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Colby Alumnus Vol. 3, No. 5: July 1914

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Colby College, "Colby Alumnus Vol. 3, No. 5: July 1914" (1914). *Colby Alumnus*. 37.
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THE COLBY ALUMNUS

VOLUME III

JULY, 1914

NUMBER 5

NINETY-THIRD COMMENCEMENT

"We followed up the river as we rode,
And rode till midnight when the college lights.
Began to glitter firefly-like"

By day and night the loyal alumni of Colby College "followed up the river" until the familiar tower of Memorial Hall rose above the tree-tops and proclaimed their journey's end. Never have the home-coming throngs upon the campus been more numerous; never has more delightful weather graced the Commencement season; and never has the stately pageant of Commencement week moved more smoothly than on this Ninety-third anniversary.

This Commencement will be remembered for many reasons by those who were fortunate enough to share in its experiences. A re-adjustment of the several events on the program made this anniversary strikingly different from any previous celebration and the large attendance increased that peculiar pleasure which comes from seeing after the lapse of years faces once familiar. To those whose patient and well-directed labors brought about the harmonious sequence of events under the new arrangement all friends of the college owe a lasting debt of gratitude.

Saturday evening, June 20th, ushered in the Commencement season with the Junior Exhibition at the Baptist Church. An unusually large audience presaged the increased attendance which marked the succeeding days, and the thoughtful essays of the Juniors, well delivered, set a high mark of excellence.

SUNDAY.

Sunday morning at 10.30 the baccalaureate sermon was delivered by Rev. O. P. Gifford, D.D., of Brookline, Mass., before an audience which

taxed the seating capacity of the church to the utmost. The sermon, upon the theme, "Be of good cheer," was one of the best in a long line of excellent sermons on such occasions.

At four o'clock in the afternoon a large audience gathered at the College Chapel for the service in memory of Rev. George Dana Boardman Pepper, D.D., LL.D., President of Colby from 1882 to 1889, and Professor of Biblical Literature from 1893 to 1899. The memorial address was delivered by Rev. Woodman Bradbury, D.D., '87, and was a worthy tribute to a splendid character.

The sermon before the Christian Associations of the college was delivered in the church, at 7.30 P. M., by Dr. Gifford upon the theme, "Prayer."

MONDAY.

On Monday afternoon at 2.30 o'clock the Class Day Exercises of the Junior Class were held on the Lower Campus. The class gift to the college, \$100, will go to swell the growing fund for a memorial gate to be erected at the entrance to the campus.

At 4.30 P. M., the annual meeting of the Maine Beta of Phi Beta Kappa was held in the lecture room of Chemical Hall. Eleven members of the graduating class were admitted to membership in the society; their names will be found on another page in the list of graduation honors. The officers elected were:

President, Charles P. Chipman, '06.

First Vice-President, Miss Harriet M. Parmenter, '89.

Second Vice-President, Franklin W. Johnson, '91.

Secretary-Treasurer, Prof. J. W. Black.

Executive Committee: John E. Nelson, '98, Miss Evaline A. Salsman, '04, Jason M. Hagan, '13.

The President's reception in Memorial Hall, from 8.30 to 10.30, closed the events of the day. The campus was brilliantly illuminated for the occasion with Japanese lanterns and electric lights; the latter were also carried to the top of the tower on Memorial Hall.

TUESDAY

Tuesday was Alumni Day. In the re-arrangement which this change made necessary, the Senior Class Day Exercises came at 10.00 A. M. on the lower campus instead of being divided into two sessions as in previous years. At 1 P. M., the Alumnae gathered for luncheon at Foss Hall and the Alumni met at the Gymnasium for their annual luncheon. The change from Memorial Hall to the Gymnasium was one of the happiest features of the new schedule. The large, airy room, beautifully decorated by a special committee, proved an ideal place of the luncheon, which was attended by the largest gathering in the history of the Association. One hundred and forty-four sat down together to partake of the luncheon and to hear some of the best after-dinner speeches ever delivered at Colby. Those who spoke were:

L. C. Cornish, '75, J. C. Bassett, '95, W. C. Emerson, '84, J. D. Taylor, '68, W. H. Lyford, '79, President A. J. Roberts, '90.

The officers elected for the year were as follows:

President, Rex W. Dodge, '06; Vice-President, Archer Jordan, '95; Secretary, Frank W. Alden, '98; Treasurer, Russell H. Lord, '12; Necrologist, Charles P. Chipman, '06; Executive Committee, R. W. Dunn, '68; A. J. Roberts, '90; H. D. Eaton, '87; Alumni Representatives on the Athletic Committee: A. F. Drummond, '88; C. W. Atchley, '03; Committee to Nominate Alumni Trustees: Lincoln Owen, '89, John F. Liscomb, '62, Edward F. Stevens, '89, William H. Looney, '77, Herbert W. Trafton, '86.

At 3 o'clock came the Band Concert on the campus. At 3.45 the Alumni Procession, an entirely new feature this year, formed in front of Memorial Hall with E. B. Winslow, '04, as marshall and, headed by the band, marched to Alumni Field, for the ball game. Many of the classes wore distinctive badges or uniforms

which rendered the procession a most picturesque affair. The alumni were victors in the ball game, winning by the score of 4 to 3.

The Phi Beta Kappa oration was delivered at 8 P. M. in the Baptist Church by Professor Franklin W. Johnson, '91, of the School of Education of the University of Chicago. It is given in full in this issue of the ALUMNUS.

The fraternity reunions at the several fraternity houses after the oration rounded out a day filled with the renewal of old friendships and the revival of old memories.

WEDNESDAY.

College prayers were said in the chapel at 9 o'clock. At 9.30 the procession formed in front of Memorial Hall and marched to the church, where the Commencement Exercises were held. Six speakers, three from each division of the college, were honored with commencement parts. Seventy-two members of the class of 1914 received the bachelor's degree; one member of the class of 1910 received the master's degree upon the completion of the required work; and nine honorary degrees were conferred.

At 12.30 the closing feature, the Commencement dinner, was held in the Gymnasium. Nearly three hundred were present, a number which could not have been accommodated in Memorial Hall, and listened to addresses by the following gentlemen:

Hon. W. P. Whitehouse, '63, W. K. Knowlton, '64, W. C. Crawford, '82, Hon. G. M. Hanson, Justice of the Supreme Court of Maine, Dean Shailer Mathews, '84, A. P. Soule, '79, Lincoln Owen, '89, W. A. Joy, '79.

The Class of 1906 Cup, given by Rex W. Dodge, '06, to the class having the largest attendance at the Alumni Luncheon on Tuesday, was awarded to the Class of 1864, with 100% of its living members present. The Colby Alumnus Cup, to the class wearing the most original and distinctive class uniform in the Alumni Parade, was awarded to the class of 1904.

One more Commencement is over, and one more class of Colby men and women go forth to bring credit upon their *Alma Mater* in the larger world beyond her gates. All friends of the college join in wishing them a hearty "God speed" in life's journey.

HONORS AND PRIZES

HONORARY DEGREES

A.M.

Frederick Vivian Mathews, '89, Portland, Me.
Oliver Leigh Hall, '93, Bangor, Me.

L.H.D.

Herbert Spurden Weaver, '82, Boston.
William Campbell Crawford, '82, Boston.

LITT.D.

Louise Helen Coburn, '77, Skowhegan, Me.

D.D.

Richard Henry Baker, '83, Brooklyn, N. Y.
George Arthur Andrews, '92, Monson, Mass.

LL.D.

Alfred Williams Anthony, Lewiston, Me.
George McKay Hanson, Calais, Me.

HONORS IN SCHOLARSHIPS

SUMMA CUM LAUDE

Robert Hall Bowen, Harold Calvin Morse.

MAGNA CUM LAUDE

David Jack, Emily Lowell Hanson, Lora May Danforth.

CUM LAUDE

Clara Wilson Collins, Adelaide Lounsbury Klein, Gladys Paul, Florence Judson Cole, Hazel Young, Marjorie Scribner, Annie Lois Peacock, Alice Maud Beckett, Helen Odiorne Thomas.

PRIZES

Senior Prize for Excellence in English Composition—Evan Rupert Wheeler of Oakland.

Class of 1888 Prize for the best thesis written by a Senior of the Men's Division on the subject, "The Political Responsibility of Citizenship in Our Republic"—Robert Hall Bowen of Waterville.

Junior Prize Exhibition—Men: First, Harold Sterling Campbell of Ashland; second, Nathaniel Edgar Robinson of Mt. Vernon. Women: First, Miss Ethel Glendenning Chamberlain of Fort Fairfield; second, Miss Dorothy Newman Webb of Winthrop.

Freshman Scholarship Prizes—Men: First, Frederick Albert Pottle of East Otisfield; second, Lester Edward Young of Ellsworth. Women: First, Miss Hazel Louise Robinson of Berlin, N. H.; second, divided between Miss Susie May Smith of Augusta and Miss Annie Florence Treworgy of East Surry.

German Prizes—Men: First, Lester Edward Young of Ellsworth; second, Frederick Albert Pottle of East Otisfield. Women: First, Miss Ruth Clement Dresser of Milbridge; second, Miss Hazel Nina Lane of Rockport.

MEMBERS OF PHI BETA KAPPA

Robert Hall Bowen, Harold Calvin Morse, David Jack, Emily Lowell Hanson, Lora May Danforth, Clara Wilson Collins, Adelaide Lounsbury Klein, Gladys Paul, Florence Judson Cole, Hazel Young, Marjorie Scribner.

EDUCATIONAL CONSERVATION

BY FRANKLIN W. JOHNSON, '91.

Conservation and efficiency are two of the most frequently recurring words in the current literature of our time. Experts in every form of industry are studying the problem of securing the maximum output with a minimum expenditure of time, labor, and material. Thus it has been found that by providing the material needed in the most convenient way and by eliminating unnecessary movements, a bricklayer can accomplish several times as much work in a given time without additional fatigue. Not only in commerce and industry is the test of efficiency being applied, but in the more conservative fields of government, philanthropy, religion, and education the measuring stick is being brought into requisition. "Scientific management in the Churches", the title of a recent book of our own Shailer Mathews, is significant of the new movement. Typical illustrations are found in the investigation of the public schools of New York city by the Bureau of Municipal Expenditures and the survey of the entire public school system of the State of Vermont recently made and published by the Carnegie Foundation. Similar surveys of the public schools are in progress in many cities at the present time. Illustrations in the field of higher education are afforded by the States of Kansas, Iowa, and Montana, in which commissions are investigating the efficiency of the various higher educational institutions of these states with a view to such a reorganization as will avoid the waste involved in the present duplication of equipment and instruction. But all of these, though most significant of the present tendency, represent somewhat isolated and local conditions.

At the same time, however, the efficiency of our entire system of elementary, secondary and higher education is being called in question. Popular dissatisfaction with the inadequate results secured by our schools finds expression in periodicals ranging from the *Ladies' Home Journal* to the *Atlantic Monthly* and numerous remedies are proposed, some sane and others fantastic. Meanwhile the most hopeful feature in the case is the awakening of the teachers themselves,

historically the most conservative group of all save the clergy. The columns of our educational periodicals and programs of teachers associations reflect this renaissance. Instead of the somnolent generalizations and oracular platitudes formerly in vogue, it is refreshing to observe the tendency toward the scientific discussion of really vital matters. Even the classicists are showing themselves sensitive to the new influence at work. A typical illustration is afforded in the committee of the department of superintendents of the National Education Association on Economy of Time in Elementary and Secondary Education appointed in 1911. Their preliminary reports indicate that a thorough study of the situation is being made which may be expected to form the basis for important changes.

The history of education in this country shows that our system of organization, assigning eight years to elementary, four years to secondary, and four years to collegiate education, was not based on any rational theory but was rather the result of accident. Each type sprang up in a large measure independently of the others, in response to distinct social demands, and a satisfactory adjustment of these independent parts to the needs of a coherent and efficient system of education has not yet been made.

In no other country is a similar organization found. Germany may be cited as typical with three years devoted to elementary, nine years to secondary, and four years to university education. The American college with two years of secondary work and two years of university work is unique. It is a significant fact that the Japanese who have shown wonderful skill in selecting and adapting to their needs the best in western civilization, have modelled their new school system, not upon ours, but upon that of European countries. While there is a presumption in favor of the majority, the ultimate test of be applied to these differing types of organization is that of efficiency.

It is difficult to apply exact scientific comparisons to educational

*Phi Beta Kappa Oration, Baptist Church, Tuesday evening, June 23, 1914.

systems in countries with different social conditions. The age test is the most obvious to be applied. In a bulletin of the United States Bureau of Education on the "Age and Grade Census of Schools and Colleges", Strayer has shown that in ninety-three colleges having more than one hundred students each, the average age of graduation is about twenty-three years. Statistics of ages of graduation from medical schools confirms this figure. The average of medical candidates in 1912 at the following institutions was: Western Reserve, 27.9; Harvard, 27.2; Rush, 27; California, 27; Johns-Hopkins, 26.4; Cornell, 26.4. The average age of students graduating in medicine at these institutions in 1912 was thus about 27 years. As a collegiate degree is required for admission to the medical schools at Western Reserve, Harvard and Johns-Hopkins, it appears that medical students in these institutions completed their college courses at about the age of twenty-three. In a recent bulletin of the Bureau of Education, the age at which students complete the course in medicine is given as follows: France, 23; Germany, 23; Great Britain, 23; Netherlands, 24; Switzerland, 23; United States, 26. There is then a difference of at least two years in the ages at which physicians are ready to enter upon active practice in this and European countries. Counting twenty-three years as the average for completing the college course, the average age of students entering college in this country is seen to be about nineteen years, which, in the absence of more exact knowledge, may be assumed as about the average of graduation from high school. The average age of graduation from the German gymnasium is about nineteen. The gymnasium course is generally regarded as equal in content to our high school course plus two years of our college course. With this assumption, it will be seen that at the close of the period of secondary education our youth are about two years behind those of Germany. While it is not possible to test for purposes of exact comparison the training received by the graduates of our high schools with that of the German student with two years of his gymnasium course still before him, it is probably not

far from the truth to say that not merely in relative time, but also in actual intellectual training, our high school graduates are two years behind those at the corresponding period in the German schools.

Now from the point of view of efficiency this apparent waste of two years is a matter of prime importance. What are the causes of waste? Where does it occur? How may it be checked? These are the questions of great educational significance.

Of first importance among the causes of waste is the lack of co-ordination between the separate parts of our organization. Until recently, the requirements which the college has made upon the high school have not been based upon any comprehensive view of the increasing scope and of the methods of secondary education. College instructors have failed to utilize some of the training which the student has received, and have complained loudly over the lack of what they have assumed a high school ought to give. An attitude of superior wisdom has furnished a cloak by which college instructors have concealed their ignorance of educational theory and practice. But with the changed attitude on the part of the high school teachers from that of complaisant acquiescence to college domination to one of bumptious officiousness, we have suddenly come upon a situation that is full of promise for increased efficiency through better understanding. A new and strange spectacle in educational history was presented a year ago when the University of Chicago invited secondary school teachers to visit its class-rooms for a period of several weeks, and based a two days' series of departmental and general conferences upon a critical discussion by these teachers of the methods of the university class rooms. Another important step was taken this year in the visitation by junior college instructors of high school classes in Chicago and near-by towns, not in a perfunctory manner for an hour or two, but for successive days. With this changed attitude on the part of the colleges, it is safe to say that we shall soon be able to avoid no small waste at this point, due to a lack of knowledge and appreciation on the part of both school and college in-

structors of the work done on the opposite sides of the arbitrary line which has separated them.

But the lack of co-ordination and the waste incident thereto is not found alone at the point of transition from high school to college; it is equally marked between the elementary school and the high school. The ignorance of the methods and content of high school courses displayed by college instructors is, if possible, exceeded by the lack of definite knowledge displayed by high school instructors of what goes on in the grades below. The abrupt change from the class room organization of the elementary school with the careful supervision of the pupil's study to the departmental organization of the high school where so much emphasis has been placed upon home study and so little attention has been given to the method of the pupil's study, together with the sudden introduction of the pupil to so many new subjects, has been responsible in no small degree for the enormous percentage of failure and elimination in the early part of the high school course. Again a prolific source of waste is found in the lack of correlation between different departments, particularly in the high school, of which a more detailed discussion will be given later.

Another source of waste is found in the character and training of our teachers. This will be seen most clearly by a comparison with the situation in the German schools. Candidates for positions in German secondary schools must hold certificates for a full course in one of the secondary schools and must have done three years work in a German university. The doctor's degree is not required but is held by a large number. Searching examinations are required of all to determine both the preparation for teaching special subjects and also the professional fitness of the candidates. The latter examination includes psychology, philosophy, the history of education and the principles of pedagogy. Three grades of positions are recognized, each with its corresponding examination. These examinations presuppose a more extensive training in the specific subjects than is required of teachers in our high schools. It is obvious that only those with professional as well

as specialized training may find a place among the teachers of the German secondary school. But the passing of the examination is not all that is required of a candidate for a gymnasial position. In most parts of Germany, he is required to spend two years in further preparation, the seminary year (*seminar Jahr*), usually in connection with some gymnasium or university, and a trial year (*probe Jahr*), during which he gives from eight to ten hours of instruction weekly without pay, under the guidance of the director and the department teacher. If he has met the exacting standard required during these two preliminary years of special professional training and experience, and has finally presented a satisfactory thesis of a professional character, he is given a certificate authorizing his appointment to teach in a secondary school.

I have presented these detailed facts regarding the requirements for teaching in the German secondary schools in order to indicate clearly one cause of waste in our own school system. Some cities require of candidates for high school positions graduation from college and some professional training; the state of California requires for a high school certificate a college training and one year of professional training. But even the highest requirements do not equal those which are practically universal in Germany and in most parts of our country the scholastic requirements are low and there is no professional requirement whatever. A large number of our high school teachers of both sexes enter upon teaching not with the expectation of making it a life career, but because it offers the most convenient means of earning a living until some more attractive opening is offered into the field of matrimony or business. So long as the requirements for high school positions are so low, we must expect our ranks to be filled by teachers of meagre training, and often without serious purpose. While there are a large number of teachers in our schools well trained and professionally expert, it is apparent that the results secured must be far short of what might be expected if our schools were taught by uniformly well-trained teachers.

A third cause of waste is found in the short tenure of position prevalent

among the teachers of our schools. This again may be seen most clearly by contrasting the situation in Germany. Once appointed to a position in Germany, with few exceptions, the teacher remains in the same school until he dies or is retired on pension. Of the 7302 secondary school teachers in Prussia in a given year, only 233 were new to their positions and of the 209 who left their positions, 157 either died or were retired on pension. This remarkable permanency of tenure is due chiefly to two causes: the exacting methods of testing candidates which prevents the unfit from securing positions in the schools, and the fact that secondary teachers look upon teaching as an honorable profession and not, as with us, as a stepping stone to business or some other professional career. Conditions as regards tenure in our schools are in marked contrast. Dr. Jessup has reported recent investigations bearing on this point in several states of the Middle West. In Indiana for 1912 the median tenure of 186 superintendents was 2.16 years, and for the past fifty years in that state about half the positions were open every other year. In Iowa for 1912 the superintendents of 250 schools accredited by the State University had a median tenure of two years, and 40% were new to their positions that year. Including schools not on the accredited list, the condition was still more striking, showing that of 768 schools considered, 46% of the positions were open last year, and 70% of the superintendents of these schools had been in their positions two years or less. High School principals show the same tendency to short tenure. Bolton declares that in Wisconsin about one-third of the high school principals change position every year. Jessup states that of 183 principals in Indiana High Schools in 1912, 45% were new to their positions. In towns of 25,000 population or over, one-third of the principals were new to their positions. The same condition holds among high school teachers. That it is not confined to small schools or particular states is seen from the following statistics of schools on the list of the North Central Association for 1912: In Wisconsin 46% were new to their positions; in Colorado, 44%; in Mis-

souri, 37%; in Iowa, 37%, in Indiana, 40%.

In a recent study of "The Social Composition of the Teaching Population" published by Teachers College and based upon reports of 5,215 teachers from twenty-two states, including rural, town, and city schools, Dr. Coffman finds the median number of years men teachers have taught, irrespective of location and of position, is seven; for women, it is four. These figures represent the total years of teaching and take no account of the number of positions occupied by each teacher. Tenure of position in city schools is much longer than in the country. Of 1,248 teachers in city schools, Dr. Coffman finds that the median city school man has taught twelve years in the city; the median city school woman has taught seven years in the city. Commissioner Harris in his report for 1904 published the results of reports from a much larger number of teachers from 398 cities of 8,000 inhabitants and over, including twenty-nine cities of over 100,000 inhabitants. He found that in cities of 8,000 inhabitants and over, the median man had taught eleven years and the median woman nine years, and that both the median man and the median woman had taught seven years in their present positions. In cities of 100,000 inhabitants and over, the median teacher had taught ten years and had occupied the same position eight years. It is obvious that even under the most favorable conditions, the average tenure of position is short. Dr. Coffman also has statistics bearing on the youthfulness of teachers, showing that 52.9 of men teachers and 73.8 of women teachers are under thirty years of age. Sex has a potent bearing upon the question of tenure in position. German secondary teachers are all men, while in this country a very large majority are women. No exact material is available to show the effect of this constant changing of teachers. It is apparent that it greatly lowers the efficiency of our schools. The short tenure of superintendents and high school principals hardly allows them to become adjusted to the new conditions in each position filled, not to speak of the possibility of working out any constructive educational poli-

cy which must require years to be of real value.

Having discussed the causes of waste, there remains for us to consider the means by which it may be eliminated. I shall consider such remedies as are involved (1) in a readjustment of our school organization, (2) in a change in the methods, and (3) in a reorganization of the materials of instruction.

Many experiments have been tried in the reorganization of the elementary and high schools and are in more or less successful operation in various parts of the country. These involve such combinations as a six-year elementary school followed by a six-year high school, a seven-year elementary school, a junior high school of one to three years, and a senior high school. All of these combinations, however, still include a total of twelve years in the period of elementary and high school training and are based upon the assumption that these new types of organization are better adapted to the physical and psychological development of the child. Whatever benefits are claimed as a result have not been in the saving of time in elementary and secondary education.

As of practical bearing upon the solution of this important problem, will you allow me to refer in some detail to an experiment in the elementary and high schools of the school of education of the University of Chicago which has already resulted in the complete elimination of one year from the elementary school and which we expect will ultimately eliminate a second year from the period of secondary education in the high school and junior colleges of the university. These schools occupy a peculiarly advantageous position for the conduct of such an experiment, being private schools unhampered by connection with a large school system and having faculties composed of teachers of rather more than ordinary professional training and interest, so organized that it is possible to treat the various stages of elementary and secondary education as a continuous process. The schools are large enough, having over 800 pupils from the homes of the immediate vicinity, to make the experiment typical and of value to other schools and communities.

It should perhaps be stated that the program of the university elementary school contains considerable material that is not found in most schools of similar grade. This includes either French or German which all the pupils take continuously from the beginning of the fourth grade. Much attention is also given to nature study, including in addition to work in the school gardens, considerable physics, hygiene, zoölogy and botany. A good deal of emphasis is also laid on instruction in the manual arts and in various industries, such as sewing, weaving, cooking, wood-working and printing. It should be understood that the effort to save time has not involved the elimination or curtailment of any of this work which is regarded as equally important with the other subjects of instruction.

That considerable time has been wasted in elementary schools by teaching material of no practical and little educational value is certain. Arithmetic offers a good illustration in which one may find, from examination of text books or by consulting the memory of his own school days, a good deal of material of a highly specialized sort which is of no practical value to the pupils and much more material whose only purpose is to serve as a basis for intellectual gymnastics the value of which is highly questionable. You will recall the type of arithmetical puzzle with which pupils used to whet their brains, such as that which sought the date of exit of the unfortunate frog who finding himself at the bottom of a well of given depth each day climbed up three feet and fell back two. While the frog occasionally made good his escape, more often the pupils who went down after him, never emerged from the darkness into the open air. By far greater waste is involved in the common practice of extended reviews in the upper grades by which each teacher has felt it necessary toward the end of the year to round out her pupils for the work of the year to come. It is a matter of common observation that these reviews are not interesting to the pupils and it may be concluded that they are ineffective from the fact that the high school teacher generally complains of the deficient preparation

shown by the classes that come up from the lower schools.

For the purpose of a better understanding of the material and methods employed in the university schools, about four years ago a series of conferences was begun between the teachers of the high school and of the later years of the elementary school. The material of the seventh and eighth grades and of the first year of the high school was gone over in detail. It was found at once that time was wasted in the repetition of work already given in an earlier grade. These departmental conferences were continued at frequent intervals for a period of two years and at frequent intervals have become a part of the regular school procedure. They resulted in a thorough understanding, on the part of the teachers of both schools, of the content and method of the work of both the elementary and high schools, and made it possible for the seventh grade to enter the high school last autumn and to carry on its work with unusual success. In addition, these pupils were able to go on with the second year's work in French or German equally well trained with the pupils who began their language work in the high school and superior to them in what the Germans call *sprachgefühl*, their feeling for the language, and in their ability to pronounce it accurately.

Careful scrutiny of the material of instruction commonly employed in the elementary school will show that much of it has no relation to the experience of the child. The elimination of this waste material gives opportunity for the substitution of other material of more vital interest to the pupil and a consequent saving of his time. In the subject of mathematics, much has already been done but the most effective teaching cannot be secured without a complete recasting of the material for the upper grades of the elementary and the earlier years of the high school. Much material from constructive geometry and the simpler uses of the equation could be introduced into the grades naturally and with advantage to the pupil at the time, which would result in a considerable saving at the point at which formal algebra and geometry are taken up, with tremendous toll of failure in the high school. In our high

school, the material of the first two years has been thoroughly reorganized, interweaving algebra, geometry and some trigonometry, in a way to secure a more unified and sequential development of mathematical knowledge and power without the waste involved in the usual method of breaking this material up into the usual arbitrary divisions. Some idea of the possibilities in this direction may be suggested by a class of first year high school boys whom I recently saw in Cincinnati eagerly working out the trigonometric functions in connection with a problem of actual construction in school shops.

In our own schools by using whatever the pupils bring from the elementary school and building upon this their first work in the high school, we have secured a high degree of correlation between the work of the two schools which has resulted in reducing to minimum the shock of change from one school to the other. By reducing the amount of necessary reviewing and the repetition of material in successive years we have saved one year from the elementary school without undue forcing of pupils, without loss of anything of value, and with positive gain in the mental attitude and habits of the pupils.

It is probably neither possible nor desirable to save still further time from the elementary school. There remains for us to consider the period of secondary education. It should be observed at the outset that the four-year high school course does not represent the actual range of secondary education either as regards the natural development of the pupil or as regards the material and method of instruction. Most of the work of the first and much of that of the second year in college is secondary both in content and method. In earlier times when the range of subjects taught in high schools and academies was small and the college requirements were few in number and specific in content, the student on entering college continued in the same subjects and from the same point at which his work had ended in the lower school. But with the greatly expanded scope of high school courses and the corresponding increase in the range of subjects accepted for admission to college, it has become necessary for the college to

offer elementary courses in almost every subject of the curriculum. We find in college beginning courses in Greek, Latin, French, and German, corresponding to the same courses offered in the high school; elementary courses in all sciences; in mathematics one-half the courses offered in any first class high school; and in history a repetition of most or all the work of the high school. The latest statistics of the colleges and universities of the North Central Association show that of the seventy-three institutions on the list of the association, although all but three require fifteen or more units for admission, in only four are fifteen units actually required, while twenty-two admit students with fourteen units; eight with thirteen and one-half units; twenty-nine with thirteen units; one with twelve and one-half units; and six with twelve units. The practice of Harvard and other colleges of the East is similar to those of the west in this regard. If this represents the practice of the stronger colleges, it must be true that many institutions are admitting students with even less units of preparation.

The importance of economy of time in education has long been recognized by representatives of the higher institutions. A notable discussion of this subject from the point of view of the university is found in the proceedings of the National Education Association for 1903, participated in by Ex-Commissioner Brown, President Eliot, Butler, Harper, Dean West and others. President Eliot urged that the boy be prepared to enter college at eighteen and that the college course be reduced to three years. A saving of two years was to be secured not by reducing the content but "by better organization of the whole course of education from the beginning to the end, by better methods of teaching, and by large and early freedom of choice among different studies." At Harvard it has become possible for the abler and more diligent students easily to secure the baccalaureate degree in three years by accomplishing in that time the work formerly done in four years by all students receiving the degree. President Butler, insisting upon the importance of preserving the integrity of the college, urged that the student should be prepared to enter col-

lege at the age of seventeen, or in some cases at sixteen. To preserve the college, he proposed "to fix and enforce a standard of admission which can be met normally by a combined elementary and secondary-school course of not more than ten years well spent and to keep out of the baccalaureate course purely professional subjects pursued for professional ends by professional methods." For students intending to pursue professional courses later, however, he regarded the four-year college course too long. "Pedagogs," he says, "suppose that the more time a boy spends in school and college the better; educators know the contrary." "There should be", he continued, "a college course two years in length, carefully considered as a thing by itself and not merely the first of a three-year or four-year course, which will enable intending professional students to spend this time as advantageously as possible in purely liberal studies." This principle has been successfully carried out in many of our universities. President Harper also regarded it as important to preserve the four-year college course but thought sixteen or seventeen the desirable age for entering college.

From an investigation on the "Changes in the Age of College Graduation" published in the Report of the Commissioner of Education for 1902, the author, W. Scott Thomas, proposes three possible means of reducing the period of education: "First, cut off one year from the college course, without lowering the entrance requirements; secondly, in view of the far greater efficiency of the secondary school, reduce the entrance requirements to college, and retaining the four year's course, permit the boy to enter college a year younger; thirdly, drop one year from the college course, increase the length of the actual weeks of residence and instruction to thirty-eight or forty, and endeavor to disabuse the mind of the average collegian of the belief that college is a place to dawdle and loaf for four years for the sake of a degree that he does not earn, but which he generally gets just the same."

The discussion has recently been resumed by President Judson of the University of Chicago. It is fair to interpret his laconic statement that "The best thing to do with the fresh-

man year is to abolish it" as meaning that the period of secondary instruction should be reduced by one year. Whether this be done by shortening the periods now administered by the high school or the college is of less importance.

The problem is clearly stated: assuming that two years must be eliminated from the period of elementary and secondary education, find the years. It is plain that this can be done only by a careful study of the material and methods employed and a reorganization of the work of the period involved. It is a study involving not only the twelve years which have preceded the college course, but also the earlier part of the college course itself. Having found it possible to eliminate one year from the elementary school, the problem is reduced one-half. I am confident that conferences of high-school and college teachers in foreign languages, English, mathematics, history, and science, going over carefully the materials and methods of secondary work could easily eliminate a year by the avoidance of duplication and by a closer co-ordination of courses.

In the matter of foreign languages all will agree that it is much better for the elementary work to be done in the high school. In fact there is abundant evidence in the practice of European countries and in some schools in this country that the study of foreign language may be begun advantageously before the high-school age.

As for English, it is a recognized fact that the first college courses in composition and literature are of an elementary character, quite within the reach of the high school to accomplish in the time now devoted to the study. This is recognized by the practice of some colleges which allow the better trained pupils credit for these courses on proving by examination, and in some cases by the recommendation of their high-school instructors, that they are competent to go on with more advanced work. Considering the fact that English is the native language of most of our pupils and as such is acquired largely by imitation, there is no subject of the curriculum in which the results secured are so incommensurate with the time and labor expended. I had a class this year in secondary school administra-

tion in which were enrolled a number of graduates from colleges and universities both of the east and west. Among them was a Chinese graduate of St. Johns University in Shanghai who had begun the study of English only nine years ago. No member of the class was superior to this young man in his ability to speak or write accurately and fluently, while most of the members of the class were distinctly inferior to him in these respects. The graduates of our high schools spend more time in the study of their native language and literature than he had spent in the acquisition of foreign language. We make of English a formal thing, quite dissociated from the concerns of our ordinary activities. The pupil too often feels that high standards of form are required only in the English class room. A great gain would be made in training high school pupils in the effective use of the vernacular both in speaking and writing, if not only the teachers of English, but those of all subjects would come to share in this training. If in the history, science, and other subjects, the same standards of form in the notes and papers and in spoken language were required as in the English classes, our students would be better prepared for college in less time than is now devoted to the work.

In science, the preparation at present required by colleges is doubtless of a more specialized form than our high schools can profitably give to the large number of pupils who will never enter college. It should be possible, however, to organize courses in high school of the highest value to the students as a training in the materials and method of science, which could also form the basis of further work in college without going over again there the same ground covered in the high school. High School science would be more profitable in itself as well as for college preparation if the various courses in the high school were organized in a more unified and progressive sequence. Their value as preparation for further courses in college would be greatly enhanced if college teachers could become well acquainted with the aim and method of high-school science. It would also be a wholesome thing for college faculties to realize that many high schools have a better equipment for science

teaching than most of our colleges and that the instruction is often given by teachers better prepared by training and experience than those who sometimes conduct the elementary science courses in the colleges.

A very serious obstacle to efficiency in school and college work is found in the lack of incentive offered to able pupils to do their best. Most of the administrative machinery of our schools and much of the teaching energy is spent in an effort to lift the indifferent and incompetent over the barrier of a passing grade, while the able or exceptional pupil is allowed to acquire the habit of being satisfied with attainment far below his capacities. In most schools it is not regarded as good form to secure high grades. The "gentleman's grade" has come to be recognized as well below the median. Distinctions resulting from good scholastic records are usually petty and unsubstantial and make small appeal to students in general. The position of valedictorian or even the distinction of membership in Phi Beta Kappa are not held in sufficient esteem to induce many students to pay the price of four years of hard study. We may well consider the fact that all biological progress has been made through the development of the unusual type. Burbank has thus placed upon our tables new and superior fruits and vegetables. A study of the records made in the Harvard Medical and Law Schools by graduates of Harvard College, published by President Lowell in the *Educational Review* (1912), showed that the quality of work in these professional schools corresponded very closely with the work done by the same student in college and was influenced very little by the type of courses pursued during his college course. Given a certain minimum of required work involving continuity, the likelihood of success in college depends more upon a student's ability and habits of work than upon his presentation of any fixed number of admission units in rigidly prescribed subjects. Harvard's new method of admission requiring a good high school record with examinations in four subjects to be chosen, with certain broad limitations by the student himself, recognizes this fact. Western universities have gone much further in this direction, notably the

University of Chicago which makes English the only subject specifically required for admission.

As an incentive to the acquisition of efficient habits of work, several high schools are making a notable experiment, giving additional credit toward graduation for work of high grade and making a corresponding deduction of credit for work of low grade. Exceptional students are thus able to complete the high school course in three years. Columbia and the University of Missouri have adopted the same plan. The University of Chicago has recently taken action embodying this plan not only in dealing with their own students, but also in admitting students from a few approved high schools. The results already secured where this system has been employed for some time indicate that the general effectiveness of the schools has been improved and the material incentive offered to all will increase the number of students trained in lasting habits of efficiency.

Another means for increasing the efficiency of school work is in the improvement of class-room methods. One of the most frequently reiterated complaints made by high-school and college teachers is that our pupils do not know how to study. They certainly do not in most cases, and those who do have not consciously been taught the art by their teachers. Each teacher who makes the complaint lays the fault upon the teachers in the grades below and recognizes no responsibility on his own part for teaching this neglected lesson. The teacher of Caesar thinks it is important to get his pupils through the four books which long tradition has assigned to his year's work, that he has no time to lose in teaching his pupils how to study. Let those who can not keep the pace fall by the wayside! And the dead scattered along the road each year are as numerous as those who fell in the most sanguinary of Caesar's campaigns in Gaul. The usual practice of daily assignments of home work to be done under varying and often most unfavorable conditions, followed by a period spent in an ineffectual attempt to secure anything approaching an adequate and coherent recitation of the day's assignment, affords little incentive to the bright pupil and little training to the dull one. The method is most

ineffectual so far as the mastery of the immediate material is concerned and breeds slipshod if not dishonest habits of work and of thinking. Some valuable experiments have been made recently, showing that without any home study at all, by devoting the class period to careful teaching followed by work under the direction and supervision of the teacher, more actual ground can be covered and better results secured at the end of a given time than under the usual recitation method. This method has been employed in Latin in several New Hampshire schools, in which the classes have covered in three years the amount of work usually done in four, and the fourth year has been given to the reading of college authors in an amount and with a facility which is surprising. And all this has been done with much less than the usual elimination of pupils by failure. When teachers of the upper years of the elementary school and the first year of the high school come to realize that it is more important that pupils learn right habits of work than that they get through a certain number of pages in a text book, we shall find that the actual accomplishments measured in material mastered will be greater, that school work will be done with far greater zest, and, what is more valuable, that the pupils will have acquired methods of study which will greatly increase their efficiency in the more advanced work of the later high school and college years. It is this method of teaching instead of hearing recitations which, more than any other single cause, characterizes the work of the German schools and makes possible the greater accomplishment during the period of secondary education.

Another cause of waste, particularly in the period of secondary education, is to be found in the short school day and year. The one-session high school programme is conducted on the theory that the function of the teacher is not to teach but to hear recitations. The hard working mother who was forced to spend her evenings in helping her daughter prepare her lessons for the next day showed unusual pedagogical insight when she wrote a letter to the teacher asking her if she would not relieve her labors by teaching the lessons at school

and allowing her to hear them recited at home. The short school day would have found justification at the time when the home life furnished educative occupations to the boys and girls. But with our rapidly increasing urban population, that time is passing or has gone and the school has added to its curriculum, cooking, sewing, the manual and industrial arts, and physical training and has organized a great variety of educative social activities. The school now provides an opportunity for recreation and for training in the practical arts such as the home is no longer able satisfactorily to provide. There has been no corresponding increase in the time spent in school. Our present school day and year could be considerably lengthened with great gain in efficiency and without danger of overtaxing the pupil's strength. With the greater variety and interest secured by improved methods of teaching, and with much less work assigned for home study, a longer day would add greatly to the pupil's attainment in a given number of weeks. If, in addition, the long period of vacation with its accompanying dissipation of the results already secured, could be reduced, it is not unreasonable to expect that three years would be sufficient for the accomplishment of what is now done in four in our high schools. Summer high school sessions have been tried experimentally in a number of cities with gratifying success. The large number of pupils who have voluntarily attended these schools shows plainly that they welcome such an extension of the school year. In the field of higher education, the number of colleges and universities offering summer courses is rapidly increasing, and some of them count the number of students in attendance by thousands. From the point of view of efficiency, the large investment represented by school buildings and equipment to be used for six hours of five days of thirty-six or forty weeks per year can not be justified. A most significant experiment has been in operation for several years in Gary, Indiana, in which the schools are in operation from early morning to nine o'clock in the evening six days in the week and fifty-two weeks in the year. So wide-spread is the interest in this unique experiment

that Superintendent Wirt has found it necessary to limit visitation to certain days in order to prevent the schools from being overwhelmed by the invasion of visitors from far and near.

We have thus far discussed the problem of conservation in education from the point of view of the child who is expected to climb the "educational ladder" from the elementary school to the college. Any effective treatment of this problem will depend upon the recognition of the fact that we are dealing with a unified process extending through the entire period of elementary, secondary and collegiate education. The problem can be solved only when teachers employed at every point in the process devote serious attention, not merely to the small sphere of their immediate activity, but to the materials and method of the entire period involved. But no adequate treatment of the subject can omit from consideration that far greater number of children who have been dropping out of school before the completion of the elementary course to swell the ranks of the unskilled. Recent studies in elimination have shown the astounding fact that more than fifty per cent, of our pupils leave school before the eighth grade, while less than ten per cent. complete the high school course.

Seeking for the causes of this elimination, we have come to see how barren our school curricula have been in material vitally related to the activities of actual life. The response is seen in the movement for industrial education which some of the more conservative, not to say timid, in our ranks have feared would sweep us off our feet. The introduction of vocational subjects into our schools, the establishment of agricultural high schools, industrial and continuation schools, is certain to prove a most effective agency in educational conservation. From the point of view of our national development, this is of far-reaching importance. So abundant have been our natural resources that we have been able to amass great wealth merely by gathering those things which nature has lavished upon us and distributing them throughout the world. We have only recently begun to see that we must conserve our forests

and mines, our water power and our rich soils before they are completely exhausted. And last of all, we have come to see how important it is that we conserve human life and power. Again we turn to Germany whose remarkable industrial and commercial expansion has come as a result of the efficient training of skilled workmen to carry on her industries. It is hoped that we shall ultimately work out a system of industrial education which will not introduce those lines of social cleavage which have separated the workman from the so-called privileged class in European countries, but which will conform to our democratic ideal of social equality.

We should note with satisfaction the change which this broadening scope of education is making in our colleges and universities which have hitherto largely dominated the material and method of our entire system of education. A historical survey will show how doggedly they have clung to the mediaeval curriculum with its emphasis upon the so-called humanities. But we are making a new and more inclusive definition of the term humane, and the colleges are showing of late a surprising capacity for adapting their curricula to changing social conditions, preferring evidently to ride upon the tidal wave rather than to be swamped by it. Some of them have not been able to restrain themselves until the publication of their annual announcements, but have sent out in advance statements of their more liberal definitions of admission requirements. The universities of the Middle West are now willing to accept as a considerable part of their admission requirement any subjects offered by a high school of approved standing. In this University of Chicago has taken the lead, requiring only that ten of the fifteen admission units shall be from the group of so-called academic subjects and making English the only subject specifically required of all students. The response to this new movement is quite as striking among the older institutions of the East when one considers the more conservative attitude which has always prevailed here. Harvard has again made good its claim to educational leadership in its new method of admission, recognizing frankly as

suitable preparation for college work a good high school course with only such limitations as are necessary to insure training of high quality with proper regard to the important principles of sequence and continuity.

We cannot appropriately conclude the discussion of the important changes taking place in the organization of our educational system without considering their probable effect upon the small college. The rapid development of the state universities of the middle and far west, in close relationship with the public high schools on the one side, and with the industrial and professional needs of the people on the other has detracted from the relative importance of the small college and has caused grave apprehension to its friends. Annual legislative appropriations of a million dollars or more to single institutions are of frequent occurrence. A somewhat similar expansion of privately endowed institutions raises the same problems in the older colleges of the east. How shall the small college adjust itself to present tendencies in order to assure its continuance as an important factor in our educational system? The temptation is strong to try to keep pace with the larger institutions in enlargement of equipment and number of students. But mere bigness is not desirable for its own sake and successful competition in this direction is obviously impossible. On the other hand, that college which is not responsive to the educational movements of the time and to the changing social demands is certain to be swept aside.

There is observed of late a growing sense of the importance of the small college as an institution for undergraduate instruction. The General Education Board, with its great financial resources, is committed to the policy of assisting small colleges strategically located and efficiently organized. The great denominational societies are making educational surveys and are adopting far-seeing plans for increasing the resources and improving the efficiency of their worthy schools. Typical of these is the Board of Education of the Northern Baptist Convention of which one of our own alumni is the able secretary. Through these agencies, the college that interprets clearly the

signs of the times may expect to receive substantial reinforcements.

The natural constituency of every college is local. Statistics show that the greater part of the students of a college come from a comparatively small area. This is true of our great universities as well as of the small colleges. Colleges founded by religious denominations still find the denominational appeal of alumni accounts for the attendance of occasional students from a considerable distance. But neither of these influences can be counted on to take the place of institutional efficiency. It is cause for congratulation that Colby is attracting an increasing number of students from other states, but it is inevitable that our college will continue, as in the past, to draw its students chiefly from Maine, and only in exceptional cases from outside the state. Its problem is primarily the training of the young men and women of Maine for efficient leadership in this state. This will be secured through efficient teaching of the studies of a broad curriculum in an atmosphere charged with high moral purpose, leaving to other institutions the highly specialized and technical training which many of its graduates should be encouraged to seek. It is sound policy to establish close relationship with higher technical and professional schools as our college has done with at least one institution. The extent to which students are influenced to go on to such higher professional schools and the success with which their previous training enables them to pursue professional courses is an important index of efficiency.

On the other hand, the college should recognize not merely its responsibility toward the few hundred students upon its campus, but also its opportunity and responsibility for educational leadership, through sympathetic co-operation with the public schools of the state. The large number of Colby graduates who go directly into secondary school teaching emphasizes this responsibility. From personal experience the speaker is justified in referring to the inadequacy of the preparation with which these graduates have begun their work; and what is true of Colby is true of all other colleges of its type. In this field alone is the college justi-

fied in undertaking to give professional courses. The beginning already made in the direction of courses in education is worthy of such immediate expansion as the resources of the college warrant.

Institutionally, the efficiency of the small college depends upon its ability to adapt sound methods of organization and instruction to the demands of its natural constituency. To a far greater extent than in the great universities, the institutional efficiency of the small college is expressed in terms of the individual efficiency of the members of its teaching staff. The definition of a college as consisting of Mark Hopkins on one end of a log and a student on the other, while never strictly accurate, contains a large element of truth. The closer contact of students and instructors which is possible in the small college is rightly pointed out as one of the chief advantages which it affords in contrast with the larger universities. But the obvious fact should be taken into account that this closer contact

is valuable only if the instructor be a man with whom close association is intellectually and morally inspiring. In our own college there have been many men of this type, whose names are familiar to us all. The efficiency of the college will be measured less in terms of the number of the faculty than in the training and character of those who compose its teaching staff. To this end the most important need is increased funds for providing adequate salaries for teachers of the highest type.

I cannot forbear giving expression to the satisfaction which the alumni and friends of Colby share with the present sane and efficient administration of the College which is consistent with the best traditions of the past and in accord with the educational tendencies of the time. I am sure I express the common feeling of us all in the hope and confident expectation that the College has before it an important function which it will well fulfil.

THE COLBY ALUMNUS

EDITOR

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ADVISORY BOARD

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Published for the Alumni of Colby College. Five numbers yearly—November, January, March, May, and July. Subscription price, \$1.00 per year in advance. Single copies, 25 cents. Address all communications to CHARLES P. CHIPMAN, Editor, The Colby Alumnus, Waterville, Maine.

[Entered as second-class mail matter January 25, 1912, at the Post Office at Waterville, Me., under the Act of March 3, 1879.]

COLBY'S NEEDS

V

During the past year the ALUMNUS has outlined what seem to be the most pressing needs of Colby, and has urged upon the Alumni and Trustees of the college the advisability of an active campaign which shall provide for those needs before the centennial celebration in 1920. To state again briefly what has already been given in detail, the college should have:

- (1) An increase of \$250,000 in endowment.
- (2) A new chapel, to cost \$50,000.
- (3) A new gymnasium, to cost \$50,000.
- (4) A new recitation hall, to cost \$25,000.
- (5) An additional dormitory, to cost \$30,000.
- (6) A College Union, to cost \$20,000.

The total amount necessary to provide for these needs is \$425,000. This may seem to be a large sum, but the ALUMNUS believes that it can be raised before June 19, 1920, if a well-planned and persistent campaign is begun at once. But there is no time to be lost. Colby has accepted the responsibility of providing a college training of the first grade for 400 students each year. If she is to keep faith with the young men and women who come to Waterville for that training, she *must* increase her resources in the directions indicated. It is the duty of her Trustees to see that she does keep faith with these young men and women. In the past the policy has apparently been one of

"watchful waiting." It is greatly to be hoped that this attitude will now give place to one of aggressive effort to render Colby's equipment adequate to the demands made upon it.

BOOK REVIEWS

BETWEEN ERAS: FROM CAPITALISM TO DEMOCRACY. By Albion W. Small (Colby '76). Kansas City, Mo.: The Intercollegiate Press.

The following is quoted from a review published in the *Methodist Review* for April, 1914. It was written by Professor Walter Rauschenbusch, of Rochester, N. Y.

"Professor Albion W. Small, LL.D., . . . ranks as one of the foremost men in his special field of science. This book is evidently an effort on his part to speak the language of the common man, and he does it with immense success. In fact, his language is so vivid, so much the language of the street, that I wonder that our magazine editors have not long ago been after him. Not only does it sparkle with epigrams and racy modern expressions, but it is put in the form of conversations, and runs along a clearly defined thread of narrative, so that the book is actually a sort of novel. At the same time, it is packed with ideas and takes hold of a man's intellect with a firm grip from beginning to end.

"The characters who carry on the conversation in the book are all upper-class people. . . . They are all wandering in the maze of our present situation and seeking an honest way out of it. The story carries them forward to a real solution of troubles.

"No, that is not the case after all. No solution is propounded in the book. It is simply an analysis of our present conditions. It cuts up and reduces to foolishness the usual arguments made on behalf of our capitalistic society, without at all proposing a socialistic organization. The author has evidently for good and satisfactory reasons, limited himself in this book, and we must accept his self-imposed limitations. But within those limitations this book is the cleverest, the most incisive and the best-equipped analysis of the capitalistic system of industrial production which has appeared within our time. No one can afford to pass it by. . . ."

COLLEGE LIFE

The concluding "Faculty Tea" of the year was given in Memorial Hall on Monday evening, May 4th, and was largely attended by students and faculty. The college orchestra furnished music.

The Musical Clubs gave the concluding concert of the season in Portland on Friday evening, May 15th. This was the thirty-first concert given by the clubs during the year.

The fifth annual Lyford Prize Speaking Contest was held at Colby on May 22d. Forty-three young men, representing thirty-one preparatory schools in Maine and New Hampshire competed for the prizes. These were awarded as follows: First prize, \$50, to O. H. Lane, of Coburn; second prize, \$25, to Eroll Rawson, of Kent's Hill; third prize, \$15, to John B. Matthews of Hebron; fourth prize, \$10, to M. J. Wartman, Tilton Seminary.

The Dramatic club presented Goldsmith's "She Stoops to Conquer" at the City Hall, Waterville, on Friday evening, May 29th. It was a creditable production, but the audience was small.

The Hamlin Prizes in Freshman Reading were awarded as follows: first, Carroll B. Flanders; second, divided between H. H. Upton and Charles M. Carroll.

In the Hallowell Prize Speaking Contest, which took place on June 1st, the first prize, \$50 was awarded to Charles M. Carroll, '17; second prize, \$25, to H. H. Upton, '17; third prize, \$15, Carroll B. Flanders, '17; fourth prize, \$10, divided between H. S. Campbell, '15, and H. H. Rohrbach, '15.

The annual Sophomore Declamation was held in the Colby Chapel on June 11th. The first prize was awarded to Donald E. Putnam and the second to Norman W. Lindsay.

BASEBALL

Colby, 5; Dartmouth, 3.
Colby, 2; Dartmouth, 10.
Colby, 0; Vermont, 7.
Colby, 7; Vermont, 9.
Colby, 2; Bates, 6.
Colby, 2; Maine, 1.

Colby, 8; Bowdoin, 4.
Colby, 2; Harvard, 10.
Colby, 6; Boston College, 7.
Colby, 0; Maine, 6.
Colby, 4; Bates, 9.
Colby, 2; Bowdoin, 3.
Colby, 6; Bates, 5.

The above table tells the story of Colby's baseball season. Thirteen college games were played, of which Colby won but four. In the Maine Championship Series Colby secured but two out of the six games, breaking even with Maine and Bowdoin, but losing both games to Bates. Later, in an exhibition game at Gardiner, Colby defeated Bates in a ten inning game by the score of 6 to 5. The standing in the Maine Series at the close of the season was:

	Won	Lost	Percent.
Bates	5	2	.714
Bowdoin	4	3	.571
Colby	2	4	.333
Maine	2	4	.333

As Bates and Bowdoin were tied for first place at the end of the regular schedule, an extra game was necessary to decide the championship.

TRACK

The season in track athletics was a most encouraging one, and the Colby team made an honorable record.

In a triangular meet with Holy Cross and Worcester Polytechnic at Worcester on May 9, Colby won the second place. The points scored were: Holy Cross, 58; Colby 53; Worcester Polytechnic, 15.

Colby secured second place in the Maine Intercollegiate Meet at Lewiston on May 16th. The final score stood: Maine, 54; Colby, 37; Bowdoin, 21½; Bates, 13½. This is the first time that Colby has done better than third place in the meet, and the showing is very creditable when the conditions are taken into consideration.

In the big New England Intercollegiate Track Meet at the Harvard Stadium on May 23rd, Colby stood fourth with a total of 15 points. This is a remarkable showing and is much the best record that Colby has made in the New England Meet.

WHAT COLBY MEN ARE DOING

1857

"The dedication of the King Gateway at the main entrance to the grounds of the Virginia Union University, Richmond, Wednesday afternoon, June 3d, was a unique event in the history of the University. The Gateway, which was erected in honor of Rev. G. M. P. King, D.D., and in recognition of his eightieth birthday anniversary, is an imposing structure of Virginia granite, corresponding to the kind used in the halls and other buildings on the University grounds. A bronze tablet suitably inscribed marks one of the posts.

"Dr. King, in the service of the Christian Commission, entered Richmond with the Federal Forces April 3, 1865. He caught a vision of the importance of the work of educating the Afro-Americans, and two years later he was made president of Wayland Seminary, Washington, D. C., serving faithfully and efficiently as head of that institution until 1897, when it was united with Richmond Theological Seminary, the two becoming Virginia Union University. Dr. King showed his unselfish spirit by declining the presidency of the University, thinking that a younger man should be at the helm, but accepted a chair in the faculty, which he has since held."

—W. L. Colson, in *Zion's Advocate*.

1866

Rev. Francis W. Bakeman, D.D., has consented to remain with the First Baptist Church of Chelsea, Mass., until April 1, 1915. Dr. Bakeman recently resigned at the close of his thirtieth year with this church.

1876

The American Journal of Sociology for June contains an article by Prof. Albion W. Small on "Social Gradations of Capital."

1881

The *Lewiston Sun* of June 1st contains the following item of interest to Colby graduates:

"Dr. Fred M. Preble yesterday quietly observed his sixteenth anni-

versary as pastor of the Court Street Baptist Church, (Auburn). At the morning service he alluded to his long pastorate here and the pleasant relations which have always existed between the pastor and his parishioners. None of the other pastors in Lewiston and Auburn were here when Dr. Preble came here, and in some of the churches there have been five or six changes in the past sixteen years. . . .

"Dr. Preble is a graduate of Colby College and of Newton Theological Institution, and is at the present time a trustee of both institutions and also of Coburn Classical Institute at Waterville. . . . During his pastorate here, the Court Street Church has prospered spiritually and financially. The membership has largely increased. The church stands today free from debt. The benevolences of the church for the last year were four times what they were the first year that Dr. Preble occupied the pulpit."

1884

Dean Shailer Mathews of the Theological School of Chicago University preached the baccalaureate sermon before the graduating class of Acadia University, Wolfville, N. S., on May 24th.

1886

Randall J. Condon, LL.D., has been re-elected Superintendent of Schools at Cincinnati, Ohio, for a term of five years. The Board of Education is enthusiastic over the work Dr. Condon is doing for the schools of Cincinnati.

1887

Prof. W. F. Watson, after spending the winter in New York City, goes to New Brunswick for a summer in camp.

1893

George Otis Smith, Ph.D., Director of the U. S. Geological Survey, was honored with the degree of Doctor of Science at the recent commencement of the Case School of Applied Science, Cleveland, Ohio.

1894

In the recently issued volume celebrating the 200th anniversary of the Congregational Church at Kensington, Conn., appears a portrait and biography of Rev. W. B. Tuthill of Portland, Me. Mr. Tuthill was pastor of the Kensington church from 1897 to 1899.

1906

John W. Coombs was nominated for state senator at the York County convention of the Progressive Party, held at Kennebunk, June 10th.

The Political Science Quarterly for June contains an article on "Unfair Competition" by W. S. Stevens, Ph.D., of Columbia University.

L. L. Ross is with the New England Telephone and Telegraph Company at Lowell, Mass. His address is 82 Warwick St.

1909

Austin Shaw, M.D., and Leo Trask, M.D., are House Officers in the Seattle City Hospital, Seattle, Wash.

1910

Frederick T. Hill and Henry B. Moor graduated from the Harvard Medical School at the recent Commencement. Dr. Hill goes to the Massachusetts Charitable Infirmary for hospital service. Dr. Moor will be at the Bessey Camps, Great Pond, for the summer.

1911

Frederick A. Shepherd, of Waterville, has been nominated for Governor on the Prohibition ticket. Mr. Shepherd sails on the Frederick VIII on July 1st for Christiania, Norway, where he will attend the triennial session of the International Order of Good Templars as a delegate from Maine. He will return via Germany, Holland, Belgium, and England, sailing from Liverpool on the new Cunard steamer "Aquitania."

1912

Rev. and Mrs. F. W. Klein of North Vassalboro announce the engagement of their daughter, Adelaide Lounsbury, to Ernest D. Jackman. Mr. Jackman is principal of the High School at Calais, Me.

1913

Charles J. Keppel, for the past year with the American Canning Company at Fairport, N. Y., is now manager for Dr. Brush's Kumyss laboratory at Mt. Vernon, N. Y.

John P. Flanagan, ex-'13, was married on June 2d to Miss Helen F. Shea, of Bangor, Me. Mr. Flanagan is a reporter on the staff of the Bangor *Commercial*. The newly wedded couple will make their home at 147 Parkview Ave., Bangor.

On July 19, 1913, James L. Howe, ex-'13, and Mrs. Blanche Landers of New Portland, Me., were united in marriage. They reside in New Portland, but Mr. Howe's postoffice address is Kingfield, Me.

