PREPARATORY SCHOOLS, COLLEGES AND ACADEMIES

Some Problems in the Moral Education of Children

AT the fifth annual Sunday School Institute and summer meeting held this month at Andover, N. H., under the joint auspices of the New Hampshire Unitarian Conference and the department of religious education of the American Unitarian Association a highly interesting series of lectures was given by Prof. Luther A. Weigle, Ph. D., who holds the Horace Bushnell chair of Christian nurture at Yale University. In the Boston *Transcript* J. E. D. gave a digest of these lectures, which The School Editor takes pleasure in presenting herewith:

Dr. Weigle is unsurpassed as an authority on this subject, and interspersed a good bit of fun with the generous measure of practical information with which his lecture hour is always filled. This course has made a general appeal to guests at the conference, as the problems considered have been those which every parent is called upon to face.

Speaking on the relative value of "Rewards and Punishments" Dr. Weigle brought out the strong and weak points of each. Punishment, he said, is relied on primarily in matters which involve moral behavior, and reward in the production of mental and physical work. Punishment is the application of the law of habit by annexing a disagreeable result to a wrong deed, so that it will not be repeated. It is more effective than reward because it does the work better. Seeking a reward depends on whether we want it or not, but we always desire to avoid the unpleasant thing. We are not so fixed and consistent in what we want as in what we do not want. Punishment is more true to the facts of life. Wrong doing does bring punishment, but it is not so obvious that right doing brings reward. We aim to train in goodness, love and understanding of the right, but if we interjects a reward it deflects our course, is apt to get in the way of our purpose.

Punishment was early looked upon as retribution, then as a deterrent, and later as a reforming agency. While the last is nearer its purpose, this cannot be applied to the child. Through punishment the child is educated and led to understand the laws of life and the great, eternal, moral truths. It is a foreshortening and materializing for him of the inevitable consequence of wrong doing. We cannot await the natural working out of events, but must make the consequences obvious.

Dr. Weigle's characteristics of a good punishment are that it should have a sting, a disagreeable result; it should be associated as directly as possible with the act and have a reasonable connection with the thing done; it should be certain, invariable, and consistent; it should be administered calmly in the light of all the facts obtainable; it should be proportionate to the offence rather than to the magnitude of the consequence; and, lastly, it ought always to be followed by talking it over and making it up. Corporal punishment as an impending possibility, confinement, satiation, the depriving of privilege which has a logical connection with the offence, were commended; while scolding, social ostracism and added work were condemned as poor types of punishment. Dr. Weigle believes that rewards should beget initiative and enthusiasm. The right type of reward is one which is socially sharable, or intrinsically related more or less to the task itself. Poor types are those which are simply for consumption, or lead to rivalry and emulation.

An Analysis of Lies.

Discussing the problem of "Truth and Falsehood," Dr. Weigle deprecated the use of soft and ambiguous terms like "fib" or "story" for the fault which only the direct, clearcut word "lie" properly describes. Sincerity is natural for a child, but he has no natural instinct for knowing the truth or telling it. He must be educated in the difference between fact and fancy, and taught the ideal and habit of truth telling. The difference between fact and non-fact has to be learned as a matter of experience, through training. Lies may be classified into those which the child believes himself, and those which he does not. In the former class are lies due to faulty observation; imaginative ones, the result of inability to draw the line between fact and fancy, since there has been no body of experience on which to base such a devotion. To the child there is no intrinsic difference between sensation and the mental images which reproduce it, so that to him a fancied bear behind the door is as fearsome as the real dog in the front yard. In the same class are the lies of exaggeration in which the child tends to tell in stronger colors, and tries to make an impressive story.

The lies which the child does not believe himself are those indulged in in a playful spirit, including the whole realm of the dramatic, the make-believes and those designed to shock or tease; the lies of self-interest, self-protection, or self-defence, are more serious. If the parent does not have sufficient understanding to grasp his point of view the child is often driven to this kind of a lie. There is the lie of rivalry or boasting, the desire "to put up a good front"; the privileged lies, told because the child feels obligation to be truthful only to his immediate circle of friends but not to outsiders; the lies to do good, to save some other child from blame, which are fostered by elders who cast indiscriminate opprobrium upon tale bearing. We cannot hope for a child's full confidence if we call him a "tattle tale." The habit of truth telling must be developed by presenting unambiguous ideals of truth and falsehood in the most direct fashion possible, and by practising the ideal ouselves sincerely and consistently. We must help to draw the line between the real and the unreal, and train in observation and description. It is also for us to prevent the temptation to lie when it is in our power.

Dr. Weigle gave some very enlightening suggestions on teaching children "The Use of Money," which he considers especially urgent now, when money occupies a more important place as industry becomes more and more specialized, and families are no longer self-enclosed economic units, buying little and handling very little money. The child cannot be educated by mere instruction, but must have actual experience. He ought to know how to earn, spend and save. The speaker thinks that the foundation of a child's financial education should not begin with the policy of saving, although it is a valuable part of the general educational policy, but with spending, which is the one experience he can really have and understand. The trouble with saving, with the child, is that it lacks motive. He has no sense of what the money is for or how to use it. Dr. Weigle does not believe in inventing chance to earn money as the child is given a false idea. He should be given an allowance until he can do something with actual earning value. He should not be paid for small services about the home, but may eventually take the place of a paid worker, and so legitimately receive pay.

A fixed allowance which is resettled every year ought to begin at an early age. Then the child ought to be left free to spend and be permitted to make mistakes, although he should be given guidance and counsel and an opportunity to see and decide in advance what he wishes to buy. He should be protected against really serious mistakes, but will profit by small ones. A periodically increased allowance should carry with it increased responsibility and he should be trained to keep accounts and to know what accounts are for. The making up of a budget should be begun at an early period and saving be taught as a regular habit.

How to Discipline a Child.

"Moral Education is an inside job," Dr. Weigle said in introducing his lecture on "Interest and Discipline." The right way to discipline is through enlisting the interest of the child. It can neither be done by the old-fashioned method of breaking his will, nor by letting it run uncontrolled. Interest is an inner motive power of attention—the terms attention and interest are correlative. We pay attention because fundamentally a thing spontaneously engages us, or we voluntarily hold ourselves to it. The only kind of attention which works well is that which is spontaneous because it is whole-minded, while in voluntary attention we are conscious of double-mindedness, a split of desires.

Moral education ought to develop spontaneous attention. Those things which will engage a child's interest must be within his powers, contain some problem or task—something to do, and the task must show some degree of fruitful result. Discipline is not repression, nor mere obedience—which is training to servility rather than leadership, nor is it exercise on the hardest thing possible. Dr. Weigle believes that because a thing is hard to do is evidence that we have not found the right thing. We have certain aptitudes which fit us for certain work and it is our business to find it. The man who has found his real work will be happy and interested in it. Discipline is training for persistence, consecutiveness and intelligent effort, and ability to apply our powers, a result only made possible by enlisting and attaching the child's interest to the thing he has to do. From this conception of discipline it follows that the child must be provided with enough to do, both in materials and ideas—especially the latter. Parents are usually long on materials and short on ideas, while the child is the reverse. Parents fail because they have lost the play idea. The parent must have adequate reasons for the things he requires of a child. He should stop to introspect occasionally. Obedience to his parents personally is not to be developed alone, but obedience to principles as expressed through the parent. Reasonable obedience may be easily taught if we are in the habit of taking a reasonable attitude toward the child.

Another puzzling problem to parents and educators is that of "Play and Amusements," on which Dr. Weigle gave an illuminating lecture. The child needs much play but very little amusement. Play is active; amusement passive. Unlike all lower forms of animal, the child is not finished when he is born. The child has many more instincts, adaptable, modifiable, changeable. He may respond to any given situation with half a dozen instincts, and so has to use his mind. The play impulse is nature's way of putting inside the child the impulse to finish himself off. There have been various theories of play. Formerly it was looked upon as a safety valve, a means of using up superfluous energy. Then it was looked upon as having an exactly opposite value—a tonic effect.

The best interpretation of it is that it is an educational measure, a definite part of the educational system. The psychological order in which varieties of play naturally appear begin with plays of discovery, followed by those of imitation, construction, competition and team play. Toys for children should not be many nor elaborate. They ought to be simple rather than mechanical, and such as to develop activity and constructive power.

Explaining the War to a Child.

A vital problem to parents to-day is what to teach the children about the war, and Dr. Weigle's final lecture dealt with this topic. He spoke of three possible policies to follow. The first, that of telling them nothing about it, he condemned in these days of supreme meaning, when the issues between right and wrong are so sharply drawn. A second policy, that of using the war as a motive, really means the use of the present situation as a revival of old time religion, a return to the ancient Bible prophets. The best policy is to seek to teach God and beauty through the war. If God ever revealed himself to the world He is doing so to-day.

The world never believed in and relied on education as it does to-day. Our war policy is an educational policy. The world is achieving democracy and experiencing a potential renewal of religion. Education, democracy and religion belong together and each is incomplete without the others. The great outstanding thing we have come to see is what can be done by education. The world menace of to-day is the result of an educational system, and we have learned to what the Prussian ideal of education may lead. The world is winning a new conscience with respect to the war itself and about exploitation in any form, but primarily of people; about States, which are not above God himself and the moral law, and about religion. The world is done with easy optimistic religion and faces the fact of powerful poignant evil from which it must be redeemed. The conviction has come that there is a surprising amount of good in the world and that human brotherhood is not simply a Christian ideal, but has become the actual political and social programme. The world is done forever with an autocratic God exploiting men and with a national God. The world will have a simpler creed to which it will hold more closely.

Teaching in Adolescent Period.

The Rev. Florence Buck in a series of five lectures discussed the adolescent period from the standpoint of the Sunday school teacher and urged the study of representatives of the period in literature like Maggie Tulliver and Phoebe and Ernest. Teaching at this time should always be by suggestion. Young people at this period would have other heroes than athletic ones if they were told more about them. Luther's sturdy intellectual vigor would appeal to them if it were made less shadowy to them. Miss Buck showed how the instructor can teach the appeal of the past and make it vivid and personal to them. The testing of one's own work by what has been done by others shown in great poems, pictures and other great expressions, and by laboratory methods in religion was discussed. The great aim is to show the deepening and developing of conscious religious life.

Making Soldiers Self-supporting.

The war crept into the week's programme in a lecture by Lieutenant-Commander Thomas Mott Osborne, who outlined his work at the naval prison and showed the progress already made in making the prisoners feel that they have been sent to a repair shop rather than to the scrap heap. Under the subject "Canada's Experiment with the Returned Soldiers" the Rev. Augustus P. Reccord discussed a piece of work which the war has brought to every nation involved in the struggle. By means of care to conserve the physical strength and moral power of the recruit, caring for the families of the soldiers and feeding back into the economic life of the nation efficient members trained to be self-supporting and self-respecting Mr. Reccord foresees several good results. He believes that the fruits of this work will be the abolition of the mendicant soldier, the soldiers' home and the pension system, and also that an enormous impetus will be given to vocational training for industrial cripples.

A Memorial to Professor Royce Planned by Friends

FRIENDS and colleagues of the late Josiah Royce, Harvard's eminent philosopher, are interesting themselves in a plan to establish a Josiah Royce memorial fund at Harvard University. Among those who are placing the plan before the friends and admirers of Prof. Royce are Charles W. Eliot, president emeritus of Harvard; John G. Hibben, president of Princeton University; Charles P. Bowditch, president of the American Academy of Arts and Sciences; R. F. Alfred Hoernle, chairman of the department of philosophy and psychology at Harvard; Profs. William E. Hocking and Lawrence J. Henderson and Drs. James J. Putnam and Elmer E. Southard of the Harvard medical school. Charles F. Adams, treasurer of Harvard University, will also take care of the contributions toward the memorial fund.

A circular letter setting forth the plans for the creation of this fund and which is addressed to Prof. Royce's friends is as follows:

"Some of the personal friends and colleagues of Josiah Royce, who believe that his work and his character made a deep impression upon a wide circle of men and women and that he became, in fact, the centre of a large spiritual community, many of whose members were unknown to him, as he was unknown personally to them, feel that the reverence and affection that went out to him as a thinker and as a man should be embodied in some appropriate memorial of him at Harvard University, where he expressed himself in characteristic speech and writing for thirty years.

It is proposed, with this end in view, to create a fund of $20,000 to be known as the Josiah Royce memorial fund, the income of which shall go to Mrs. Royce during her lifetime and thereafter to the department of philosophy of Harvard College, to be used in such ways as the department shall decide from year to year.

There are evident reasons why this appeal should not be delayed until the return of normal conditions, natural as such postponements might on some accounts appear to be. And, further, the due honoring of our moral heroes, though a privilege under all circumstances, is especially a privilege and a duty in heroic times.

Latest News of the Life and Spirit Within Academic Walls

A HAPPY group of thirty boys left by the boat to Albany on Monday night for Camp Riverdale in the Adirondacks. This is located on Long Lake in Hamilton county and is a wilderness camp under the direction of the headmaster of Riverdale Country School, Frank S. Hackett. The boys will be in the mountains until September 4. They are to enjoy a number of climbing expeditions, including trips up Mount Marcy, the highest peak in the Adirondacks, and up Ampersand, from which what Henry van Dyke calls the grandest view of these mountains is to be had.

An interesting group of men is to be with the boys at Camp Riverdale this summer. They include an artist, Theodore Parsons, who is to have charge of the woodcraft work; a pianist, Lawrence Adler, who is to develop singing and musical appreciation; a medical student, James Earl Russell, Jr., who is to teach first aid and other Boy Scout requirements; a wounded Belgian volunteer soldier, Matthieu Jetteur, the instructor in French at Riverdale Country School, who is to have a great deal of spoken French with the boys; Arthur E. Baker of the staff of the school, who has the management of the tutoring, and William D. Murray, a Harvard student, a graduate of the school, who is to act as secretary of the camp. Mr. Hackett is to conduct a regular course in current events.

ADELBERT COLLEGE.

A bulletin issued by Western Reserve University, Cleveland, Ohio, and sent to prospective students of Adelbert College states in succinct form the university's attitude toward military training and shows that beginning with next year extensive changes will be made so that Adelbert College may adapt itself to the military situation in the most efficient manner.

Reiterating the advice of men high in the service of the Government who say that men should stay in college as long as possible that they may be able to serve their country more efficiently, the bulletin adds that young men now in high school who would ordinarily be benefited by a college education should neglect no opportunity to get such an education at this time.

The course in military training which has been adopted by the college and which is outlined in the catalogue is that issued under orders of the War Department as a "Course of Training for Infantry Units of the Senior Division" and requires four years for the completion of the course. As outlined at present, military training will be compulsory for all classes next year, but after the collegiate year 1918-1919 only two years will be required, these to be taken in the first two years.

Those who have shown sufficient aptitude in the first two years work will be allowed to continue military training during their junior and senior years. These courses will run five hours a week, but a large amount of reading and private study will be added to the course. For this reason juniors and seniors will be required to elect only twelve hours a week in other subjects instead of the usual fifteen hours. The military training will for this reason count toward graduation.

Courses in other departments will be somewhat modified to meet the demands made on them by the theoretical side of the courses in military training. Courses in history, political science, mathematics and the natural sciences, as well as French, German and Spanish, will be adapted to meet the practical needs of the soldier. These changes, however, are planned so that the students may be trained for effective work in civil life, and after the war is over, as well as military life.

Steps are being taken to form a R. O. T. C. at Western Reserve, which will serve to emphasize the military side of college life.

DELAWARE COLLEGE.

The faculty of Delaware College, Newark, Del., announce a special course in marine transportation, opening next September. The course includes the fundamentals of engineering and gives instruction in subjects which relate specifically to shipbuilding and marine transportation.

One of the requirements will be that those taking the course must spend three summers working in shipbuilding plants.

UNIVERSITY OF VERMONT.

Based on the final grades for June, the young women at the University of Vermont, Brattleboro, Vt., again lead the men in scholarship. Furthermore, the fraternity women lead the non-fraternity women, but the non-fraternity men lead the fraternity men. The averages are as follows: All fraternity women, 84.90 per cent.; all women, 83.14 per cent.; non-fraternity women, 80.66; all fraternity members, 79.62; all students, 78.98; non-fraternity men, 77.76; fraternity men, 76.58; all men, 76.09.

The four women's societies lead all the men's fraternities, the figures for each being as follows: Kappa Alpha Theta, 87.97; Pi Beta Phi, 85.16; Alpha Xi Delta, 83.45; Delta Delta Delta, 81.58; Alpha Tau Omega, 81.81; Delta Psi, 80.13; Phi Mu Delta (formerly Commons Club), 78.76; Phi Delta Theta, 75.92; Kappa Sigma, 75.51; Lambda Iota, 73.41; Sigma Phi, 70.18; Sigma Nu, 67.89.

DARTMOUTH COLLEGE.

More than 250 newly drafted men have begun a two months course of special training at Dartmouth College, Hanover, N. H. These men, all of whom have a better education than the average drafted man, desired to take this course before being sent to one of the big cantonments. They are under the charge of Capt. Max Patterson and five other officers, and in addition to their military drills will be instructed in carpentry and concrete work, motor truck driving and road repair, radio and buzzer operating, and telephone and electric wiring, under the direction of Prof. Charles A. Holden, assisted by other instructors from the Thayer School of Civil Engineering.

Class instruction is being given in several of the college buildings. The gymnasium has been turned over to the men, the largest room being converted into a dormitory. Drills will be given on Alumni Oval.

The men will leave at the end of two months, and 250 or 300 more men will come August 15 to stay for two months. The facilities of the college, however, are so ample that the presence of these men will not necessitate the postponement of the opening of the regular college on September 19, nor will they interfere with the usual athletics of the college, as Dartmouth plans to carry out a full football schedule this fall.

President Hopkins, who is spending practically all of his time in war work in Washington, returned to Hanover for the beginning of the special course at the Thayer School.

A LETTER.

The following letter has been received from Anna V. Ryan, Northampton, Mass.:

"Each day we are impressed more and more with the necessity for all young women as well as young men to get in line to 'carry on' and become trained people. Bursts of enthusiasm and the keenest desire to be useful are not sufficient. There must be something to offer. Young women of the present generation have a thrilling, inspiring work before them, but they must be made fit for it—fit in attitude of mind, in bodily strength and endurance and in ability. These summer months should not be spent by school or college girls who have reached the age of 16 or over in idling, but they should find in a multitude of courses offered everywhere something suited to their tastes and abilities and they should become trained in something at once. I do not mean that there should be no play, but I do mean that there should be something else along with the play. School and college work should not nor need not be sacrificed, but should be supplemented with practical training these long summer holidays. Good time this summer should be found at least for one-half of the day in useful, efficient work or in training for such work.

"American parents, the day of extravagant indulgence to your children is past. Your pleasure in your children must be in getting them ready for wonderful work and deeds. The old, long, sporting holiday must give place to fresh, inspiring, noble service for our country. The young boy and girl must get in line now."

TUFTS COLLEGE.

Military training is to be introduced at Tufts College with the reopening of the college for the fall term, according to the vote of the faculty of arts and sciences. The action of the faculty was taken in conjunction with the vote approving the recommendation of the Secretary of War. The details of the plan have not been worked out yet. Whether the military training will be elective or required has not been determined.

The Government has promised to provide a staff of officers for each unit of 100 students who enroll for the course. The students will be enlisted men in the National Army upon registering for the course, but will not be called for active service until they reach their twenty-second year, except in the event of a crisis or emergency. Students under 18 years of age will be encouraged to join the training corps and to enlist on reaching the age limit.

Students at the college are enthusiastic over the plan as a result of the work being done by the training detachment of the National Army, which has been drilling daily on the campus during the past month.

Ensign Joseph A. Eaton, who according to official communication from the front is reported to have been forced to make a landing from his airplane in Dutch territory and will be interned there for the duration of the war, is a Tufts 1919 man. The report states that Eaton was carrying a wounded pilot to safety from enemy planes when his machine became partly disabled and he was obliged to seek a safe place for descent. The airplane was riddled with bullets. Ensign Eaton was president of his class at Tufts during his freshman year.

President Bumpus has announced the donation of a scholarship of $350 for one year by the E. I. du Pont de Nemours Company. The only conditions attached to the gift are that the scholarship be known as the "Du Pont scholarship" and that it be awarded to a senior or graduate student who makes chemistry or chemical engineering his major subject. The award is for one year only, but the donor expresses the hope of renewing it another year to encourage the students who are specializing in chemistry.

Extensive improvements will be made in East and Dean halls, two of the dormitories at Tufts, during the summer vacation. Students housed in these two buildings who are remaining at the college for summer courses are moving to quarters in Page Hall. Both East and Dean halls will be renovated with new sanitary equipment and wiring for electric lights. A group of alumni have subscribed the necessary sum to meet the expense involved.

Panoramic View of Various Activities Throughout the Student World

NEARLY every State in the Union is represented on the honor roll of the Tome School, Port Deposit, Md. About 400 former Tome students are in the service. Many have been wounded, three have lost their lives, and two Tome boys have been decorated with the Croix de Guerre. One of every four is an officer.

Among the names of the officers of the American army held prisoners in German camps which were made public by the War Department this past week was that of Blancard B. Battle of Columbus, Ga. Gen. Pershing's report of last week stated that Lieut. Battle was missing. Lieut. Battle, a former student of the Tome School, is a member of a well known Georgia family. He is a prisoner at Camp Karlsruhe. Gilbert E. Ogle of Terre Haute, Ind., is reported as being severly wounded. Ogle, who was in the Ambulance Field Service in France, is a graduate of the Tome School.

Copies of *The Tome*, the school publication, containing the names on the honor roll have been sent to all the former students. An accompanying letter from the director, Dr. Baker, has been the means of establishing direct communication between the school and the boys in the service. This coming year the boys who are students at Tome will realize as never before that they are a part of the great reserve army of schoolboys, as the Tome School has allied itself with those institutions of learning which realize that the place for boys between the ages of 14 and 21 at this critical time is in a school where military training has a part.

MASSACHUSETTS TECH.

In a competition conducted by the faculty among students in the senior and graduating classes of the Massachusetts Institute of Technology, Boston, Mass., Ernest Alton Grunsfeld, Jr., of New York city has been awarded high honors for architectural design.

The problem placed before the students was to prepare an architectural plan for a prospective victory monument to be erected on a hill in devastated Belgium and to serve as a depository for the peace treaty which is to come from allied victory. The competition ran for eight weeks and professors in the architectural department of the institute acted as judges.

Grunsfeld, who is only 21 years old, submitted a design which met with such high commendation from the college professors that they unanimously decided to give him three prize awards. The first of these was the gold medal of the Societe des Architectes Diplomes par le Gouvernement Francais.

The second award to the young New York architect was the gold medal of the American Institute of Architects. This high honor was granted to him on the recommendation of the architectural faculty and was given because young Grunfeld scored the best record in architectural design among the students in the graduating class.

His third honor came in the award of the Rotch prize of $200 given each year to the student in the institute graduating class who makes the best general record during the course. This sum was donated by Arthur Rotch, long interested in architectural matters.

The Grunsfeld prize winning design comprises a carefully worked out scheme for an elaborate monument which if placed in New York city would cover nearly all of Manhattan Square Park, between Seventy-seventh and Eighty-first streets and Central Park West.

The professors in making their awards emphasized the remarkable clearness with which the young architect showed his train of thought in solving the problem. Besides the projection plan Grunsfeld drew a bird's-eye view as though taken from an airplane. The awards granted to the New York boy have been listed in the institute catalogue.

The successful student went through Columbia Grammar School in New York city and attended Phillips Exeter Academy, where he first evidenced his preference for and expertness in architecture. At the Massachusetts Institute of Technology he has taken a large part in scholastic activities, having been editor of *Tech News*, handling school elections and helping manage the annual Tech show. He is a member of the Tau Sigma Delta, a prominent architectural fraternity.

BRYN MAWR COLLEGE.

The Bryn Mawr examinations for matriculation were held at Bryn Mawr College, Bryn Mawr, Pa., and also at forty-one other centres: Baltimore, Boston, Chicago, London, New York, Pittsburg, Portland, Richmond, St. Louis, Catonsville, Cincinnati, Cleveland, Clinton, N. Y.; Columbus, Cooperstown, Faribault, Gadsden, Ala.; Garden City, Glens Falls, Greensburg, Greenwich, Harrisburg, Indianapolis, Louisville, Los Angeles, Lowell, Minneapolis, Piedmont, Princeton, Providence, Redlands, Salt Lake City, San Francisco, Seattle, Springfield, Ill.; Tarrytown, Washington, D. C.; Wykeman Rise, Washington, Conn.; Yankton, S. D., and Dallas, Tex. Eighty-three students received certificates of admission to college. Twenty-seven failed. One hundred and forty-six passed the first division of the examinations; thirty-four failed. One hundred and fifty-four took the new preliminary examination.

Four matriculation scholarships of the value of $100 were awarded to the candidates who received the highest grades in examinations in the four following districts: New England States, Lillian Wyckoff, Norwich, Conn., prepared by Norwich Free Academy, Norwich, Conn.; New York, New Jersey and Delaware, Virginia Randolph Grace of New York city, prepared by the Brearley School, New York city; the Western States, Margaret Crosby of Minneapolis, Minn., prepared by the Northrop Collegiate School, Minneapolis, Minn.; Pennsylvania and all places not mentioned above, Margaret Norton of Louisville, Ky., prepared by St. Timothy's School, Catonsville, Md.

The matriculation scholarship for Pennsylvania, Maryland and all the Southern States and other places not included in the other districts is unusually hard to win on account of the large number of schools in Bryn Mawr and in Philadelphia which prepare especially for Bryn Mawr College examinations.

SIMMONS COLLEGE.

Through the courtesy of the authorities of Simmons College, Boston, Mass., the Free Library Commission is to hold a conference there, beginning Tuesday, July 30, and continuing through the morning of August 1. Charles F. D. Belden, chairman, is to make the address of welcome on Tuesday at 9:30 A. M., and James W. Kenney, chief of the Boston Public Library bindery department, will describe the saving of volumes. Other speakers and their topics are as follows:

"Bulletins for Small Libraries," Miss June R. Donnelly, director Simmons College Library School.

"One Result of Our Recent Campaign: The Establishment of Base Hospital Libraries," Miss E. Kathleen Jones, McLean Hospital, Waverley.

"Cooperation of Massachusetts Libraries with the United States Food Administration," Miss Edith Guerrier, library publicity director, United States Food Administration.

"How the Small Library Can Use Some of Boston's Library Resources": The Town Room, Miss Florence Johnson; Art Museum Library, R. L. Dunn; New England Historic Genealogical Library; Charles K. Bolton, Boston Athenæum; The State House, Miss J. Maud Campbell.

The programme for the remainder of the conference is as follows:

Wednesday, July 31—"How the Libraries Can Help the Rural Schools," Miss Hannah P. Waterman, State Normal School, North Adams. "Uncle Sam's Gift Books," Miss June R. Donnelly. "Best Recent Non-Fiction for a Small Library," Miss Ida F. Farrar, City Library, Springfield. "Evaluation of Fiction," Miss Lucy Richmond, City Library, Springfield. "Round Table on Recent Books," conducted by Miss Farrar.

Thursday, August 1—Round Table—"Puzzling Problems," Miss E. Louise Jones, Library Commission. "The Preservation of Local History, Especially During the War," Miss Agnes J. Goodwin, Stockbridge. "Libraries' Opportunity for Service in War Time," J. Randolph Coolidge, Jr.

VASSAR COLLEGE.

Statistics just issued by the Training Camp for Nurses at Vassar College, Poughkeepsie, N. Y., concerning the 437 students show that in the college representation Vassar leads with 44 students, followed by Smith with 37, Wellesley with 27, Mount Holyoke with 20 and Oberlin with 18. In all 115 colleges and universities are represented, many of them by a single student. In the classification by States Ohio leads with 54, then follow New York with 45, Massachusetts with 35, Illinois with 28, Michigan with 26 and Minnesota with 20. There are six students from Canada and 41 of our States are represented.

The average age of the students is between 24 and 25, although the ages range from 19 to 44. The college classes run from 1889 to 1919, but the greatest number from any one class comes from 1918, just graduated.

In the classification by occupations teaching leads with 211, while 101 are listed as students. The occupations are varied, the list showing social workers, farmers, newspaper writers, missionaries, Red Cross workers, secretaries and stenographers, singers, chemists and housekeepers.

HARVARD UNIVERSITY.

CAMBRIDGE, MASS., July 20.—As a result of the efforts of L. J. A. Mercier of the French department of Harvard University the Comite France-Amerique has offered to the university a medal to be awarded each year to the successful contestant in a French debate on the aspect of French civilization.

The fact that this new debate is to be conducted in French differentiates it from the Pasteur Medal debate which was founded in 1898 and which is conducted in English. It will, however, for that very reason, be a greater stimulus in the development of the French work of the university, for it is in line with the efforts being made to equip men with the language as a speaking tool and not merely with a passive vocabulary suited to reading purposes. The debate is the logical climax of an educational programme beginning with courses in oral French and continuing through the work of the French Forum and the Salle Francaise. The Comite France-Amerique which offers the prize was founded in 1909 to foster more sympathetic relations between France and the two Americas. By means of numerous publications, delegations of prominent publicists, committees of correspondence and the like it has done much to develop in this country an appreciation of French culture. Since it is too late in the term to hold a debate this year the 1918 medal will be framed and kept on exhibition in the Salle Francaise.

OBERLIN COLLEGE.

The secretary of Oberlin College, Oberlin, Ohio, announces that registration figures for the academic year, beginning next September, indicate no significant decrease in the number of students to be in attendance. In the preliminary registration 625 cards have been filed with the college registrar. The secretary office in charge of the admission of new students reports 218 registrations in the freshman class and 26 new students admitted to advanced study, making a total of 869 already for enrolment next year in the College of Arts and Sciences.

YALE UNIVERSITY.

NEW HAVEN, July 20.—Despite Yale's announced plan to curtail building and other expansion plans during the period of the world war the university has continued the acquisition of property on the west side of York street, between Chapel and Elm streets, till only four tracts remain unbought, the former University Club house on the corner of York and Chapel streets, the Masonic Temple property and Wrexham Hall, a private dormitory.

It is announced by Treasurer George Parmly Day of Yale that Dr. Charles A. Tuttle has presented the university with his home and offices, a large brick building on York street, adjacent to Wrexham Hall, to be devoted to the mysterious uses which Yale University has for the block along which it is acquiring all the land. Most of the property has been purchased by the so-called Atheneum Company, a corporation composed of prominent Yale alumni of this city.

The city block bounded by York, Elm, Library and High streets, which was purchased by Yale last year, has been swept of every building it formerly contained, including the Peabody Museum, Pierson Hall and the D K E fraternity house to make room for the large group of Harkness dormitories which Yale is to erect. Work on the construction of these was stopped last fall for war reasons, but some light construction of the foundations has just been resumed. It is understood, however, that work on these will not be pressed till after the war.

Education "Over There"

JOHN H. FINLEY, president of the University of the State of New York, presented last spring a printed report on "French Schools in War Time," which is the report on his special mission to France in May and June, 1917. In filing the report with the Regents Mr. Finley states that he has attempted to describe the spirit that pervades the schools and universities of France rather than the methods of their teaching.

"The most valuable part of the report is to be found in the messages which were carried to France and those which they evoked," said President Finley, "messages which together in themselves justified putting into permanent form the report of this journey, and which will make a unique document in our educational literature. I am particularly glad that they can be published by the University of the State of New York, whose representative I was, for it is the institution of all in America most closely related in purpose and organization to the University of France, which embraced in its concern and control the institutions which I visited. I hope there will be written messages of our intellectual communion with France, both during the war and after, which will culminate in a world university or academy out on that strip where our men are fighting side by side. I would have the men and women of America know more of what is in France to-day. (I do not speak of England, for her advantages are better known.) I have caused to be put into italics mention of the special provisions in each institution of the universities I visited for the reception of American students.

"But no dissemination of information here is of value comparable with that which should reach our men yonder. To-day the most effective measure of intellectual exchange is to be found in the persons of our young men in France, the flower of America's young manhood, which is or will be there in a few months—there within physical reach of the greatest minds of western Europe, and of all the institutions, political, social, industrial, intellectual, through which Europe has wrought and with which America must cooperate in rebuilding, strengthening and extending those broken instructions of civilization. Our educational interests must follow these men whose studies or professions have been interrupted with such provision as we can make to see what they who have ventured all for us shall have not only for their own sakes but for the sake of this rebuilding every benefit of the best that these countries have to give out of their longer experience. Some advantage of this tuition can be had in periods of furlough or convalescence during the war; but the greater opportunity is to come in the weeks or months of armistice or demobilization. For that our preparations must be made now. This is the duty then of the moment: to see that our men have in France and England and Italy and elsewhere in Europe every educational advantage that our provision and provisions can secure—till they come back to build again in their own land.

"I have a rare medal, designed by a Frenchman, struck in memory of Washington. It bears the legend 'Hostibus primo fugatis.' The enemy must indeed be put to flight. That must of course be the first concern of our alliance, and nothing must stand in the way of that; but with that and after that must come this new alliance of which glorious augury is given in the messages that flew between America and France on the eve of our actual alliance in arms."

The College Lucky Penny

MANY forms of recognition for the war work of American college students, says the *Harvard Alumni Bulletin*, have been proposed and adopted—from the granting of academic degrees to the printing of special groups of names in commencement programmes and college catalogues. The *Bulletin* has been in sympathy with the Harvard authorities in the position they have taken, that academic work is one thing and military service quite another, and that the same recognition is not appropriate to both. Far less formal than any of the usual tokens by which the colleges have expressed, or proposed to express, their appreciation of what their sons have done in the war is a plan of recognition pursued by the University of Minnesota.

It is none other than to send to every past and present member of the university in active military or naval service or serving abroad in one of the recognized forms of auxiliary service, a small medal—a sort of pocket piece or lucky penny—on which appears the name of its holder and a few words testifying to the university's appreciation of what he is doing for his country. The cost of each token is only about 30 cents. A coin of the same character was carried by Minnesota men in the Spanish war and proved a token of association highly valued at the time and ever since.

There are few good ideas which occur everywhere simultaneously. Here is one which loses none of its value for Harvard and other colleges because they did not happen to think of it first. We do not undertake to suggest the precise method of making it applicable to the Harvard men in service, but the necessary machinery, utilizing perhaps the home addresses of men in service, perhaps the agency of the American University Union in Europe, perhaps both, does not seem to be beyond the inventive power of an individual or group of men to whom the idea of giving to every Harvard fighter a tangible emblem of his university, to be carried into whatever danger, may appeal. Should it fall into the hands of the enemy it could suggest only the quality of the backing that is behind so many Americans.

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