this establishment was at once raised. The University receives support from three sources: from the China Merchant Steam Navigation Co.; from the Imperial Chinese Telegraph Co., and from the Engineering & Mining Co., all of which are governmental concerns and are under the management of Shen Kun Pao. The government granted to this institution a piece of land measuring about ninety-two *mow* situated by the side of the Pei Ho, which washes the bank of the settlements representing the different nations in Tientsin at its upper course. The buildings therein have been since the time of the founding of the University the finest in the city of Tientsin.

It may be interesting to see how the average student lives, what are his interests and his pastimes, speaking always, of course, of the up-to-date student of radical leanings such as comes up to Tientsin for a six or seven years' course. The old system is on the wane, and although there are still many Chinese schools and colleges training men almost entirely in the classics—it seems a

pity to have these old-fashioned scholars disappear entirely, and in all probability there will always be enough of them to keep alive the old traditions—yet every wide-awake Chinese boy of today feels an almost irresistable inclination toward the new learning, quite similar to that which animated the eager-minded youth in Europe in the sixteenth century. And so, with his parental blessing and permission, the latter granted in many cases with grave misgivings, the young seeker after knowledge leaves his home, and after a long journey by sea and land, by canal and mule-back, and partly even by rail, arrives at the University.

Here, after passing examinations principally in Chinese, and one foreign language, usually English, he is privileged to enter the Preparatory Department of the University, or if unusually fit can enter directly into the Collegiate Department. For the University is a school as well as a college and it cannot be denied that this presents some advantages, for men are thus brought closely together for six or seven years instead of the four years of an American college.

After the first novelty of being away from home has worn off, the student begins to discover that he is very closely hemmed in. Although his home life has rightly been very strict, yet here every thing is so laid down by rule of thumb,—the time to study, the time to play, the time to rise, the time to go to bed,—that he feels that he has little self initiative left. However, as the Chinese boy is naturally very obedient, there are comparatively few infringements on the numerous rules laid down for his guidance. The thing that impresses most and even bewilders a Chinese student coming from such a University as Tientsin to Cornell, for instance, is the absolute freedom here enjoyed and if he were not naturally studious and anxious to learn all that he can this freedom might be too much for him.

At Tientsin the dormitory system is in effect and has proved extremely advantageous. Although it gives the authorities a strong hold over the students yet the students themselves find much pleas-

ure and profit in living so closely together. Nightly, after the day's work is over the students get together for a jolly, heart-warming time. The Chinese student loves fun as well as any other student and it must also be said that such students as come up to Tientsin take a wider interest in public events than do American students. The excellent work done in the debating societies is evidence of this.

In athletics the modern Chinese student is more English than Chinese and not at all American. He does not make a business of athletics, but he usually does something,—cricket, association football and track athletics principally. Athletic teams are organized and games are played with other nearby colleges. There is not, however, the boisterousness and enthusiasm exhibited at an American game and what would seem odd to an American, there is no organized yelling.

Commencement day as a Chinese University comes in December. It is usually cold and snowy weather, quite the opposite of the bright June days of an American commencement. It is far simpler at Tientsin. There is no Senior Week. There is the one great day and that is all. The viceroy of the province is there to give out the diplomas, and also the Tao Tai, the important customs official at the port of Tientsin. They and the crowds of students are all dressed in black robes with gorgeous squares of embroidery on breast and back, with long sleeves rolled up over the hands, with round hats with different colored buttons to denote different ranks, all padding noiselessly about in their soft-soled, high, silk boots, a very pretty and happy picture by the way. The diplomas are presented by the viceroy, two to each graduate, one in Chinese, one in English, flat, in their big envelopes with the huge red seals of the viceroy and of the University. Then a tree—an evergreen, for it is winter,—is planted with much ceremony and the day ends with a great banquet where the wine flows freely, where the last leavetakings are indulged in and from which the graduates return home for a three months' vacation before they begin their life work.

H. C. Kaun, '06.

DISCORDS AND HARMONIES

To the Editor of the Cornell Era:

DEAR SIR:—In vigorous, virile and strong language a few evenings ago, President Schurman began ringing the death-knell of those old fetish-studies, Latin and Greek, in his address before the English Club, Thursday evening, Mar. 8, at 8 o'clock, in Barnes Hall, in which the devotees of those outworn languages got pretty well wiped the floor with. In point of fact the present writer has always been a believer in our own real, live, vital, nervous English, and he was glad to hear so high an authority deliver himself to the same effect and intent along these lines, which are believed in by a general and universal consensus of opinion made up of the great mass of the inhabitants of the greatest country this world has ever seen. For after all, fellows, when we get down to facts,—cold, hard facts,—and stop theorizing, what is there more uniquely grand than Shakespeare? Who can strike a note of grandeur squarer than he, right in the bull's eye? In him you have a real, live, vital man, that sat in close touch with Nature and never let go of her. In him you have sheer and utter Sanity. In him you have a Veritist. If you will pardon my using slang, which I eschew in all its forms, I would say that in him you have the dandiest writer that ever wore pants or tunic either.

I want to be frank on this matter and state that I have no use for Greek. I studied it in the High School and I know what I am talking about. And I can honestly state that Shakespeare is equally as brilliant as Zenophon not only, but I should class him considerably higher. I have forgotten all my Greek now, and I am glad of it. It never did me any real, live good. Some fellows here soc it with Socrates and rip it with Euripides, but reduced down to its lowest terms of cold facts, I don't see, (as some have said), as they really enthuse over it and get any real uplift from it, like I do from Shakespeare. And they don't get any

crisp trenchant style, like you can from Shakespeare. They don't learn, in other words, to write with fluentcy, like they talk.

But this far is only a foreword. I hope I will not trench on your valuable space, which is a thing I should have disliked very much to have done, if I offer three propositions for still further carrying out into execution and practical application the President's invaluable recommend to study Shakespeare. I hear that four years ago a stunt party was given by the Ithaca High School, where the prize was a silver cup, and among other excellent features such as singing and dancing coon songs, one of the most enjoyable numbers on the program was a "scene in a western saloon." Now it has occurred to me that we might kill three or four birds with one stone. My meaning will be made clearer by the following:

1. Why not bring School and University into closer touch with each other; why not get together and "make the whole world kin," by beginning the study of the immortal poet in the schools not only, but by bringing him down to date and acting his immortal plays, etc., in the school, and popularize him? And the first proposition I would make is, why not have every school equipped with a complete outfit of western saloon scenery (that would popularize) for the first production of Shakespearean plays, etc., (that would uplift)? In that way we would all begin to enthuse early over him, and would then be ready on entering the University to follow out along the same lines my second informal proposition:

2. Why not get together more, and form at least two Shakespeare Clubs in the University—a frat. club and an independent ditto, and study him for all he is worth? And what we want to do is to study him not only, but to write like him, which is no cinch, but will require Herculanean effort. For owing to the fact that the language has changed since the immortal poet's day, we will have to bestow loving labor on his colossal thoughts before we can separate out the full juice of his meaning. But if we do, I feel sure that all through the untrodden path of our dim future we will

be ennabled to trace out the hidden footprints of his unseen hand in molding our lives and hearts and characters. The present writer though he has been studying Shakespeare for three years and a half has only just begun to see that he was the only real, vital Genius this world has ever seen. I hope it will not be regarded as a breach of confidence, if I state that already there has been made a few tentative and preliminary efforts looking toward the formation of a Shakespeare Club.

3. One proposition more, to the faculty, which I would like to present to them for consideration. President Schurman said that "it should be remembered that the Greeks themselves rawt out their wonderful culture, literature and art entirely without the ade of a foreign language." Now in view of this fact, and following out his suggestion along the same lines, I humbly submit if we couldn't get into closer touch with the Greeks, "get onto their curve," if I can use slang again, if we would abolish the study of French and German equally as well as the ancient languages. I don't see as they are any use. English for me! The fact is, if I can venture to forecast the dim future of Cornell, when she has risen to the full zenith of her morning star, which she is rapidly getting to, it won't be English either that will be the vehicle of communication of our thoughts and feelings and higher aspirations at Cornell. No, it will be American! Then, and not till then, will Cornell have risen to the full height of her possibilities, and win out in the great race for universal, international, University headship. But this thought gives me such an uplift that I can't follow it out. I leave it to older and wiser heads than mine.

Respectfully,

English Club, '09.

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"*Thought once awakened does not again slumber*".

The letter signed English Club, '09, is a striking example of the way a speaker may be misunderstood. We publish the letter that the discussion on the President's speech may be clarified. The English Club, in its beneficent idea of having the President speak on the study of English, little dreamed of the confusion and partisanship of opinions caused by its action.

The "Era" is heartily in favor of the study of the ancient languages under proper limitations. We notice with the greatest regret the tendency of so many Arts men to avoid Latin and Greek. When their course is completed, they will feel keenly the loss of at least some study along this line. Setting aside all theorizing on the subject, most students avoid Latin and Greek because these subjects

require too much consistent and persevering effort. Let us reflect then that in the great liberality of selection of courses, we may be omitting what later will be of the highest benefit to us. The humor of the letter, though extravagant in its attitude, calls our attention to our present failure to utilize our opportunities.

* * * *

The Civic club of Cornell is just beginning to attract attention. Already several very successful meetings have been held. Several prominent men have addressed it on the current political problems, national and municipal. Ordinarily students pay too little attention to public affairs in the outside world. When they leave college they find themselves in political conditions with which they are absolutely unfamiliar. The first attempts to enter the political field result in hopeless failures. If these men had studied the political conditions of the day as they exist practically, such failures would be few. So the club proposes to study these conditions not alone for the benefit to themselves individually but it will endeavor to inculcate in its members sound and pure political ideals. The movement is worthy of our heartiest support. Begin now to interest yourself in it: In order that its purpose may be more clearly stated, Mr. N. D. Becker, '05, who has just returned from a visit to President Roosevelt, has written the following statement:

Cornell is now a member of an intercollegiate federation of civic clubs that includes thirteen eastern universities and colleges and will ultimately contain the clubs of most of the prominent institutions of this country. It is safe to say that they will exert considerable influence in turning young men to think more on public questions than they have been accustomed to do.

The work of the club at Cornell will follow in a general way the lines pursued so successfully at Harvard, Yale and Princeton. It is non-partisan. The end in view is always to make an intelligent study of public affairs and thereby to stimulate a healthy interest in politics. There is manifest more of that disposition to go out and reform everybody else, particularly the masses, that has so often

resulted in lamentable unfitness of college men for practical political affairs.

The members of the club will be assisted in their work by members of the faculty, several of whom are in a position to be of great service. From time to time prominent speakers from outside will be the guests of the organization.

The intercollegiate federation received its benediction from President Roosevelt last week, when the members of the federation convention were entertained at the White House. The whole idea is an outgrowth of the Colllege Man's Political Association of the city of New York, which was formed about five years ago at the suggestion of Mr. Roosevelt, who was then governor of this state.

* * * *

Not within the memory of the present undergraduate has Cornell won such a signal victory in debating. After the careful and diligent work of preparation during the past few weeks, it is especially satisfactory to feel that we won.

However, the success was due not alone to the faithful work of the speakers. Cornell needed a man who could map out the plan of attack for both teams. Not only was a director for the teams needed but, since the question was a peculiarly difficult one in the light of present literature on the subject, a municipal expert was invaluable. Fortunately, the combinations of a director and an expert in the desired field was found in Mr. Walter L. Whittlesey of the staff of instruction in the department of Politics and Economics. From the outset Mr. Whittlesey showed the keenest interest in the debating situation. After the teams were chosen, he was asked to direct them. With most gratifying willingness he consented to accept the difficult task. At once the work began under his direction. Each team received the most painstaking care from him in the selection and arrangment of the material.

The splendid victory of the teams speaks for the efficiency of his efforts. With untrained, untried men, excepting one speaker, he whipped two teams into such shape as to reflect the highest honor on the University. Cornell extends her gratitude and heartiest appreciation to our instructor from Oregon.

Our editorial in the last issue, with regard to the department of English, has brought to light certain facts which are most welcome to Arts students. A certain number of students and other interested were accepting for the truth what could not be supported by the facts. The following figures have been secured from reliable sources: For the present year, 1905-6, 746 students are registered in the Department of English of whom, 372 are taking the courses in composition, 39 the advanced courses in language, and 335 the courses in literature; in 1905, 233 students were taking the work in literature; in 1904 the registration for the same kind of work was 188; showing an increase within two years of 78 % in the courses in literature.

* * * *

In view of certain criticisms by students and others, these figures are significant. It appears that the advanced courses hold very well their relative position with regard to the elementary work. The total registration in the department, 746, is certainly strong proof of the desire of the students to take the work. A large corps of instructors is covering a broad field in English composition and literature. These men are working faithfully with an indifferent and unappreciative "student body." In our estimation of a department, we, as students, are too prone to form our conception on what we know of its faculty in a general way overlooking the record in the classroom. Let our opinions be based first on the actual record of work done. The Department of English has persistently faced the difficult problem of instilling a love for literature in a people, looking only for material equipment. Bearing in mind the difficulties of its position, due to the counter-tendencies of the times and the misapprehension as to the facts, the Department should have a wider recognition from other students than those taking the work. May there be a closer relationship and sympathy, a better understanding between it and the students. Then, in the realization of that happy situation, will come an opportunity calling for even broader work than is now so efficiently performed.

In the February issue of the "Era" appeared a brief letter hinting that all was not well with the elective system as pursued at Cornell. Since that time numerous complaints have been heard from both the faculty and students against the free use, or rather abuse, of this system. One professor says that he thinks the standard of scholarship is lower at present than it was before the elective system was adopted. Another is of the opinion that the student does not earn his degree. Another considers that this system does not strengthen the mind of the student to the greatest possible extent for the reason that the majority of students, taking the line of least resistance, study those subjects in which they are most interested, and thus defeat a part of the aims of education, namely, the strengthening of the intellect by the performance of unpleasant or difficult tasks. From the student side many complaints arise, nearly all to the effect that they have studied a number of useless subjects and neglected a number which would be extremely valuable to them, and that this is primarily the fault of the faculty in having allowed them such complete freedom of choice.

The faculty as a whole has apparently taken the ground that a freshman or a sophomore knows what he wants. He may think he does but in nine cases out of ten he will repent of his choice of subjects before he reaches the end of his Senior year. Perhaps it would be wiser if it were not presupposed that a freshman knows as much as the faculty. Perhaps it would be the best thing for the freshman, and ultimately for the University, if the students, at least the freshmen and sophomores, were to be obliged to obtain permission of an advisory committee before taking any subject. It is believed that such a course would remove all grounds for complaint.

BOOKS RECEIVED

The leading article in the "Craftsman" for March is entitled "A National Note in Our Art; The Distinctive American Quality Dominant at the 101st Exhibition of the Pennsylvania Academy."

It is said that this exhibition shows less the influence of foreign schools than any other collection of painting and sculpture ever brought together in this country, and that the character of the work as a whole is the highest ever shown. The exhibition is reviewed, with a number of reproductions.

Another article deals with the work of Albert L. Groll, the young American artist whose picture, "Arizona," received the gold medal at the recent exhibition. Mr. Groll is characterized as "a landscape painter who has discovered the color values of western plains." A portrait of the artist and reproductions of several of his paintings are included.

To those who are interested in modern methods and practices in education, William De Witt Hyde's new book, "The College Man and the College Woman" (Houghton, Mifflin & Co.) will have a direct purpose and appeal. It contains in practical form the observations of a college president during twenty years of college life and college administration. What college students mean to be, and what college graduates may be expected to become, are questions which are very close to many people. President Hyde is enthusisatic and optimistic, and his views are based on a right understanding of the essential things connected with college life. The institutions of the state, the family, industry and the church have been subjects of much crude speculation and dogmatism, and Mr. Hyde's clear-sighted and able handling of many vexed questions on the relations between college life and the world of affairs is likely to be widely read, coming as it does from a man of so long and brilliant a career in the field of education.

THE CORNELL ERA

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A BATCH OF OLD BOOKS

It is a rare chance this to talk to the whole student world. Which of all the many things shall it be about? There is the chauvinism which sometimes borrows the fine name of "Cornell spirit." There is the fallacy of the "get there" stroke. There are our brand-new "traditions." Traditions, forsooth! As if it were not the most glorious of traditions to have none—meeting emergencies with manly freedom as they come, and leading fashions instead of tagging after. As if, at least, we could not wait to grow our own traditions, instead of borrowing, at the beck of the last-come straggler from Yale or Princeton, every belated survival of the Middle Ages against which our younger life was all a protest.

But we grumble too much, we old Cornellians. We forget that we are back numbers. Even our young Cornell is growing middle-aged; and if the student world which is her self feels that the time has come to drop back into line and follow the procession, there is nothing for us but cheerily to don the old academic millinery and mumble our ritual with the rest as best we can. Even Yale and Princeton have caught the step of progress now, and our Mr. Facing-backward himself must strike a lively gait to hold the pace.

Yet these old ages have left us things far more interesting than their cast-off traditions—things which still speak fresh and warm from their young life to ours. Let me show you a batch of old books. Old books, you ask: could anything be deader than old books? Come and see.

Here is one. A quaint old volume it is, turned out from that earliest of all presses, Johann Gutenberg's at Mainz in Germany, though not Gutenberg, but the heir of his creditor-partner Faust, was proprietor when this volume saw the light, in 1478. The book is the "Search the Scriptures"—*Scrutinium Scripturarum*—written by the converted Spanish Jew, Paul of Santa Maria (born Solomon Levi, but become Archbishop of Burgos and Arch-Chancellor of Castile), to win his fellow Hebrews from the error of their ways, but it is not its aim, nor its author nor yet its printer, that interests us now. I had almost forgotten the book's existence when, a few weeks ago, studying with a class the reminiscences of that lovable scholar, Conrad Pellican, the friend of Reuchlin, of Erasmus, and of Zwingli, we came upon a mention of it. Friar Conrad had read the book, it seems, in his boyhood, and owed to it one of his first impulses to the study of Hebrew. This reminded me of our own copy, and I ran to fetch it, remarking as I laid it before the class that it was old enough to have been Conrad's own, since it was printed in the very year of his birth. Thus speaking, an impulse of curiosity led me to scan its fly-leaves. All a first glance revealed was that the book had been *"e bibliotheca Guil. Hen. Nigri, Londinensis, A. D. 1849,"* i. e. that it belonged to the eminent English antiquary, William Henry Black, pastor of that little East London congregation of Seventh-Day Baptists which plays so notable a part in Sir Walter Besant's "All Sorts and Conditions of Men." Another inscription, in the same hand, informed us that by Mr. Black it was "bought at Mr. Lyte's sale, 19 July, 1849"—i. e. at the sale of the library of Henry Francis Lyte (1793-1847), not less well known in his day as a book collector than as a hymn writer. Piqued at learning no more, I turned then to the end of the book. Ah, here it was, the name of that fifteenth-century owner. Straight across the blank space of the closing page it ran, in the neat hand of a humanist scholar: "Theodoricus Gresemundus Junior LL.D."

Dietrich Gresemund the Younger! It stared at one like a ghost one had flippantly called from the shades. For the name, though not

Pellican's, was that of one he knew full well—his fellow humanist and fellow Rhinelander, like him the friend and correspondent of Tritemius and Wimpfeling, of Brant and Geiler, of Reuchlin and Beatus Rhenanus. Young Dietrich Gresemund, the rising hope of Rhenish scholarship, poet and author from his teens, who came back from his studies in Italy, just at the turning of the century, crowned with that doctorate of laws of which he was so proud (in those days one earned one's LL.D.) and talking Latin (so boasted his fond countrymen) as if he had been born there; came back to take up in his native city of Mainz, home of printing and ecclesiastical capital of Germany, the leadership of the party of the new learning and of intellectual progress. There in 1502 he was the host of Conrad Muth—the "Mutianus Rufus" of the humanists—on his way from Italy to his career of literary leadership in Thuringia. There in 1509 he entertained Beatus Rhenanus, delighting him with his great collection of ancient coins. There he wrought out his monograph on the antiquities of Mainz and its region, long the guide of visiting scholars. There he gathered the library to which our book belonged, and whose worth his friends well knew. "I inquired when I was with Gresemund at Mainz," wrote Beatus Rhenanus when Lefevre of Etaples, the great leader of French humanism, had asked him to search in Germany for the scattered writings of Nicholas of Cusa; "I inquired, too, of Pellican," he adds. It was Pellican who sent him to Reuchlin, to whom the letter is addressed. If it was not Gresemund's copy of the *Scrutinium* which Pellican studied in his boyhood, he may well have used this one in his later studies, and have read beneath its colophon as we now do: "Theodoricus Gresemund Junior LL.D."

One can almost see young Gresemund as he wrote the line—young he must have been and fresh from those Italian triumphs, or he never would so boastfully have aired his LL.D.—slight of stature, slender of figure, dark-brown of hair, sunny of temper, with sparkling eyes and open face, as he is sketched by the loving hand of an old teacher after a premature death had in 1512 snatched

him away. And how old was he, this prodigy, you ask. Ah, that we have not known. Even the old teacher whom I have just quoted tells us only that he did not live to reach his eighth lustrum—the period from thirty-five to forty; and the latest and most careful of modern writers go four or five years asunder as to his birth-year. Wait! What if our old book should tell us more? Let us turn the page. Yes, here is more writing, some of it in the same hand; and beneath it is what looks like the beginning of a horoscope—one knew else that our Gresemund was a lover of astrology. Let us read. "Et ego Theodoricus Gresemundus filius natus fui anno salutis 1476 in vigilia Sancti Martini hora nona ante meridiem"—"And I, Dietrich Gresemund the son, was born in the year of salvation 1476, on the day before St. Martin's Day, at nine o'clock in the forenoon." On the 9th of November, that is—just seven years to a day before Martin Luther. And the horoscope? "Figura nativitatis," it runs, "die solis quae fuit 10 Novemberis 1476. hora 9. m. 10. ante meridiem quae fuit principium horae Mercurii"—on Sunday, Nov. 10, 1476, at ten minutes after nine in the morning. Surely that is definite enough for anybody—and in his own handwriting.

But what are the lines which precede these on the page? They are in a slightly older hand. The "And Dietrich Gresemund the son," which, as we saw, next follows them, suggests already that what precedes may belong to our Dietrich's father. He, too, was a notable man, this Dietrich Gresemund the Elder, a great physician of those days, whose wealth and influence and progressiveness it was that ensured his son such a training and such a career. Of his earlier history little has been known except that he was born at a little Westphalian village near the city of Soest; and the year of his birth has not even been guessed at. What has our old book to tell us? "In the year 1447, on St. Arnulf's Day, which fell on a Wednesday"—so runs the first item (of course in Latin)—"Soest was stormed by the army of Archbishop Dietrich of Cologne." It was doubtless the elder Gresemund's earliest memory of public affairs, this famous storming of Soest; for the next entry reads, "I was

born in the year A. D. 1440 on the day before Three Kings' Day"—i. e. on the eve of Epiphany, 5 Jan. 1440.

Well, what of it? This. Old books treasure for us not alone that printed story which all copies tell alike. Each copy has besides a story of its own to tell. Books were always the companions and the confidants of men of thought; and each, as it has passed from generation to generation has made new friendships and gathered fresh memories. Today, indeed, when books have grown so cheap and plenty, they are to many of us less friends than servants, less servants than tools, less tools than furniture. Yet even in our day they have still their friends; and in the life of each of us there is a time when we confide in them—that halcyon time of youth, when thoughts are still so many and books as yet so few. The same impulse of self-utterance which drove us as boys to carve our names on every tree and scribble them on every bench tempts us now to bubble over into the margins and the fly-leaves of our books. So has it always been, and so most surely of the men whose riper thought was some day to be worth the uttering. All have known the day when, like young Gresemund, they must see in black and white their new-won titles and in some wise test the future with their horoscopes.

Now, it is precisely the dawnings of great lives that baffle our research. Archives and libraries are full of their mature achievements, their nurses are garrulous with legends of their childhood; but the years of budding character which to us mean most of all, these are often but a blank. May we not find in their old books a help? It is something just to know what books men owned and read. Were the mates of young Gresemund as communicative as he?

Here is another volume—a tiny one this time—from out that same old day. It is that joy of the humanist schoolteachers, the "Colloquies" of Erasmus; and with it in the same neat contemporary binding is bound up another booklet issued in that same year, 1523, from the same great Basel press of Froben—the scalding *Spongia*

with which Erasmus wiped away the aspersions of Hutten. It was owners then, not publishers, who gave to books their binding; and a single neat line atop the opening page tells us who this owner was: "Matthias Heros philosophiae professor 1523." "Heros" is of course only some humanist's classicizing of his name; and to the practiced eye a German turn in the trim humanistic hand suggests at once that the vernacular name thus translated could have been no other than the familiar German one of Held. Now, the name of Matthias Held is by no means unknown to history. A great man, indeed, was Matthias Held, Vice-Chancellor of the Holy Roman Empire and chosen adviser of the Emperor Charles V.; and no man did more than he to shape the political and religious fortunes of his troubled time. But of his youth the world has known exceeding little. Just where he was born or when we can only guess; and, though he must have been well on in his twenties when he first turns up, in 1527, a brilliant young jurist, at the supreme court of the Empire in Spires, whence he came or how he had been trained is dark to us. The inscription in our little book flashes a search-light four years back into that darkness.

Or take this other volume, a handsome quarto from that same press of Froben, across the bottom of whose crowded title-page a hand soon to be familiar to every publicist and scholar of that age has written the one word "Amerbachiorum." The book is that earliest collection of the pamphlets of Martin Luther, which, put forth thus in 1518 from the leading press of transalpine humanism, first thrust these bold teachings upon the notice of the world of scholars; and the copy is that of young Boniface Amerbach, ablest of the three able sons of old Hans Amerbach the printer, already the pupil and the darling, as he was soon to become the heir, of Erasmus, and from his advent into manhood the spokesman of the broader thought in his important city and in all its region. With this book, one may almost say with this copy, began the Reformation in that upper Rhineland which we now call Switzerland. It was this copy whose leaves Erasmus himself may have first turned,

as he dropped in on his old friends the Amerbachs on his return from the Low Countries; and there, at the very centre of the intellectual society of the leading university town of the south, it is almost sure to have met the eyes of all the thinkers who there led the great movement of the day. Surely it deserves a closer study.

Or take this other—this time no printed book, yet dating from this same old day: a vellum codex of Boethius' "Consolation of Philosophy," in the showy calligraphy of some French scribe of the fifteenth century. On the margin of its opening page and over and over in the blank leaves at its end a stiff and conscious student hand of the early sixteenth century has written the name and the labored flourish of its owner—"Claude Le Jay." Can this be any other than that young Savoyard, friend and companion of Ignatius Loyola, student with him at the University of Paris and founder with him of the order of the Jesuits, whom the world knows as one of the most notable leaders of the great religious reaction, but of whose earlier years not all the pious zeal of his order's biographers has as yet revealed so much as our old book may some day tell us?

And here—but no, I have already gossiped to you too long. Come and study them for yourselves in the President White Library. I have shown you but a tiny handful, left us by a single age. Those of other times are not less fragrant of history. Think what some day the student of the nineteenth century will find here for his purpose in the scribbled volumes of Macaulay and of Buckle, of Bopp and of Zarncke, of Goldwin Smith and President White. Can you wonder that we count our old books precious? Can you grumble that not all are trusted out of fire-proof keeping?

George L. Burr, '81.

GLASGOW—A DAUGHTER OF BOLOGNA

Times and towns have changed since Pope Nicholas the fifth conferred the academic privileges of Bologna University in 1451 upon the newly-formed University of Glasgow, but the modern student still enjoys one at least of the excellences of Glasgow in the fifteenth century. Now, as then, it is "ane notable place, with gude air and plenty of provisions for human life." Provisions have changed. The poor student no longer comes up for the sessions with home-produce in the shape of meal and herrings, and the sausages and sweetmeats of the old brick city on the Savena have never been imported to her daughter. But the good air remains. In fact, since the University was removed from the purlieus of the High Street to the West End Park, the health as well as the beauty of its site has been increased, and not even the smoke of the prosperous Clyde-side city affects the heights of Gilmore-hill where the University looks down from the throne of her green slopes on the river in the distance and the Park below.

The average student, however, is not greatly concerned about the air. It is doubtful even if he appreciates the aesthetic feeling which has set his Alma Mater on a hill; for while Glasgow, like Bologna, has her great school of painting, that has been non-collegiate. The undergraduate has reduced punctuality to seconds, and the last spurt up the fair hill is hard on his breath and temper. Art and beauty are not uppermost in his mind then. Every toll of the bell may be the last, and at five minutes past the hour, the door of the class-room is shut irrevocably; neither prayer nor pence can avail to win him entrance then. The sting of this lies in the fact that the Scottish student is antiquated enough to regard a University as a place where he must learn, and academic life as a beach meant for other waves than sport and pleasure. Athletics are a ripple on the surface of his existence, and generally the ripple is infinitesmal. The athletic field at Glasgow University, small at the best, is being encroached upon by new medical buildings. There is no room to

extend it, and nobody, we must confess, is much disturbed over the loss; the main objections have been voiced, in fact, by some professors and graduates, and not by the students themselves. One professor at least used to exhort his students at the beginning of the session to take some exercise in the gymnasium or elsewhere, but his remarks were received in chilling silence, and his class almost unanimously confined their energies to the daily climb from the city to the college buildings. A team of students plays Rugby football, and there are a few who are believed to frequent the gymnasium. But athletics hardly rise above the surface of the academic stream, which flows grimly and steadily through class-rooms and examination halls to the bourne of a degree.

One reason for this is the lack of combination between men of the same year. The students live scattered all over the city, or outside of it, meeting only in the class-rooms or at their societies, and never enjoying any prolonged or constant social intercourse. The present Master of Balliol was suspected, in days past, of inoculating his students with Hegelianism. But the practical ethic of the Glasgow student, and indeed of the Scotch student in general, is the philosophy of Leibniz. Monads the Scotch students are in the main. They drift together in classes and drift apart. Each has his line, and the lines are not apt to coalesce. Except in rare cases, no groups or bonds of any size are formed, the individual being too keen and absorbed in his business to occupy himself as a rule with much outside distraction. The medicals are in this respect less isolated than the students of Arts and Sciences. But, in spite of a union, where reading-rooms, smoking-rooms, billiards, lunches, and so forth, are provided, there is a distinct lack of cohesion in the student-body. The chapel services on Sunday afternoons are but thinly attended. The election of a Lord Rector, which occurs once in three years, brings all together in a carnival of political rivalry for over a week. Graduation ceremonies also have become occasions for the simultaneous display of lung-power, to prove the "gude air" of the city. But these are poor provision for the spirit of comradeship

which is so vital an element in real education, and the efforts of all interested in the University are being directed towards the formation of some channel by means of which the varied and heterogeneous interests of the undergraduates may be blended.

One result of this extreme individualism is the comparative lack of interest shown by Alumni in their Alma Mater. Once men leave the University and take their degree, they seldom retain much affection for the college. *Antiquam exquirite matrem* is an unknown spell, for the most part. The ties which bind English graduates to Oxford and Cambridge, or American Alumni to their Universities, are much more slender in Scotland, and University reformers are awakening to the fact that this defect requires to be attended to. At present, it is hardly possible, for example, to appeal to graduates for funds in aid of the University's expansion. These are gravely needed, and Mr. Carnegie's munificence has only revealed the presence of widespread deficiencies in the academic organization, for which no financial provision is at the moment available. Glasgow has to take a leaf out of America's notebook here. But the process must begin by strengthening the bond between the undergraduates and the University. The former usually regards the latter with something of the nonchalance with which he views the intrusion of women into the quadrangles or the wreaths of grey fog that, on a winter morning, beset the avenues to the class-rooms, —things that, in the inscrutable Providence of the collegiate world, have to be put up with for four years or five, and then may be forgotten. How this extreme individualism, and subsequest indifference are to be overcome, is a practical problem of some nicety. Much has been done. A Students' Representative Council is at work. But local circumstances almost prevent any tightening of the academic bonds in the case of men and women who dwell scattered over a large city and its suburbs, and who pass out of the University's jurisdiction whenever they leave the college gates. No continuous supervision can be exercised over them by the authorities. Nor do the students themselves feel the same *esprit de corps* as

those who reside together within the precinct of a college and form a community of their own. No doubt, this freedom from distraction ministers to the concentration of a student's interest upon his work. The very paucity of social diversions prevents him from devoting himself to any other purpose than that of his studies, and, although the average student in Glasgow is far from being a model of intellectual virtues, the standard of his work will, for the most part, compare very favorably with that of English undergraduates. Yet book-learning, after all, is but one element of genuine education, and the English Universities with their resident students and social traditions provide an ampler and richer environment for men than the Northern seats of learning. Roses make a better bouquet than thistles, it must be admitted. And yet, as Alumni of Glasgow University feel, looking back on their college days, it ought not to be impossible to introduce more comradeship and cohesion into the life of the undergraduates, without impairing the intellectual strenuousness which it has been the pride of Glasgow, as of her foster-mother Bologna, to cherish in her halls and children.

James Moffatt, D. D.

CIVICS AT CORNELL

The question, "Why is the Civic Club?" has been answered in some sort by a recent statement of its purpose and work in the columns of the "Alumni News." It was thought that an attempt to explain the local and educational philosophy of "the movement" might be of some interest.

There is a vague but general notion abroad, indispensable for all well regulated college orations and addresses, banquets even, that university men, sometime, are going to lead in the slaying of political corruption. This harmless fallacy results partly from the blessed hopefulness of youth, partly from the natural disposition of the faculty, and some others, to shirk off on to undergraduate shoulders the burden of actually straightening out the United States, while reserving to their dignified selves the more academic function of merely knowing what it were well to do. It is not so often recognized that the same causes which have smeared (or smirched) our politics, from national to ward, are steadily at work in student life, day in and day out. Take this whole matter of elections and representative government Is it an exceptional thing here that "cliques" and "interests" have attempted to forward their candidates and put them in office? Has the merit of the candidate been the ruling consideration? On the other hand, unchecked popular election has been more apt to choose "the good fellow" than the one who can do the work. Cornell activities have had a hard time dodging between machine methods and mere popularity in the effort to get efficiency. As a result the managers and leaders of the enterprises in which the University takes the most pride are not popularly elected. Democracy has failed.

As to the responsibility of those thus chosen, no hard and fast verdict can be given, for responsibility means publicity, and publicity in athletic management (the reference is to the game of ping-pong only) means notoriety. But it is significant that intimations as to the oligarchical management of class matters and class funds

have appeared in so orthodox and prim an organ as our dear (not by the subscription charge) "Widow." This whole matter of the responsibility in act and account of class and other representatives is inevitably confused because Cornell has no consensus of opinion as to what the number and scope of the student enterprises should be. The state is not organized. Furthermore there is little or no basis for such unity in the lives and ideals of the students. But of course Cornell is democratic. Dear me! Don't we say so and print so on every possible occasion? Only John De Witt Warner and a few others doubt the luminosity of the local ideal in this particular.

One might go on to show how the technical problems of city politics are illustrated in University life. For instance they have executive rule in rowing here and council government (it looks so to an outsider) in football. The general drift seems to be toward separate departments ruled by a single head with full power, more or less responsible in matters of policy to a composite board which more or less represents the popular interests. Any man or set of men who can organize Cornell affairs so as to secure popular participation, official responsibility and, above all, efficiency, will be able to do things for his chosen city afterwards. It seems likely that Mr. Ransom will be a person of consequence in New York state.

But these are analogies more or less entertaining. If Boston is a state of mind, city government is much more so. Assuming that you are not mentally a flunkey, decent citizenship requires eternally and above all else, a just observance of the rights of others. Here there are some local anomalies or anachronisms. New York City has been fighting for years with ordinance, arrest, and exhortation, to keep the streets from being used as garbage-heaps. Have you ever noticed the embryo lawyers dumping tobacco-leavings around the entrance to Boardman? Just so the giddy frosh strews his candy-papers over the Campus. No tobacco, no law; no candy, no frosh but it isn't citizenship, only selfishness. In the same way the wholesaler, the peanut man and other merchants use the streets pre-empt the sidewalks and make government difficult. (Note:—

Perhaps this is the Sibley style of tidiness and so a natural development from one of the University's essential activities.) The point is that student life exhibits a tendency which you will have to fight most of your latter days if you are going to live in a good town.

This is clearer when we consider the slide-rule as it is applied to the steeper sidewalks in winter time. The campus walks are on private property and so at the disposal of the weather and the thoughtless without let or hindrance from town authorities. The result is a series of glassy planes on which the properties (not the proprieties) of falling bodies may be studied to advantage. Very scientific but in flat disregard of the comfort and safety (pride and coccyx) of the more absorbed or less agile members of the community. And yet this custom is so orthodox here that not even the paternal "Sun" protests. Do you think the sidewalk-slider is going to bother the machine much? Forget it! He'll forget anything in nine days and go about his own little business while Croker, and all that sort, goes about his.

Finally municipal reform is going to waste a lot of opportunities and a lot of energy if it does not bring the women of the city into the movement on a square basis of service as citizens. This practical idea is sinned against by the current eastern notion that giggles are the proper mode of inter-sex communication. There is no need to comment on or explain the absence of manners at Cornell. If we are to imitate Princeton, et al., we must freeze out the girls. That's easy. But a university which insists on or allows, sex-relations of predation and hostility is not going to do what it might for a community suffering from the same artificiality. (The reader is referred to the files of the Cornell Widow.)

So much (too much) for local practices bearing on the problem of citizenship, the municipal problem, the eternal problem of greedy and careless but potentially divine human nature. If you want to appreciate the psychological difficulties of city government, find out what's wrong with your studentship. But what demands does the movement for better urban life make on the educators? If a man

is to do anything for his city he must keep himself strong, earn his own living, amuse himself without harming others, and do his full duty as a citizen with intelligence and zeal.

Here we find much to praise at Cornell. The sports and playgrounds movement is making muscle popular and the notion that learning and exercise are incompatible is in a fair way to die out. Of course there are a lot of fellows loose on the campus who would look like a clothes-horse that had starved to death if they didn't have clothes to hide behind but we must remember that over-intellectuality is one of the selective processes. How much do people know who don't know health? To be able to transmute beefsteak into the poetry of rhythmic effort is more than science or art—it is life.

As to earning a living the traditions of Cornell are almost undivided. The majority of students here are not worshipping at tombstones of extinct cultures or pottering with the abstractions of metaphysics. Now and then some professor yearns for "Intellectual Beings" (the high-browed type with wings) as class room material but he is evoking a ghost that cannot rise. Most of the faculty are satisfied to teach fairly capable folks how to do something, (somebody, is it, in the law school?) Of course most of this technical talent goes to expedite and make pleasurable the clipping of coupons and the declaration of dividends. But Mr. Guy Morrison Walker rather implied that that was a worthy end for the engineer. In our industrial society the financier is boss and, in the eyes of many such, a dividend paying stock is the "noblest work of God." In any case the idea of doing a good job will play a big part in the redemption of our cities, which is more than can be said for the pitiful and powerless abstractions of culture and scholarship.

"But," the culturist rounds on you, "this is materialism, brutal work and brutal pleasure." How about it? Of course Junior Week is mostly a mere aping of the leisure class, students playing at social distinction just as children play at pirates or Indians. Nobody takes it seriously but the "Widow" and the girls. And it certainly is a whole lot of fun and diversion. But there are other celebrations,

"busts" not handed out by the Registrar. What makes the vicious-element problem if it isn't this tendency to do your work and maintain your respectability in one quarter of the city and to turn your beastliness loose in another section? Is this practice inseparable from the hard technical work of our day? If a man goes into engineering is he bound to adopt a forge hand's ideals? If so we will multiply municipal problems, not solve them.

The other thing—intelligent, zealous work as citizens—is what we are learning about and will learn more about in the Civic Club. One gets some such knowledge by meeting and hearing the men who are helping herd our cities into righteousness at the present time—the men of service who know how little there is in life save good work done unselfishly. It may be that the forces of inertia and heedlessness and self-interest will be too much the stronger. We have been reviewing some of the local indications which point that way. It may be that most of us are going to be snobs or politicians, not citizens; that we will have no idealism, only scandal and puns. It may be that our civilization will fail in its cities as others have done; that the sweat-shop, the grafters and the "first families" will inherit the earth. But, anyhow, it is for the educated man to find out and face the facts, "to turn a keen, untroubled face, home to the instant need of things." That is the Cornell spirit and the usefulness of the Civic Club depends upon its falling into line therewith.

Walter Lincoln Whittlesey.

CORNELL MEN OF SCIENCE

Cornell has won an enviable reputation among the universities of the United States as a training school for scientists. Until recently there have been no available statistics to show whether this reputation is well founded, but this is now furnished by Prof. J. McKeen Cattell in his recently published "American Men of Science."

The biographical directory of about four thousand American scientists was originally compiled for the use of the Carnegie Institution of Washington, D. C., and is now published not only as a reference book but also "to make men of science acquainted with one another and with one another's work." To quote farther from the preface: "There scarcely exists among scientific men the recognition of common interest and the spirit of co-operation which would help to give science the place it should have in the community. It is fully as important for the nation as for men of science that scientific work should be adequately recognized and supported. We are consequently in the fortunate position of knowing that whatever we do to promote our own interests is at the same time a service to the community and to the world."

Of the four thousand names included in the book, one thousand are marked with a star, indicating that these are considered the most important workers in their particular fields. These are distributed as follows: Chemisty, 175; physics, 150; zoology, 150; botany, 100; geology, 100; mathematics, 80; pathology, 60; astronomy, 50; psychology, 50; physiology, 40; anatomy, 25, and anthropology, 20. This list has been selected for a statistical study by Prof. Cattell and does not necessarily include all the most important workers.

The effort to determine the number and rank of "Cornell Men of Science" was directed along two lines: 1st, The determination of the number in both lists who have been wholly or partly educated at Cornell; 2nd, To determine the number on both lists who are now on our Faculty.

For the purpose of the first study all who have spent a year in study here have been considered as having been Cornell students. Upon this basis it was found that 331 of the four thousand, or 8.3%, and 76 of the one thousand, or 7.6%, have studied here. Of the latter the Physics department contributed the largest number, 17; botany, 13; geology, 10; mathematics, chemistry and zoology, each nine.

There are on the Cornell Faculty 310 professors, assistant professors and instructors. Of these 86 are in the general list of scientists, and 31 are in the list of one thousand. Or, to put it in a different way, 28% of our faculty are considered as American Men of Science and 10% are among the leaders in their sciences.

Unfortunately time has not allowed for a comparative study of other universities. But certain it is that few, if any, have educated more than 8.3% of the whole four thousand, and 7.6% of the leaders; few, if any, can show a larger percentage of scientific men on their faculties.

Charles W. Palmer.

OUR COLLEGES

The third annual banquet of the Association of Civil Engineers held at the Ithaca Hotel on the evening of the thirteenth was everything that a successful banquet should be. In the first place, the dinner was good, a trifling detail too often omitted from many of our gatherings. The management of the affair was excellent and the toast list one of the best. It included speeches from President Schurman, Mr. Willard Behan, '78, Professors Jacoby and McCaustland, and several of the undergraduates. Both President Schurman and Mr. Behan spoke of the successes that may be attained by civil engineers and administered some excellent advice to the Seniors in connection with the practical work which they are about to undertake.

One of the most interesting speeches of the evening was that given by C. F. Cook, '06, President of the Association. He spoke of the need of hearty co-operation on the part of all the upperclassmen in the work of the Association and urged them all to join and take an active part in carrying it along. "Its purpose," he said, "is three-fold—to serve as a social body, as an educational body, and as a common ground upon which the faculty and the students can meet to discuss engineering subjects." This opportunity accorded the students by the association of meeting their professors in a little freer way than in the class room should appeal to us all. Nothing can better accomplish the great purpose of all technical training, namely, to get the student into an atmosphere of technical thought and research, than to bring about the close relation of professor and scholar, and for this the association is laboring. It is to be hoped that in the coming years the upperclassmen in the College of Civil Engineering will take more of an active part in furthering the purposes of so excellent an organization.

* * *

Surrounded as it is by colleges offering more or less strictly technical training in various professions, there is an opportunity for the College of Arts and Sciences to be of great service to the stu-

dents of the University at large. Men in the three-year and four-year courses of the other colleges are of necessity restricted to certain definite subjects and prescribed lines of work. The medical student must spend so many hours per day in the dissecting room, the civil engineer must bend for hours over his drawing board, and the Sibley man at his bench or forge. On the other hand, we have the Arts College, which, while it trains many specialists, still offers an extensive curriculum under an elective system.

The opportunity of the Arts College is to develop students who shall be in the broad sense University men. This is a practical age, an age of material progress, if you please—but not an age of narrowness. If it be an age of specialists, let it be of specialists whose sympathies are broad!

Some students spend six or even eight years in college, obtaining an A. B. degree, and also another degree from a technical college such as law or medicine. It is not possible for all students in technical courses to lengthen the time spent in college by two or three years of study along liberal lines. Whatever, then, is possible for the Arts College to give to the majority of such students must be done while they are pursuing technical studies in regular course.

It has long been the custom to have University readings in English Literature, given by Professor Hiram Corson. Of late years the Annual Music Festivals, with the Chamber concerts, have created a great deal of interest and promoted among the students a genuine love for the best music. Within a year, the President White School has established the well-known non-resident lecture course in History and Political Science. A number of lectures in the new Sibley course, too, have been given by members of the Arts Faculty.

Thus History and Politics, Literature and Music, are some of the things which the Arts College is sharing with the University at large. And he who rejects these things, or affects to despise them, whether he be an Arts man or not, is unworthy the name of University man.

DISCORDS AND HARMONIES

To the Editor of The Era:

DEAR SIR:—Concerning the question of the desirability of a change being made in the method of choosing the Assistant Managers, I wish to point out two facts which ought to be remembered. This because the present system is an old and tried one while the proposed system is new, and ought therefore to have its defects as well as its advantages shown.

Briefly, the new plan is to have the business competition take place as at present, excepting that instead of having the Council choose one man to fill the place, to have it choose the two or three men in its opinion most capable and that not more than two or three days before the polling day their names be submitted to the Season Ticket holders. These then elect the man they most prefer, the idea being that this would give the choice of managers more directly into the hands of the students, who are the ones most vitally interested.

It seems, however, that two objections present themselves to such a plan. The first is that it would lessen the importance at present placed on the candidate's business ability, and at the same time bring in the factor of politics—this because the election itself would be a political action. The tendency would be for the less public and more reserved men not to enter. The question would present itself to every prospective candidate, "Even if I can do good enough work to be chosen by the Council, would I ever stand a show at being elected by the students?" Such a question is almost equivalent to an eligibility rule.

In every business or competition there is a faction among the contestants whose work merits every praise, yet in whose makeup the requirements for a public character are absent. That is why there are more men engaged in private competitions (business) than there are in public ones (politics). All men may compete in the former, but not all have either the ability or the inclination to enter the latter.

It is almost self evident that a *successful* manager of athletics need *not* be either a politician or a public character. It is a position in which the business requirements are paramount. Consequently, any reform which would tend to reduce the present wide, and all inclusive competition of *ability* only, to one which rested partially on a political basis would hardly be fair to the student body in general—to those students who feel that they have business ability, yet who, perhaps would *not* be likely ever to run for Mayor of their town in after life.

Secondly, the objection that the election would become in time a contest in which the man who could himself gain the most votes or who had a fraternity or organization of fraternities to back him would win. To obviate this by withholding the names until two days before the election would hardly do. Such a method is open to the objection that then the independent voter has not enough time to find out any real difference between the candidates that he may vote intelligently. For each athletic competition probably not more than half of the fraternities are represented. As a chance for bargaining the election would then be unrivaled. "We have a man out for crew and you have one out for track. If either of our men are proposed by the Council we'll swap votes." Such talk can take place a week before the election as well as the day before. No time rule can effect it. What such a system would grow to is conjecture, but that it shows a weakness in the proposed plan seems evident.

There is no denying that the idea held by the advocates of reform is substantially a good one. The point is that before any definite action is taken the matter ought to be considered from all sides, that the remedy applied may be the best one that could be applied. In passing, however, it seems strange that no one has considered one thing which, it seems to us, is more open to criticism. This is that the faculty members of the Council hold place on it for several years at a time, whereas the student members never do for more than ten months. If it is our true desire than the students have more actual control of the athletic policies of their teams, why

do we not consider some reform whereby the undergraduate members may be in a position in which the length of service of the faculty members will not exercise such a strong influence in having their wishes and ideas carried through without opposition? It takes an Athletic Manager half a dozen meetings (three months) to get acquainted with the precedents, policies, and traditions of the Council. Even then he feels very much like the Senator that President Schurman mentioned the other day who, during his first year of office neither is expected nor feels inclined to present his ideas or those of his constituents in any pronounced way. The representatives of the students on the Athletic Council, changing each year, are in a degree very similar to the Senator who is in his initial year of office. It seems to me that this is a more fundamental fault, and one more deserving of our thought for correction than the *method* of a manager's election alone.

1908.

* * *

To the Editor of The Era:

Permit me to offer some thoughts on the following notice form which appears at intervals in "The Sun:"

"At a recent meeting of the Faculty Committee on Student Conduct a member of the ——— class was removed from the University for the remainder of the academic year for fraud in an examination in ———. Signed, Chairman."

The writer would protest against the rank injustice of the present procedure, injustice toward the men suspended, and injustice toward some who remain.

The last time such a notice appeared was but a few days before the Spring Recess, and on that morning the writer, with over a hundred others, was crowded into a room for a "prelim." Practically every seat was occupied (and the seats are very close together.)

Where, we would ask, is the faculty ruling that students are to occupy alternate seats?

On this occasion all the students were given the same set of questions, and, though an instructor was in the room, no effort was made to reduce the temptation to "crib." Of course there was "cribbing," indeed, one could see, in various parts of the room, pairs of students carrying on an animated conversation. Examples might be multiplied. Now one is forced to ask: "Why should the student in surgery be suspended for that which the student in economics is encouraged (at least not discouraged) to do? Why should the student in physics be disgraced for that which is countenanced in the student in tactics? Why should the student in entomology be forced out of the University for that which is overlooked in the student in materials?"

Of course the object of the Student Conduct Committee is evident. An effort is being made to eliminate fraud in University work, but if their effort is to succeed they must see to it that *all* of the Faculty is working with them.

It was an injustice to the student in veterinary surgery when he was recently suspended for fraud, because those who openly cribbed a few hours after the notice of his suspension appeared were allowed to remain here. It was likewise an injustice to those who openly cribbed, because they were not made to follow him.

At present the moral advantage of suspensions for this cause,—the moral advantage of publishing the notices of suspension is nil, unless we except the freshman who may be scared out of "cribbing" for the rest of the year, though even this is doubtful.

With sentiment as it is among the students a *good* proctor system is necessary if fraud is to be stopped. So long as there are fellows here who are not *men* and never will be, so long will there be cribbing, but let us ask that the faculty treat *all* these "moral invertebrates" with the contempt which they deserve.

Student Conduct.

To the Editor of The Era:

The faculty has stamped the seal of disapproval on the Freshman banquet, and, justifiably or unjustifiably, that old time revel has for this year ceased to exist. Time is, however, nearly ripe for the repetition of another ancient observance,—the Senior banquet, and it is concerning the Senior banquet as a topic fittingly of the present that the writer wishes to offer this expression.

Theoretically the Senior banquet probably stands for several things: The crowning informal gathering of the last year, farewell to the constraint of recent hard work or unnecessary overanxiety regarding exams, repetition for the last time of "kid tricks" before subsequent assumption of the dignity of a man out of school. If these be its purposes, the Senior banquet tradition should be faithfully maintained.

Now what is the Senior banquet in practice?

It is one of things, we judge, that President Schurman would see discussed within the University rather than in outside publications—the occasion of a demonstration of bestiality in comparison with which the most devastating Freshman banquet ever held is the subject for a hero epic.

Objectively, there may be humor in the destruction of furniture, the flying exchange of nervously aimed articles of food or tableware, the flooding of rugs with beer, the uninvited toasts of the "gentlemen" under the table—humor in somebody's first drunk. Decision of this question depends on one's *sense* of humor.

In an excellent article in last month's *Era* a student of long experience says referring to Western college standards: "Men hesitate to do what they know the girls would disapprove." What should be the standard of the East? Would a good girl appreciate the "fun" of our usual Senior banquet? These questions are perhaps too concrete for extensive discussion, but if taken seriously they carry our point. The arguments that informal alumni gatherings are well nigh as boisterous as the Senior banquet and that other universities have similar breaches of decency on the part of upper-

classmen may suffice in a comparative defense against the reports of visitors of influence, who carry away from Ithaca exaggerated notions respecting the "toughness" of Cornell. The arguments do not justify the principle of decency and no arguments can. It is not to be expected that the Faculty will feel inclined to interfere with the regular Senior banquet, though perfect consistency on the part of that body would apparently call strongly for a repetition of the recent measures here.

The writer leaves the Senior banquet to the Senior class, who more steadfastly if possible than other members of the University must uphold her honor. May 1906 add to its list of wisely founded institutions a banquet to which every man in the class will go and to which he will refer in after years not apolegetically, but with enthusiasm and pride.

'05.

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"Thought once awakened does not again slumber".

The "Era" takes pleasure in announcing the election of W. W. Taylor, '07, to the editorial department.

* * * *

In the mind's eye of every loyal student is the picture of Stanford's ruins. Think what is means to be suddenly checked in the midst of the joyful struggles of a college year! Think of the terrors of such a calamity at Cornell! How the pleasure of this college year would be all swept away at one blow! To the expressions of grief pouring in from so many colleges and universities, we beg to add our most sincere sympathy.

The Spring Day committee is contemplating an innovation this year which should be very helpful. Each college is to have a seperate sideshow under its own management. The upperclassmen of each college are to elect the managers for each sideshow. It is believed that this will not only bring more money to the fund but will help to cement the different college groups together and will promote vigorous intercollege rivalry.

The idea seems to have some merit. While the smaller colleges will have limited means, still they have the advantage of the larger ones in that they are more of a unit and can act more effectively as a body. If the Spring Day committee is to raise money from students, it should be representative of all the students. A graduate of the University is not in a position to place appointments that will represent in the widest sense. Only by direct and full representation can the student body be expected to be generous.

Such a move as this will positively prove to Arts its lack of solidarity,—considering its opportunities as to time and work, the Arts men are as ineffective as a body as any of the colleges. This is shown in the way its baseball team is supported. This is a small matter but it is indicative of Arts indifference when we say that but a mere handful of men interest themselves in intercollege baseball. The men are not organized. Even the seniors never get together. Something is radically wrong. It is not entirely in scattered classrooms. It lies deeper. The evil lies in the desire on the part of certain men to avoid certain others and to grow into small exclusive circles. This unfortunate state of affairs is allowed and even encouraged by our present location. Goldwin Smith Hall will do much towards blotting out this spirit. But it will not do it all. Let each class forget the rough corners of the other. Let a strong spirit of unity pervade all, a desire on the part of each man to know the others in his college. In that there will be help for all kinds of students. From that will grow a more homogeneous student body in Arts. Then every movement which will tend to further this idea should be heartily encouraged.

The wonder is, how Professor Burr can find time for so many things. But he does not use the word "No" in his vocabulary when it is a question of helping a good cause. No more ardent champion of higher English study in the broadest sense can be found than the librarian of the White Library. Believing that anything attempted is worth doing well he has contributed in this issue an article of importance to the literature of the University. The "Era" is honored at the opportunity of publishing it.

* * * *

The Freshman banquet is still in the air figuratively. The pent-up enthusiasm, kept within bounds during the year by custom and consent of class officers, knows not how and when to break loose. Judging from the attitudes taken by all the classes, it is almost bound to break loose in some manner. Deplore such a condition as one may, the cold facts must be faced. Too many newspapers are eagerly waiting for sensational stunts at Cornell to make this situation anything but grave.

Since the President and members of the Faculty are reported to have said that a class function held Saturday afternoon and not interfering with work would be beyond faculty action, there seems to be no reason why '09 could not enjoy itself en masse in a perfectly proper manner. The value of a democratic class function especially in the freshman year is admitted by almost all. To do away with such a custom did not seem to be the intention of the Faculty. Only certain features, objectionable to students as well as professors must be omitted. Within this altitude all loyal students will take pride in supporting the faculty and in maintaining such a class function as will be a help to the class and a credit to the University.

* * * *

A valuable prize was awarded not long ago to a student in Arts for an essay in the field of English literature. How many were aware of that fact? It may not be surprising that technical men were inattentive. But it is a striking proof of the indifferentism

of the Arts student that scarcely a man noticed the prize or the award. We are in a pitiful condition if the student of humanities grows indifferent even while living under the influence of literary culture. This same attitude is presented to practically everything of a literary stamp. The pendulum has swung too far away from classical literature. It must surely swing back a little. For the way to reinterest, where can we look but to the University? The days of the senior are numbered. Every tie that binds is binding more tightly. Every tradition loved is loved more dearly. The sobering thoughts of these last days are beginning to tell. The wild enthusiasm of the freshmen in the rear of the column of march to the Princeton game could not disturb the serenity of the seniors ahead, who heard and saw as in a distant perspective. But still things for us to do are plenty. Spirit is still potent within us. We have traditions to uphold, examples to set. Our duty to those inexperienced must not be forgotten. Still may we be leaders in fact as well as in name.

These last days will wipe away whatever sting has come from ardent and helpful opposition. They will teach the underclasses that internal rivalry does not preclude united force. No more effective way of cementing this spirit of unity will be found than in an earnest endeavor to leave some fitting memorial. The selection of this class gift should not be the work of the committee alone. Each one of us is responsible. We will derive just that amount of satisfaction in the memorial as we put thought into its selection. Working together then on the common basis of doing good to the University we shall feel that our class has left its impress.

BOOK REVIEWS

Tanner's Elementary Algebra. Published by the American Book Company. Price, $1.00.

Professor James Pierpont, of Yale University, says of this book in the Bulletin of the American Mathematical Society:

"The present work is an attempt to solve a problem whose difficulties only those have realized who have seriously and conscientiously attempted to outline a course of instruction in elementary algebra which shall be teachable in the first place, but which on the other hand shall not constantly offend one's sense of rigor. There is a middle course here between Scylla and Charybdis; between the rigor of a work like Stoltz and Gmeiner's Theoretische Arithmetik and the conventional algebras, whose authors draw their ideas from an age mathematically as remote as the age of stone and bronze.

"Where does the best course lie between these grave perils? We do not know. *A priori* reasoning is of little avail here; it is a question which must be worked out by actual experience.

"The present volume is a noteworthy and precious contribution in this direction. With ample knowledge of the foundations of the subject, with wide experience of the needs of the pupil, and above all with a rare mathematical tact which here is a *sine qua non,* Professor Tanner has written a work which has afforded us a very sincere pleasure in reading and which seems to us superior to any elementary English or American book on this subject which we have yet seen.

"What strikes one most noticeably is the thoroughly scientific spirit of its author, the seriousness of his purpose, and the simplicity and clearness of his exposition. We believe it must be a dull pupil who is not interested by the author's quiet but fascinating style. The work is indeed a veritable little classic in this respect. The usual course of the author is to begin each new topic with an introduction which gives the reader an idea of the discussion to follow. The new notions are then presented as simply as possible and illustrated

with well-chosen examples. By this means the reader is put in position to see the principles involved, which are now stated precisely and accompanied by correct demonstrations. Problems are abundant, and frequent recapitulations and review questions emphasize the main results acquired and serve to retain them in his memory. Scattered through the book are a goodly number of notes touching on the nicer points, which no doubt will stimulate bright students to further thought and perhaps help the teacher over some hard places."

* * *

"Greece," by E. S. Schuckburgh, $1.35 net; G. P. Putnam's Sons, New York.

This history of Greece from the coming of the Hellenes to A. D. 14, is the latest addition to the well-known "Story of the Nations" series. Of course in so brief a compass no very elaborate or detailed history of a nation can be given but the story may be told in a readable and entertaining fashion. In this the author has succeeded admirably. This fact together with numerous illustrations make the book a valuable addition to a general library.

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A WINTER IN WASHINGTON

By Professor Charles Mellen Tyler, A.M., D.D.

Rome and Washington are ever associated by me. The campagnas and great domes, the obelisks, the absence of all apparatus of industrial and commercial life; the home feeling which one experiences in both capitals; the variety of costumes, manners, languages and dialects; the leisurely movement of street conveyances, private equipages, and people in general; the ease of intercourse between people hitherto absolute strangers, and who on the slightest pretext extend courtesies, or impart information—these mutual characteristics assimilate for me the city of the orient and the city of the occident. Rome seemed democratic enough when I visited it before the coming of the regal court to the Quirinal. As the States of the Union have erected the great obelisk with blocks of stone from each commonwealth, so have they contributed their accents of speech, the complexions of their politics, their social idiosyncrasies—the precisian manners of New England, the jaunty unconventionalism of the West and high-flown courtesies of the South—to constitute life in Washington.

Add to this the change of feeling experienced by Ambassadors and Ministers from the various courts of Christendom and outside Christendom, who become infected with a sense of freedom and good-will. The French Ambassador a few weeks ago, when I asked him if he liked Washington, replied with enthusiasm, "It is delightful as a city and for its social atmosphere." There is a social

chemistry which tends to fuse into republican unity feudal traditions and aristocratic prejudices. The essential man is discovered, as possessing more worth and dignity than the man of long descent, the Sir Ruddygores who are without initiative, creatures of social etiquette, as destitute of individuality as the blocks of stone in some old cathedral.

Most of the world's cities have been topographical accidents, their avenues and streets the result of necessity. Washington was an ideal conception of the Father of his Country, the first President who, skilled as a surveyor, located the boundaries of the City, its public squares and buildings. With the French engineer he concerted the avenues and streets. The City is only realizing the premeditation of him whose name it bears.

Nature around the Capital, and indeed in the Southland beyond, seems to exist in reverie, suggestive of patrician leisure and slave labor. Humboldt viewing the landscape from the site of the capital said, "In all my travels I have never seen a more charming panorama."

I never visit our capital without a certain clairvoyance which brings up in vision the old city of Washington, Jefferson, Hamilton and their successors. The Websters, Clays and others seem again to move along the avenues. How different the city of to-day from the city of the sixties, when on my way to join the staff of a General of the Fifth Corps of the Army of the Potomac, I found negro cabins and residences of Congressmen side by side; muddy streets, unevenly graded, the days of Shephard being far distant; only one or two avenues paved, along which artillery, infantry and cavalry could move in order. Today, equestrian statues of Thomas, McPherson, Logan, Scott, Hancock, Sherman, Greene, and other statues of Lincoln, Webster and others adorn the circles and salute each other from afar. One can see four of the knights in bronze as the eye looks along avenues which like the rays of a star diverge from his point of vision at the base of some statue.

Having met President Roosevelt at dinner, when as Governor of New York he came to Ithaca and was entertained by Benjamin Ide Wheeler, now President of the University of California, I called at his office. He was engaged in animated conversation with Senator Spooner and certain governors and prominent men of the country were waiting to see him. With happy despatch, one after another was greeted, conversed with and dismissed, with no apparent haste, and when my turn came he recalled his visit to Cornell with some enthusiasm. To illustrate the alertness of his literary recollection, on my remarking at my taking leave, that posterity would couple his name with that of Balboa, the discoverer of the Pacific, he remarked, "Ah! That is good. I think we shall get the canal all right; but do you recall the mistake of the poet Keats, who confounded Balboa with Cortez, making the latter to discover the Pacific?"

Mr. Roosevelt seems to be in himself an antithesis—the Dutch aristocrat and the American democrat; the Southern mother and the Northern father; the hunter and rough rider and the gentleman; ready for war, and a peace diplomatist; a man of letters and a political adviser of Congress; not afraid to talk plainly to capitalist and laborer; quick to act and yet giving evidence of having thought out the effect of action; Kaiserish in temperament and estimation of his official importance, at the same time considerate, conciliatory; on the verge apparently of loss of popular favor by some act or utterance which would ruin the political influence of another, yet coming out triumphant with augmented popularity—he seems an exception to all others called to rule a nation. Parties are bewildered, nonplussed, uncertain whether to claim or oppose him, to reject his policy or endorse it.

He seems to wear a talisman, and no one can predict his next step or status in popular regard. Senators who thought him to be an easy mark, have to reconsider their relations to him and experience need of all their subtle wisdom to adjust themselves to his

administration. The Senate becomes divided in its counsels and is afflicted with mental perspiration at the rapid changes of affairs at the White House. Nor can it be said that the President is fickle or given to tergiversation. He seems to look afar and to dare to anticipate social and political revolution, and to have thought out a course of action which may be salutary and remedial.

Meanwhile he is an object lesson for the young men of the nation. His manliness, truthfulness, independence, carelessness as to any further political honors, fearless espousal of political and personal righteousness are not only a discomfiture for corrupt politicians, but a perpetual reminder to all men in civic, political or educational spheres of action, that to be hypocritical or selfishly ambitious, or given to marplotting had best be abandoned, and square dealing be substituted for all mere ingenuity and jesuitical methods.

Whether the President has hit the wrong target in the criticism of Judge Humphrey and the Standard Oil Company, one will not venture to say, until time makes disclosures. It would not be strange if public opinion should yet veer round to his point of view.

The Army and Navy, and Cosmos Clubs were opened to me by the courtesy of friends. It was there that I met veterans of the army some of whom I had known. General Miles was a first Lieutenant in the Twenty-second Massachusetts Regiment to which I first belonged, and we renewed acquaintance. His was a brilliant career, mounting from a Boston clerkship to the position of Generalissimo of the American Army. No more chivalrous and valiant soldier had we in the army.

Receiving a note from Senator Taliaferro of the South, containing an unsolicited card of admission to the Senators' gallery—a gracious act prompted by the request of a Southern lady of my acquaintance—I studied with great interest the personalities and procedures of the Upper House of Congress. The venerable forms of Teller, Morgan, Hale, Allison, Frye—*patres conscripti*—still

linger. Spooner and Tillman, I should say, are the foci of interest to the observer in the gallery.

Senator Spooner has been termed the "Puck" of the Senate, combining intellectual greatness with a merry spirit of mischief. It is in his relation to Senator Tillman, who sits across the aisle from him that this sprite-like love of surprise and masquerade reveals itself. Tillman is the Cossack of the Senate, dashing suddenly at the flank, rear or front of the republican legislation, as the Tolpatcherie of the Russian army hung upon the flank of Napoleon. No one can rise to nobler heights of eloquence or be more logical and wise in an argument than Spooner, who is certainly a most formidable debater. Senator Spooner sometimes advances towards Tillman with the sternest air and raised voice, as if about to crush the Southron, the latter bristling with suspicion of some coming insult, rising defiantly in the passage between the seats ready for the duel, and demanding an explanation from the Wisconsin Senator. The latter in an instant, with a twinkle in his eye, exchanges the bellicose manner for one of courtesy and ends with some compliment to the intelligence of the Southerner. It is only a "bravura" on the part of Spooner and the Senate explodes in laughter, and Senator Tillman, half mystified and half pleased, sinks into his seat. This renews itself often, and the ingenious mischief of Mr. Spooner never fails to minister a new surprise by some fresh originality of attack or defense.

The small stature of the Senator from Wisconsin serves as a foil to set off a certain grandiosity of manner when he is in serious moods, and gives even added value and scope to his argument. I remember meeting him on the homebound steamer *Servia,* when in a tempest we alone of all the passengers ventured on deck, surprising the officers who deemed us too bold, and in the howling of the wind the Senator told me some amusing anecdotes.

I ought to end this skimble skamble (as Hotspur said), otherwise it would be a pleasure to speak of Senator Bailey, who rises

but seldom, is an able lawyer and always commands the attention of the Senate.

Senator Hale of Maine, is a master of sarcasm and invective—seldom using them, however. He spares neither friend nor foe, when his personal convictions are opposed to others. He cuts his way with Spartan impartiality to the goal he seeks. He possesses some traits which remind one of Fessenden, his predecessor.

It was my great pleasure to be a guest of the alumni of George Washington University, by invitation of President Needham, who himself impressed the audience with his ability as a speaker and his wisdom as an administrator. The chief speaker of the evening was Ex-Ambassador Andrew D. White, who with his wonted grace and far-seeing intelligence cast the horoscope for a great university in the capital of the nation.

The French Ambassador admirably followed and then Speaker Joe Cannon, with something of the egotism of a man who believes in himself more than in universities, indulged in (if I may be pardoned the pun), a cannonade against academicism, and advocated the discipline of popular conflict and intimacy with the currents of daily life, social and political. Speaker Cannon is unquestionably an intelligence of great insight, can condense much political sagacity into a rough aphorism, is moreover free from presidential ambition and a foe to venality in politics. Sitting upon the dais with Mr. White, Minister Jusserand, Justice Brewer and others, holding all the while the end of a cigar between his teeth—never removing it—his grotesqueness impressed me, and I confess caused me to forget for a moment his conspicuous eminence as a leader, his imperial capacity as a presiding officer.

I must express in closing my increased esteem for the patience, industry and sincere patriotism of the Senate. It is hard work to be a United States Senator.

There exists and always will exist some factiousness of spirit, some unreasonableness on the part of the minority. But in the main

whatever the filibustering, the criticism and sometimes invective against the President, the subconscious and perhaps conscious purpose is to pass good laws. As one looks over the world one is tempted to read over and adopt as a creed the poem of Tennyson entitled "Vastness." There *is* some reason for pessimism. I for one ask myself sometimes why, in the name of common sense, Kings, Emperors, Senates, Legislatures, Corporations, Labor Unions, and men dealing with men everywhere, cannot drop lying, deceit, suspicion, indirection of all kinds, war and oppression, and take the short cut to a world of peace and universal happiness, by the culture and use of what Matthew Arnold terms a sweet reasonableness.

How long will the course of fools be chosen in preference to this method of sweet reasonableness?

MIDNIGHT ON THE CAMPUS

Twelve intonations, mellow deep and slow
Ring out, reverberate and die away,
While faintest echo from the town below
Confirms the passing of another day.

The strains of some dear old familiar song
Rise clear, then slowly sink in quavering flight;
One good-night shout the shadowed hills prolong,
Which, dying, gives the campus watch o'er night.

—*W. H. B., in Wesleyan Literary Monthly.*

THE PROPOSED ALUMNI HALL

By G. W. Harris, '73

The first definite suggestion of an Alumni Hall seems to have been made more than twenty years ago, by President White, in a speech at a dinner of the New York Alumni in December, 1883, when he eloquently set forth the need for such a building and generously offered to contribute ten thousand dollars toward it if the Alumni would raise forty thousand dollars in four years.

This offer was brought before the annual alumni meeting in 1884 and again in 1886 by G. R. Van De Water, '74, who earnestly advocated action by the alumni, but no action was taken, and a communication from the class of 1886 stating that the class had pledged a considerable number of subscriptions for an Alumni Hall was simply accepted and laid on the table. At the meeting of 1887 M. Van Cleef, '74, advocated an organized effort to collect funds for an Alumni Hall, but nothing was done until June, 1888, when it was resolved that an effort should be made to obtain funds and a committee of five was appointed, consisting of R. H. Treman, '78, (chairman), G. W. Harris, '73, F. H. Hiscock, '75, G. B. Turner, '73, M. Van Cleef, '74, with Andrew D. White as an honorary member. This committee was empowered to appoint a sub-committee of one from each association.

At the meeting of 1889 the chairman reported that the committee had met and discussed various questions as to ways and means, but had agreed to postpone further action until the return of Mr. White in the fall. At the meeting of 1890 the committee submitted an extended report outlining a plan for raising funds by the formation of a Cornell Central Club open to all alumni on the payment of twenty-five dollars for a share of Club stock, thus providing a fund for building a clubhouse which should contain a large hall, suitable for general gatherings in which University policy might be discussed by the trustees, faculty and alumni; reading

and writing rooms and chambers for visiting alumni were also to be provided, and it was proposed that work should begin on the building as soon as fifty thousand dollars should be secured. The report of the committee was adopted and a Cornell Central Club Committee, consisting of R. H. Treman '78, (chairman), J. H. Comstock, '74, G. W. Harris '73, J. H. Pierce '74, I. A. Place '81, with A. D. White as honorary member was appointed with instructions to carry out the proposed plan.

At the meeting of 1891 the committee reported that an appeal for subscriptions had been sent to all the alumni whose addresses were known (some 1,500), and that subscriptions had been received from 83 alumni for 120 shares of Club stock, making a total of three thousand dollars subscribed. At this meeting H. E. Summers '86, stated that he held pledges from members of the class of 1886 for subscriptions to an Alumni Hall, amounting to three thousand dollars which he would later turn over to the treasurer. At the meeting of 1892 the committee reported total subscriptions from 202 alumni for 287 shares of Club stock, amounting to $7,175. At the meeting of 1893 the report of the committee showed that subscriptions had been received for 356 shares making a total of $8,900, exclusive of the subscription pledges from the class of 1886. The reports presented in 1894 and 1895 showed that no progress had been made in securing new subscriptions and the chairman of the committee suggested either the appointment of a new committee to go on with the work, or the abandonment of the project. Thereupon the association appointed a new committee composed of the Executive Committee of the Associate Alumni and the representatives of the alumni in the Board of Trustees.

At the meeting of 1896 the new committee presented the following report: "Your committee believes a more definite plan should be formulated before asking for further subscriptions. Since the project was first broached, some fifteen years ago, similar enterprises have been undertaken and, to some extent, carried out at

other institutions. It seems best to your committee to submit to the alumni alternative plans for their judgment and suggestion, and your committee would therefore report the following resolution: Resolved, That a committee of five be appointed to report *first,* as to the experience and plans, in this regard, of the alumni of other colleges and universities; *second,* sketch plans for the alumni building at Cornell." This report was accepted and the existing committee continued. At the meeting of 1897 the committee repeated their recommendation that a committee of five, some members of which should be architects, be appointed to report on the experience of other universities and to submit plans for an alumni building at Cornell. It was also reported that the subject had been presented to the classes of 1896 and 1897 and that these classes had agreed to make as their class memorial, a gift toward the establishment of Alumni Hall. The report was adopted and a committee of five was appointed, consisting of J. D. W. Warner, '72, (chairman), G. R. Van De Water, '74, E. K. Rossiter, '75, O. M. Eidlitz, '81, and A. B. Trowbridge, '90. At the meeting of 1898 this committee presented a report, recommending that the building "be one which will serve the general uses of a club for students and others connected with the University, in a manner which will augment the University social life, without undertaking to provide for commons or for dormitory accommodation, except a limited number of chambers for visiting alumni," and submitted a draft of terms for a competition for designs for a Cornell Alumni Hall.

The report was adopted, the committee was requested to carry out its plans for the competition, and the treasurer of the Alumni Hall fund was authorized to pay out the sum of six hundred and fifty dollars for awards and expenses. The committee was also requested to report to the alumni at the next meeting such general plans as it might recommend for procuring further subscriptions. At this meeting the treasurer of the fund reported cash in hand

$5,035.23, with unpaid subscriptions in addition amounting to $5,000, subject to various conditions.

At the meeting of 1899 the committee reported that a competition among Cornell architects had been held and twenty-four sets of plans had been submitted to a jury of architects whose award named the plans of S. R. Davis '96, W. R. Delahanty '95, B. S. Hubbell '93, W. W. Judell '00, and H. W. Wilkinson '90, as the five best submitted; that the Trustees of the University had set apart the site of Sage College for the erection of the proposed Alumni Hall and agreed to reserve it for that purpose for three years from June 1899; that definite pledges of some $13,000 had been secured in addition to the subscriptions obtained under the old plan; that, if empowered, the committee would proceed with a special canvass for pledges of funds, until at least $50,000 should be pledged, and would then arrange for a final competition for plans among Cornell architects. The report was adopted, the committee was given full power to proceed as recommended in their report, and the treasurer of the fund was instructed to pay out one thousand dollars on the warrant of the committee. At the meeting of 1900 the committee reported that they had succeeded in adjusting the accounts of the subscribers to the former Cornell Central Club fund; that everyone thus far reached had approved the use for the present plans of the funds previously contributed; that the pledges now amounted to somewhat over $30,000, including cash now in the treasurer's hands amounting to $5,310. The report was adopted and the committee continued. At the meeting of 1901 the committee reported that they had available, in cash and subscriptions, over $45,000 of which over $9,000 was in cash, either in the hands of the treasurer of the fund, or in the hands of class treasurers, the classes of 1886, 1896, 1897, 1898, 1899, 1900 and 1901 having pledged themselves to gifts to the Alumni Hall fund; that in the preliminary competition, ten Cornell architects had qualified for the final competition, and that in the final competition the jury

had awarded the first place to the plans submitted by H. W. Wilkinson, '90, and his partner, and recommended that firm as architects of the Cornell Alumni Hall; and that the committee recommended action for carrying out these plans. The report was accepted and resolutions were adopted continuing the committee, designating Messrs. Wilkinson and Magonigle as the architects of the Alumni Hall, and authorizing the committee to canvass for subscriptions to the amount of $100,000, and to proceed to procure working drawings, specifications, and estimates for the building in accordance with the plans selected. The plan adopted provided for a large hall or lounging room (about 2,500 square feet) with open fireplaces and wall space for trophies, etc., a billiard room, a reading or writing room, an auditorium with a stage and dressing rooms (suitable for class meetings, debating clubs, rehearsals of musical and dramatic clubs, alumni meetings, etc.) administration offices, committee rooms, rooms for the headquarters of the musical clubs, athletic organizations, and student publications; the upper floor was to be reserved for visiting alumni, providing a small lounging room, some twenty chambers, a breakfast room, a kitchen and servants' quarters.

It now seemed that, with a definite plan secured and an energetic committee in charge, the outlook was bright, but, unfortunately for the Alumni Hall, at this same meeting the project of an athletic field was brought forward and adopted by the alumni. This project had at least the charm of novelty. It was taken up with energy, and the persistent and systematic canvass for subscriptions, carried on by its active committee, seems to have driven from the minds of the Alumni all thoughts of an Alumni Hall. Since then no report has been received from the Alumni Hall committee; each year the faithful treasurer, R. H. Treman '78, has made his report, showing no progress in securing subscriptions and urging action of some sort; each year the report has been accepted, ordered on file and no action taken.

Such in brief is the story of the efforts thus far made to obtain funds for the Alumni Hall. It is not an inspiring record, it is not a record that the alumni can be proud of. The question is often asked, what have the alumni done for the University? Unanswered, the question itself is a reproach. Is it not time that the reproach should be removed? At Alumni gatherings much is said about the Cornell spirit and devotion to our Alma Mater, reminding us of Omar's quatrain:

> "Myself when young did eagerly frequent
> Doctor and Saint, and heard great argument
> About it and about: but evermore
> Came out at the same door wherein I went."

The need for such a building as the proposed Alumni Hall is generally admitted, but only those who have seen for themselves what the Harvard Union is doing for Harvard men, what Houston Hall is doing for the men of Pennsylvania University, can fully appreciate, or even understand, what such a building would do for Cornellians. It would be the center and rallying point for all University interests, where all could meet, not as Arts men, or Sibley men, or men of any one college, but on common ground as Cornellians; and surely by no other means can the true Cornell spirit be so well fostered and developed.

In 1908 the University will celebrate its fortieth anniversary. Let the alumni come to this reunion prepared to take a worthy part in the celebration. Let them not come empty-handed, with mere words of congratulation—good no doubt and certainly welcome,—but bringing a substantial offering as a proof of the depth and sincerity of their devotion to our Alma Mater; and no better offering can be made than the long-hoped-for Alumni Hall. Large contributions are not really necessary. There are now more than seven thousand Cornell graduates alone. If only every Cornellian who has not already subscribed to the fund will give ten dollars the Alumni Hall will be secured.

A CRITICISM OF THE NEW ELECTIVE SYSTEM

By F. L. Nussbaum, '06

The free elective system has come and gone. It came in the midst of a storm of general opposition from almost the major part of the educational interests of the day; it goes without the reverence of a tear even from that frivolous and light-minded class who were expected to reap most unwholesome advantages in the form of "cinch" courses. In view of the general—well-nigh universal—condemnation which, especially within the present generation of graduates, has been heaped upon it by both student body and Faculty, the wonder is that it has stayed so long. But the problem has not been so much whether or not to do away with the free elective system, but what to put in its place. It has been perfectly well known for some time that a considerable majority in the Faculty was against the present system, but it was equally well known that it would be difficult indeed to present a substitute plan that would command a majority vote. Such a system the educational committee of the Faculty, to which the question was committed in the early part of the academic year, has worked out with a degree of industry which warrants confidence that no important consideration was overlooked or slighted.

This system has been received with the unanimous approval that any step away from the old system, aside from its intrinsic merits, might have been expected to receive. The general feeling seems to be satisfaction with the change, because it is a change; the old system was bad, this is a change, therefore it must be good. And to a certain extent this judgment is correct. Almost any step would have been a step in advance. It remains to be seen, however, whether the remedy proposed will effect a cure—whether it will produce results, and whether it will produce the right results.

It needs but a glance at the system to see that the answer to the second question is at least doubtful. The resolutions of the

Faculty provide that "before a student may be registered as a Junior he must have completed sixty hours work which shall include, in English and History, six hours; in one or more languages other than English, six hours; in Philosophy or Mathematics, six hours; and in Physics, Chemistry, Geology and the Biologic Sciences, six hours." That is, he is required to take twenty-four hours, or twelve hours through one year within the range of the subjects mentioned. He can satisfy the requirements entirely within his freshman year, and still have the privilege of electing six hours. For instance if he intends to specialize in history, he may submit for the requirements one three-hour course in history, one three-hour course in a modern language, which is an absolute necessity for extended historical work, and strongly urged by the Department of History in the courses suggested for its students; and three hours of whichever happens to be the easiest or most interesting to him, of the sciences in the fourth group. He will probably elect Philosophy 1 rather than mathematics, and so will leave that course until his sophomore year. There remain nine hours of his course which he may elect as he pleases. In his sophomore year he finds himself free to elect any fifteen hours he chooses. And yet we are told that by this arrangement specialization is to be limited in the first two years! Did ever the most bigoted specialist get through two years without having taken by mischance at least two courses that didn't pertain?

The Faculty has exerted itself to prevent over-specialization in the Freshman and Sophomore years. By a sudden change of front, after so effectually putting an end to narrow specialization in the first two years, it proceeds by similar methods to encourage, one may at least say, the very thing which the first part of the scheme was intended to prevent. "Each student shall choose at the beginning of his junior year, one of the following groups," in which he must, before graduation, complete at least twenty hours,

This obviously is intended to compel a certain degree of specialization.

The student who specializes, of course, will not be affected by this requirement in any case. Considering the case of one who does not specialize, one would expect that he would be finally disposed of, since the provision is evidently intended at least to make existence difficult for him, if not impossible. But investigation shows that there is still a loop-hole left for him. If he is averse to specializing to a degree that will necessitate his going beyond the more elementary courses, he will choose for his work a department in which the range of more elementary courses is very wide, or at least one in which he has not as yet chosen any of his work. Thus if he chose the History and Political Science group, he might, without any one's disapproval, elect in his junior year American History 23 and Political Economy 51, and his senior year English History 15 and Political Institutions 31. Or he might choose Modern languages, taking German 2a, French 1, and French 2. It is hardly necessary to say that this is not specialization of a nature that would be dangerous even in the first two years of the college course.

It is evident from this brief examination that the new system will neither prevent what it is intended to prevent, nor accomplish what it is intended to accomplish. It will neither prevent specialization in the early part of the course, nor compel it in the latter part.

It is clear that the first part of the system is based on an assumption that the weakness of the elective system was its encouragement of over-specialization, to which was due that lack of breadth and culture which we all feel so poignantly. But is this the case? Does not the evil lie rather in the prevalence of unintelligent specialization, that is, specialization which is not comprehensive, which lets a man specialize in history without knowing political science and economics? I do not believe that any one who has specialized in history, for instance, feels that his course has been or would have

been any broader for a course in physics or chemistry. It is rather the wider outlook from his own standpoint, to which he has worked through a longer or shorter course of necessary drudgery not generally considered intrinsically valuable, that really makes him feel "broadened" by his work. From this point of view the present free elective system is the hope of American university education; what is needed is not a diversion from it, but direction in it. A departure, one may say an attempt to revert to the original type, the new system certainly is. Is not the problem, then, rather to develop a scheme that will insure intelligent specialization, specialization which will include a wide enough range of subjects to be called broad, but which nevertheless will be bound together into a comprehensive whole by the inter-relation of the various subjects studied? Although the new system does in part aim to do this, it is perfectly obvious that it is not thorough-going enough to assure the desired results.

Another assumption that is not peculiar to the committee which proposed this scheme, nor to Cornell Faculty, is the assumption that there is only one class of students; perhaps it would be more correct to say, the refusal to recognize openly the two classes of students which actually do exist, with such different aims in education that different treatment is almost necessary. Every one knows the two classes; the piker and the grind are extremes of each. One might classify them as the English and German type. Mr. John Fiske, in an essay on "University Reform,"* dated 1858, which could not have been called antiquated in 1898, very acutely points out that these two classes of students deserve to be differentiated. In that essay he proposes, as an ideal scheme, an adapted form of

*In "Darwinism and Other Essays." A valuable feature of Mr. Fiske's scheme is a system of elective "triposes"—that is, groups of three, one major and two minors, among which the student was to be permitted to elect any one tripos. He would also grant greater liberties to the class man in the way of attendance, etc., but the mental requirements of "class" would be almost twice as high as those of "pass."

the system of Cambridge University—that is, a class and pass system, pass for the English type, and class for the German type. His enthusiasm for things English carries him away into adopting a system of competitive examinations for prizes at the end of the "class" course, which is the very thing which keeps English education so far behind the German in the development of thinking men. The distinction, however, between the "class" and "pass" men is a valuable one, and deserves to be taken into account.

It is to be hoped that the work of revising our system of education here at Cornell is not at an end. The step just taken by the Faculty cannot be considered a harmful step, and certainly has possibilities of development into a complete and satisfactory system. If it serves as a stepping-stone to later improvements, it will have served well.

"One of our Professors is responsible for the following: "A few days ago, as a gentleman from Ithaca was riding over the country, he saw a farmer's boy standing by the roadside holding a horse, which he recognized as belonging to an Ithaca livery establishment. Being lonely and desiring to converse with some one, he asked the boy, who was the owner of the horse. The boy replied: 'It belongs to a crazy Dutchman looking for birds' nests over yonder in the woods.' The 'crazy Dutchman' was none other than Professor Agassiz, who, to enjoy a few hours' leisure, was pursuing his favorite studies 'in the woods yonder.' "—*From the First Issue of The Cornell Era, November 28, 1868.*

OUR INTEREST IN DEBATE

By LeRoy Goodrich, '08

In a recent "Era" article on Eastern and Western College Life by a graduate of Nebraska University, there appeared a statement which is worthy of serious consideration on the part of the student body at Cornell. The author says "Debating and oratory hold a high place in western institutions. The western student knows that the great political leaders of the West and men of affairs got their best training in the Western debating and oratorical contests. They all say so. The greatest proportion of the younger statesmen, business men, educators, preachers and men of affairs of both the East and the West are coming from the Middle West. The Eastern college man would do well to ponder over them for a time. * * * The debate teams usually put a year's study on the question and reach bed rock. It is to be regretted that Eastern institutions do not give the same attention to such contests. The recent Cornell-Columbia debate is a case in point. I heard the Municipal Ownership question as ably discussed by representatives of Omaha and Chicago high schools four years ago as it was discussed by these collegians the other evening. This is not intended to cast any reflection upon the men who represented Cornell. *Considering the support they get from the student body the wonder is that they were induced to debate at all.* Cornell men won the championship but the "Sun" has not recognized their work, editorially, yet."

In a very few words, our friend from the West gives the sum total of the reasons why we are inferior (and surely no one can deny that we are) when he says "the wonder is that they were induced to debate at all." Let us ask, plainly and frankly, what inducement is offered? I have talked with scores of fellows, have urged them to join our clubs, to try for our stages and teams, and in the majority of cases have met with the reply, "It isn't *worth while*—nobody down here cares whether you debate or not."

Stop a moment and think. Compare, if you will, the standard

of debating here and at other universities. I know of one man who represented his Alma Mater, a Western institution, on the intercollegiate team and was awarded for his services a prize of $400. It is no uncommon thing in the West for men to win prizes of one hundred dollars and upwards for success on a public speaking stage. At one large Eastern institution the intercollegiate debate teams are awarded the initial letters of their university—and at another they are presented with caps bearing the debate insignia of the letter and crossed gavels. At still another, the members of even the Freshman and Sophomore teams receive handsome fobs, the seal of the university. Choose what university you will in the West, and I warrant you will find ample endowment for debating teams, besides generous response of the students in the way of subscriptions.

Now compare this with the conditions at Cornell. We have, it is true, a generous endowment from Hon. Stewart L. Woodford, and the memorials of the classes of '86 and '94. But are we making the most of our own advantages? The average audience at one of these stages is about one-fourth of the crowd that gathers to hear the returns from a Princeton game in the fall. At the recent debate mentioned by our friend from the West, the audience was so small as to call forth comment and criticism from the chairman of the judges—and that, too, when seats were free, and when, with two inexperienced teams, Cornell needed, if she ever did, the support of the student body. Instead, our team talked to a half-empty house. And in addition there was the above mentioned lack of editorial comment on the winning of the championship by the student publications.

Or take another case. Compare the reception accorded to Mr. Loeb of Wisconsin on his victory in the Northern oratorical contest with that accorded to the Cornell man who won the Central Oratorical League contest last year—in Sibley Dome before a paltry one hundred and fifty people. I ask you fairly, do you think one-half

of the undergraduates to-day know that McCollum won the national prize at Washington shortly afterward?

Now what remedy can we find for our shortcomings? In the first place, we need a debate endowment of some kind. It was suggested last year that the Senior class memorial be a University Debate Fund. Why should not this year's Senior class adopt this idea? We can if necessary leave dormitories and dining halls to our trustees. But let us, the undergraduate body, support undergraduate activities. Why not have some class, as its last undergraduate action, provide for the support of some such activity as this?

In the second place, we need the united support of the student body. We "won't stand for it" when we have poor athletic teams. Why not then demand success in debate? And yet we cannot expect it or achieve it without support. There is no reason why Cornell should not be capable of defeating any team in the country. It rests with the student body. Are you going to do your share? Don't say you can't; get out and try. Join your class club or Congress, and find out whether or not you can debate. And if you won't do this, at least support the team. Attend the stages, attend the debates—make every team feel that you are interested anyhow and want them to win.

OUR POLITICAL INSTITUTIONS

By G. J. F., '08

How many of us, I wonder, have ever stopped to consider just how political affairs are run here? How many of us when we go to the polls ever stop even for a minute to think whom we are voting for and why we are voting for him? Do we ever reflect how the candidate was nominated and whether he was nominated on his merits or not? If we did, I venture to state that we would come to the conclusion that our system is all wrong. But wherein wrong,

do you ask? Well, for instance, what is our system of selection at present—or have we any system at all? Is a man nominated openly or is he "put up" and run by a bunch of his friends for what they can get out of him? Is he backed up and supported by what the man on the street would term a "ring"? Presuming your answer to be in the affirmative, what is the "ring"? Is it a body of men doing things in a disinterested way, or it is a body of men who on their own responsibility and on their own hook, get together and say, "This is the man we want for such and such an office, because he is the man who can give us the most committee jobs when he is elected"? Do they ask themselves, "Is he a representative man"? or do they question, "How many 'crowds' can this man swing? Has he enough 'backing' to justify our efforts in trying to 'land' him?" Perhaps they may even say, "Has he a reputation as an athlete?" rather than "Has he any brains?" In a more or less disconnected way all of us have pictured to ourselves just such a self-constituted machine or "ring" as here described. Still we must not treat this matter too seriously. It has a humorous as well as a grave side. Politics on a small scale is always a comedy and here we have a screaming farce—a musical comedy without the harmony.

This self-constituted machine may well be compared to the first Roman Triumvirate, except that the Triumvirate meant real business. The business of *this* machine is to control the candidate before election and the officer after election. If the officer does his duty the members of the ring will all get fat committee jobs. This is the *raison d'etre* of the ring. They get the cream of the appointments if their man is elected. Should he, by any mischance, be beaten—why they're out in the cold, but that does not matter. There is a ring on the other side that gets all that they lose. Someone has to lose. An *independent candidate* (and I do not employ the word "independent" in the popular meaning of "non-fraternity", but in the sense of a man who runs on his *own* strength

and his *own* merits, free from "ring backing") would never dare even to show his face. Any one who is not strictly "in it" must play the part of the "disinterested voter."

Did you ever watch the "disinterested voter"? He walks over to the place of voting with lassitude, accepts with resignation the several thousand tickets shoved into his face by "workers" (also looking for committee jobs), puts them all in his pocket without even looking at them, and votes—for someone he was told to vote for, whether he knows him or not. Is the "disinterested voter" a tool of the ring too? Maybe he is and maybe he isn't. If he is, he doesn't realize it. All that he knows is that he sometimes has to pay a poll tax. He is too *un*interested even to suspect that it is his role to be *dis*interested. Poor man!

We could complete the farce by having the regular speech-making campaign. Then for three straight weeks wouldn't we have fun? It would be a regular repetition of the Frosh Banquet (that we pretty nearly had) and the Intercollegiate night of last year. How the Faculty would rejoice! How the "stoods" would swell with pride as their idol mounted a pile of yellow slickers heaped up in lieu of a rostrum to address them! "Fellow-stoods, I speak here tonight bound by oath to stand by my party (he means his "ring." Besides they always say that in political speeches.) I'm the man who can give everybody a crack at the committees. Elect me and you'll all get a hack at the plum tree." Then amid three short ones and innumerable handshakes the candidate would say, "'Come on fellows, let's all go down to Zinck's. It's my treat." Then all would go—for everybody wants to be on a committee. They wouldn't stop to consider that maybe the machine might have something to say about that "tree," and that, when the fruit was finally converted into pie, the aforesaid machine would be the real Jack Horner to stick in its thumb and pull out every plum.

When the fight is over and some one is elected, then, ah

then, is he the chieftain of the tribe! How he is tagged after by "grafters" looking for committee jobs! Then he can pose with dignity in front of Morrill, makings in hand, discoursing wisdom to multitudes of job seekers, who drink in with apparent interest the inspiring (?) sentences that flow from the lips of the Divine Ring-created Him. He *is* "ring-created" and owes his position to that exclusive machine which planned his course of action, nominated him and engineered the campaign resulting in his election.

Just see how nice it is to be prominent in class politics! A gold-plated crown is all that is lacking to complete the picture of majesty. Outwardly he is the real goods, really he is tailor-made, or I should say "machine-made," though in truth it never dawns on a class officer that he is a tool! Far from it! He forgets that he owes high station to the man behind the gun and becomes swallowed up in his own glory. We don't blame him for holding his head high; we'd do that too. But when it's time to appoint committees, then he remembers all. Oh would that there were no such thing as miserable committees! Then could he in glory dwell forgetting all, but, ah me, it cannot be!

Now we wouldn't have it thought that there is anything extremely bad in our politics. Even if things remain the same in the future as they have been in the past, I guess the government won't go to smash. But wouldn't it be lots better to come out in the *open* and do things? People know what's being done anyhow. Why do we, like the silly ostrich, hide our heads in the sands of privacy and imagine that we are immune from public scrutiny and criticism? If we are good enough men to engineer an election, I imagine we'll be good enough to land Committee jobs anyhow. It would be lots more interesting to the "stood" at large if he were given a fair chance, instead of things being done behind his back as if we were afraid of him. It is not impossible to do away with "rings" and machine "tools" and still be happy—and so we loudly bellow "Open Politics!" It can be done!

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"Thought once awakened does not again slumber".

GREETING

To our subscribers, present and to be, to our contributors, who have helped so materially the past year, to our friends, with the hope that the circle is increasing, and to the undergraduate body at large, to whom we look expectantly, the new board gives greeting. If you don't mind and will bear with us, we should like to retrospect a bit. In the fall of last year under circumstances far from encouraging and with an outlook quite the reverse of roseate, the old board, which has so recently abdicated in our favor, took up the work of reconstructing the Era. At this time last year it was the general impression that at last the Era, which had been hobbling along on crutches for some years past, was about to sneeze its last sneeze and pass gracefully and unobtrusively, very unobtru-

sively also, into the great beyond. In fact some of its "dearest" friends had the grave all dug and were waiting around not too tearfully, be it said, to attend the obsequies. But the death rattle never came and our friends are still waiting. For behold, from out of the gloom there came a man with an idea, an idea which he promulgated and which was received with avidity by others who perceived its strength; and together, after consultation, they invaded the death chamber, threw all the old drugs out of the window, and through the literary elixir compounded and administered by her new corps of physicians the Era began to sit up and take both notice and nourishment, and lo, a natural cure was worked. Not a miracle, though almost a resurrection. To the old board, the men who are responsible for these things related, we extend our sincerest congratulations; we believe the achievement—and those knowing the obstacles that had to be overcome and the dreariness of detail that had to be worked out will appreciate—we believe the achievement to be typical of the only genuine spirit of Cornell, the spirit of "bucking up" under difficulties and of accomplishing something really worth while. So much for the old board—we thank them for the fine example they have set, an example which, may we be permitted to add, we modestly hope to emulate.

CONCERNING SUMMER BASEBALL

We are inclined to agree with the *Alumni News* in the stand they have taken on the summer baseball question. The argument of those who are advocating the abolition of the rule debarring players who engage in summer baseball for remuneration from playing on college teams runs something like this: The law is unjust since it shuts out as professionals those who are as a matter of fact "pure in spirit." The law is unjust because a man's time during vacation is his own and if he wants to make a living during that time in the most profitable and congenial way there should be nothing to pre-

vent it. Or rather if he does indulge in this form of occupation he shouldn't be debarred from his college team, for, how can his playing baseball during the summer, a perfectly legitimate occupation, operate to injure amateur sport when he returns to college and plays for the sake of the game itself? Furthermore, since the law is so unjust it is universally disregarded—and this, of course, is dishonest. Therefore, abolish the law so that that which we now do *sub rosa,* we can do in the open. Now, as far as it goes, all this is very clear and, as argument at least, has a good deal of validity. But it does not go far enough. In the first place in reply to the argument that the man who plays summer baseball is not really a professional in spirit, that the employment is temporary only—in fact, almost a diversion—and hence he does not become imbued with that professional spirit to win at all costs, we are inclined to believe that this ideal arrangement does not fit the average case. We believe that the spirit already prevailing in our amateur contests is professional —quasi-professional at least—that, as it is, too much emphasis is placed upon the fact of winning. And yet the proposal is to open the door to men who actually have played in order to win and were paid for it—to men who, temporarily at least, were out and out professionals.

But assuming that our summer "baseballers" remain lily white and simon pure, even so is the rule unjust? We say so because it operates rather harshly against a well meaning class of individuals who want to turn an honest penny during the summer playing at their favorite game. A valid contention, this, if we were dealing merely with individuals. But we are not dealing with individuals in this matter but with principles. There are higher considerations involved than the success or non-success of athletic teams or the welfare of a few disgruntled players. The vital question is how would such a change affect our athletic standards; can we set up with safety variable standards;—ideals of amateur sport in college, pro fessional standards outside? We think not. There is but one ideal,

there should be but one standard. The ethics of amateur sport do not change with the locality or with the seasons of the year; they are ever the same at all times and all places. And the higher our standards the better; far rather be too strict than to relax our rules of amateur standing. If the "'star" short-stop wishes to represent his college, let him find other employment during the summer. The experience won't hurt him any, especially if he doesn't intend to play baseball all his life. We fail to see any valid reason why we should let down the bars; letting down the bars is a dangerous policy at best and especially so in the light of the severe "muck-raking" our athletics have so recently undergone. The very idea of this change unconsciously lowers the highest ideals of true sport, which intangible though they be, are none the less real.

And to what end is this change proposed? For the sake of securing the principles of amateur sport? Or for the sake of increasing the effectiveness of college teams in order to win more games, and perhaps in order to render honest what is now dishonest? As for the fact that the rule is universally ignored, that is no reason why it should be abolished but is simply indicative of a deplorable state of mind. It shows pretty clearly that the importance of winning is paramount, and that we do not appreciate in its truest sense what the word "amateur" stands for, and what this change should necessarily entail on our standards, or rather what our standards should be. It is not legislation we need in this matter but education. To legislate a man out of dishonesty may be a pretty good plan to make him honest but we haven't much faith in it.

To conclude, we believe that as a general proposition it is a sign of weakness that we have all these rules governing our athletics; yet, while they do not begin to cure our athletic evils, they do act as a constant check and an ever present reminder of certain ideals of sport to which we should strive to attain. After all, it would seem that the better course in this matter would be to sacrifice a selfish ambition for a higher and more enlightened policy; to

enforce this summer baseball rule firmly and impartially, and in the meantime educate ourselves up to that point when the rule shall cease to be merely a statute to be enforced, but shall become a fixed principle.

OUR POLITICAL SENSE

These are days of the politically wise. The astute are busy button-holing the unwary, while the whispered word is wafted along the library desks, and candidates spring up over night, self-nominated and self-exploited. And yet, for all this agitation, as up-to-date Americans, considered politically, we are woefully behind. There are too many indifferent, too few actively interested. It is to be regretted that our political conditions do not reflect some of the free, independent spirit exhibited so recently in our municipal elections. Not that our politics are "dirty"—the ignorant wail of the man who will not look—but they are stagnant and lack intelligence and animation. It is not cleanliness we need, so much as openness and a wider and keener interest. It is not that we have too much politics but rather that we have not enough. In our case the cure for "politics" is more politics. Our political sense is lying dormant. What we want is political action on the part of the indifferent multitude, nominations by majorities, elections the result of an active intelligent choice, not of a passive acquiescence; discussion as to the relative merits of men and their personal qualifications for office; candidates nominated and actively supported because deemed to be the best men for the place and not because they are the best to "hand out" the places. In short what we need is a more active interest and more intelligent thinking upon the part of the average man—the man who is not a "friend" of the ambitious one and who wants to see the *best* man win.

A REJUVENATION

We are moved to comment on the fine attendance upon the occasion of the recent Woodford oratorical contest. Time was when the Woodford contest used to be the great social event of the year. In fact, on one occasion, we are told, a lady prominent at that time in Ithaca society, broke short a visit to a friend so as to return to town in time for the Woodford stage; in those years the winning of the contest was considered such an honor that the fortunate man always repeated his oration at the commencement ceremonies. But we have progressed since then. And yet the attendance this year was highly gratifying, the speeches were good, and the President, who presided, made some happy remarks concerning our speaking stages and debate teams. Taken as a whole the signs indicated a "rejuvenation." And why not? There is no reason why we should not rejuvenate on the hill, where, after all, things are more interesting than some would have us believe, just as much as downtown, where, of course, things are not dry at all.

"More is expected of a college man just as naturally as a larger contribution is demanded of a rich man."—*Poor Richard Junior.*

DISCORDS AND HARMONIES

To the Editor of the Cornell Era:

DEAR SIR:—"Tell me what you like and I'll tell you what you are." Our acts bespeak our likes and our thoughts. What we like and do shows the man. The same thing holds true with town or nation. If you know how the streets of a town are kept, if you know what sort of schools it has, then you know the character of that town. The people make these things according to their light and intellect. This truth applies also to a university. The sum of what it does equals the sum of what it is.

A university, like a man, can sail along through life meeting only now and then a little whirlwind to test character. Only occasionally does some really trying thing sweep down upon a community to try its positiveness, to demand of what sort of metal it is made. The other trials are merely every-day happenings which can be decided almost passively. They are relatively of no great importance, although they largely determine what will be done when the crisis looms up. But it is the great test that counts. It is what we do when the whirlwind tangles up the tackle that shows what we are, and we are judged by what we then do. Do a thousand little things rightly and one great thing wrongly, and we are done for—we show ourselves equal to little things only, and not up to the standard of great things.

If the recent exasperation on the part of the students revealed anything, it made evident that Cornell men and women are up to the standard of high things. When we see Sibley men and Arts men, Medics and Lawyers, in short, the whole outfit tumbling over themselves to sign petitions to do what they can to beautify the campus, we can perceive the spirit and appreciation for high and correct things; we can see that it is hard to maintain that culture at Cornell is at a low ebb, at least so far as the students are concerned. The whole lot have proved themselves worthy to enter

the portals of Goldwin Smith Hall "which stands on our campus as a monument to culture." They have proved themselves appreciative of beauty—and that is culture.

Culture means "to draw ever nearer to a sense of what is indeed beautiful, graceful, and becoming, and to get the raw person to like that." And the students have put the questions: Can University authorities foster culture if they themselves do not seem to have the sense of culture? Has the Engineer an example to warn him from destroying the beauty of street and landscape? Has the Arts man an example to prevent him from voting in city council and in legislature to allow the Engineer to do so?

The student knows that if there is anything that literature of all times and of all countries teaches—if great souls of the past and the present have moulded minds to judge of things—they have taught men to do and judge precisely as we have done—ask that a vulgar state of affairs be removed, and bitterly protest against a more tragic and hideous condition.

Cornellian.

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THE USE OF ELECTIVES

By Professor Jeremiah W. Jenks

During the last year the Faculty have devoted much time to the consideration of the elective system and to the desirability of affording to the students some suggestions for their choice of studies. There has been no intention of abandoning the elective system; but while on the whole it has proved very satisfactory, it is thought that a certain degree of guidance in its use may prove beneficial. It is probable that some students would welcome still further suggestions beyond those which the Faculty has felt inclined to make formally for all students, and on that account at the invitation of the "Era" I venture to present a few considerations regarding the principles which may well be kept in mind. Certainly all students in making their choice of studies should, so far as possible, have some definite purpose in view.

Students go to college, of course, in order to fit themselves for life among men. To my mind, two things looking toward that end need to be kept continually in view: (1) a college course should be so chosen as to make the life of the college graduate richer and more enjoyable than that of men with less complete education, by awakening tastes that might otherwise remain dormant, for the beauties and delights of Nature or literature or art, or by developing such tastes to a high degree so that he may have a more intelligent appreciation of these delights than would otherwise be the case. The greater the variety of a man's interests, other things

being equal, the greater his capacity for enjoyment, the richer his life. This phase of his education too is not limited in its usefulness to purely selfish enjoyment. The wider the range of a man's sympathetic interests, the more useful he may be in his service to others, even though he may not be enough of a specialist so that he can in any way be looked upon as a professional in any one line of activity.

(2) Every college graduate should have acquired, during his college course, the power to handle himself efficiently, to direct his own powers wisely, so that he can do well his work in the world. By this is not necessarily meant that during an Arts course a man should become a specialist. That may or may not be the case, but he should at any rate have pursued some one study far enough, with the proper collateral studies, so that he shall have learned how to direct his own work,—how to produce something without continually following the guiding hand of a teacher. It makes little difference in what direction this activity may go, the purpose will have been accomplished if the man has become master of his powers. He can then much more readily, when the demand comes, take up his special life work, whatever it may be, and fit himself for it.

An A. B. degree should mean, then, on the one hand, that its holder is a man of varied tastes whose range of sympathetic appreciation of good things will be broad, and on the other, that its holder is a man in such possession of his mental powers and his will, that he is ready for independent work. The suggestions made by the Faculty had these two ends in view.

Under the new provisions it is expected that each student must have a reasonably good training in foreign languages, a fair beginning in philosophy or mathematics, in English language or literature, and in some branch of the natural sciences, so that he will know where his tastes lie. It would be desirable for each individual to develop other tastes such as that for music, or art, or the sciences to a much greater degree than is suggested by anything in the University requirements; but if a person has had even a three or four

years' training in a foreign language and literature with the insight into the history and civilization of the people that speak this language which is reasonably to be expected from such language study; if he understands something of English literature and is able to express himself reasonably well in the English language; if he has studied for a year psychology and the history of philosophy and has spent a year in laboratory work in some one of the sciences so that he has learned to appreciate what the modern scientific method of thought and study means, he can hardly be looked upon as a narrow man or as one who has not had at any rate the opportunity of so broadening his range of sympathies and knowledge that he can appreciate good work in almost any field of intellectual activity. Of course modern languages, especially French and German, besides giving a student this training and sympathy, are also tools for advanced work in almost all lines of scholarly activity, as are likewise mathematics and the elements of the sciences in special fields, but whether they are looked upon as tools or a means of training, they at any rate have served the purpose of broadening one's range of sympathy and his field of activity. During the first two years of a college course, then, some provision has been made for carrying out the first purpose which was mentioned. If the student selects wisely, he will doubtless accomplish more in the same direction, and he will be prevented from so narrow specialization as some have unwisely followed heretofore. The presumption is not that the Faculty intended to compel every man to be broad-minded, but that they expect intelligent co-operation in carrying out their suggestions —purposely made as few as possible—in the spirit in which they were made.

In the last two years of his University life it is expected that the student, by confining his attention somewhat more narrowly to one field of activity, will gain the power to direct his work and thus to acquire independence. Of course it is well understood that twenty hours of work in two years in any one field are not enough to make

a man a specialist. Indeed, if the subject is one which is not studied in the preparatory schools and has not been taken during the Freshman and Sophomore years, hardly enough could be done during the Junior and Senior years to give to one the knowledge required for independent work. Many subjects, however, such as the languages, have been studied even in the preparatory schools, and since a student selecting them for his special work during his Senior and Junior years would have put from six to eight years upon them, he might have accomplished enough so that he could fairly be called a specialist in one very narrow line of activity. The average student probably will find it desirable, unless the subject is one that has been followed throughout the college course, if not indeed in the preparatory schools, to select the subject for his major study as early as the Sophomore year, so that he shall have done his elementary work before the beginning of the Junior year. In this way he will be able, without devoting himself too exclusively to one field during his last two years, still to learn enough of the methods of study and of the materials for work, and to have acquired enough of the habit of investigation so that later on, after leaving the University, he can direct his work independently with a reasonable degree of intelligence. Such power of self-direction will be found invaluable when he later on may take up his technical work, whether it be law, or medicine, or engineering, or history, or economy, or biology, by which he expects to earn his living and in which he must succeed if he expects to attain eminence.

The Faculty as well as the students have long felt it desirable for the students to come into closer personal touch with members of the Faculty. The selection of a Faculty adviser during the last two years of the College course will aid in bringing this about, while at the same time it will enable the student in adapting his course to his special needs to get advice from a man of experience. To my mind, no group system can be adapted to the needs of all. Students can not be wisely divided for purposes of selection of studies into

two or five or twenty groups. Each student is or ought to be an independent individual entity with his separate life problem to solve, and his course should be made by and with his adviser to suit his special personal needs, after his attainments, his disposition, his personal circumstances, his ambitions, are all taken into account. Doubtless this advice may often be given to advantage before Junior year, though it has not been thought wise to compel it before that time, but members of the Faculty are always ready to help an earnest student who wishes to make the most of his opportunities.

If the students, then, will follow out the suggestions made by the Faculty in their action regarding the elective system in the spirit which prompted that action, they will do something toward widening the range of their intellectual sympathies so that life will be more enjoyable and more useful, and in addition to that they will have striven intelligently to secure for themselves the independence and power necessary for every one who is to make a success of his life work.

THE MASQUE, ITS PROGRESS AND ITS PROSPECTS

By William Strunk, Jr.

Amateur theatricals at Cornell are thirty-four years old, if we may take as our starting point a minstrel show given in the spring of 1872; thirty-one years old, if we count from the first play, a farce performed in 1875. A half dozen performances were given at intervals between 1878 and 1887, several of them in the hall of Cascadilla Place, where, in a part of the building now cut up into rooms, a stage and its accessories had been provided by the generosity of Goldwin Smith. Talent was not lacking in those days; what the students could not supply was furnished by the Faculty. In 1878, Dean Crane, then an Assistant Professor, impersonated Major Blunt in "The Adventures of a Love Letter" in 1887, Dean Huffcut, then an Instructor, took the leading part in Gilbert's "Engaged." The next two years saw only minstrelsy. Such in brief, is the history of Cornell dramatics before the organization of the Masque.

The Masque was founded on October 21, 1890, at a meeting called by L. B. Keiffer, '92, who become its first President. The organization is thus fifteen years old. Its first performance was a local farce by W. C. Langdon, Jr., ex-'92, entitled "Instructor Pratt." Frank Soule, '92, impersonated the Instructor. The prompt-book is no longer in the Masque's archives—there were no archives then --but from old inhabitants I gather that Instructor Pratt and a student were both in love with the same fascinating girl, and that the Instructor basely gave his rival a "bust." The Mathematical Department came in for a good deal of banter, its three professors being represented in life-like manner. A scene at "Theodore Drink's" was much applauded.

In the following year, another minstrel show was all the Masque could give. In 1893 it planned to give "David Garrick," but "owing

to a conflict of dates," and perhaps also to discord within the society, no play was actually given. The continuous history of the Masque really begins with 1893-4. From this year on, the plays have been as follows, all at the Lyceum Theatre:

1894 The Pink Mask
1894 A Full Hand
1895 Nita's First
1895 A Tragedy
1896 A Bit of Acting, and The Good-Natur'd Man
1896 My Wife's Mother
1897 The Prince and the Showman
1898 The Princess Forget
1899 The Widow O'Brien
1899 A Fresh Start
1899 The Guv'nor
1900 Hamlet and Co.
1900 The Man of Destiny, and Mr. Bob.
1901 The Private Secretary
1901 The Taming of the Shrew
1902 Our Regiment
1902 Les Romanesques, and The Magistrate
1903 Trelawney of the Wells
1903 Seven-Twenty-Eight
1904 Her
1904 Christopher, Jr.
1905 Anno 1992
1905 The New Boy
1906 The President of Oolong

How good some of these were! I can still remember how we laughed at "The Pink Mask." There happened to be an unusual supply of talent that year, and the play was given with what in professional circles is called "an all-star cast," the principal parts being taken by Delahanty, Katte, Miller and Stebbins. The serious-minded might object that the play was nothing but trashy farce-comedy, and old at that, but nobody cared. The performance was as funny as it could be, and everybody was delighted. "A Bit of Acting" in 1896, by J. G. Sanderson, '97, was a highly amusing one-act farce, more or less modeled upon "Charley's Aunt," and notable as the first play of student authorship since "Instructor Pratt." In 1900 Bernard Shaw's "Man of Destiny" was performed with the special permission of the author, a circumstance distinctly amusing in view of his recent denunciation of all amateurs. In 1901, in

"The Taming of the Shrew", with Roney and Miss Valentine as Petruchio and Katharina, the Masque made, dramatically, its most ambitious attempt. The attempt was thoroughly justified. The performance was excellently given and entertaining throughout. But murmurs of discontent were heard, based no doubt rather on fears of what the Masque might undertake next, "Othello" perhaps or the "Agamemnon," than on anything unsatisfactory in the performance itself. The Junior and Senior Week audiences do not want the literary drama, into which class they mistakenly put "The Taming of the Shrew"; they want farce-comedy and burlesque. The Masque felt the chill of coming indifference, repressed its noble rage, and returned to modern comedy and farce.

The next few years, it must be admitted, despite the unquestioned excellence and finish of the acting of Messrs. Dempster and Roney, to mention only these two, were marked by a decline of interest in the Masque on the part of the University community and on the part of many of the Masque's own members. The organization seemed to have reached its limit, to be stuck in a rut from which it could not extricate itself. Unfavorable comparisons were drawn between the work of the Masque and that of the other leading college dramatic clubs. The members realized that to regain the interest of their public, it was necessary to make new departures.

It was under these circumstances that the Masque first entered the field of comic opera, or musical burlesque, in Junior Week, 1905, with "Anno 1992." In almost every respect, the venture was a thorough success. Interest revived beyond expectation. No such advance sale, and no such crowded house, had been known in the history of the society. The enthusiasm of the audience was all that could have been hoped. Artistically, the piece left much to be desired, for it gave little opportunity for acting, but the chorus-work redeemed all. Unfortunately, a few minutes before the curtain was to go down at the end of the last act, a mechanical contrivance (the "air-ship") refused to work, an awkward stage wait ensued, and the

finale was practically ruined. If something like this had happened at the beginning, little harm would have been done, but coming at the end, it persuaded some who had been applauding and encoring every number since the opening chorus, that the whole production was therefore a failure. Incidentally, the production had been costumed and staged on so lavish a scale, and such large sums had been paid for coaching, that despite the high prices paid for seats, the net result was a considerable deficit. All this, however, could be set down to experience, if the ground gained could be permanently held.

The last two performances are so fresh in every one's memory that I shall merely quote what was said of them in the college press, in order to demonstrate that the last two years, in comparison with those immediately preceding, have been distinctly years of progress.

The performance of "The New Boy" was not reported in the *Sun*. I therefore quote the *Alumni News,* which said (vol. vii. p. 645), "The return to farce comedy was warmly welcomed. The cast was excellent, and in the clever little play the members found a vehicle especially fitted to their talents. It can be said without reservation that the Masque scored a decided hit at this performance."

Of the rendition of "The President of Oolong," the *Sun,* certainly not to be accused of too great partiality toward the Masque, said (Feb. 1, 1906, pp. 1, 4), "The cast deserved great praise for the earnest preparation they have made and the dramatic talent evinced in the performance. * * * The Masque through last night's production has placed itself in the foremost rank of amateur theatrical organizations."

Certainly no more favorable notice could be asked for.

Now despite all these fine things that have been said about the Masque, the Masque is not going to lose its head or remain content with its present achievements. It knows, I hope, when it receives compliments like those above, how much discount to allow for

personal friendships, for college patriotism, and for loyalty within the family of Cornell interests. Whatever the Masque may have succeeded in doing, it hopes to go on doing better. Of the projects it hopes to realize, something will be said below; before discussing these, however, I should like to point out some of the obstacles to their realization.

To begin with, the Masque is not in or near a great city. This adds to its expenses in various ways, as in the matter of coaching, and limits its possible receipts. Where the corresponding organizations at Columbia or Pennsylvania can give a week's run without leaving town, and draw audiences not only from their own students, but from several thousand local alumni and from a city population reaching into the millions, the Masque, in a city of 13,000, with a few hundred resident alumni, has hitherto given each play only once. The "President of Oolong," of course, could have been given twice, and would have been, had it not been for unforeseen circumstances, which need not be discussed here. But two performances would have been all that Ithaca could stand, and the profit from this one extra performance would have been small capital on which to undertake any extensive trip.

Again, the number of available men is, and always will be, small. The Masque offers its members neither C's nor V's, nor, as yet, trips. As a result, it attracts few who have not a real vocation. Of course, a large number of men compete annually for membership, but not all of these intend to take part in the plays. Some are content with the innocent vanity of membership. With all the best singers pre-empted by the Glee Club, it is hard to fill the Masque's choruses with men who can really sing. And in the most favorable case, it is hard, especially in the second term, to find times at which the whole cast can come together for rehearsals. For the Masque is not, like a professional company, a thing apart, made up of men who do nothing but act, but an organization of students who have thesis tests and geology excursions and philanthropy tours, and

whose spare time is partly taken up by athletics or the musical clubs or class committees. Again, Juniors and underclassmen who take part in the Senior Week play must give up a part of their summer vacation to do so.

Then, there is the question of expense. Understand that the Masque has no complaint to make. The University public has supported the Masque generously. But what I should like to see recognized is that the Masque, too, has not been ungenerous. No member of the Masque has ever derived a cent of personal profit from its performances. The plays have been handsomely, indeed in some cases, it must be admitted, extravagantly staged. The expenses which a professional company distributes over a whole season, the Masque has to charge against a single performance. Coaching, costumes, wigs, scenery, properties, orchestration of scores, music—these thing mount up in a way to make the manager knit his brows.

A further difficulty concerns plays. The *Cornell Sun* recently held up as examples to the Masque the plays given by Les Cabotins and the Deutscher Verein. Now, the last three plays given by Les Cabotins were "Le Monde ou l'on s'ennuie," "Le Malade imaginaire," and "La Bataille de Dames." This is, approximately, as if the Masque were to play "The School for Scandal," "The Silent Woman," and "The Lady of Lyons." In the first place, this cannot be done satisfactorily by a club with no women members, but apart from that objection, what would the Junior and Senior Week audiences have to say? And how would the students like it? In the course of its history the Masque has played "The Good-Natur'd Man," "The Taming of the Shrew," and "The Man of Destiny." The first was for the most part received with dismal silence, the second and third with very restrained joy. Such plays certainly should be given here, but certainly not between dances, and perhaps not by the Masque. Here is a field for the English Club. The Masque, as I take it, exists primarily to give its Junior and

Senior Week performances. With its audiences and its membership granted, there are only two kinds of play that it can give satisfactorily; farcial comedy, and what in America we call comic opera.

Every one concedes that these plays and operas should be, so far as possible, of a distinctly college character. We all wish them to be written and composed by Cornell men, and to deal in a way with life at Cornell. The only difficulty is in getting them. The Masque is not a society of dramatic authors, despite an occasional brilliant exception. All it can undertake is to stage and act the plays of others. In sixteen years, however, only three pieces by student authors have been submitted to it. The future of the Masque depends very largely upon the question, will new pieces be forthcoming? One is wanted every year. If suitable librettos can only be provided, there will be no difficulty in obtaining music for them, and the Masque can be relied upon to stage and act them in an adequate manner. This is the Masque's greatest need—original operas for Junior Week.

Now, in the face of these difficulties, the Masque not only maintains its standard, but in the last two years has been undertaking more ambitious work than ever before. Only those who have taken part in the performances or who have been closely connected with them, know of the long, tedious, and conscientious preparation that precedes. Such precision for instance, as was displayed by the chorus at the opening of the third act of "Oolong," can be attained only by hundredfold repetition. The devotion of the members has been admirable. One member, who fell ill just before a Junior Week play and had been taken to the Infirmary, was told by the coach that the success of the performance depended upon his filling the part for which he had been cast. Contrary to the advice of his physician, he went to the theatre in a carriage, acted his part, with a trained nurse in attendance behind the scenes, and after the curtain was down, went back to his sick-bed. Of course this was all wrong, and the Faculty ought to have prevented, but the Faculty did

not know. Another member of the Masque, two years ago did most of the coaching for "Le Monde ou l'on s'ennuie," attended all the rehearsals, arranged all the settings and stage-groupings, took charge of the lighting, which in the third act is very difficult, and after the play had been given with a success for which quite a bit of credit was due to him individually, was not so much as mentioned in any of the published notices. This was no one's fault in particular; it simply happened that none of the reporters heard of his connection with the play, and they accordingly told only of what they had seen done by the actors. As a matter of fact, that lighting in the third act was better managed than it is in the same play at the Theatre Francais.

To come back to a previous topic, what is the programme which the Masque has set before itself? It will continue to enliven Junior and Senior Week, according to the fashion demanded, and with no lowering of the standard. If student plays can be procured it will play them; if not, it will do the best it can with other material. One of its ambitions is to give at the first opportunity an opera of which both words and music shall be by Cornell men. Needless to say, the Masque would like to play in other cities. It had planned to do so this year, during the spring vacation, but unforeseen circumstances, if I may once more take refuge in that expression, prevented. The Masque will try to profit by its experience, and not make the same mistake again. To manage a theatrical trip, carrying costumes, properties, and scenery, is a difficult enterprise, but should not be beyond the powers of our managers. Undoubtedly, the prospect of such a trip would add greatly to student interest. Again, greater economy in management is desirable. Progress in this direction has already been made, and steps have been taken toward securing graduate management, similar to that of the Athletic Association and the Glee Club. Another of this year's projects that fell through will hereafter be carried out; whenever the public demand shall warrant it, the Junior Week play will be repeated the following week, for the benefit of those unable to attend the first performance.

Besides these larger matters, some minor points have received attention this year for the first time. Hitherto the Masque has had no "archives." A good start has now been made toward gathering together memorials of past productions, and no trouble will be spared to complete, so far as is still possible, the collection of programmes, prompt-books, and photographs, so that the future historian of Cornell dramatics will find his material ready to hand. The Masque can also be of assistance to other organizations giving theatrical performances here. This has more than once been done in the form of coaching. This year the Masque also lent a helping hand to the Savage Club's Spring Day performance at the Lyceum by furnishing wigs and costumes. The Masque is glad to be of service in such manner. It hardy needs to be added that there is no "show" of any kind given at Cornell in which members of the Masque are not to be found taking a prominent part.

Finally, it occurs to me that with the Masque's large membership, it might be possible to organize extra performances. Some of the best actors in the society are always unavailable for the Junior Week opera, either because they do not sing, or because their style is not adapted to that kind of a play. Could not a separate play be arranged for these men? The experiment might at least be tried, when the new stage in Goldwin Smith Hall becomes available, of seeing whether the Masque can not enlarge its sphere, and in an unpretentious way give annually a classic comedy—"The Rivals," "The Critic," "The Taming of the Shrew," or "The Silent Woman." These productions would have an educational value for their audiences, and would furnish the best of training to the actors. It would not be necessary to begin by giving antiquarian reproductions of Elizabethan stage-craft. That could be arranged for later. The experiment should at least be tried.

Let me conclude by saying that with its long series of past successes, and with its recent progress, the Masque bids fair to prosper and endure, and is an organization in which Cornellians may take a just pride.

TENDENCIES AND FALLACIES

By Walter Lincoln Whittlesey.

In these matters of education which have been so rife about the campus for some months past, there is always a deal of speculation about the future and many attempts to forecast the probabilities of most everything from the moral deficiencies of the negro race to the use of turned-up trousers. This star-gazing has one virtue—you don't see the mud while so employed; but also one defect—you don't see the ground you are standing on. Suppose we speculate a little, "knock" a bit ("knock and it shall be opened") as to our educational whereabouts. Of course we recognize that this education is necessarily a thing of shreds and patches, not whole-cut of the latest weave of science but compounded of Greek culture and Hebrew piety and Latin law, tainted with *laissez-faire,* and only beginning to be flavored with the sane and clean industrialism that may yet prove to be the great gift of our race to the world. Even so we ourselves are congeries of such odd elements as would make us reverent of life if we but stopped to see or think about them. Under the microscope, or the scalpel, or the analysis of psychology, do we not recall vanished fears and strivings and triumphs—reminiscent as we are in structure of forgotten apes and cave-men, in soul of dead saints and heroes? No mechanical-perfect training could fit unless we were given power to unroll the past like a scroll and erase it. But sometimes in the spring, as exams approach, one is seized with desire to dye some of the aforesaid patches and trim some of the shreds, or at least to discuss the same.

For instance—in the childhood of the race it may be natural for the pupil to feel that the teacher makes wisdom, that therefore it is up to the teacher. But isn't it about time that the prep. schools got up to date? How are you going to have any sort of democracy when solvent youth, through their most plastic years, are taught that they can hire others to do their worrying? If the coach-

and-tutor system does not mean just this, one wonders how the solvent youth is ever to get his money's worth out of it! Also one wonders why "the care-free stood" measures his marks up from 60 instead of down from some standard of creditable attainment. It is up to the teacher—his lectures are the inclusion of wisdom and his pass-mark is the sufficient seal and sign of standard perfectness. From such axioms one derives the corollary that pushing a fountain pen is educative. There is an Egyptian formalism about the practice of this fallacy. Students write and write, take it down, get it all down, pathetically garbling yards of note-paper with information little above the Sunday supplement grade, with "learning" easily accessible in complete detail in standard volumes. Perhaps the purpose of college is to deaden the critical sense in important matters thus making the collegian "easier." Or is it true that culture is original in the vocal organs, that the voice is not only speech but also a spell? Many of our ancestors have thought so. Anyhow it was left to our happy age to discover that teaching is not so much personality plus wisdom but that the fountain pen and the typewriter are the weightier in these matters.

And then there is the elective system—relic of a day when economists and educators believed in *laissez-faire,* when it was thought that competition between professors would best serve the ends of the university just as competition between manufacturers would best serve the ends of the market. True, maybe, but it has turned out that in both cases, the consumer gets his largely in label and advertising. But, you hasten to correct, that isn't the elective system at all. It's central idea is that Ricardian delusion of noble souls that each young fellow knows his own best educational interest and will pursue it. Perhaps he does but the attendance at this year's special lectures showed no such discrimination. Colored pictures of a fairly well known war drew twenty times the audience that heard Mr. Brockway. But Mr. Brockway will be world-famous if our race ever succeds in curing itself of criminality.

His work is biological socialism of the most advanced type and of the most vital significance. Is it possible to set a minimum standard for morality and to reclaim (remake) those who go lower- Surely university people should be interested in such things. And yet, judging by attendance and enthusiasm, one would think that the star of hope for our cities had dawned from the hell that raged about Port Arthur.

With all undue respect to the elective system, just why, biologically, psychologically, or any other old way, should any one want to be educated, i. e., to learn to do his best, his utmost, to leave the old eases and pleasantnesses and learn striving and discontent? Who cares anything about the Grail in these prosperous days? (We can't all conduct orchestras.) But there's an easy answer. As long as the common lot, the lot of the average laborer, is as unfree, as uncertain and toilsome as it is in these parts in this year 1906, it is certainly up to the upper classes so to fit themselves that they may keep out of "The Jungle," that they may escape the pit which they themselves have digged. Therefore, potentially at least, our elective education, so far as it is technical, is backed by fear, the gripping fear of the social shambles. But this does not apply to the elective and alleged arts courses. By the way, what do you suppose an old humanist would think of conferring the A. B. on persons not proficient in a single subject which has teeth in it? Our own Faculty is beginning to have a sense of humor on the subject as is testified by the recent attempt to insert a tentative vertebra in the system. It is an interesting speculation as to how far reform will lead. Must we recognize that education is chiefly compulsive, and that it is better to dig a little than to skim much? Perhaps we know these things already! There has ever been a certain gulf between doctrine and practice. Anyhow it is interesting to note in this day of professioral scatteration that there is a prodigious development of extraneous activities from which many students get the training which the class-room

does not give them. Suppose a fellow goes into football or fencing or chess or the glee club, the Widow, or Spring day—you can name forty other lines and there are new ones every year—he goes in as an individual with work to do and responsibilities to shoulder, not as an appendix to a fountain pen. He must think and work, do his best and deliver the goods—not merely slide through on 60. As a cold fact Percy Field is, right now, a deal more important for the future of Cornell and of the United States than several lecture rooms we might name. And there are other places besides Percy Field.

These activities being more vital than the arts courses, the latter necessarily shift and change and soften until we have the arm-chair fallacy in full operation. That is we find students of mature age, sound health, and some brains "studying" modern English poetry and modern English fiction, and getting "credit" for those things toward an A. B. degree! That is, lay up your mental treasure in taffy because the savor of it is sweet in the mouth (or should be). Surely the concept of education as a remaking discipline was never more politely passed-up. But do we really want to get back to, or stay with the late Mr. Ruskin's dictum that "You educate a man not by telling him what he knew not but by making him what he was not?" Suppose for a moment that Mr. Ghent, Mr. Sinclair, Mr. London, *et id omne genus,* know a little something of what they talk so bitterly about; suppose for a minute that the switch-board of our national power-house were in Wall Street. Isn't it obvious that most of our college men would then go out as salaried salesmen, foremen, attorneys, experts of all sorts—in short as retainers of the lords of a financial feudalism rather than as citizens of an industrial democracy? Plenty of economists justify this though they don't put it quite so baldly. Suppose this to be the proper and the essential order for an age in which property is more than humanity, in which dividends are the test of deeds, and stocks are preferred before justice, then is it not the function of the university to make

a man a fairly capable and contented underling? Clear knowledge of the cold and cruel facts concerning our civilization might tempt the A. B.'s to tinker at the foundations of the social edifice and thus disturb the financial *status quo*. Why not convince them with confusing subtlety of doctrine that it is all right? Perhaps the "arm-chair courses" and some others are valuable as anodynes. Perhaps the prosperity, the existence even of some universities depends on their doing this sort of "work." In a country with democratic institutions the formation and dissemination of the "right" sort of opinion and doctrine might be a most invaluable service in the maintenance of the previously hypothesized feudalism-of-corporate-power.

But he would be rash indeed who imputed conscious hypocritical subservience to any faculty. Many are literally living in past times or in other spheres. Still others have been overcome by the scatteration tendency as manifest in the development of extension and social service work. Now some little of this sort of thing is certainly of national or even international importance, of real service to our time. A man might even get a free trip to the Azores out of it. But doesn't a great deal of this activity play itself out in delighting old ladies of both sexes and in adding to the magazine knowledge of magazine readers? Why shouldn't a student or a professor tend to his business? In any case absorption or allegiance is about the same thing so far as the real issue of citizenship against feudalism is concerned. People will come out of college with the learning of other times or places, or with the conviction that the present order is good enough. In either case the A. B.'s will be retainers and conservers of things as they are.

What is the end of the whole matter? ("Read the Era and go crazy.") Our educational system is partly a ragged inheritance, partly a hurried makeshift; can it be molded to recognition of and indirect but vital power over the facts and forces of our time? (We have not dwelt on the indications that point that way but there are

some.) Or will the same influences which side-tracked the church and secularized life, side-track our universities and still further de-culturize the active life of our time? This well may happen for those who would maintain the sanctity and value of the individual soul are fighting two foes—the world's poverty as well as its greed. It may be best, or at least most practical, that idealism, save verbally, should be checked and curbed by the imperatives of property. But if this is to be let us know it. Let us face the facts and deal with them unafraid as citizens and men, not as fools of pleasure or custom or tradition, or as peevish critics of a world we do not understand.

ALONE

Alone in a wide world of men,
With no hope of aid from kith or kin,
No fear of hindrance from hostile hand,
So must each man of us stand.

For all we do or hope or say,
If it bear the test of a single day,
Is no nobler nor greater nor stronger than
The man who gave it plan.

My sweetest triumphs, fiercest strife,
The strong, undying, sincere in life,
Is not what others for me have sown.
It is my own. I stand alone.

G. G. Bogert, '06.

THE NORTHFIELD STUDENT CONFERENCE

By Arthur L. Thayer, Harvard, '04

Twenty years ago the Reverend Dwight L. Moody, one of the greatest evangelists this country has ever known, conceived the idea of bringing men together from the different colleges for the purpose of studying those questions which pertain to the moral and religious life of college men. Northfield Seminary, a school for women, had already been founded by Mr. Moody at East Northfield, Massachusetts. In the summer of 1885 Mr. Moody invited representatives of several of the different colleges in the Eastern part of the United States to meet at Northfield and confer upon religious subjects of special interest to college men. A few of the colleges responded by sending smal' delegations. The Conference proved a success and from that time until his death a few years ago, the Conference was carried on every summer under the personal supervision of Mr. Moody.

These conferences had become such a vital factor in the religious work of the colleges in the Eastern States and Canada, that it was deemed advisable to undertake to carry them on after the death of Mr. Moody. The relatives of Mr. Moody extended the use of the entire seminary to the committee in charge to carry on the meetings as they had previously been carried on. The first conference after the death of Mr. Moody proved successful to such an extent that since then conferences have been held every summer about the first of July.

The number of institutions sending delegations to these conferences has been steadily increasing until last year one hundred and thirty-one institutions were represented. As the number of institutions represented has been increasing, the number of representatives from some of the larger institutions has been increasing. The total attendance for 1905 was six hundred and fifty. Yale sent the largest delegation, numbering nearly

one hundred men. Princeton sent a delegation of about sixty. Pennsylvania and Harvard each sent about thirty. Many other institutions, including University of McGill, University of Toronto, in Canada, Cornell, Dartmouth, Amherst, West Point, Williams and Brown, sent delegations numbering ten men or more.

The purpose of the conference is to make more influential over the lives of the men who come, and through them over the life of the colleges they represent, the highest—the Christian—ideals of life. Twice each day, morning and evening, they come together in the Auditorium to listen to addresses from men whose knowledge of student life and its problems entitles them to authority and confidence among students. Each morning also they meet for study of social and religious questions and conditions in America or in foreign lands; or for informal conferences of some of the problems of college life, and some agencies by which they may be solved. At the close of each day, the different delegations, meeting separately, discuss the application of the ideas and methods advanced, to their institutions. So throughout the ten days' inspiration and training, the dynamic and the technical go together; what a men gets he learns to give.

Around this central purpose—just as in the colleges a broad college life has developed around the primarily scholastic aim—has grown up a many-sided Conference life. To most men, one of its keenly enjoyable phases is the opportunity for social acquaintance with men from other institutions. Friendships form rapidly during ten days of out-door life together, and many men owe most of their acquaintances in colleges other than their own to the Northfield Conferences. Nor is this social life among individuals only, for the relations between delegations are no less cordial. Receptions, serenades, fraternity dinners, athletic contests, and most of all the unique display of college spirit at the Celebration, give pleasant emphasis to the intercollegiate character of the gathering. The afternoons during the ten days are completely given up to athletics.

A series of baseball games between the colleges, a tennis tournament, a golf tournament, and a track meet, arouse much interest.

It is not an unnatural, forced environment of religious cant and emotionalism in which a man finds himself at Northfield. It is rather a clear, bracing, moral and spiritual atmosphere, in which, quietly and simply, he may take a fresh look at his ideals, and draw inspiration to set himself again, with other men of like purpose, to the realization of these ideals in his own life and the life of his college. In this atmosphere, through successive student generations, hundreds of men have found religious doubts and difficulties clearing up, moral purposes strengthening, and light falling on personal problems. To every man the life at the Conference has exemplified what the platform has taught—"The reasonableness of religion and the attractiveness of Christianity."

Some of the best known men in religious matters are among those who are the principal speakers at the Conference. Such men as John R. Mott, Cornell '88, Robert E. Speer, a Princeton graduate, Dr. S. M. Zwemer of Arabia and Reverend J. Ross Stevenson, D.D., of New York City, are among those who will speak at the Conference this year.

Besides the regular meetings in the Auditorium mornings and evenings, a meeting is held on Round Top each evening at sunset. Round Top is one of the many small hills which make up the beautiful grounds of the Seminary. On Round Top are the graves of Mr. and Mrs. D. L. Moody, sheltered by a few murmuring pines. Half way down the west side of the hill is another small clump of pine trees. For many years it has been the custom, when weather permits, to hold sunset meetings on the western slope of Round Top. Standing under the pines, in the quiet of the beautiful summer evenings, men who have won conspicuous success in different callings, secular as well as distinctively religious, present opportunities for usefulness which these callings offer. The point emphasized on Round Top is always what a man can give or do for others in

any line of work, rather than what he can get for himself. These meetings are most impressive. By these addresses, through the years, scores of men have been helped in the problem of choosing their life work.

Bible Study and Mission Study classes are conducted each morning before the main meeting in the large auditorium at eleven o'clock. The entire Conference divides into small groups for Bible Study, which meet for an hour each morning under the leadership of men experienced in the conduct of Bible classes. The leaders are in turn coached each day by an able Bible teacher. Classes in Mission Study meet daily under the direction of the Student Volunteer Movement. These classes are led by those who have had special opportunities to become familiar with their subject. American problems, which are demanding the thought and work of college men for their solution, are discussed in daily conference.

Northfield has become more than any other student gathering, for whatever purpose, an intercollegiate affair. Men who have ever attended a Northfield student conference, during the twenty years of its history, need no arguments to show the advisability of spending the opening ten days of the summer vacation there. So representative has the conference become of all that is best in college life, so unique at the same time in its character and place among gatherings of students, that men who know what it is no longer ask "why should I go to Northfield?" but, "can I afford to remain away?"

AN ERA SPASM

As per announcement in the "Cornell Deadly Sin" we present herewith for your kind consideration our "six page spasm outlining the future policy of the board," or in less exaggerated English, we offer for perusal a few of the things the "Era" intends to do next year. To begin with it has been suggested by not a few of our friends that in form of presentment we have been perhaps too "eminently respectable"; that in our case appearances have been deceitful and that our general "get up" has belied the real character of the contents; in other words, our modest appearance has a somewhat somnolent effect and fails to arouse the interest of the scoffingly superior. Now, while we don't pretend to be the giddy young thing our wayward "Widow" is, and while between our cover pages we will continue to strike the serious note in as pleasant a way as possible, yet we realize that there is a good deal in the suggestion that our form of presentation should "threaten a mile off and inspire an itching curiosity to find out what is between the covers.' Upon this realization we intend to act. Watch for the result next year! And right along this line we are going to do some more evolving. Our art editor is going to get busy and we are going to sprinkle some decorative bits throughout the book, appropriate head pieces and that sort of thing. Mechanical changes have already been inaugurated in cut pages, better paper and headings to editorials; but we are not going to stop here. We have got a few more "stunts" up our sleeve along this line that we are going to "spring" on the unsuspecting public; we would tell you about them now but don't want to "scoop" ourselves. So much for our change of raiment. Sufficient that we will be with you next year dressed in the latest fashions.

But if our raiment is to change and if we are to adopt some Easter bonnet effects, yet so far as our contents are concerned we are going to try to maintain essentially the same standards established this year. We will vary the treatment in some respects, it is true, attempting to strike a more popular note in some circumstances

(especially in our articles from undergraduates), and we will amplify and multiply our departments, but substantially we will hold to the standard of the past year, that of a magazine of thought, critical and constructive, from faculty article to the veriest freshman communication. As to departments we hope to continue our articles from members of the Faculty, many of whom have contributed so kindly this year. We believe that this meeting of professor and student on the pages of the "Era" will tend to form a closer relationship and enable us to view the Faculty in other than professorial perspective. We also hope to secure a good line of articles from undergraduates next year—good snappy stuff dealing with university life and our own affairs; we have got a list already of promised contributions from undergraduates and are adding to it every day. We aim to make the "Era" thoroughly representative of student thought. Our correspondence department will be continued, containing anything and everything that's fit to print from any correspondent, "regardless of race, color or previous condition of servitude." We express the hope that the anvil chorus will beat merrily and at all times. In addition to these departments we are thinking of establishing a department for clubs and societies that discuss and do *real* things; a department containing for instance the gist of the discussions that take place in the Cosmopolitan club, or Congress, or the various debate clubs. One more thing along these lines. If we can get hold of the right sort of men, we will develop a good college department containing comment of a quasi personal character and the little ins and outs going on in the different colleges. So much, broadly speaking, for our various departments—if anybody who reads this has any suggestion to offer send it along and we will use it for what it is worth—if you are a student this is your business anyway and you might as well get interested sooner or later.

And now one thing in conclusion. In editorial treatment the "Era" reserves the right to think for itself. We are not going to

say things because some one else thinks that way and we are not going to accept things as gospel because some one else has done so before us. If you don't happen to agree with us just drop us a line and tell us all about it and if, incidentally in the telling, you tread all over our toes, why, we'll overlook that part of it and give you a "square deal" anyhow. In other words, we are not going to sit up on the top fence rail and dangle our feet, but we are going to try hard to meet every question fairly and squarely, come to what we consider the right conclusion and stand by it. We may be called progressive, aggressive and even radical, but we will not be called "namby pamby"; we may be characterized as a "periodical of protest"; but certain it is, that while we don't intend to hit every head in sight, we will not hesitate to "plaster" the fat, swelled ones. But don't get the wrong impression,—we are not going to "knock," we are going to criticize. There is a distinction. Criticism is both favorable and unfavorable.

And now, gentle reader, what are you going to do? Do you want this kind of a magazine or are you utterly indifferent and don't you give a "hang"? Do you think we've got hold of a good idea worth working out or do you think we are all wrong? If you do think we're "in right" on this business all we want is a little encouragement and something a little more than sympathy in the shape of a subscription. The subscription price will remain at one dollar and there will be at least nine issues during the year appearing respectively the first week in each month beginning with October, 1906. We'll be around early next year; in the meantime if you are on our side talk it up.

Yours for progression,

ERA BOARD.

IMPRESSIONS OF A FOREIGN STUDENT

By H. L. Dutt, G.

It is almost an impossibility for a student to spend eight months on the University Campus, without having at the end of that period, some idea of both the bright and dark side of it. Of course, he is not supposed to have a very clear idea of the minutest details of all the different colleges which belong to this University, which is rather not practicable for a student, though it may be desirable all the same, but still, I think, he can have his own notions about the University as a whole, its system of instruction, the advantages to be gained from it, and various other matters connected with it. The first thing which struck me, when I came to Cornell, which was last fall, was the principle on which it was based; and I am pretty sure that this would be the case with every student who comes over here from India—where I come from—because of the fact that our Universities at home are based on principles quite different from what we have here in Cornell. Practically speaking, an Indian university has got nothing to do with the different colleges affiliated with it; it simply holds examinations at the end of the year, which the students from different colleges come to take up; it fixes the syllabus for different examinations for each year, and it makes and unmakes many rules and regulations for the affiliated colleges. Of course, the faculty is composed of some of the professors of these colleges, but they do not keep in close touch with the student body as is the case here. So it would not be unfair to say that our universities are merely examining and title-giving bodies unlike those on this side of the water. It is the faculty which makes a university and the fact that we have a good one here in Cornell needs no saying. The relation between the entire student body and the faculty is just what is desirable. I would be glad to see the day when we have this sort of university established in our country; it is only a question of time, and I hope, it would not be very long before we have it.

I like very much the method of instruction which we have here. What ample opportunities are given to the students and what well-equipped and thoroughly up-to-date laboratories are thrown open to them. Especially in research work, the materials which a student gets at his hands, and the help in the right direction which he gets from his professor, leaves nothing more to be desired. A student has got the opportunity of going on working and working on his subject, thus doing good to himself and adding to the knowledge of the world—if he is fortunate enough for that. Now the athletic side of the question leaves no room to say anything not in its favor. Cornell's position in the intercollegiate athletics speaks for itself and it needs no saying. At Poughkeepsie Cornell rules the day and on the track Cornell holds an enviable position. But the general body of the students has got nothing to do with these intercollegiate contests, except to take up the role of being witnesses to them in cases where it is possible. The spirit which actuates many students to go to the Gym, for exercise, without any compulsion from the authorities, is simply great. Now, owing to the severity of American winters, it is practically impossible to have any out-door games and a big gymnasium is the only thing necessary, to be used for indoor sports and recreation during these months. The one which we have got in the Armory is, I think, not spacious enough for such a large number of students. It is very gratifying to see that the students here care so much for their health, unlike most of those in our country, where most of them are mere grinds. There we want something which would stimulate the entire student body, whose conditions of life imperatively demand some sort of exercise, a desire for that physical vigor, which, to say the least of it, is absolutely necessary for the fully rounded man.

The next thing which struck me when I came to Cornell was the system of co-education. In India there are some universities where they have it, but in Calcutta University, where I come from, there is not anything like that. Though there are several girls'

colleges affiliated to the Calcutta University, we did not know much of each other. It is only on the Examination days and on Convocation day (which is the same as the Commencement day here), that the boys and girls meet each other and these occasions come only once a year. It is only in one college, and that is in the Calcutta Medical College, that we have got this system carried out to its fullest extent. I would like to see this system introduced in our university and to an extent as it is here in Cornell.

The friendly feeling among the Cornellians is really praiseworthy and it can hardly be exaggerated, and this, I think, would be much more remarkable and prominent if the dormitory system was in vogue. That would bring all the students more and more closely to each other. Cornell University wants only a dormitory to bring it to perfection and to give it the finishing touch, and, I hope, it would not be long before it is an accomplished fact. Really it would be great when we would have it. The social gatherings and the different banquets serve the healthful purpose of drawing the students closer and closer to each other and also of keeping them in intimate touch with the Faculty. The relation between the students and professors is very pleasing; the professors are not looked upon as beings belonging to a higher order or humanity and quite unapproachable, as is unfortunately the case in our country. There they show so much respect and reverence to their professors, that they cannot possibly mix with each other freely; but this is carrying the spirit of respect and reverence too far. Still it must be admitted that if it is any fault at all, it is one in the right direction. But here, too, this familiarity between the professors and students has been taken a little too far in some points and now and then it crosses the line beyond which it should not go.

The location of Cornell University cannot be surpassed in salubrity and freshness situated as it is, "far above Cayuga's waters," surrounded by every sort of beautiful scenery that Nature can scatter with her lavish hands. If there is any benefit to be derived

from the contemplation of the beauties of Nature, the benefit is right here. And thus whether you contemplate Nature with her hair combed, her face washed and her Sunday frock on, or Nature clothed in her wildest attire with staring and wild eyes and in her fearful aspect, represented in the gorges and falls round about the Campus. And it would not be too much to say that the following couplet will always bring back to the memory of every true Cornellian his happy life here and will always help him to come over to the Campus in imagination, whatever part of the world he may be in:

Music with the twilight falls
O'er the dreaming lake and dell.
'Tis an echo from the walls
Of our own, our fair Cornell.

THE COLLEGE MAN OFF DUTY

By G. J. F. '08.

Three months out of twelve, for the average college man are his to spend as his inclination may direct. For one quarter of a whole year he can do as he pleases without fear of Davie Hoys and similar bugbears. To "do as he pleases"? Yes,—and most of us *do* do as we please without thinking that there might be more than one way of doing things. Some of us, it is true, spend our vacations right, but, sad to tell, by a great many of us they are ill-spent.

We neglect a great opportunity to grow and develop by travel or by practice in our chosen professions in order to while away the summer months with Emma,—or it is Clara? Three whole lazy months with Emma or Clara is, indeed, pleasant, for in this time not only can a summer flirtation be well started, but unless the man is a trifle backward, (perish the thought where a college man is concerned!) the flirtation is likely to reach a rather advanced stage. Of course no one ever takes a summer flirtation seriously, still three whole months are idled away; one-fourth of a whole year in the

book of time is marked "totally wasted" for this man,—and the girl, too, for that matter.

Now, this mode of spending a vacation is pleasant and attractive we all admit. During the hot summer months it is good fun to be wheeled around the board walk in a basket chair with Emma or Clara by our side. All of us like to drink big pails of milk throughout the summer to "get fat" as it is usually expressed. Not only is this true but there are lots of other things that a man will do at a summer resort,—be it farm or hotel. Bill Smith will churn butter in the sweltering sun all day long for a pretty milk maid, and when he gets home he will tell all the fellows what a "bully" time he had flirting with "Farmer Perkins' daughter." In the meanwhile Harry Persons at the sea shore, is developing a tan which he intends to exhibit to *his* admiring friends when he gets back,—said tan acquired by exposure in the scanty attire called by courtesy a bathing *suit*. And thus we might go on in the same strain enumerating instance after instance of how we have ripping good times all summer long.

These "ripping good times" might be tolerated for three weeks or a month. Three weeks of idleness out of a year is not overmuch. But when three weeks swell to three months, doesn't it seem like carrying things a bit far? It seems to us far too long a time to idle away in this light easy-going manner. True it is only another of the numerous ways by which is shown the human tendency to shirk the unpleasant,—to dodge hard work, or even work of any kind. We appear forgetful of the fact that a number of us do nothing but loaf at college anyhow, with an occasional spurt when "prelim" time comes around. In any event we are not to be congratulated upon the fact that we are living off of "the old man's money." But since we do live off the "old man's" income, wouldn't it be lots better to make a wiser expenditure and try to improve ourselves by travel, than to sit around "fussing" in the moonlight, getting into our heads the erroneous idea that life is one continual "Spoontime"?

Three weeks or a month, then, of idle pleasure we may with justice take if we so desire. It is good to give the mind some rest. But after that three weeks if we don't want to work and if we don't *have* to work, we should at least remember that one week of travel and actual observation is worth a month of study or listening to lectures. There are lots of places of historical and scientific interest right within easy traveling distance. Now is the time to see them. When we are in business for ourselves we will not have the time. Why waste three good months dangling around Newport or Long Branch when we might be seeing life out west on the ranches, when we might be taking a trip up the Great Lakes, when we have Washingtons and Bostons and numberless other places right here in our own country which we ought to see, and have neglected for a loaf at Atlantic City?

If we can't afford to travel we can at least spend part of our time doing something useful, something of practical advantage to us in the pursuance of our future profession,—a little surveying expedition, a few weeks in a law office, or a couple of hours daily as a medical assistant. In this way we could learn something, perhaps not much, but "every little bit helps", and here's an opportunity to improve without much work at that.

If we get down and do a little hard,—or even easy,— unprejudiced thinking, we will, I firmly believe, be forced to admit that perhaps we are a little lazy, that we do, after all, waste three whole months out of each of four years (some take five or six years) of college life. And it would be better to do *more* than just admit it. We ought to put into practice the little conclusion that we have arrived at,—travel or work, but *don't loaf ALL summer!*

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" *Thought once awakened does not again slumber* ".

"The Era" announces the election of Robert Robinson Bergen, '08, to the position of Assistant Business Manager.

A YEAR OF ACHIEVEMENT

We have always believed that here at Ithaca things are *done*. Student activity at Cornell,—no matter what form it may take,—has always meant the attainment of tangible results. With a just pride we may claim for ourselves a typical Americanism; ours is a university that stands for achievement. And in our short career, from the conception and founding,—the greatest achievement of all,—to the present day, we have done much and done it well. Nor has the past year seen a cessation of Cornellian conquest; all along

the line have we achieved. In the field of debate and public speech we have been successful; in college journalism we still lead and continue to evolve; our glee club stands pre-eminent as ever and has gained fresh laurels, while our music festival has never been paralleled in college community. Along other lines we have been no less successful. Spring Day was a great advance over previous years and indicated a high degree of originality and executive genius. The work of the various clubs this year has been along the line of progression, especially so in the case of the Cosmopolitan Club, which has made such rapid and lengthy strides. The Masque, too, must come in for its share of praise, for in spite of the inertia of some of its members, this year's production was highly commendable and a big improvement over last year. And as for athletics we stand right in the limelight. Skimming lightly over the football season, which if productive of nothing else saw the birth of a fine song, in all other branches we have been uniformly successful. The annual victory of our cross country team is becoming as traditional as that of our crew, while in the light of our recent brilliant achievement at the Intercollegiates, that of our track team bids fair to become no less so. Nor should the winning efforts of the lacrosse team be overlooked and the work of the baseball team has, on the whole, been excellent. It is not in a spirit of boasting that we enumerate these things,—it is merely an acknowledgement of fact. The truth is that we are setting standards here at Ithaca. We have set them in many things; we are endeavoring with unsatiable ambition to set them in others. Shall we succeed? We think so. For while as typical Americans we perhaps should realize a little more fully that in our activities the *real* good lies in the achieving—the doing, and not necessarily in ultimate success, yet it is the healthy, instinctive desire to win that supplies the incentive and it is this incentive that Cornellians have to a superlative degree. This then is the spirit of Cornell,—the spirit to do, to achieve, to wrest from those who would deny us,—the spirit to go ahead, ever ahead and

to lead,—the spirit, in a word, of Americanism. And so we shall continue to succeed. The past year has been replete, but it is past. With shining eyes and an eager spirit and a boundless confidence (egotism, if you will) we look to the coming year.

CAMPUS TROLLEY AND NIAGARA FALLS

Our own little street-car agitation in order that the virginity of the campus might be preserved is, in a way, reflective of the national movement having for its purpose the saving of Niagara Falls. Not that we must needs look outside in order to dignify our own business; on the contrary we are to be congratulated on instituting such a campaign. It is at least good "civics," as they say in the political science department, and is significant, we hope, of future citizenship. But to return to the comparison. We have had the same pleadings, protests, and petitions which have embodied to a great extent American sentiment to save Niagara. We have likewise had excoriations (unjust, by the way) of the grasping power companies who are "stealing" the silvery waters of the great Niagara. The nature lovers and the wonder workers have joined battle. In this connection and in view of our own recent "strike," it is interesting to note the opinion of a prominent Cornellian on this Niagara question. Mr. Julius Chambers asks this question: "What possible use has Niagara ever been to the human race until Nicola Telsa and the friends who financed the scheme put the falls to work?" He goes on to say that a great deal of nonsense is heard at this time about "the vandals who would rob us of the greatest natural phenomenon on earth." He says: "I am quite aware that this is the popular view. But how many of the hundreds of thousands of good Americans who jump to the conclusion that it is better to preserve a big waterfall for the edification of bridal couples every year than to put it to work turning lathes, driving looms or propelling railroad trains, realize that the "spectacle" is maintained for the enrichment of a

few make-believe Indians who sell fake moccasins and of greedy hotel keepers." * * * "I have enough nerve to declare that all of Niagara, as a spectacle, does not compare with one additional cotton or woolen mill, giving employment to several hundred active American brains and clever American artisans. That is only one result of the 'robbery' of Niagara. * * * If the abolition of Niagara shall enable you or me to travel from New York to Buffalo in four hours, take it away- If food shall be put in a thousand hungry mouths, abolish it." So speaks Mr. Chambers. Rabid utilitarianism you say. True. Still he presents an argument.

IN VACATION TIME

The time approaches when most of us will be leaving these pleasant precincts for summery shore and babbling brook. The college man—poor hard worked creature—is about to come to his reward. Three months and a half is the time allotted, but then we have worked unceasingly,—if one doesn't count the various vacations throughout the year,—and the weather is so hot. And now to the woods for a long and leisurely loaf. Too long, you say? Oh, no. Why, men work in the cities all the year round and get as much as a week's vacation and some get even two weeks. But a *student* needs rest,—he hasn't been bending over a desk from nine till six every day for three hundred and fifty days at a stretch; he's been *studying*. But to be perfectly frank we believe our vacations are too long, (and we are about as constitutionally lazy as the average at that) . But more to the point we believe that our long vacations are wasted and not utilized to the best advantage. At the outside a month of loafing is more than enough for the average healthy specimen. And yet how many there are who knock a little white ball around all summer over Adirondack courses. But to expend the same amount of money in travel would mean effort, and besides, "lazing" around in a boat the summer through is such a pleasant diversion. And Wall street is hot, law offices are boring,

newspaper work is too strenuous, and machine shops are enervating. And yet in spite of these things we even think that a better balance could be had and a more advantageous distribution of time effected. Why education should cease because the weather gets a little warm is beyond us and these vacation periods offer just the chance for the college man to apply some of his newly acquired learning and to get some inside information as to how things are done on the outside. But we don't want to preach and we realize that there are quite a few men who don't let the grass get up around their knees during the good old summer time. At the same time there are classes and classes and to those who "go in" for the conventional summer hotel with the girl-in-the-hammock-attachment we extend no apology.

"One step has at length been taken in the right direction. An 'Athletic Association' has been formed; and proposing to further the cause of manly efforts in this college, have already their baseball nines made up, as best they can, which are doing their part by practicing three afternoons out of each week. The organization is not yet completed, however, and it is hoped that another week will see the list of its members increased so that interest may be excited in some other direction than base ball. The hearty co-operation of the body of the students is all that is needed to make the association a nucleus for the formation of a regular system of manly exercise and sport worthy of the University to which we belong."—*From the Cornell Era, Oct. 28, 1870.*

DISCORDS AND HARMONIES

To the Editor of the Cornell Era:

DEAR SIR:—So much has been said recently against the growing practice of "muck-raking" that a person who wishes to make a legitimate protest against customs which he regards as evil, often does so with the feeling that it is useless for him to speak at all. It is with somewhat of this feeling that I offer the following opinion of the value of the so-called Senior Banquet. This banquet has so long been considered a part of the Senior year at Cornell that it is accepted as a matter of fact, and in the four years that I have been a student here I have seen the question discussed in a University publication but once—and that this year in the form of a sensible protest against the affair.

The protest which I make is not against a Senior Banquet but against the so-called Senior Banquet as it now exists. A final informal meeting of the class about the banquet table would without doubt be a valuable custom, whereas the present banquet is an almost unmixed evil. It is useless to describe the present conditions under which the banquet is held for they are too well known. Nor is it necessary to attend this "social meeting of the Seniors" in order to learn its nature; a walk on State and Aurora streets on the night of the banquet will serve the purpose. And the worst of it is that all of these conditions concerning which it is only necessary to hint, exist in the name of the Senior class—the highest and most respected class in the University.

Ask any Senior the reasons for holding the Senior Banquet and he will tell you that first of all it is held for the purpose of providing a final social gathering for the Senior class. *For the Senior class,* and yet the conditions under which it is held are such that it defeats the first object for which it exists at all by forcing the majority of the Seniors to remain away. Then a minority, usurping the name which should belong to the majority of the class, hold a

Senior Banquet. A true Senior banquet should, it would seem, be attended by a majority of the Senior class, and the very fact that under present conditions such a thing is impossible is alone enough to condemn the present banquet.

Another reason given for the existence of the banquet is that it gives the student a final taste of college life before he goes out to battle with the world. Such a reason as this is utterly absurd. The present banquet may be a fitting finale of college life, but for the majority of the Senior class, who in their four years of work here have come to love and respect their Alma Mater, such a finale of college life is anything but appropriate. And as I have pointed out, it is for the majority of the class that the banquet should be held.

A final reason given for holding the present banquet is that it is good college tradition. It is *bad* college tradition and as it exists at present should be no tradition at all. The sacred name of college tradition should never be used to protect practices which are undesirable and even pernicious.

For a remedy of the present evil, I should suggest the continuation of the banquet by all means—but not in its present form. A good, sane banquet would serve all the purposes which the present banquet perverts, would bring the Seniors together for a final social meeting, would give students a final taste and not a final distaste of college life and would establish a tradition for which the University would not have to apologize. Give the Seniors a good, clean banquet on some one night—a banquet that no Senior need be ashamed to attend, and then if the minority who attend the present banquet still desire to continue the objectionable features which exist at present, let them do so on a separate occasion and not in the honored name of the Senior class.

'06.

INDEX TO VOL. 38

The novice who abandons prose,
Preferring to rehearse
His thoughts in rhyme, is one of those
Who go from bad to verse.—*Ex.*

THE ERA CORNELL

OCTOBER 1905

Volume 38 Number 2

INTERESTING ARTICLES

The New Requirements for the Degree of A. B.
DEAN WILLCOX

The Agricultural Student
DIRECTOR BAILEY

A Letter from Professor Goldwin Smith

THE ERA CORNELL

DECEMBER 1905

Volume 38 Number 3

INTERESTING ARTICLES

The Training of Mechanical Engineers.
DIRECTOR A. W. SMITH

Thoughts on Cornell Democracy.
PROFESSOR FRANK A. FETTER

Mr. Sanborn's Reminiscences of Hawthorne.

THE ERA CORNELL

JANUARY 1906

Volume 38 Number 4

INTERESTING ARTICLES

Physical Training for the Body of Students

PROF. C. V. P. YOUNG

German Universities

PROF. H. A. SILL

French Universities

PROF. O. G. GUERLAC

THE ERA CORNELL

FEBRUARY, 1906

Volume [illegible] Number 5

INTERESTING ARTICLES

On the Study of English
DR. LANE COOPER

Student Life in the Early Days of the University
W. A. INGALLS, '79

The Faculty and the Graduate Students
RALPH E. SHELDON, '04

THE ERA CORNELL

MARCH 1906

Volume 38 Number 6

INTERESTING ARTICLES

Eastern and Western College Life
BURDETTE GIBSON LEWIS, NEBRASKA, '04

The Nashville Convention
ARTHUR L. THAYER, HARVARD, '04

Student Thought and Conversation
W. W. TAYLOR, '07

"A man has a nasty way of thinking that when a woman has reached fifty she is good for nothing but to darn stockings and say prayers."

Prayers may to some be a habit, to others a consolation, and to some even a dissipation.

But the "Darn" is an abomination to any lady of unspecified age, and the product provocative of amplification of the profanity from the beneficiary—inducing more prayers.

All this complication may be largely avoided by buying Good Hosiery from

---

SONG.

Not yet, not yet, my song,
Nor yet to-morrow;
Tell her not yet, or joy
Shall fade to sorrow.

Perhaps when buds are blown,
Or flowers he scattered,
We may go tell her then
How much it mattered.

THE ERA CORNELL

APRIL, 1916

Volume 38 Number 7

INTERESTING ARTICLES

THE ERA CORNELL

MAY 1906

Volume 38 Number 8

INTERESTING ARTICLES

A Winter in Washington
PROFESSOR CHARLES MELLEN TYLER

The Proposed Alumni Hall
G. W. HARRIS, '73

Three Articles by Undergraduates

THE ERA CORNELL

Just a Word!

You may or may not know it but the past year has just witnessed the reconstruction of this magazine. The transition period has been weathered. The old Era has passed away,—it died of old age,—the new Era has arrived,—it's a lusty growing youngster with lots of red blood in its veins. If you haven't realized this fact its because you haven't been "on the job." But the point is that we're not going to stop growing—we passed the Mellen's Food stage long ago and are entering on a vigorous manhood. We are going on evolving and if you don't believe it read our announcement in this issue—the one called "An Era Spasm"—and if that doesn't convince you look out for us next year. This last number is issued as a guarantee of good faith, but we haven't begun to fight yet. If you think we're "making good" the cost is nominal—if you don't think so let your room-mate subscribe. In any event watch out next October. . . .

Yours for Evolution,

The ERA

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