1908

Bostonia, first series: v. 9, 1-4

Cadman, S. P.

Boston University

http://hdl.handle.net/2144/18050

Boston University
Where shall the scholar live?
In solitude or in society?
In the green stillness of the country, where he can hear the heart of Nature beat, or in the dark gray city, where he can feel and hear the throbbing heart of man? I make answer for him, and say, In the dark gray city.

LONGFELLOW
OUR NEW HOME — AND ITS BENEFACTORS.

President William E. Huntington, LL.D.

[An address delivered at the dedication of Jacob Sleeper Hall, on Thursday, March 5, 1908.]

A home finds its highest significance in the human thought, feeling, character, that dwell within its sacred boundaries. Mere stateliness, adornments, or material equipment do not enter very largely into the constitution of an ideal home; it is rather personal human life, associated life, the units bound together by the finest of bonds, that makes the organism to which is applied with its fulness of meaning the name of "home."

This structure, now fully equipped and ready, is to be for an indefinite period the home of this college. The building is entirely adequate to the present needs of the college, in its size, and general outlines, as renewed and enlarged. It was once, in its original form, the home of Harvard's medical instruction; it is now reopened, under new auspices, for a more fundamental educational purpose. For it is expected that from this college and with its training young people are to go forth into all professions and all kinds of honorable work in the world,—with an education that prepares, in its basal character, for active life in any field of useful service. But it is not the building that is the principal thing, in our thought even to-day, as we pause to set it apart, and in a sense re-christen it, to its noble
purposes. It is rather the human life that is to move in these halls, labora-
tories, lecture-rooms, and gymnasium; the minds that are to be equipped;
the moral powers that are to be kindled; the personalities that are to be
rounded into fulness of strength, that interest us, as we look about and think
what all this material structure means.

At the top of our building there are telescopes; in the basement is the
gymnasium. These opposite poles of our instruction may be taken as a
parable, for you who are students, and those who will follow you in a long
succession. No flights into the infinite spaces of ether are too swift or too
far for you to attempt in your explorations; the telescope challenges you to
take these audacious excursions into the great reaches of the visible heav-
en; it will do your minds good to stretch themselves upon these measure-
less things, and feel how much greater than all our thought is the universe
of which we are a part.

So it is in any other department of your mental work here in this col-
lege: you students are to let your thought reach out and on into the great
domains that front every single discipline that you take up. Philosophy,
the Sciences, History, Languages and Literature, Civic and Social Studies,
— all challenge to large undertakings, lead you forth to widening mental
horizons; in short, give you — education.

Then you take your place in the gymnasium, resting your mind, for a
time, by fixing attention upon your body, the servant of the mind, and there
train the physical powers, learn how to keep them in the best condition, so
that mind may work with a ready and efficient bodily mechanism.

There is a still higher result that is to be looked for in the lives of those
who will find their college education here,— that is a fine moral equipment
entering into the entire mental furnishing. Nothing is more disappointing
in the lives of many men of intellectual greatness, and even genius, than to
find in them a serious moral blemish. How it discounts the sum total of
a man's real value if at some ethical crisis he fails to be strong and
steady!

Some of the strongest minds in the history of the British Parliament
have had just this radical weakness,— an unstable and blemished moral
nature. It is true, alas. in the ranks of American statesmanship, in pro-
fessional and business life, that men of power and leadership are too often
found wanting, not in education, not in intelligence, not in ability to think
strongly and with precision and effect, but in that deep and indispensable
requisite — integrity — one of the most significant words in our language,
and one of the traits most to be desired in our modern life. This result is
sought here, in our ideals of education— integrity that permeates the entire
BOSTONIA

life of the scholar as the force of cohesion binds into solidity every durable thing in the realm of nature.

How can it be otherwise than that this noble building shall, with such powers as these working through all our educational mechanism, become richer and richer in its significance? We do not need to hang upon its walls trophies of victory such as adorned the splendid castle-halls of the old knights in mediaeval time—your victories will be much finer than any ever won by sword and battle. We do not make votive offerings as crippled pilgrims to Lourdes leave their crutches and the signs of their cure upon the altars of that strange shrine—for it will not be by miracle or by magic that the halting Freshman finds his mental disabilities dropping away, and strength entering into all his fibre: but by hard work—done steadily and persistently to the finish.

We set apart this building to the high purposes of education in a Christian city, a product of Christian civilization. "Higher Education"? Yes. But we are somewhat tired of this term. Every stage of education is a little "higher" than the one below it, on the scale of increasing knowledge. The highest education possible in our conditions is none too good to aim for and to achieve.

It is very fitting that in this hour of rejoicing we remember gratefully those whose good works in the past have followed them and have made the blessings we here enjoy possible.

One honored name is conspicuous among our benefactors. It stands for a man without whose bounty this building would not have been purchased, and we should not be its occupants. He was for twenty-eight years a faithful Trustee of the University, and was in turn Vice-President, then President, of the Corporation. Having won his way to a modest fortune by diligence and thrift in business, he exemplified that quality of stewardship in dispensing his means that is so rare among the rich. And while he gave widely during all his active life, he reserved by will to this University the largest portion of his estate. His bequest does not cover the value of this property; but it does enable the Trustees to pay a large part of the heavy cost of the reconstruction just completed. "To the memory of Honorable Edward H. Dunn" are words that might well be inscribed somewhere on its walls; for his generous hand made possible this monumental building.

In the transition of the college from the former home on Beacon Hill, the Trustees of the University thought it best by all means to transfer to this building the honored name of Jacob Sleeper, which has distinguished the front of the Somerset Street building for the past twenty-five years. Not simply his gifts to the University (aggregating over $350,000), but the
noble character of Mr. Sleeper, as a citizen of Boston, deserves this recognition, a continued reminder of his generosity, his sturdy character, his urbane and gentle manners, his devotion and love for the cause of Christian education.

Mrs. Claflin's name is another that is held in such honor by those who have known the history of this University from its beginning that by common consent, and especially by the expressed wish of the representatives of the Massachusetts Society for the University Education of Women, the Young Women's Study, generously furnished and adorned by the society just mentioned, is to be known as the "Claflin Room."

This "elect lady" did many gracious and beautiful acts of kindness to the University in its early years. The home of Governor and Mrs. Claflin was a model in the taste and refinement which made it a delight for any one to enter. Its hospitality was so abundant and so broad that not only many noble and distinguished men and women were gathered from time to time to partake of it, but likewise the poor and the struggling found comfort there. Mrs. Claflin gave much personal attention to the young women of the college. No one desire was oftener expressed in her visits than that education in this institution should mean the refining and beautifying of womanly character. She had little tolerance for a kind of learning that does not make a fine quality of life. It pained her to find a college girl loud, hoydenish, and rude. It ought, therefore, to be a perpetual incentive to high attainments in womanly excellence for the young women who are to occupy this beautiful room, to know why it is named after Mrs. Mary B. Claflin.

A more recent benefaction to the University came only last December, just at the time when money was scarce, bills were enormous, and our minds were filled with anxiety. Twenty thousand dollars in cash, from the estate of a man who was unknown to the University authorities during his life, came as a providential relief in our crisis. Lyman Fisher Rhoads was the man who made this gift possible; and the executors of his will, Alfred S. Hall and George W. Childs, with discretionary power in the distribution of part of the estate, were instrumental in putting into our hands this much needed money. It seemed only common gratitude for our Trustees to name the new gymnasium for this benefactor, who was a Boston merchant, a man of remarkable ability, high character and integrity. An associate of many years remarked that he "never knew Mr. Rhoads to express or accept a proposition or suggestion that had a mean element or quality. He did not shrink from the cost of honor and upright dealing with all men." It is fitting that his name be held in grateful remembrance in the very structure of this building.
There is a society of noble women, already mentioned, that deserves a tribute of gratitude as we think of our benefactors,—the Massachusetts Society for the University Education of Women. Through many years this organization has stood in friendliest relation with the interests of the students of the college — by giving aid to the worthy, saving many from discouragement or failure. Added to all its past good deeds, this society has, with great energy, taste, and generosity, put such furnishings into the Women's Study as make it most attractive and comfortable. As a memorial room, as a place devoted to study and not to chatter, this quiet refuge, full of brightness and adorned with good taste, will be a new bond of friendship between the University and this distinguished society of benevolent women.

A few men among our graduates have contributed all that has been spent thus far on equipment for the gymnasium; more is needed, more will certainly come in the course of time. For this fine auditorium in which we are now gathered, the Claflin Room, and the Rhoads Gymnasium are all admirably adapted to their purposes — and are a new appeal to the generous and loyal support of all sons and daughters of the University.

The Building Committee submits its work, with that of the architects, the contractors, the workmen, to the University and its friends. There is no claim to perfection in this finished product of toil and care and cost. There have been mistakes — forgive them. There are imperfections — most of these will be remedied in time. Like all human achievements, this structure simply approximates an ideal city college home. But it offers good opportunities for good work in wholesome education. Perhaps this is all we ought to expect.

This building, in structure, arrangements, equipment, and purpose, is set apart to-day for these great ends: to furnish a home for sound learning where the instruction is well-grounded and accurate, adapted to our time and the high calling of true citizenship; from whence the student, not exalted too much by his own acquirements, goes forth with reverent and docile mind on the ascending pathway that leads to life more and more abundant.

The lectures provided by the Dante Society have been so largely attended that it was found necessary at times to adjourn to the large hall. The remaining lectures will occur on April 20, May 4, May 18. These lectures, which are given by some of the most eminent Dante scholars in America, are open to the public without charge. They begin at 3:30 in the afternoon.
THE VOCATION OF THE COLLEGE.

Dean William M. Warren, Ph.D.

[An address delivered at the dedication of Jacob Sleeper Hall, on Thursday, March 5, 1908.]

THERE is little need for me to say to those here gathered, how deeply the College feels what is laid upon it, in receiving from the University Corporation this noble house and home. All who measure the currents of our common life must know what these changes mean. And yet, on behalf of those whose convenience the building serves, I wish to voice the general gratitude, and to assure the Trustees that we appreciate the munificence with which they have given us shelter and equipment.

On such a day of opening, in such a year of enlargement, you will not consider me over-serious if I ask your attention for some minutes to a grave question that concerns us all: the question how the College, with its old and new resources, may best adjust itself to certain disquieting facts. Through what kind of education, in these coming days, can the College of Liberal Arts most effectively serve the people?

Some years ago I chanced to be present at a town-meeting of the citizens of Marblehead, soon after the great fire had swept their factory district bare. The weeks intervening had shown how disastrous the calamity had been. Large concerns that lately had brought work and workmen to Marblehead were now buying land for new shops in Salem or in Lynn. That night there were in the warrant many important articles; but there was one that stood out upon the page, conspicuous beyond the rest. Would the town appropriate the full amount asked for the maintenance of schools? In acting upon earlier items, the voters cut and retrenched, and retrenched and cut. When this article, providing for the public schools, at last was read before the meeting, man after man rose to speak, every one of them urging that, whether industries came or went, the people could not afford to put a dollar the less into their children's schools. And when the anxious vote was taken, after not one argument in the negative, the crippled town kept the appropriation whole. What man of us but knows that such a vote was the natural thing; and that in our State this generous care for education was never so natural as to-day? From Williamstown to Monomoy, the people believe in education. They hold that no school is too good for the children of this Commonwealth.

But surely this fact is not very disquieting, I hear some one say. Not of itself, I willingly agree. On the contrary, I count this popular interest
in schooling to be a factor most friendly to the growth and achievement of our colleges. But can it escape our notice that, with this interest, more and more the people are turning away from what we call the liberal education? Do we not mark their growing enthusiasm for what is called vocational schooling? You may seek the reason here or there, whether in the self-complication of our commercial life, or in the pragmatism of our temperament; you may say that nothing will come of it: but the fact you cannot deny. Our cities and towns are discharging their teachers of Xenophon and Homer: they are engaging teachers of Remington and Pitman. They are extending the programmes of manual training. They are opening high schools of commerce. Nor is the Commonwealth ignoring these newer demands: one of its commissions now is urging that the State itself establish new industrial schools.

In another quarter, also, there are signs well worth our reading. What means the admirable growth of those higher vocational schools that train their students for the courtroom and the clinic? Shall we make no count of the colleges' concessions in their behalf? Have we weighed with sufficient care their effect upon the undergraduate's choice of studies?

No one will question that these vocational schools, whether of high or of low degree, are doing a needed work, and, within its limits, doing it well. A boy bound straight for a business position had better go trained than untrained; and hands that hold issues of life and death had better have five years' training than three. Of course a needed work, well done: but all the more pity that the friends of it should seem to darken, even indirectly, the older view of thorough education. They are asking, for instance, why a boy should study the incommunicative language of an ancient civilization, when his memory and judgment can be disciplined as well, or at least almost as well, with the living speech of modern France and Germany? Or why the boy should be plagued with Roman plebiscitums, when he can be drilled in American business law? You will hear these vocational schoolmen explain that liberal culture might do for a don of some gray Oxford college or a cataloguer in the British Museum; such studies pleased men, beyond all question, in the long evening of the Roman Empire, and in the fleet morning of the Renaissance: but now, say they, it's broad daylight and working hours; our children must be fit for graver contests than rivalries of song in Arcadia. In these days, so they declare, men are toilers; they need a schooling that is choke-bored, and aimed for jobs; no gentle atmosphere of culture, no breath of asphodels, will give the modern world of iron the iron men it needs.

Philistinism, you cry? What else, indeed, but philistinism, crass and
crude; but a plain fact none the less; a fact for the colleges to turn their eyes upon; and let me quickly add, as a friend of the amenities, a fact unaltered by what you call it. Let us make no mistake: the people want the best schools; but they are inclining to think that the best schools are those that train the children for immediately profitable positions.

Our own college, here in the centre of the strongest city of New England's strongest commonwealth, has a clear view of these somewhat disturbing facts. How, then, shall it shape its policy? Surely we dare not drift ahead, with a lashed helm — foolishly trusting that in days like these the cultural ideals can maintain themselves and the enshrining college too: long ago men learned that Athene cannot guard her guards. Which, then, of the only two other ways of proceeding shall we deliberately choose?

Shall we deem it wiser to hoist sail to the wind that is blowing, and meet half way or more the people's interest in vocational schools? Shall we suit our courses to the needs of young men and women bent upon medicine, law, theology, commercial life, and teaching? Yes, I say, by all means: provided we account their deepest need a cultural preparation for their technical studies following. But if this practical adaptation of our courses should be held to mean, for instance, leading a man straight to his school of medicine through a narrow lane of natural science, logic, and English composition, giving him neither grasp nor view of those other studies that would make him not only a man among things but a man among men as well,—a man among the best men of his race, whatever their century or their mother-tongue,—why, then, in such event, I would rather be found among those not answerable in the day when that young man's eyes are opened. Yet further, if this plan of meeting the vocational movement should mean placing the untest resources of the College before teachers now in service, I wish to say that in my opinion the College could not enlarge its work more congenially, more truly to its own traditions, or more usefully to this metropolitan district.

But so far as I can see, whatever advantage might result from this first way of proceeding would also result, more safely and more surely, from the alternative way. Suppose, then, the College, in this other course of action, should stand firm and fair for cultural training; and yet not as it has stood until this day, confident that cultural education can vindicate itself, even in the eyes of men void of understanding; and half content to know within itself and in the company of scholars the liberalizing power of the humanities. Is there not good reason why our College of Liberal Arts from this day on should stand absolutely committed to the task of showing that the failures and shortcomings of modern liberal education are not
part and parcel of the system? What better thing could this college undertake than more fully to achieve for its students a cultural training in need of no defence against a thoughtful critic?

Impossible, you say, to please both the scholar and the tradesman? I am not so sure. I know how sharp and bitter now and then is the criticism of modern collegiate life. How sharp are these complaints that many a college lets a man get through his course without putting into it one single honest touch of his real self! How bitter is the charge—would that I could say how bitter and ill-founded is the charge—that many a college lets a man defraud himself of time and opportunity, month after month, and even year after year, all in the good name of self-reliance and undergraduate freedom!

And yet let us mark precisely what this criticism strikes. These charges may vibrate with the student’s own regret, or burn with a father’s honest indignation, but they never strike at what a college positively does. They strike omissions and neglects, indifference and mal-administration. Why, men are craving, and working after hours, for precisely what the college undertakes to give. These things, I mean: clear and penetrative vision, the skill to ascertain the half-hidden fact, to generalize the relation, to ground the assertion, and to give the truth its bearings; and besides these powers of the intellect, a sympathetic interest in all that touches life; a most tenacious will, intelligently set for things of value in themselves. All these are the very heart’s desire of any cultural process that really cultures. No, if the colleges will see their worst enemy, let them not look at the critic or the crass utilitarian; let them scan the college that professes to fit men for complete living, and then generally fails to do it. The college that will accomplish its proper work, both for the strong student and for his weaker brother, keeping faith with the power that sealed its charter, and with the higher Power that calls even hewers of wood and drawers of water to be kings and priests unto Himself,—that college, I say, need have no uneasy apprehensions for its future: let tides run deep or shallow, it will stand like a headland.

And this is not an optimistic fancy; it must needs be the truth. The American college of liberal arts is not an accident of our scholastic organization. It is America’s best answer to a deep need in men themselves. Men are men as well as workmen. They cannot reach their full strength and their due rank in the order of things if they become but operatives in the world’s work, so busied and so bent on gain as to feel nothing of the world’s worth. How can they be fully men, if they conceive themselves only as the relatives of their relatives, the employers of their employees: if they view their race
primarily as consumers of priced commodities: if they conceive of God as
a child conceives Him or as merely a far-away occasion of suppressed fore-
bodings? Multiply as we will the schools that train workmen for livelihood,
we still must have schools that train men for life; and let us be convinced
that a young man well trained for life may be trusted to make his living.
Let me say it again: the college that will do its proper work, with its heart
in it, accounting manhood and womanhood more than earning capacity,
yet knowing that to have the truth is to have the duty of its use, — that
college can bear the drifts of popular opinion as Monadnock takes the four
winds of heaven.

But supposing we choose this second way of proceeding, what does it
involve? How shall we put cultural training beyond all honest criticism?
I believe that such a policy, to be effective, must at least include two
closely conjoined aims: the cultural training must lay closer hold of the
student, and the student must take the training more intelligently to him-
self.

For in the first place, if I may speak a little frankly, the ordinary aca-
demic and collegiate course does not grip the student. To be sure, some
one subject may captivate him; that keen enthusiasm responding for the
first time to the spell of an opening study is one of the pleasantest things
in life to look upon: but now I am speaking of the whole curriculum, and
of our instrumental use of it; am I not right in thinking it does not grip the
student as it should? Do we get the student into our professional con-

dence? Do we give him the reasons for his work or else make sure that he
finds them for himself? He does things, or thinks he will, as if that were
the whole point: he stays not to ask whether or why or how they are meant
to bear on him, the doer. Give the miller's cat her milk and her mice, and
she leaves the rest to the miller and his man. After considerable talk with
college students here and elsewhere, I feel no risk in affirming that of any
ten students hardly two can tell distinctly what they ought to gain from the
several subjects they are carrying. From the student's point of view, the
categories for courses are not so often the kinds of benefit they give, as the
degrees of inconvenience they entail.

And further, the ordinary college fails to give the student a strong in-
centive. The vocational training grips the boy automatically, in just the
way that mill and office will grip him a little later on; but in the cultural
training the incentive does not lie thus on the very surface of the work. We
must learn the art of confirming or supplying right incentive. And here,
what have the colleges not to learn! The student himself, trained in all
tradition of the treadmill, thinks it nothing strange if his Alma Mater seems
to say: "Here is plain food: you will find cakes and ale outside: you may stay here, if you like." Or again: "My boy, these rather stuffy trains are run for people that want to go. Get aboard, if you are going: there's no one to put you on." Surely a comfortable theory — with enough of sound sense in it to keep it doing harm; and yet, in my experience, a theory that in some way grieves a little the parents of the students most affected. But whatever theory commends itself, we must face the facts that for one student failing for lack of wit, five fail for lack of will; and that while in vocational schools, whether high or low, the student works for results, yet in the college he is too often content to escape them.

If it is true that our liberal culture does not grip the student, it is in the second place equally and consequently true that the student for his part does not grip the training. He rarely unifies his work or carries it fully forward from year to year. If any acquisition will vanish of its own motion, how long will he detain it? The Sophomore brings over from his first year only that which adheres to him willy-nilly. Is it not so? And the Junior has but a few souvenirs of what he learned as a Sophomore. This is the reason why the Senior tells you he does indeed remember there was such and such a topic in a Freshman course, wondering meantime at your fancy it could still in any way command his interest. No, the ordinary class comes through the curriculum as Xenophon and his fellow soldiers came over the road: intent only upon their progress, and well pleased, day by day, to put more of Asia Minor behind them. And the worst of it all is this: the blame belongs to the colleges and to their traditions.

Nor does the student correlate the divisions of his work. He seems not to be ingenious and alert in making one study support another. Now and then I ask a student if he is employing the inexpensive yet illuminating German editions of the classical authors he is reading. The answer is always the same: it has never occurred to him to make one language help another.

But these failures to unify his work from year to year, and from subject to subject, are not the student's main shortcoming. He does not turn his training to account. Step by step, from kindergarten through the college, he works hard for this and that particular skill, only to throw out the child with its bath-water, time and time again. By dint of hard work, he gets the classroom knack of mental arithmetic; but a few years later, if you watch him at his logarithms, you will see him patiently write down two five-place numbers to subtract the one from the other for a one-place or a two-place difference. Thus, again, the college student, boy and man, follows Latin say for seven years: but ask him for a simple vacation letter
in Latin, and he thinks you a great joker. Does it not seem at times that in liberal education the student’s motto runs: Crack the nut, and cast away the kernel; repeat as often as the curriculum allows? It is in the spirit of this rule that he goes through the college as a breeze goes through an orchard, stirring the branches with its ripple, shaking down a windfall here and there, but passing out unladen, only indefinably the better for contact with good things.

To try to lessen, then, in a fuller measure, these two defects of modern collegiate training, seems to me the most inviting opportunity of our future work. We are rightly proud of the small percentage of general failures in the process of our training: that small percentage can still be halved. We are proud of the completeness and balance of our curriculum: let us make sure that its balance and completeness have their living counterparts in our students’ minds. We rejoice that in this college the instructor knows his student, and the student his instructor: let us have tenfold more of such good acquaintance, and every channel of it brimming with reciprocal incentive; nor let the student here overlook his duty in meeting and in making advance. We rejoice that our students as graduates bring honor to us by their earnestness, their scholarship, their service of high causes: all the deeper, then, our need to give them as undergraduates the organizing purpose, the skill to keep increasing skill, the power to see life in its duties and its values.

Why did those townsmen of Marblehead, in the face of disaster, maintain their appropriation for schools? Was it not because they saw well that no money brings such return as money spent for knowledge, for right feeling, and for unselfish motive? Every college of liberal arts that will give men not words, but wisdom; and turn men not to mere respectability, but to righteousness: every college so minded and so purposed is such a well-spring of nobler life as the people of this land will never see choked and clogged for lack of care.

Let our own college but be true to the best traditions of New England scholarship, neither wavering in conviction that only a liberal culture can fully fit men for their manhood, nor wearying in care for her students, not as so much blank material for a collegiate process, but as younger brothers in the great family of those who need and seek for truth in the freedom and the power of it,— then shall we see in these halls a larger meaning for the words of a scholar-statesman of old Rome: *non domo dominus, sed domino domus honestanda est.* It is not for this house to lend glory to our Alma Mater; it is for our Alma Mater to lend glory to this house.
SICUT PATRIBUS.

Mary W. Vassar, Ph.B.

STILL stands the noble picture
Before the eyes of youth,—
Our Pilgrim Fathers, faring
Forth on their quest of truth.
Strong men, grown grave in trials,
Bright youth, that hopeful smiled,
And in the midst, prophetic,
The mother and the child.

Their world had grown too narrow,
Too small the Church’s fold;
Custom and creed oppressed them,
Faith’s warmth had turned to cold.
They left their past’s fair treasures,
Dear faces, household ways,
To found in God’s free country
A nation to His praise.

“Whoso the plough would govern
Backwards shall never turn,”
So runs the word — our fathers
Must the hard lesson learn.
The day with clouds is heavy,
The future dark with care.
Up rises the good pastor,
And lifts his face in prayer.

Prophetic scene! Too narrow
Our former world has grown;
The need for larger dwellings
Has now become our own.
We, too, must leave behind us
The scene of joy and toil,
As English eyes saw fading
Old England’s well-loved soil.
Like them, with faith we venture;
Like them, with eager hope,
We look for high achievement,
For work of grander scope;
That wisdom's mighty presence
Here in full power shall dwell;
That so the latter glory
The former house excel.

Yet, bitter is the parting,
Heavy the homesick sigh;
Who loves may never lightly
Speak the great word, "Good-by."
May the new walls arising
As great a treasure hold
Of dear associations
As dwell within the old.

Hail, children of the dawning!
This price for you we pay.
Yours is the joy, the progress,
And ours the loss to-day.
We charge you by our memories,
By all you hope to gain,
Let not our grief be fruitless,
Our dreams of glory vain.

And thou, O hall beloved,
By tender thoughts made fair,
Whose darkened walls yet echo
The voice of praise and prayer!
We bless thee as, departing
Upon our untried way,
We, like the pilgrim pastor,
Would lift our face to pray.

Except God build the dwelling,
Full soon its pride must fall;
Except God keep the city,
In vain the watchman's call.
So, on our pilgrim journey,
   We pray the ancient word,
   "With us, as with our fathers,
   Be thou, most gracious Lord."

THE DESIRABILITY OF AN ELEMENTARY SCHOOL-
BOOK OF GERMAN CONVERSATION

Georg van Wieren.

[To be continued in a later issue by "Some Suggestions Regarding the Character of Such a Book."]

The teaching of conversation in modern languages has never been a distinct aim of college education. As a side issue it appears to have lately received a little more attention, especially in public schools, where a more aggressive tendency is manifest in invading a field which formerly was left almost entirely to private teachers and "system-schools"—to use a short term. While in all other branches of study college courses are from the beginning laid out with a view to preparing a student for very practical conditions of every-day life, modern language instruction in general is as classic as that of the classics, aiming at a broadening of the mind, and at culture. In other words, the order of development, practicality,—accomplishment,—as presented in the former, is reversed in the latter. There are well-known drawbacks militating against this branch of language study more than against others,—such as large classes, the severe pressure of college demands for entrance and for graduation,—and these may in a degree explain this attitude; but there is nothing that can account for the extremely poor pronunciation which frequently accompanies actual knowledge of no mean degree; and yet, pronunciation is the basis of diction and of expression. A certain excuse is offered by colleges in their contention that a student, after a two years' preparation, ought to be far enough advanced for the classroom use of a language—at first by the instructor and, with gradually increasing spontaneity, by the student himself. This is, of course, reasonable, because it accords to a language that slow and steady development which characterizes growth in general; and, if assisted by home reading, especially reading aloud, it may approach the ideal. But, unfortunately, this principle, which is in full accord with the general aim of college education, is realized only by those who specialize in modern languages, while the elective system enables a far greater number of students
to content themselves with the minimum requirements. Science students, for example, find their particular studies so fascinating and so exacting that they economize in everything else, only to regret it five or ten years later, when they find foreign languages a necessity in their profession.

In the meantime the aspect of education, as well as of international relations, has changed remarkably, and is changing with ever-increasing impetus. One cannot overlook the more or less direct influence of international relations upon education; historical events, even of a purely political nature, have demonstrated the fact. The Franco-Prussian War transformed the "old Dutchman" into a respected German and raised his language at once to par; the Spanish-American War, with its consequent abnormal demand for the Spanish language, presented a problem that the educational institutions were not prepared to solve. Successful private teaching is a thing of the past because of the aggressive policy of the preparatory schools and because of the many good free courses offered to the public at large, while at the same time the interrelations between nations are becoming so intimate that a new world language bids fair to fill a gap which the national factors of education have not been at their greatest pains to bridge. This commercial-social approximation of nations has brought forth remarkable consequences, a few of which may be named here as pertinent, since they represent the share that education is taking or is expected to take in the progress of the nations in getting better acquainted with each other. Formerly a comparatively small number of graduates went abroad for postgraduate work; now, we not only send, but, what is more gratifying, we receive undergraduates; and, besides, we exchange instructors of the highest rank in the profession. These are factors which cannot fail to stimulate the desire for a better speaking knowledge of modern languages. How long will it be, we may incidentally ask, before we also exchange, or rather send abroad, students of the normal-school grade? This is practicable, in fact it has already been accomplished in an experiment between France and Saxony; these two countries have inaugurated an exchange not only of graduates, but even of students of normal schools. The advantages to be derived from such a course are undeniable, and this action should find approval on the part of those who believe that our public-school system ought to receive at least as much strengthening as the colleges, or even more. Then there are also new educational institutions rising everywhere and in great numbers, with circumscribed practical aims; this implies a more practical knowledge of languages, where they are included in the curriculum. If, finally, we call attention to the fact that the public-school teachers of modern languages
are in a body demanding from the colleges credit for these studies at least equal to that accorded the classics, we must admit that they attach greater importance to modern languages than formerly; if, moreover, they insist upon a fairer recognition in college entrance examinations of the possession of "oral knowledge" by the applicant they seem to suggest to the colleges a transition from literary to practical aims. It is evident, then, that the colleges will sooner or later have to accommodate their plans of education to the changed conditions. It cannot be expected that they will do this by adding at once conversation courses to their curricula; but the change will rather come by introduction of courses that will facilitate conversation. The need of just such courses has long been generally felt, and colleges would have been brought to a realization of their shortcomings in this respect if the complaints of their own graduates had found expression in one united effort. Perhaps it must be admitted that the colleges have already made a change of front, if one may judge from some of the most accredited modern text-books, which are characterized by the selection of a more practical working vocabulary and by the substitution of more modern and idiomatic sentence-material in place of the former classic phraseology. If this supposition is correct, it ought to be accepted with gratification as a beginning, because one of the chief reasons why we have not yet undertaken to make conversation a precise branch of study is the fact that the best and most productive minds have not yet turned their attention to the making of suitable classroom text-books on this subject. This whole field is as yet a poorly explored ground. Indeed, why should they attempt to treat scientifically a subject which is not as yet fully accredited by higher education, and which for such a treatment places an embargo on prim old grammar? Moreover, they are, as a rule, perhaps safe against the necessity of traveling over this field, and, therefore, lack a clear conception of the difficulties. An increase in the value of this subject will, however, make for competition, and then we shall have satisfactory results.

After establishing the importance of conversation-teaching in general, and before offering some suggestions for practical consideration in making a text-schoolbook of German conversation, we must try to analyze the methods in use at present, in order to determine their educational value and their effectiveness, and we must, furthermore, agree on the definite aims of such a book.

A corollary question, however, may demand our first attention; namely, whether German should be used from the very beginning or a regular course be given first for a structural foundation. The answer, it would appear, simply depends on this: whether the course is meant for
a college education or a specialty. In the latter case the immediate use of German may seem defensible; it is clearly the best method, whenever a student can be brought into a German atmosphere, but there are many reasons for rejecting such a procedure for an educational course in a broad sense. It increases, one might say multiplies, the difficulties of a beginner, diverts his attention from the real object of his study,—a clear understanding and a firm grasp of the structure of the language,—or, in other words, it depreciates the formal education, which makes for power and which ought never to be lost from sight; the waste of time in the classroom is out of all proportion to the little gain, and, finally, it presents a mixed course, so that a pupil is never at all certain what kind of a course he is taking. Such kaleidoscopic courses should be avoided at any cost. There are indications that they are all too common, and they are de facto results of that comparatively modern movement not only for amplification of study subjects, but also for diversity within each subject; and they in their turn generate and cultivate that lack of sustained effort and close application which in later life is apt to bear fruit in a restless haste from one occupation to another, unmindful of qualifications. If we should have to admit that a few teachers have been successful with this method we should simply acknowledge the fact that it is easier for some people to "pick up" a language than to acquire it, and the possibility that a good teacher has by choice or by necessity evolved a system that reflects his individual and exceptional gift. But this could not invalidate the principles which should guide the great body of teachers.

The two methods preeminently employed at present in teaching conversation to advanced students may be described as conversation,—the one about a prescribed text or topic, and the other on localized objects; for example, a room, a store, etc. In their seeming simplicity both methods have a most alluring aspect; this is especially true of the latter, which, heralded as "the natural method," is the chief stock-in-trade of all conversation schools. The fallacy of the contention that it is most natural for an adult to acquire a foreign vocabulary by object-teaching needs to be registered, quite aside from the fact that conversation study does not mean a mental acquisition of vocabulary, but rather the oral linking of words. It is undoubtedly true, as travelers are wont to tell, that they remember a certain word because they have seen it on a signboard, or have heard it in some conspicuous connection abroad; it is also true that inspection of an intricate mechanism is helpful, even necessary, if one wishes to familiarize himself with its parts and their names; but such facts can be regarded only as exceptional. In every-day life names and ideas are more real values than things, and this applies even to early normal childhood.
The text or topic method is the procedure of choice for use with students of advanced conversational powers, but it is wrong in principle if employed with beginners in conversation, because it is not graded or attuned to any definite degree of progress; it presupposes, therefore, the very faculty which it endeavors to develop. Whoever has had the misfortune of facing a class in such work will have realized, we believe, how little even the best intentions can accomplish. It would actually be of greater benefit to the student if the same task were prepared in writing and read in class, because this would better protect his ear against the constant mistakes in the disposition of the predicate parts, the greatest stumbling-block in German. The student who has from the beginning been taught in what is called the “sentence method” has of course a great advantage at this stage, and especially so if he has been made to recite his sentences approximately as fast as he would say their English equivalents, because he has received both aural and oral training to a degree that no other method can furnish, and this gain has not been attained at the expense of his education in composition.

Since a beginner is certainly for the time of his practice in bondage to his text, not possessing the balancing-power of any control, doubt might also be expressed as to whether the diction of such story texts as are naturally chosen for translation courses is sufficiently idiomatic to fulfil the demands of an ordinary life. The pronouncedly conversational stories of the modern school of realists such as Hauptmann, Sudermann, and Ibsen do not as a rule offer acceptable patterns for exercises either in the substance, which is not wholesome, or in the form, which is very often disconnected and abrupt. Not that a bookish style of expression is objectionable in itself; it is rather too high an ideal, and its acquisition requires a ripening process extending beyond college life and college help; and it is, moreover, the graceful possession only of a mind which is bent that way. It does not seem to lie at the level which we must seek for the benefit of the great majority of beginners. We cannot overlook the essential difference between John as he writes and John as he speaks. Just as a student is dependent on his text, so is a writer unconsciously dependent on forms of expression, which during his whole development have stood out to him as the only creditable means of conveying thoughts in print; he cannot disassociate these forms from paper, as long as he writes in the book language of the country. That it is possible, on the other hand, to overcome such an influence, when the conventional atmosphere is changed to dialect-writing, is shown by our own Western—and Southern—stories, by Kipling, and by Reuter, the Dickens of Germany.
PROFESSOR GEORGE ENOS GARDNER.

Merrill Boyd, LL.B.

PROFESSOR GEORGE ENOS GARDNER, of the Boston University Law School, died Tuesday morning, Dec. 17, 1907, at his home, 10 Schussler Road, Worcester, after an illness of several months, at the age of forty-three years.

Professor Gardner was born in East Brookfield in 1864. He was the son of Enos and Caroline (Porter) Gardner. His parents removed to Worcester when he was but a boy. He received his early education in the public schools, and was graduated from the Classical High School of that city. After receiving his degree from Amherst College in 1885, he taught in the schools of Gouverneur, N. Y., for about a year. Then he went to Elgin, Ill., and took up the study of law. He was admitted to the bar in the fall of 1887. He returned to Worcester and began to practise his profession. He gave up his practice, however, after a short time, to accept a position as teacher in the Worcester Classical High School. He remained there ten years, and then went to Champaign, Ill., where he taught law for a year. He left Champaign to accept a call to the Deanship of the University of Maine Law School, and for four years he held that position. In 1901 he came to the Boston University Law School.

In 1888 Professor Gardner married Mary Knowles, of New York. She died shortly before him. They leave three children, two boys and a girl.

Nature had generously endowed Professor Gardner with strength of body, and his erect, rugged frame was peculiarly typical of his mental and moral growth. His capacity for work seemed never to be hampered by lack of physical energy. He was ever the personification of the worker who never tires at his task. And always he worked with splendid enthusiasm, carrying a heavy schedule of lectures with the utmost ease. Indeed, were one to sum up in a word the most evident impression his work produced, the word "power" would come immediately to mind. Perhaps the very ruggedness of his physical being was the reason why at first so many went to him with their difficulties,— never in vain,— to find that the spirit within was equally fine and strong.

As a friend he was a tremendous influence for good. Reserved in a manner as to his own problems in life, he was in the gentlest and most unobtrusive way the finest type of a friendly man. As far as was in his power he fulfilled the duties of friendship, freely and joyously, and thereby he
made beautiful the word "friend." Always he was the helper, the burden-bearer, the speaker of the courageous word and of good cheer. His sympathy was so broad and genuine, his patience so great, his courtesy so unfailing, that it seemed as natural as breathing to go to him when in trouble. Many a man will forever be his debtor for a kind deed, for a moral uplift, for a renewed grip upon the verities of life. Yet in it all he was so simple, so sincere, so natural, that he seemed never to preach, but merely to suggest.

As a teacher his personality went straight to the hearts of his classes, and they loved him greatly. No student was too mean in ability to receive the same patient courtesy that was shown to the most gifted. Making no attempt to win favor, but always simply himself, he was in the best sense of the word the most popular of teachers. By that unerring judgment with which a student body recognizes the true, he was early approved as a man worthy of sincere respect and abiding affection. He combined a comprehensive grasp and broad knowledge of law with such a power to impart it that he was recognized immediately as a teacher of the rarest ability. Under the influence of his lectures the deepest of legal problems and the most knotty of legal difficulties were made clear and simple.

A man of positive beliefs, he saw with clear vision his duty as a citizen, and with superb zeal he performed it. An optimist of the right sort, he trusted strongly in democratic government; and although he never underestimated the power of greed and corruption and lawlessness, he believed with his whole being that eventually the clean and decent and right in government would prevail. Never in word or deed did he spare himself in the task of uniting all good citizens in the best movements for good government. In public speech, in private conversation, in the classroom,— wherever he came in contact with men,— he impressed all deeply with his own high sense of civic righteousness and taught, "precept upon precept, line upon line," the responsibility of the individual citizen.

And as he lived he died. With dauntless courage he faced what he knew must be the end. No word of weakness, no word of complaint was uttered, but always his thoughts were of those whom he loved best. With unshrinking faith he met Death, calmly, as one who hears "a deeper voice across the storm." Now all is well with him, and to him no longer is the toil of the march but rather the glory of a life well spent and a task well done. It is hard to keep a brave heart when such a man falls from the ranks, but yet we would offer as our last poor tribute to him our sense of a loss that can never be fully met, for he has added strength and dignity and sweetness to life.
A DESERVED TRIBUTE.

The editors of Bostonia are confident that in paying a tribute of gratitude to Dr. Adaline B. Church, of Winchester, for the valuable services which for more than a score of years she has rendered to our young women students they voice the sentiments of the entire body of alumnae of the University.

For twenty-eight years Dr. Church has had a Boston office; she has recently given up her city practice that she may have more time for her Winchester patients, and that she may secure a partial relief from the incessant professional cares attendant upon a large practice in two cities.

Almost from the beginning of its history Dr. Church has been a member of the Massachusetts Society for the University Education of Women. As her part of the work of the society for Boston University she has given free medical advice and professional assistance to such young women students as needed her assistance and were unable to pay. Her services have long been silently appreciated by those connected with our college; but now, as Dr. Church reluctantly retires from work which has been to her a real joy, Bostonia, in behalf of the graduates, considers it a privilege to express sincere gratitude for her valuable assistance extended through so many years.

Dr. Church has kept in touch with many of her student patients, even after graduation. She has received many letters from graduates in which were earnest expressions of gratitude for skilled and timely assistance in
the hour of need. It is with sincere regret that we record her retirement. We shall always hold in grateful remembrance her generous and ungrudging service to Boston University.

WANTED: A BASEBALL CAGE.

THE Baseball Team of the College of Liberal Arts needs a practice-cage for throwing the ball and for batting. Back of the new gymnasium is a lot 96 ft. x 36 ft., admirably suited to the erection of such a cage. Money is needed for the wire-netting, the supports, and the cost of erection. The undergraduates have started a subscription-list among themselves and will give what they can. Alumni and alumnae are asked to contribute sums of one dollar or more. Please send your contribution at once to President Huntington and help support the athletics of Boston University.

AMONG the numerous benefactions which the College of Liberal Arts has received in connection with the change to a new home, none is more fully appreciated than the action of the Massachusetts Society for the University Education of Women in furnishing the young ladies' study. This large and well-lighted room has been decorated in accordance with a thoroughly artistic plan, and the result is a study so beautiful in its quiet simplicity that it must exert a potent and aesthetic influence on all who are privileged to work amid such surroundings.

TO those who know by experience the uncertainty regarding the acoustic properties of a new building it will be most welcome news that a musical expert of the highest professional standing has carefully tested the new Jacob Sleeper Hall and pronounced it one of the most perfect halls in Boston from an acoustic standpoint. Those who remember the difficulty experienced in speaking in the old Jacob Sleeper Hall will recognize the great advantage which has come to the college in the acquisition of the beautiful and spacious new auditorium.

IN response to many requests we publish in full in this issue the addresses given by President Huntington and Dean Wm. M. Warren at the dedication of the new Jacob Sleeper Hall.
DAVID P. LUDINGTON.

In the death of Mr. David P. Ludington, who passed away at West Springfield, Mass., on Sunday, February 16, the students of the University have lost a friend whose interest in the institution was marked, although his benefactions were so quietly bestowed that few but the recipients were aware of the kindly acts. Mr. Ludington was born in East Franklin, N. Y., on Aug. 20, 1831. He was engaged in the drug business in Holyoke in 1867, but for many years had lived a life withdrawn from active business cares, although he continued to serve as a director in the Mittineague Paper Company. He was a leading member and trustee of Trinity Church, Springfield. He leaves a wife, who was Miss Martha D. Smith, a daughter of Charles H. Smith, Esq., of Smith's Ferry, and a nephew, Sanford Treadwell. Mr. Ludington's interest in the University took the practical form of financial assistance to young men who without such aid would have found it impossible to continue their college studies. From the nature of the case, his benefactions were known to but few except those who were immediately concerned, but his name will be held in grateful remembrance by those whom he so generously assisted.

DAY OF PRAYER FOR COLLEGES.

Following the custom of several years, the School of Theology united with the College of Liberal Arts on Thursday, February 6, in the observance of the annual Day of Prayer for Colleges. The exercises were opened with prayer by ex-President Warren; the Scriptures were read by President W. E. Huntington; prayer was offered by Rev. Davis W. Clark, a graduate of the School of Theology, class of '75; Rev. C. E. Goodwin, of the School of Theology, sang a solo; the sermon was delivered by the Rev. L. J. Birney, of Newton Centre. Following the sermon, prayers were offered by Dean Charles W. Rishell, Rev. Dr. George S. Butters, Mr. D. L. Marsh, of the School of Theology, and Mr. Philip Goold, of the College of Liberal Arts. The benediction was pronounced by ex-President Warren.

THE LINCOLN CELEBRATION.

On Wednesday, February 12, appropriate exercises in celebration of the anniversary of Lincoln's birthday were held by the College of Liberal Arts. Dean Wm. M. Warren presided. Prayer was offered by Dean C. W. Rishell. Mrs. E. Charlton Black read with thrilling effect Lowell's noble Commemoration Ode. President W. E. Huntington made an address on President Lincoln and gave reminiscences of the Civil War. Professor E. Charlton Black read Lincoln's Gettysburg Oration. The benediction was pronounced by Dean Rishell.

The Commencement address will be delivered on Wednesday morning, June 3, by Rev. S. Parkes Cadman, D.D., of Brooklyn, N. Y.
At the meeting of the College Presidents' Association held at Jacksonville, Ill., January 9 and 10, President Huntington delivered an address on the theme "What Limit Should Be Set by Universities to the Combination of College and Professional Courses so that a Candidate May Attain both A.B. and LL.B. in Less than Seven Years?"

President Wm. E. Huntington was one of the invited guests at a meeting of the Massachusetts Schoolmasters' Club in Boston, on Saturday, February 15. The After-Dinner Topic was "The Fine Art of Living." President Huntington was one of several who spoke on this theme.

The Departments

COLLEGE OF LIBERAL ARTS.

DEDICATION OF JACOB SLEEPER HALL.

The dedication of the new building of the College of Liberal Arts occurred on Thursday, March 5.

The exercises began at 3.30 P.M., in Jacob Sleeper Hall. On the platform were seated the Trustees, the Deans of the various Faculties, and invited guests. Among the honored visitors was the venerable Julia Ward Howe, who was escorted to the platform by Mr. Richard Husted, the treasurer of the University.

The invocation was offered by Bishop D. A. Goodsell, of the Board of Trustees. Music was furnished by the University Quartet.

President Huntington, in the name of the Building Committee, described the equipment of the new building, and he spoke of the high ideals which the college is striving to realize. The address is given in full in another column of this issue of BOSTONIA.

President Huntington was followed by Mrs. Julia Ward Howe, who delivered a brief address which was classical in the beauty of the thought and the purity of the diction. She pleaded for an intellectual mintage which, whether gold or silver or copper, shall have the true stamp and shall bear the reverent motto, "In God we trust."

At the conclusion of Mrs. Howe's address President Huntington requested her to recite the opening and the concluding stanzas of her famous "Battle Hymn of the Republic." The quartet then took up the words of the stanzas, and the audience joined in the chorus.

It had been hoped that ex-Governor John L. Bates could be present and speak as the representative of the Corporation, but he was unavoidably detained by an urgent law case.

Dean Wm. M. Warren, as the representative of the College of Liberal Arts, then delivered an address which was heard with the most marked attention. He discussed the important subject of the modifications which may be necessary in bringing about an adjustment of the traditional college of liberal arts to modern conditions. The address is printed in full in this issue of BOSTONIA.
The next speaker was Dr. George A. Gordon, of the Old South Church, who extended to the college in its new home a welcome in the name of the churches. His theme was "The Relation of a College of Liberal Arts to Religion." He said in part: "The college is an instrument in the service of man. By its very genius a college exists to pour light upon the great permanent interests of mankind. The shabby treatment of any of these great interests, whether it be scientific or economic, is a calamity. The ignorant man is absolutely unable adequately to treat religious questions. What would Methodism have been without John Wesley? What would the Protestant Reformation have been without the intellect of Luther? Wesley would have had nothing to do had it not been for the intellect of Calvin. Think of Edwards, Taylor, Park, gigantic men, trained intellects who made religion a credit, a power, an authority, in the most enlightened centres. A dabbler is not fit to deal with religion. Religion needs a higher range of abilities than any other human interests. The founders of Harvard College wished an educated ministry still to fill the land, and therefore they founded Harvard. The college is the ally of the churches to raise up men competent to take the place of the men who die."

Dr. Gordon then referred to the numerous letters which he receives from graduates of Boston University who during their undergraduate days were connected with the Old South Church. These letters show the heterogeneous character of the students of Boston University, and the wide influence of the institution. It is clear that Boston University has a mission; the record of its graduates makes it evident that this University qualifies its men to deal with religious questions.

The services concluded with the benediction, pronounced by ex-President Wm. F. Warren.

In the evening, from 8 until 10, President and Mrs. Huntington united with the Trustees in giving a reception to the University and invited guests. The receiving-line stood in the library. The guests were scattered through the entire building. Those who welcomed the guests in the library were President and Mrs. W. E. Huntington, ex-Governor and Mrs. John L. Bates, Mr. and Mrs. Wm. W. Potter, Mr. E. Ray Speare, and Mrs. Isabel P. Cushman. Refreshments were served in various parts of the College Building. Those who presided at the tables were: Mrs. Dillon Bronson, Mrs. J. P. Marshall, Mrs. W. G. Garritt, Dr. Adaline B. Church, Dr. D. Baker-Flint, Mrs. C. W. Rishell, Mrs. J. M. Leonard, Mrs. Thomas Mack, Mrs. W. T. Perrin, Mrs. Walter Wesselhoeft, Mrs. George Defren, Mrs. H. C. Clapp, Mrs. G. H. Earl, Mrs. F. C. Richardson, Mrs. E. H. Atherton, Mrs. G. R. Southwick.

A feature of the reception was the opening of the newly furnished study for young ladies (the Claflin Room). As the guests found their way to this artistically decorated and commodious room they were received and welcomed by the officers of the Massachusetts Society for the University Education of Women. The generosity of the society in furnishing and decorating this room adds another benefaction to the many which they have already conferred upon the University.

It was eleven o'clock and after before the last guests left the College Building. Among the many persons present were numerous representatives of the educational institutions of Boston and vicinity.

At the mid-winter meeting of the Massachusetts State Federation of Women's Clubs held in Winchester on Saturday, February 8, Miss Sara Cone Bryant, '95, delivered an address on "What Shall Children Read?"
EDITORIAL COMMENT ON THE DEDICATION EXERCISES.

The Boston Herald of Friday, March 6, contained the following editorial note on the new home of the college:

"Formal opening of the new home of the College of Liberal Arts of Boston University, yesterday, calls the community's attention to the steady growth of this institution, and the high place it takes among the many centres of instruction in this most diversified and eclectic of American educational centres. Realizing that the trend and sweep of institutional habitat is toward the Fenway, the Trustees last summer shrewdly moved the college from Beacon Hill to the old Harvard Medical School Building, and have altered and enlarged the structure with admirable taste."

The Boston Transcript of the same day has the following kindly word for the University:

"Without any extravagant flourish of trumpets, but with an earnest and just estimate of the value of its achievement, Boston University yesterday dedicated its new building on the corner of Boylston and Exeter Streets, henceforth to be the home of its College of Liberal Arts. That name is no misnomer. The institution has identified itself with the broadest and freest culture. Over no avenue of legitimate investigation has it posted 'No Thoroughfare.' Now, materially as well as educationally, it takes its place in the open. It has built a more 'spacious mansion,' a 'new temple nobler than the last.' It comes into a clearer atmosphere and into more intimate contact and association with rich educational privileges. The new building will afford accommodations not before enjoyed, and will facilitate and enlarge the scope of the University's work in this particular branch of its service. It is in complete harmony with its environment and a distinguished factor of what is now the great education, art, and music centre of Boston."

THE CLAFLIN ROOM.

The new Claflin Room, or study for the women students, was furnished entirely by the Massachusetts Society for the University Education of Women. The money for this purpose was raised partly from the present membership, and partly among old friends of the society or of Mrs. Claflin herself, whose honored name is to be perpetuated again in the new room as in the old.

The members of the society, as well as the University, owe a debt of gratitude to Miss Flora Macdonald, the interior decorator, who generously gave her services. To her fine taste is largely due the artistic effect of the tinted walls, the softly harmonizing rugs, and the simple but well-chosen furniture. There is an atmosphere of restfulness and refinement about the whole apartment which well befits both its name and destination.

While the essentials have already been provided, there is still an excellent opportunity for friends to aid in procuring the finishing touches, in the way of pictures or other ornamental accessories.

Zion's Herald of Wednesday, February 26, contained a poem entitled "A Child's Birthday," by Miss Frances Bent Dillingham, '91.
THE RHoadS GYMNASIUM.

A part of the cost of construction of the new addition to the main building of the college was met by the bequest of $20,000 received from the executors of the estate of the late Lyman Fisher Rhoads. In memory of this bequest the gymnasium, which occupies a part of this new construction, has been named the Rhoads Gymnasium. The room is 66 feet long, 34 feet wide on the floor and 39 in the balcony, and is about 25 feet high, well lighted by many windows. There is a running-track 13 feet above the floor, 5 feet wide, with 28 laps to the mile. The floor has been marked off for basket-ball and the baskets and screens are in position. All of the apparatus desired has not yet been purchased, and President Huntington will be glad to receive contributions for this purpose from any of the alumni or the alumnae. There is a considerable number of chest-weights, dumbbells, Indian clubs, and medicine-balls. The two rows of traveling-rings, the flying rings, horizontal bar, and trapeze are in position, as well as the punching-bag and drum, horizontal ladder, parallel bars, quarter circle, and one or two other pieces of apparatus. Adjoining one end of the gymnasium is the Directors' Room, where physical examinations are made, and this room is equipped with a full set of the best anthropometrical apparatus. There are four shower-baths, with hot and cold water, in the boys' locker-room, and the same number for the girls. There is also a swimming-tank, 31 feet long by 15 feet wide, and varying in depth from about 3 feet 6 inches at one end to 6 feet 6 inches at the other. The tank is provided with bars close to the water-line, and, like the entire tank-room, is painted with white enamel paint.

It is pleasant to note the growing sociabilities of Friday afternoons at the college. After the usual entertainment — now a lecture, now a play, now some composite programme — the students and their friends, with instructors and visiting alumni, — for all graduates are welcome, — spend together an informal social hour, with simple refreshments meantime and college songs at the close. Some of the alumnae, with Mrs. Amy Bullock Wales as chairman, and a special committee of Gamma Delta, with Miss Esther C. Johnson as chairman, have in charge the details of these hospitalities.

JACOB SLEEPER FELLOW.

Mr. Charles W. French, '02, has been appointed by the Trustees of the University on the nomination of the Faculty of the College of Liberal Arts Jacob Sleeper Fellow for the academic year 1908-09. Mr. French prepared for college at the Somerville Latin School, and was graduated from Boston University in 1902 with the degree of Ph.B. During the year 1902-03 Mr. French was in residence as a graduate student in the University. In 1903-04 he was sub-master in the High School at Hyde Park, Mass., teaching Latin and French. In 1904-05 he taught French in the Hackley School, Tarrytown-on-the-Hudson, N. Y. Since 1905 he has been teaching at Phillips Academy, Andover, Mass., and since 1906 has been at the head of the French Department in that school.

Mr. French proposes to study at Paris and in other French universities. He also hopes to spend some time in Italy in study.
The annual meeting of the Massachusetts Society for the University Education of Women was held January 18, at Hotel Somerset, Boston, by invitation of Mrs. D. B. Flint. The president, Miss Mary H. Ladd, introduced Mrs. Arabella Howe, one of the vice-presidents, as chairman for the afternoon. Mrs. Howe was warmly received. Her valuable services on the Executive Board have been greatly appreciated, and much regret is felt that pressure of other duties renders it necessary for her to withdraw.

The first part of the meeting was devoted to reports of officers and committees. The annual report of the secretary was read by Miss Lillian M. Packard, in the absence of the regular secretary, Miss Isabel P. Rankin. The treasurer's report was presented by the retiring treasurer, Mrs. Francis B. Patten, who has so faithfully served the society for six years. This showed a larger balance in the treasury than is usual for January, owing to the prompt payment of loans this year by past beneficiaries.

The report of the Loan Library Committee was read by Miss Louise L. Putnam. The last report was that of the Beneficiary Committee, presented by the chairman, Mrs. Lyman C. Newell. Since this report embodies the chief work of the society, a few items read may be of interest to our graduates.

The society has assisted financially twenty-five young women students during 1907. Four hundred dollars has been given in scholarships, and the sum of five hundred and fifty-five dollars has been loaned in sums varying from fifteen dollars to one hundred dollars. The sum of five hundred and twelve dollars has been returned this year by seventeen past beneficiaries, eight of whom have thus fully settled their financial obligations to the society. Several letters were read from these recipients of past aid which were expressive of deep gratitude for help rendered in time of great need. The report showed that the beneficiaries are occupying responsible positions in the educational world, and that, as a rule, their progress is exceedingly gratifying. Reference was made to the students now in college, and the various ways in which they struggle to earn money for their college course were briefly mentioned. The chairman thanked the college authorities for their hearty cooperation in the work of the Beneficiary Committee. The report showed how extensive the active work of the society has become, and how invaluable its services are in assisting students to secure an education.

After the reading of reports, the following officers were elected for 1908: president, Miss Mary H. Ladd; secretary, Miss Isabel P. Rankin; treasurer, Miss Grace B. Day. Besides these officers, several vice-presidents and directors were elected, who, with the officers, constitute the Executive Board.

Instead of the usual address of the afternoon, Miss Eva Channing spoke briefly of the Quarter-Centennial of the Association of Collegiate Alumnae, held in Boston in November, and the president, Miss Ladd, spoke of the fellowships open to women. She gave also a short account of the work done by a few of these fellows.

The afternoon closed with the usual social hour. Refreshments were served through the courtesy of Dr. Flint, the hostess of the afternoon.

Miss Eva Channing, '77, presided at the tea-table at the Weekly Social Gathering of the College Club in Boston on Monday, March 9.
IN MEMORIAM.

On Wednesday, Jan. 29, 1908, Mr. Bliss P. Boultenhouse died, of pneumonia, at his home in Medford, Mass., having been ill but one week. To his many friends among the Faculty and alumni of Boston University his death came as a great shock.

Until a year ago he apparently enjoyed the best of health, but the prolonged sickness of his children last winter severely taxed his strength. At that time, besides carrying on his duties as principal of the Franklin School at Medford, he was pursuing postgraduate work at Harvard University under Professor Münsterberg, and would have received the degree of A.M. this year.

Mr. Boultenhouse was born in New Brunswick in 1873. After his father moved to Boston Mr. Boultenhouse attended the English High School, and entered Boston University in 1893. Here, as elsewhere, he stood high in his studies and was both Junior and Senior Proctor. At the Commencement exercises in 1897 he was one of the speakers. After graduating, he was pastor of the Methodist Episcopal church at Walpole, Mass., for about a year, and then entered the teaching profession. He has held positions in North Adams, Malden, and Medford, having been in the last-named place for about seven years. In September, 1901, he married Miss Pauline Woodvine, who survives him with twin sons five years of age.

Of sterling character, always standing steadfastly for what he believed to be right, with high ideals, and loving God and his fellowmen, Mr. Boultenhouse was held in affection by all who knew him, and his loss will be keenly felt by a large circle of friends.

AN INFORMAL MEETING OF THE ALUMNI.

The first of a series of informal meetings of the alumni was held at the college on Monday evening, February 10. These meetings, which are under the supervision of the Literary Committee of the Alumni Association, are designed to acquaint the graduates with the work of all the departments of the college. This meeting was devoted to the natural sciences (with the exception of astronomy, which is reserved until more propitious weather shall permit both domes of the observatory to be visited). The extent and aim of the work in physics, chemistry, and biology was briefly explained by Professor Lyman C. Newell. After an exhibition of the reflectoscope, the company made a tour of the laboratories, where the equipment was freely examined, the collections and lecture apparatus inspected, and the facilities for individual work by the students were set forth in detail by Professors Newell, Weysse, and Kent in their respective laboratories.

In response to a call to meet for the organization of an Eastern Massachusetts Section of the New England Classical Association, so large a number of persons gathered in the College Building on Saturday, February 15, that it was found necessary to hold the meeting in the spacious Jacob Sleeper Hall. All the Boston University professors in the Department of Ancient Languages were present. Professor T. B. Lindsay read a paper on the theme, "The Place of Classical Studies in the Modern Curriculum — a Reason for the Faith that Is in Us." At the conclusion of the formal programme the organization was effected and a list of officers selected. Professor T. B. Lindsay is president of the newly formed Section.
Following the successful precedent of last year, the Department of Music of the college provided three chamber concerts during the present semester. The first concert occurred on Thursday, March 26, at 3.30 P.M. The artists were the Hoffmann Quartet, assisted by Mr. George Proctor, pianist. The second concert took place on Wednesday, April 1; the programme consisted of a song recital by Mr. Armand Crabbe, the baritone of the Manhattan Opera Company of New York. The third and concluding concert was a piano recital on Thursday, April 9, at 3.30 P.M. The artists were Mr. Heinrich Gebhard, pianist, and Mrs. Jessie Morse Berenson, soprano. The cost of tickets for the course of three concerts was one dollar. This nominal price was fixed that the advantages of these notable concerts might be brought within the reach of the great student body.

The Journal of Education of Thursday, January 23, contained an article entitled "The New Boston University," by Miss Lucile Gulliver, '06. Miss Gulliver has rendered marked service to the University by her literary work in recording the progress and history of the College of Liberal Arts. She contributed to the Boston Evening Transcript of Dec. 22, 1906, an article entitled "Broader Culture Needed," in which she discussed the new Teachers' Courses at the University. In the Transcript of May 25, 1907, under the title "Bigger Boston University," she gave an extended account of the new home of the college and the advantages to be gained by the removal. The programme of the musical comedy "Happy Medium," in November, 1907, was enriched by an historical sketch "Boston University in History." Among her sketches in lighter vein have been a series of "Nonsense Tales" for children in Little Folks. These sketches have run through six numbers of the magazine, concluding with the April number.

At the Social Education Conference held in Boston on Friday, Saturday, and Sunday, March 6, 7, and 8, Boston University was represented by Professor M. L. Perrin, who served as a member of the committee in charge, and by Professor E. Charlton Black, who delivered, on Sunday afternoon, in Huntington Hall, an address on "The Setting of Standards." The address will appear in The Social Education Quarterly, published by the Social Education League. This conference served as a continuation of the work of the Social Education Congress of 1906.


The Bollettino di Filologia Moderna, of Palermo, Sicily, for Dec. 31, 1907, reprints from BOSTONIA, giving due credit, Professor James Geddes's article on the Italian poet Carducci, which appeared in BOSTONIA, Vol. VIII., No. 2.
The chemical museum established last year by Professor Lyman C. Newell has recently received several additions. The Royal Baking Powder Company has given a set of samples of the material used in making grape cream of tartar. The National Lead Company has donated a complete collection of apparatus and substances used in manufacturing white lead paint, together with other lead products and instructive literature. The Carborundum Company has presented some handsome crystals of carborundum and of elementary silicon.

*The Canadian Scotsman* of January 25, published at Winnipeg, Manitoba, contains an appreciative sketch of Professor E. Charlton Black, written by Mr. Richard Waugh, of Winnipeg. The writer gives, in illustration of Professor Black's fine poetic feeling, his lyrical poem, "A Dream of Liddesdale in a Western Hospital."

Professor Lyman C. Newell delivered an address before the Eastern Association of Kindergarten Teachers, on Tuesday, January 21. He took as his theme "Froebel's Interpretation of Crystals." The address was illustrated by models and specimens.

*The Boston Herald* of Friday, January 31, contains a full account of the bill which Professor Charles J. Bullock, '89, of Harvard University, has drawn providing for a tax on intangible property. This bill accompanied the report of the special recess Committee on Taxation to the Legislature.

At the meeting of the Methodist Social Union in Boston on Monday, February 17, Miss Elizabeth C. Northup, '94, editor of *The Woman's Missionary Friend*, was one of the speakers. She took as her theme, "The Kind of Ministers We Need." A full abstract of the address is given in *Zion's Herald* of Wednesday, February 26.

Miss Sara Cone Bryant, '95, was married to Mr. Theodore Franz Borst on Monday, March 9, at Hopkinton, Mass. Mr. and Mrs. Borst will be at home after the first of May at 100 Hartford St., South Framingham, Mass.

Under the title "Interesting Articles in the Magazines," posted monthly in Gore Hall, Harvard College, mention is made of an article by Rev. L. H. Bugbee, '97, in *The Methodist Review* for December, 1907, on "Stevenson and His Gospel of Cheerful Living."

Miss Sarah Gertrude Pomeroy, '06, is teaching English and History in the High School at Pittsford, Vt. Among Miss Pomeroy's recent contributions to periodical literature are an article in *The Connecticut Magazine*, Vol. XL, No. 4, entitled "Whittier in Connecticut," and an account of more than two columns in the Boston *Evening Transcript* of January 1, describing the opening of the Essex Institution in Salem.

On Monday, Tuesday, and Wednesday of Easter Week Professor E. Charlton Black will deliver before the Manitoba Educational Association a series of lectures on "The Teaching of English Literature." A number of colleges of Canada and the Middle West will be represented by speakers.

Mr. Waldo S. Burgess, '05, is Instructor in English in the Collegio Methodista in Rome, Italy. The college is patronized by Italian young men and boys, and is under American management.
SCHOOL OF THEOLOGY.

During the past few months addresses have been given by a number of distinguished people. Mrs. Delia Lathrop Williams, corresponding secretary of the Woman’s Home Missionary Society of the Methodist Episcopal Church, spoke in the chapel, as did, also, Dr. John C. Ferguson, Imperial Counsellor to the Viceroy of the Chinese provinces of Wuchang and Nanking. A series of addresses were delivered by the Rev. Dr. John R. Van Pelt on “Recent Tendencies in German Theological Thought.” They were masterly in their grasp of the subject, and clear and forceful in their presentation.

One of the pleasurable features of recent months was the address delivered by Mr. Max Mitchell, of the Federation of Jewish Charities of Boston. Mr. Mitchell gave the students a good understanding of the difficulties of the work under which he labored, and indicated that, in some instances at least, Jews and Christians are cooperating in the matter of charities. Two very excellent addresses were also delivered by the Rev. Benjamin Chappell, of the Methodist Episcopal Biblical School in Tokio, Japan: one on “Methodist Union in Japan,” and one on “Japan’s Contribution to the Christianity of the World.”

A very notable address was the first of a series to be delivered by Bishop Daniel A. Goodsell, Resident Bishop of New England. His first lecture, to be succeeded by others later, was on “A Secular Golden Rule.”

A very interesting ordination service occurred in the chapel when Bishop Goodsell ordained J. T. Carlyon as an Elder, and W. L. Ewing and G. C. White as Deacons.

Mr. Thornton B. Penfield, general secretary of the Young Men’s Christian Association for theological institutions, brought a message from the students of the Far East on a recent evening. His address was much enjoyed.

Among the more recent lectures in the chapel were the following: Rev. A. B. Leonard, D.D., secretary of the Board of Foreign Missions, delivered two lectures on “Southern and Eastern Asia.” Bishop Goodsell continued his lectures, and the Rev. Alfredo Tagliatela, a brilliant young preacher from Italy in the Methodist Episcopal Church work there, delivered a most interesting lecture on “Modernism.” He spoke in the Italian language, and was interpreted by the Rev. Mr. Musso. Rev. D. G. Downey, D.D., secretary for Sunday-school work, delivered four lectures: one on “Child Culture,” one on “Equipment for Service,” one on “The Conduct of the Modern Sunday School,” and one on “What To Teach Our Children.” The Rev. J. M. Springer, of Old Umtali, Africa, spoke on the work and opportunities in the Dark Continent. Mr. Hugh E. Smith, the evangelist, spoke three times in the chapel. The Rev. Dillon Bronson, D.D., superintendent of City Missions in Boston, delivered the annual course of missionary lectures on Japan, China, and India, and in closing the course gave two lectures on “Anti-Missionary Criticisms” and “Foreign Missions in Our Own Country.” The lectures were exceedingly instructive and valuable.

Professor Borden P. Bowne delivered at Union Theological Seminary, New York, on Sunday, February 23, a sermon on the theme “The Kingdom of Heaven in Modern Religious Thought.”
The Faculty and students of the School of Theology were the guests of Mr. Roswell R. Robinson, of Malden, one of the Trustees of the University, at the Methodist Social Union held February 17. A very large number were present. The subject for discussion was "The Kind of Preachers Wanted for These Times." Professors Knudson and Rishell spoke on "The Kind of Preachers We Are Trying to Produce." Mr. James A. Beebe and Mr. J. T. Carlyon, of the student body, spoke on "The Kind of Preachers We Are Trying To Be;" and Miss Elizabeth Northup, of Waltham, and Dr. J. A. Cooke, of Newton Centre, spoke on "The Kind of Preachers We Want." Mr. Robinson's hospitality was greatly enjoyed, and the whole entertainment was of a very high and profitable order. Mr. Robinson is proving himself a worthy successor to the late Hon. Edward H. Dunn in his interest in the School of Theology.

Dr. Wm. F. Warren, for thirty years president of the University, and since 1904 the Dean of the School of Theology, reached his seventy-fifth birthday on March 13. On the morning of that day, and subsequently, Dr. Warren received many letters of congratulation and affection. In the afternoon, from four to six, a considerable number of the Faculty of the different departments of the University and of the Trustees gathered at his home, and after a very enjoyable social occasion, brief addresses were made by Assistant Dean Rishell, who spoke of the admiration and affection in which Dr. Warren is held by the Faculty and students of the school; by Rev. Dillon Bronson, D.D., who spoke of the relations of Dr. Warren to the University as a whole, and of Dr. Warren's broad influence in the Church at large; and by President Huntington, who at the close of his remarks presented to Dr. Warren a purse of one hundred and seventy-five dollars in gold, as President Huntington said, "One dollar for each year of Dr. Warren's life and a hundred dollars 'to grow on.'" The occasion was a complete surprise to Dr. Warren, but he made a most effective and beautiful response. All present were delighted to do Dr. Warren honor; his remarkable physical strength and mental alertness show no signs of abatement, and it is to be hoped that for many years yet he will aid in guiding the affairs of the School and the Church.

One of the most interesting events of the winter was the address given by Mrs. William Butler. Though in her eighty-seventh year, Mrs. Butler spoke with great vigor for nearly an hour on her early experiences in connection with the opening of the missions of the Methodist Episcopal Church in India, in which she shared the thrilling experiences of her husband, and on her recent visit to India fifty years later, when the wonderful growth of the work begun by her husband was seen by her.

SCHOOL OF LAW.

Professor James F. Colby, LL.D., Professor of Law and Political Science in Dartmouth College, has just completed a course of twenty lectures on Jurisprudence before the members of the Third-Year Class of the Law School. This course is required for the honor degrees.

A course of lectures on Mining Law is this year being given by C. Vey Holman, Esq., of the Maine and Massachusetts Bars.

Dr. Theodore P. Ion, Professor of International Law, will spend this summer in Europe, pursuing special investigation along the lines of his work.
In another column of this issue will be found a sympathetic appreciation of the late Professor George Enos Gardner, from the pen of Mr. Merrill Boyd.

SCHOOL OF MEDICINE.

The new building for the treatment of contagious diseases, presented to the hospital by the late John C. Haynes, is under construction, and the work is progressing rapidly. The foundations are laid and the walls are going up. It is planned to have the building opened by next summer. The location of this addition to the hospital is in Allston, at the northern extremity of Corey Hill. When completed it will not only add to the opportunities medical students have for the study of contagious disease, but will offer positions as internes which will be of distinct value to students and graduates.

During the past winter Professor Watters included in his lectures to the Junior and Sophomore classes the results of his experiences during the past six months, studying opsonic methods and treating cases with opsonogens. He has already treated about sixty cases by opsonic methods, and has obtained promising results in cases of tuberculosis, empyema, typhoid fever, peritonitis, pemphigus, furunculosis, and so forth. As a result of this work the hospital is planning the establishment of a department of opsonic therapy.

On the evening of February 26 the young women of the Gregory Society were delightfully entertained by Dean John P. Sutherland and Mrs. Sutherland at their home, 302 Beacon St., Boston. A Scottish program had been planned, and few could have done this more skilfully than Dr. and Mrs. Sutherland, for numerous summers in Scotland have given them more than a superficial familiarity with the land and the people. The fragrance of burning peat gave local color, while Dr. Sutherland showed photographs and talked of the life and customs of the "crofters." Mrs. Sutherland rendered with skill tales of the brave Highlanders in peace and war, and Miss Ruggles sang Scotch ballads old and new. A supper of Scotch dishes was in perfect keeping with what had gone before, and the evening ended with "Auld Lang Syne." Each young woman present was given a Scotch photograph to carry away as a souvenir.

In the resignation of Dr. William T. McElveen from the pastorate of Shawmut Congregational Church, and his forthcoming removal to Evanston, Ill., the Medical School suffers a real loss. Dr. McElveen has shown a warm interest in the students, and on several occasions has addressed them at the school with pleasure and profit to them. His strong personality and fine preaching will be greatly missed. Our good wishes go with him to his new pastorate.

Shortly after eight o'clock on the morning of Monday, March 9, one of the assistants in the Pathological Laboratory, upon entering the laboratory, discovered it to be full of smoke. Hastily summoning the janitor, an alarm was rung in which was quickly responded to by the firemen from all the neighboring stations. The fire had not gained much headway, and it was but a short time before the flames were extinguished and the smoke driven from the building. Only one corner of the museum was burnt, but several anatomical models and gelatin mounts were unwillingly sacrificed in the conflagration. All damages are covered by insurance, and work upon restoring the museum to its former attractive appearance will be begun at once.
A Short History of Greek Literature, by Wilmer Cave Wright, Ph.D. From time to time BOSTONIA has spoken appreciatively of the various volumes forming the Greek Series for Colleges and Schools, edited under the supervision of Professor Herbert Weir Smyth of Harvard University, and published by the American Book Company of New York. This recent addition is in every way worthy of a place in the series. The book is intended for the student of literature in general as well as for the college student of Greek. One of the admirable features of the book is the wise omission of names of secondary importance. College students, even of the better sort, are repelled by an attempt to make them commit the names and dates of scores of second-rate authors whom they have never read and whose very names they have never heard until they come upon them in a textbook. The space thus gained is devoted to a literary treatment of the more important authors. College students, even of the better sort, are repelled by an attempt to make them commit the names and dates of scores of second-rate authors whom they have never read and whose very names they have never heard until they come upon them in a textbook. The space thus gained is devoted to a literary treatment of the more important authors. Numerous parallels are quoted from English literature; lists of standard translations are furnished; references are made to modern essays dealing with the Greek masterpieces. These features show that the author is fully abreast of the most modern methods of instruction. We find ourselves at variance with the author in but a single point, and that a minor matter. While fully agreeing with the contention that a rigid consistency in the spelling of Greek proper names may become intolerably pedantic, we fear that the question which he quotes from Epictetus will prove a snare to careless students: "What advantage is it to a man who writes the name of Dio to write it as he ought?"

The book promises to lend itself so well to class instruction that the new circular of Boston University announces that this work will be used in the Greek classes of the College of Liberal Arts during the next academic year.

The view-point from which books for children are considered has widened greatly in these later days, possibly as the aspect of all daily life has become more and more complex. Nowadays critics claim that not only must the children's author present a moral in his stories, which if sugar-coated is all the more desirable, but he also must awaken and nourish the imagination, stimulate the child's sense of humor, and present all in a pleasant and elevating literary style.

Such makes a great task for a writer, but Mr. James Baldwin, in his third supplementary reading-book, Another Fairy Reader, has united these characteristics well. Perhaps the atmosphere of lightness and good fun might be keener, in the stories, but aside from that adverse criticism there is really none to be made. Mr. Baldwin's fairy-tales are drawn from old, well-known sources, but they are told with graceful originality. Each tale brings its own philosophy, which will be agreeable to those who always grasp a chance to moralize, and the child will read it in easy diction and pleasant paragraphs. (American Book Company, New York.)
Done at
The Everett Press
Boston