

## Ignorance Shown by West Point Candidates

General Barry Explains Failure to Keep the School Filled.

Boys Who Would Enter Are Deficient—Bad Grammar a Feature.

**T**HE failure to keep at maximum strength the corps of West Point cadets is the subject of complaint in the annual report of Major General Thomas H. Barry, U. S. A., superintendent of the Military academy, to the adjutant general of the army.

Three examinations in an effort to fill 300 vacancies were held by the war department this year, in January, May and August. At the first examination 170 candidates qualified out of 553 who stood the examination. In May there were seventy-eight successful candidates in 242. Fifteen qualified of the eighty-three who tried in June. There remained after the last examination fifty-seven vacancies unfilled.

The chief reason for this difficulty of obtaining material to officer the future armies of the United States is the mental deficiencies of candidates. In these three examinations 352 candidates failed mentally, while nearly a third of that number, 101 candidates, were physically disqualified.

The mental deficiencies of candidates are exhibited in copies of answers to examination questions incorporated into the report. These examination papers, says General Barry, seem to establish that proper care is not exercised in the selection of candidates and that the methods of instruction now in vogue in the schools are not satisfactory.

### Examples of Some Answers.

The following examples are taken from candidates' examination papers:

"Robert Burns was an English writer who was born in England and his parents were very poor. All during Robert's early childhood he showed that he was very bright. He is considered one of the greatest English poets. His poems sound different from that of the other poets. The sound much more smoother.

"Robert Burns was an English writer of poems. Burns was born of poor parents, his father being a common day laborer. Burns when young showed a taste for good books. Often while eating a meal he would take his book to the table and read as he ate. Burns was large man, but the hard labor which he did while young weakened him. When about seventeen Burns attended a dancing school which his parents objected to very much.

"Burns' early education was obtained through his mother and a poor school. To which he could attend only a few months a year.

"As Burns grew in manhood he felt in with companions. The results were he became a drunkard.

"Robert Burns came from the peasant class of Scotland; His father took it upon himself to instruct his son as he should be. When Robert was a boy, his father would talk to him as if he were a man with intelligence and maturer knowledge instead of a mere boy. Nature greatly influenced him, as is shown by his literary works later; many of his poems were about birds, and the animals he came in contact in his daily work on the farm.

"Burns was of Scotch descent. His people were poor and ignorant. His opportunities were not good but he was determined. The poetical blood seemed to have run through his veins. He knew the peasant life well, and it influenced his works of later years. No poet has ever been able to surpass him in describing the peasant life."

### "Nepoleian" and Lord Wellington.

"The battle of Waterloo, where Napoleon, the most noted and powerful ruler also general that Europe has ever produced, is what some authorities say as to his greatness, met his defeat was merely an oversight on his part.

"The Battle of Waterloo was fought between the French and English. The French were led by Napoleon and the English by Lord Wellington.

"Napoleon had captured most of Europe and had been carrying on a war against England. The English were the better on seas but French beat them on land."

As examples of failure to exhibit a fair knowledge of English literary history the following answers to the question asked—"In a few paragraphs (altogether about 200 words) mention the chief characteristics and the most important writers of the nineteenth century in English literature"—are submitted:

"The important writers of the 19th Century were nearly all raised as poor boys from poor families. The one we should class first among them is Longfellow. After his death. The people of England thought so much about him, they ask for his bust for the Poets Corner in West Minster Abbey. It stands in a prominent place today.

"There were a number of good writers such as Johnson, Jonson, Tennyson, and etc.

"The majority of the best writers at this time were Englishmen. The Americans only being a few. That is comparing them with the Foreign writers.

"There was a great difference between the writings of Englishmen and Americans. The American writings seem to have more humor and a more pleasant way in expressing themselves.

Reading a book written by an Englishman is does not have the easy smooth effect as the Americans.

### "Interduction" of the Novel.

"The age as a whole may be classed as the Interduction of the Novel because the majority of the work was prose and the majority of the prose were novels we have of course poets, such as Wodsworth Shelly, Kets, Byron, But we also, have, Dickens, Gorge Elliot Thackeray, Carlyle with his essays The characteristics of the literature was love of nature in Burns and Wodsworth.

"We have Wodsworth's definition of poetry, 'a superfluous overflow of the powerful feeling' Burns says, if it had but a spark of nature fire. In the novel we have character description and well developed plots, also Humor.

"Some of the most important writers of the nineteenth century are Elbert Wheeler Wilcox Elbert Hubbard Jack London Walt Whitman and Dorothy Dix. Among this number two of them are women and there pieces and writings are very interesting. Elbert Hubbard is somewhat of a physiologist. He is also a splendid writer. He wrote the Doctor and a good many other books. Jack London is more of a novelist than a writer. His chief work is writing up prize fights and other things. Walt Whitman is called the poet philosopher and his works are very interesting. He writes for all of the newspapers."

As evidence of complete unfitness to take the examination in history for this academy the following answers to questions asked in the recent examination are submitted:

Q. Who was Nebuchadnezzar and for what achievements was he noted?

A. Nebuchadnezzar was a prophet and was noted for his foreseings he told the certain things would happen and they did happen.

A. He was ancient king and was a soldier. He compled to eat grass and live in the forest for about nine years. He founded the city Ninneh.

A. Nebuchadnezzar was an Egyptian ruler, noted for founding a library. Gave Egypt a good start.

Q. Describe briefly Xerxes' attempted conquest of Greece, naming two of the battles and the results of each.

A. Xerxes' conquest were not successful, being driven back.

A. He started with about a million and 1-2 soldiers and followers. He entered Greece and foughted the battle of Thermopylae was victorious but cost him a great many men.

A. With a large army he defeated the Greek at Thermopylae sparing only one man. In the naval battle of Salamis he was defeated. His attempts were a failure.

Q. What was the "Macedonian Phalanx"? What was the "Roman Legion"? Name an important battle in which they were opposed. State the result of this battle.

A. Macedonian Phalanx was a division of the Army of Macedonia. Roman Legion was the Roman army.

A. In the battle of Crecy these opposing forces met and the result was in favor of the Romans.

### Describes Mason and Dixon's Line.

Q. What was the Mason and Dixon's line? How and when was it established? Why?

A. Mason and Dixon's line was a line made across the country from east to west. It apparently divides the country.

A. Mason and Dixon line is a line running between Maryland and Georgia. It took its name from the name of the surveyors. It was established in 1690 and because there was a continual quarrel between the boundaries of the two states.

Q. Who were the leaders and what were the results of the Battle of Trenton and Princeton? What was the special importance of these two battles?

A. MontCalm and Wolf, Gained a stronger hold on the equipment of the opposing forces.

A. General Jackson and General Lee.

Q. Give the details of the establishment of the Republic of Panama.

A. The Republic of Panama was established by the United States against the wishes of Great Britain in about 1897. We almost had trouble on account of our "Monroe Doctrine."

A. The Mexican Government was unbearable thereby causing the southern part to rebel and form a republic.

A. Panama was under the control of Venezuela. She was mistreated and misgoverned and asked foreign nations for recognition as independent. The U. S. sent fleets over to Venezuela and forced her to recognize Panama's independence.

A. Spain was not to hold power in Panama, nor was the U. S. to annex her as a state.

A. Panama was purchased from Columbia.

A. The U. S. was to have Isthmus Panama to control herself.

A. Panama was owned by the Spanish Gov. and it desired to be independent and free from the Spanish bonds. It rebelled and was recognized by the U. S. and other countries and so was free and became an independent Gov.

## SCHOOL OF JOURNALISM.

Course Will Be Established Soon at Columbia.

JOSEPH PULITZER'S PLAN.

Late Newspaper Owner Gave \$1,000,000 For the Purpose—Second Million Provided if School Proves Successful at End of Three Years.

Plans of Joseph Pulitzer, owner of the New York World, who died recently, for a school of journalism at Columbia university will be taken up at once by President Butler and an advisory board named by Mr. Pulitzer eight years ago. A fund of \$1,000,000 is released to the university by the death of Mr. Pulitzer, with an additional \$1,000,000, provided the advisory board is satisfied at the end of three years that the school promises to be successful.

The school of journalism was first suggested to the then president of Columbia in 1892. It was refused. In 1903 the offer was renewed by Mr. Pulitzer to President Butler and by him accepted. Plans were drawn for the building and a place assigned to it on the campus. Then came so many new and difficult questions that, with Mr. Pulitzer's declining health and his frequent absence from this country, the plans were never carried out.

How Fund Will Be Used. The difficulty above all others that stood in the way of the beginning of the school was to find a man who could direct such a school. President Butler and Mr. Pulitzer held a great many conferences on this problem, each suggesting names. As recently as two weeks before Mr. Pulitzer's death the president of the university had consulted with him on the question of a head to the proposed school.

The gift of \$1,000,000 was so given that the income was retained by Mr. Pulitzer during his life. At his death it is turned over to the university. The terms of the gift are that the university shall construct a suitable building and maintain a school of journalism. A part of the fund will be used in construction, and the income from the remainder will go toward the support of the school. If the advisory board is satisfied with the progress of the institution at the end of three years, according to a later agreement than the original one, the estate is to endow the school with an additional \$1,000,000.

Mr. Pulitzer made his gift to Columbia in an agreement signed July 20, 1903. There were three other agreements relating to financial matters. But the main provisions of the first agreement are adhered to in the others. Mr. Pulitzer gave to the university at this time \$200,000. He reserved the right to nominate an advisory board at any time before his death. In case of his death before nominating such a board the agreement provided that the following should constitute the board to found and govern the new venture in education:

Advisory Board. President Butler of Columbia, White-law Reid, publisher of the New York Tribune and the American ambassador at the court of St. James; St. Clair McKelway, editor of the Brooklyn Eagle; John Hay, late secretary of state; Victor F. Lawson, publisher of the Chicago Daily News; General Charles H. Taylor of Boston, Melville E. Stone of the Associated Press, Samuel Bowles, editor of the Springfield Republican; the principal editors of the New York Herald, the New York World, the New York Evening Post, the New York Sun, the New York Times, the St. Louis Post-Dispatch and the Philadelphia Press.

On April 12, 1904, Mr. Pulitzer paid to the university trustees \$800,000, and an amended agreement of that date provided that the entire income from the money should go to him during his life or until the school was founded, and in addition provided for the second gift of \$1,000,000 if the school was successful.

As no advisory board was nominated by Mr. Pulitzer during his life the first named men will form that body. It was said at Columbia that the school would be started. The questions of men to teach and courses to be studied will be solved as soon as practicable.

### CANADA'S FIRST NEWSPAPER.

Tablet Affixed to House Where Initial Number Was Printed.

A tablet has been affixed on a building in West Grafton street, Halifax, N. S., which a century ago was the fashionable district of Halifax, marking the site of the first printing press in Canada, established in 1751, where the Halifax Gazette, the first newspaper in Canada, was published in 1752. The Gazette, now the official organ of the provincial government, has been published ever since and is still running as the Royal Gazette.

The founder of the first press was Bartholomew Green, Jr., who went to Halifax from Boston two years after the founding of the city by Lord Cornwallis. The tablet was placed in position by the Nova Scotia Historical society, Archdeacon Armitage, its president, directing the proceedings. The mayor, J. A. Chisholm, performed the unveiling ceremony.

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