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

Mary Cowell Ham, '95.

[From the New York Nation of Thursday, May 26.]

THE deep, quiet devotion of the "great teacher" to one of the less prominent institutions, which younger men are so often pitifully but honestly unable to comprehend, was strikingly characteristic of the group of men who served Boston University almost from its inception. Their academic creed was the transcendent belief that "it is beautiful simply to know things."

And it is no vain and gratuitous lauding temporis acti that insists on remembering the splendid enthusiasms, the unfailing stimulus to the eternal questioning, the almost apostolic fervor for teaching as an art, which they incited.

Of the three who have but recently ceased to teach, Professor Augustus H. Buck, now in voluntary retirement in the Germany of his youthful university days, was for more than half a century, most of that time at Boston University, a teacher of truly inspiring type. So careful for the nice balances of the letter that he never let the smallest "particle" of his loved Greek go
untranslated, he could, too, by his own impassioned interpretation, rouse the most stolid Freshman to grasp something of the spirit of Socrates's sublime Apology; and even with hurdy-gurdies and florists' windows to create the illusion, he made Theocritus and the lyric fragments the joy of a Senior springtime and a memory forever to be loved and forever fair.

The late Professor Thomas Bond Lindsay was a master of the art of coordination, and, whatever the Latin text studied under him, all literature was its commentary. So Lucretius brought to many the first real grappling with Whence? and Whither? Such a teacher could show the agonized vision of doubt behind the insidious melody of the "Rubaiyat" and in the laborious embroidering, in sombre richness of color, of the theme of "In Memoriam." William Watson, in that first outpouring of real achievement and ringing verse, served to give present significance to Juvenal's scorn and Perseus's ire by means of "The Things that Are More Excellent."

The recent death of Professor Borden Parker Bowne, whom the academic world knows best by his philosophical writings and public addresses, brings to his pupils an intensified realization of the compelling personality of the teacher. They recall gratefully his encouragement to those who would enter the vastnesses of Thought and who learned from him that happiness is surely in travelling hopefully.

Compelled for many years to furnish lectures on the Philosophy of Theism as a prescribed course for students of varying training and receptivity, he inevitably remained unknown to many younger, awe-inspired students; but he was greatly loved and sought as adviser by others. He could not, however, without sacrilege, be called popular with the ordinary connotations of that word. That he could so persistently take his philosophic view from the angle of theism was cause for wonder to some who follow the changing fashions in philosophical nomenclature and find an apologetic appearance in a previous decade's styles. His was a mind to prove all things; but his very conservatism helped his gift for emphasizing the few things that are really good and to be held fast.

On the margins of class-books, especially the "Ethics," I find pencilled epigrammatic sayings of the author-lecturer, elaborating and illustrating his text. They bring back the invariably gentle voice and the inscrutable smile that could rebuke the hollow sophistries of the unthinking and clamorously insistent youth with Xavier de Maistre's "On voit bien, excellent jeune homme, que vous avez dix-huit ans; à quarante je vous attendrai." There was infinite patience with ignorance, but a certain bitterness in the protests against the limitations of rigid, unreasoning theological bias, against the
foolishness and mental vanity of half-way knowledge, and the inanity of the "well-intentioned." He could condemn without vehement denunciation. "It's the easiest thing in the world to denounce somebody," he said, long before muck-raking became pleasant and profitable. In the marginal notes are found the following:

"The case with which persons are injured varies inversely as their intellectual development."

"Pretty much everything in this world is an edge-tool, and fools among others exist at their own peril."

"It is becoming less and less a world in which fools can live in safety."

"The chief mark of the fool is that he is clamorously delighted over nothings."

Referring to a certain kind of self-imposed mental misery over remote ills, he said, "We could not distress ourselves if we would over some indignity in South Africa." Much of our seeming hypocrisy, however, he deemed merely "handy remarks to make under the circumstances;" and the note adds, "'I'm glad to see you —' as glad as the occasion demands." Many of the apparently hard sayings of Professor Bowne were directed against the elusive disguises of a perenially recurring Phariseeism, and the subtle settling with conscience that leads to various schemes of so-called altruism (really a "wise selfishness at best," as he called it). Thus:

"It is selfishness that most makes for righteousness, and justice is the second choice of the many."

"We have no revelation as to the bearing of to-day's activity upon the twentieth generation to come."

Many of the workers in the slums and settlements where he occasionally lectured he declared to be self-deceived as to motive and results; and time has shown that the self-development of the worker is the most tangible result in many cases, although the neighborhood settlement remains the best of a poor array of social palliatives. Much of our current generosity he termed "pathologic," and with the much-organized report-writing charities in the early days, at least, he lost patience. "I abominate," he said, "all general philanthropies. The natural selfishness of the race is safer on the whole than our philanthropy." Again, "The great bulk of humanitarian effort is lost objectively." A very "successful" East Side minister recently made the same admission, despairing of the great waste of individual endeavor. From certain kinds of inflammatory preaching which advocated useless sacrifice of the individual, Professor Bowne found safety in the apathy of congregations. "Much of the preaching would be calamitous if it were not
for the dulness of those who listen.” No one was more of a temper to quote, as he used to do:

“Tho’ love repine and reason chafe,
There comes this voice without reply:
’T is man’s perdition to be safe
When for the truth he ought to die.”

But against offering this gospel as “an equation of happiness” no one could protest more vigorously.

In answer to the objection that woman suffrage, “like popular suffrage, has fearsome possibilities,” there is found the note: “Logic leads to the abysses.” No saner, more temperate consideration of that burning issue could be found, by the way, than the brief page or more in his “Principles of Ethics.”

He was fond of emphasizing the “Function of Illusion in Life,” and his little allegory, noted merely as pleasing, takes on rich meaning after years: “If it were not for the rainbow, we should not get on. We follow the gleam; at first we misinterpret it; we live by it, eventually.” His life and temperament ever exemplified belief in his own words, “This world is full of possible beauty,” and “The joy of living cannot be separated from the joy of knowing.” Those who knew him will recall how often those words, “the joy of knowing,” were on his lips, and that other phrase, “a common faithfulness,” for which he pleaded with the intense conviction that it was the sum of life, learning, and all endeavor.

In the undergraduate days, when life needed not philosophy to make it tolerable, his hearers admired his brilliancy, serenity, and conviction; when the problem became real for them, inextricably bound up with the value of life, they remembered his teachings. Greater monument could no teacher have.

The memoirs of Professors Borden Parker Bowne and Thomas Bond Lindsay, by Professor F. Spencer Baldwin, Mrs. Amy Wales Bullock, and Mr. William Fuller, found on pages 5-14 of this issue of BOSTONIA, were read at the Phi Beta Kappa Memorial Service in Jacob Sleeper Hall on Friday, May 27.
BORDEN PARKER BOWNE, THOMAS BOND LINDSAY: A PERSONAL TRIBUTE.

Professor F. Spencer Baldwin.

I CAN conceive of nothing that would have been more displeasing to the two men whom we have met to-day to commemorate than the thought that their passing would furnish occasion for fulsome eulogy of the conventional sort. Both these men were lovers of truth and haters of sham. Any note of post-mortem oratory would therefore be most inappropriate at this time. I shall try to pay a simple tribute of sincere appreciation of their worth and work.

Perhaps I may be pardoned for saying a personal word concerning the peculiarly varied nature of my relations to these two men. I knew each of them, first as teacher, later as colleague, and finally as friend. The influence that they exerted upon my life through this threelfold association was incalculably great. What I owe to that influence is too large a debt to estimate.

In what I shall say this afternoon concerning Bowne and Lindsay I shall not attempt to present an estimate of their services as teachers, their professional attainments, and their careers in general; I shall merely touch upon some of the personal characteristics that most impressed me in my association with them. I shall do this in an intimate and informal way, after the fashion of our own daily intercourse.

The names of these two teachers were among those that were familiar to me before I came to Boston University in 1884. Indeed, they were among the great names that had worked upon my youthful imagination in the preparatory school. One of the Latin classes in the old academy that I attended was studying Cornelius Nepos in Lindsay's edition. I recall reading the name of the editor with great awe, and wondering whether I should ever be able to pass a Latin course under a real scholar who could make a book. My father had in his library at that time a copy of Bowne's Metaphysics. I dipped into the book one afternoon, and the contents struck terror into my young soul. I felt quite sure that, whatever I might be able to do in the college Latin courses, I should never be able to fathom the mysteries of this man's philosophy.

I remember vividly my first college recitation in Latin, and the impression made upon me by Lindsay,—his youth, his vigor, his enthusiasm, his versatile methods of instruction. For the first time the dead language be-
came alive for me. I have never known an instructor in the languages who could combine more effectively the letter of exact scholarship with the spirit of literary appreciation. The new delight in the study of the classics which Lindsay and that other incomparably unique personality, Augustus Howe Buck, opened up for me was the chief inspiration that lightened the inevitable grind of my Freshman year. My later studies carried me far away from the classical moorings, but I never lost the respect for classical scholarship and for the educational value of the classical curriculum which I gained under the instruction of these great teachers.

I must confess frankly that my undergraduate experience with Bowne was less inspiring. I never lost the early fear bred in me by the college tradition of his unapproachable eminence as a scholar and his sarcastic propensities in the classroom. Even as an undergraduate, however, I got in his courses the first solid grounding of religious belief, which up to that time with me had been merely conventional and imitative. Under his instruction, also, I learned to think, after a fashion, not by the picture method, but in definite concepts. I fancy that most undergraduate students come only in later years to appreciate the enormous value of Bowne's philosophy in their intellectual and spiritual development. That was certainly the case with me.

In reflecting upon the personalities of these two men, I have been struck with the fact that, different as they were in many respects, they nevertheless possessed certain fundamental characteristics in common. The foremost of these is what I should call intellectual honesty, or integrity. They both had a habit of looking things squarely in the face, and drawing conclusions with fearless directness. Neither would tolerate an opinion, an argument, or a theory that failed to square with fact and reason. A certain type of academic mind appears to delight in self-deception, habitually bolstering up preconceived opinions by ingenious manipulation of facts. This habit of mind was absolutely foreign to Bowne and Lindsay. There was no trace of equivocation or of compromise in their mental processes. They were strictly honest with their own minds, and consequently honest with their students, their colleagues, and their friends. At the same time, they were gifted with unusual analytical powers. The result was a striking quality of finality and decisiveness in their opinions. There was no doubt, uncertainty, vagueness, or haziness about their conclusions on any subject. Their ideas were bounded and charted with absolute precision. Everything was clean-cut, straightforward, downright, and unmistakable. The remark which Bagehot applied to George Cornwall Lewis describes the type of mind which they possessed: "Of course he was not uni-
formly right,— there were some kinds of facts which he was by mental constitution not able wholly to appreciate,— but his view of every subject, though it might not be adequate, was always lucid. His mind was like a registering machine with a patent index: it took in all the data, specified, enumerated them, and then indicated with unmistakable precision what their sum total of effect precisely was. The index might be wrong; but nobody could ever mistake for a moment what it meant and where it was.”

It followed, as a matter of course, from these mental traits and habits, that Bowne and Lindsay exhibited always complete independence, or self-dependence, of judgment. They never followed blindly either precedent or authority. Their decision on any issue was their own. It was for this reason, I think, that their remarks in Faculty meetings always commanded the profoundest respect. In listening to them one felt always that the view set forth was that of an honest and independent mind passing upon the question without favor or prejudice.

Another common characteristic of the two men was their intense interest in the life of to-day. They were modern men in the finest sense. The one a classicist, the other a philosopher, they maintained, nevertheless, a close contact with things as they are. They were scholars, but not schoolmen. There was no trace of academic aloofness and remoteness in their attitude toward men and things. I have often heard Lindsay quote the words of Terence: “Humani nihil a me alienum puto;” and it was from Bowne, I think, that I first heard that virile saying of Goethe: “Im vollen Menschenleben sollst du greifen; wo du es jachst—da ist es interessant.”

Each of these men, furthermore, had a rare sense of humor — a quality indispensable to a well-balanced personality. I recall, as a young instructor, seeing them lock arms and walk down the corridor of the old college building, delightedly exchanging jests in German. The discovery of a brand-new story filled each of them with joy. They were both accomplished masters of the fine art of the raconteur.

Possessing this rare combination of mental and temperamental gifts, Bowne and Lindsay were naturally most companionable. They possessed the composite virtue which the Germans call “Gemueth,” for which, unfortunately, we have no name in English. I have seen each of them hobnob with a coachman on terms of perfect good fellowship. They were aristocrats at the core; but a genuine aristocrat is always essentially democratic.

It followed naturally that both these men were confirmed optimists. They had an unshaken faith in the essential goodness of human nature, a firm belief in the gradual betterment of the world. Indeed, no strong mind
that keeps in close contact with life can be pessimistic. It requires either a weak mind or a detached existence to make a pessimist. One of Bowne's last addresses dealt in a strikingly original way with the theme that the world is growing better, and some of his illustrative and epigrammatic sayings in that address were quoted widely in the daily press.

This quality of optimism was combined, furthermore, in the case of both men, with extraordinary powers of sarcasm. The combination is unusual, but on the whole a happy one. The optimistic and the sarcastic tendency mutually supplement, check, and correct each other. Neither Bowne nor Lindsay was in the slightest degree misled, unbalanced, or embittered by his sarcastic bent. Both men had a keen scent for sham and cant, and used their powers of sarcasm in deriding these detested things. They had, furthermore, an honest contempt for all that savored of duplicity, indirection, or unfrankness, and they could visit withering scorn upon the man who exhibited these traits.

Finally, I wish to pay tribute to the calm courage and almost stoic self-control with which Bowne and Lindsay met the ills, shocks, and disappointments of life. These men consumed their own smoke. They never thrust their troubles upon their friends. They bore every lot that came to them with perfect tranquillity. To the end they did their work and held their peace. I like to think of them as passing into the great company of immortals by natural right of the elect — even as in the daring vision of the master poet:

"To these who are cleansed of base Desire, Sorrow, and Lust, and Shame
Borne on the breath that men call Death, my brother's spirit came.

"He scarce had need to doff his pride or slough the dross of Earth —
E'en as he trod that day to God so walked he from his birth,
In simpleness and gentleness and honour and clean mirth.

"So cup to lip in fellowship they gave him welcome high
And made him place at the banquet board — the Strong Men ranged thereby,
Who had done his work and held his peace and had no fear to die.

"Beyond the loom of the last lone star, through open darkness hurled,
Further than rebel comet dared or living star-swarm swirled,
Sits he with those that praise our God for that they served His world."
George Meredith, in his poem called "A Faith on Trial," speaks of the "disciplined habit to see." If we consider carefully the aim of all education, do we not find it is, to a large extent, the training of the bodily eye, the mental eye, and the eye of the soul, that each may acquire this disciplined habit of sight?

The little child at school is taught to look now at this object, now at that. He becomes familiar with limited and detached areas, having apparently no connection one with another. Later, possibly in the High School, he may become dimly conscious that these areas, familiar to his sight, have some vague, underlying connection with one another; but wherein this connection consists, or what is the relative position of these small, visible areas, he still does not understand.

Some day he awakes, as if transported to a hill-top while still sleeping, and beholds close in the foreground all these small, known areas revealed clearly in their relative positions; while beyond them stretches the fair land of all human knowledge — not as clearly seen, but inviting and alluring even to the far horizon, where lie mountains veiled in mist. This mental awakening comes usually to the college student, sometimes very early in his career, sometimes not until it is nearly over.

I feel sure that those of you who as students came under the intellectual guidance of Professor Lindsay realize, as you look back upon your college experience, how large a share he had in arousing in you the desire and the power to acquire the "disciplined habit to see," and to see in true relations and broad outlines. For no matter what the particular passage of Latin or Sanskrit might be that was under discussion, at the end of each recitation he had brought it into relation in some essential and vital way with his students' general knowledge, or with some of the other subjects of their college course. There was never any danger of acquiring under his instruction the specialist's short-sightedness or disregard for all aspects of truth save that with which he is himself concerned.

A few of us under his guidance have been delighted listeners to Goethe's conversations with Eckermann; have had our first lessons in aesthetics from Lessing's "Laokoön;" and beheld in the mirror of Faust, as he showed it to us, the image of all human life, and heard that great paean of the awakened
human soul, "Erhabner Geist, du gabst mir, gabst mir alles warum ich bat." Many more of us have walked with Horace through the crowded streets of Rome, striving to avoid the ubiquitous bore. We have watched with deepening interest the stately ship of the commonweal in her glorious struggle to reach the harbor's safety. We have journeyed with that genial traveler from Rome to Brundisium, and laughed and sighed with him on the way. We have heard Juvenal pour forth the torrents of his righteous wrath against the vices of corrupt Rome. We have loitered with Catullus on his lovely "pæne-insula" of Sirmio, and heard that sad, sweet cry of the sorrowing heart, "Frater, ave atque vale." Do you not remember how breathlessly we listened to the noble Latin lines of Lucretius, so worthily read, and watched those expressive hands, as they pictured to us the multiform atoms in their kaleidoscopic dance, and showed how the possibility of an infinitesimal variation of an atom's course made all the difference between free-will and determinism to the mind of the great Epicurean — and for the time being, at least, to our minds also?

Are not these the things we think of first, rather than the grammatical training or the sound literary criticism that were such large features of his teaching? And the reason for this, I take it, is the vitalizing and visualizing power of his intellect,—the power of bringing things close, showing them clearly, and making them live to the minds of his hearers. And so it is not strange that the subject-matter and the meaning of what he taught comes to our minds first in retrospect, rather than the style or grammatical means by which the result was reached.

But after more minute examination of our remembrance we find that the clear philological groundwork and the sound grammatical teaching are there to fill in the outlines of the picture. And surely the teaching of philology became in his hands a fine art. Just as a geologist might take a pebble and from its structure and contour set forth its history, so he would take some common word and show through what transformations and by what migrations it had reached its present form. The magic of his teaching made the adventures of an Aryan root in Sanskrit or Greek or Latin as fascinating as the adventures of the characters in a fairy-tale. His grammatical teaching was the teaching of fundamental principles and their various applications, not of hundreds of minor technical rules. To the student just arrived from a preparatory school, where a parrot-like glibness in the repetition of these special rules — sometimes even giving their numbers in Harkness' or Allen & Greenough's Latin Grammar — passed for thorough knowledge, this deeper but apparently looser method was disconcerting, to say the least.
A principal of one of these preparatory schools once said to Professor Lindsay, "We build up this beautiful structure of rules which we call Latin Grammar, and you proceed at your first opportunity to topple it over, like a house of cards." But if he did destroy it, it was only to build a firmer, simpler, and more lasting structure in its place.

His criticism of literature was always keen and interesting, and led his students to think and judge for themselves. For instance, when William Watson's first book of verse appeared, with its highly finished quatrains, while he admired these greatly, he said: "In a young writer's work it is better to have more strength and less polish; you can always polish strength, but you can't strengthen polish." If he found that one of his students disagreed with him on any point he always gave him the freedom to say so, and gave him a fair and impartial hearing. If he were convinced that in any least point the student saw more clearly than he, he would generously acknowledge this. If at any time he was asked a fair and pertinent question which he was unable to answer he always declared definitely that he did not know, and never attempted either evasion or subterfuge. Nor did he ever use his vast knowledge to overawe his students; rather, all except what was of immediate application was so modestly kept in the background that it is only in retrospect that they realize the intellectual wealth that was put at their service, the result of his years of study and reading.

He had no impatience of that intellectual forwardness and self-assurance on the part of certain students which many teachers find so trying, provided there was real mental strength and activity behind it. But any empty and undue swelling of the intellectual parts was sure to shrivel and disappear when pricked by the needle-point of his wit.

If Professor Lindsay had written a book to explain his ideals of the teaching of languages it would have been most instructive, interesting, and enlightening. This he did not do. We can, however, form some idea of what such a work would have been. It would have been a more modern, a democratic, and American, and possibly a more scholarly version of D'Arcy W. Thompson's "Day-dreams of a Schoolmaster" — a book which he greatly admired and often advised those students who were to teach languages in the future to read carefully and ponder long.

Among his theories which were unconnected with his own particular subject or literature in general were that concerning heredity, of which Mr. Percival Lowell has spoken, the theory that the attraction of the moon is really not a sufficient explanation of the ocean's tides, and that of the spiral course of human progress and civilization. This last he often expounded,
always with the use of those expressive, illustrating hands: how civilization in its onward movement seems ever to be approaching a point already covered, but on closer examination it appears that the curve is greater and the plane higher than ever before.

Certain things Professor Lindsay required of his students,— an enlightened common sense, an interest in the work in hand, a certain amount of that keen, unspoiled intellectual curiosity which he himself had in such large measure, an open mind, and willingness to lay aside all intellectual prejudice. And to those who met these requirements to the best of their ability he gave freely, continuously, and ungrudgingly. How great would be the loss of each one of us if from what we count our intellectual treasure were to be taken all that we received from this abundant giving! We, his students, can offer no more fitting memorial to his memory than to realize the truth of this.

There are two great types of the believing intellect. The one, having faith in the fundamental unity at the core of the universe, takes this for granted, and finds its interest and delight in the multiform outward expressions of the inner spirit. To the other type, the outward manifestations are of interest because they lead to the understanding and realization of this fundamental unity. The two great teachers whom we remember to-day, lost by our University in one short year, are examples of these two types,— Professor Lindsay of the former, Professor Bowne of the latter. We who as students have learned from both offer our heartfelt thanks to each, and greet each in turn with the cry, "Ave, Magister, ave atque vale!"

THOMAS BOND LINDSAY AS A PERSONAL FRIEND.

William Fuller,
Instructor in the Mechanic Arts High School, Boston.

By the terms of my invitation I am restricted in the scope of my remarks. I am to speak to you briefly of Professor Lindsay, not as a profound and accurate scholar, not as an inspiring and beloved teacher, not as a vital and animating force in the councils of this University, but as he appeared in the somewhat casual relations of friendly intercourse outside the boundaries of his academic activities.

It was my privilege to be often with him during the latter years of his life in hours of relaxation and recreation. The relation was very simple, in-
formal, and unpretentious; not lending itself readily to rhetorical enlargement or exaggeration. Friendships among American men are likely to be unde­monstrative and to wear an external aspect of tenuity, though in fact they may be cordial, abiding, and capable of withstanding the shock or strain of adverse conditions. My friendship with Professor Lindsay, however, was never subjected to special stress, but kept an unimpeded course, placid as a full though unflooded stream.

Friendship presents itself to my mind in the guise of a bridge from one personality to another, serving the purposes of intellectual and spiritual traffic. The cherished friendship of which I am speaking was not one of those huge, complicated, and difficult structures, planned with engineering cunning, which sometimes collapse with tragic consequences before the hour of their completion; it was rather a simple masonry arch that spanned the seemingly narrow channel that separated congenial spirits. An unobtrusive feature of our lives, it was like those ancient bridges in the landscapes of long settled countries, that seem rather the growth of nature than the product of art and handicraft. This friendship came without premeditation and grew without conscious fostering to a strength undreamed of until the shock of separation disclosed the depths in which its foundations were laid.

I am speaking, it may be, too personally, too intimately, with too great assurance, of a relation of which I can know but one aspect. There were no oaths of friendship, nor even a simple declaration. My utterance only keeps pace with hope and belief that he who has gone away would not dissent.

I do not mean to subject my friendship with Professor Lindsay to minute analysis, nor to lay before you details of our intercourse. I am speaking not so much concerning friendship as concerning a friend, and I shall not dissect my friend. I intend only by implication to suggest in Professor Lindsay those high and fine qualities — still not too good for human nature's daily food — that have sufficed to impart a character of permanency to a relation in no sense complex or unusual; now broken and not to be resumed.

Among such of his associates as are also mine, Professor Lindsay was, I know, respected, admired, and liked, and by them his loss is keenly felt. His conversation, sufficiently but not obtrusively enriched by erudition, was charged with stimulus and entertainment. His half ironic comments on current events and on the public men engaged in the histrionics of the parochial or the national stage were illuminating and provocative. His sense of humor was keen and refined. His manner and speech were those of the
cultivated gentleman. He had unusual conversational powers, but he had also the blessed and saving gift of occasional silence, in all the languages of which he was master.

Without ostentation he gave an impression of intellectual opulence. Of his abiding friendliness I have a conviction so secure that I can almost regret that no extraordinary occasion arose to put it to the proof.

I cannot say, with some of you, He was my honored colleague; or with others, He was my beloved teacher; but I trust I may justly alleviate an enduring sense of loss by the thought that he was my not to be forgotten friend. Among the excellent things of life I count friendly companionship with the keen, inquiring spirit that even now, we can believe, is pressing upward into the all-pervading, ineffable light.

"The sense of the world is short,—
Long and various the report,—
To love and be beloved;
Men and gods have not outlearned it;
And, how oft soe’er they’ve turned it,
Not to be improved."

IN MEMORIAM.*

BORDEN P. BOWNE.

The gates of time swing to: our wisest head,
Our soundest heart, our loftiest soul, is dead.
But death like this, crowning a long success,
Gives exaltation to our helplessness,
Repeating, louder than all vain lament,
‘Gainst death itself the one great argument —
Even this: a man so disciplined in truth,
In freedom, labor, courtesy, and ruth,
So disciplined, amid earth’s age-old wars,
To see even here the light of all the stars,
Must be, wherever God will have him come,
With the eternal anywhere at home.


*These lines make reverent use of the prophetic phrases uttered by Dr. Bowne in a public address before the Methodist Social Union on Students’ Night, a few weeks before his death.
THE UNIVERSITY,—ITS SPHERE, ITS POWERS, ITS HOPES.

President William E. Huntington.

[Abstract of the Baccalaureate Address, delivered in Jacob Sleeper Hall, Sunday, May 29, 1910.]

THOMAS JEFFERSON’S three great achievements, as he himself estimated the events of his life, were: the draft of the Declaration of Independence, the Louisiana Purchase, and the founding of the University of Virginia. He thus placed the function and value of a university among the great national interests as an institution of wide-reaching influence, of perpetual significance in the life of the people; a vital force constantly invigorating the springs of intellectual and moral power. Every university established as an institution of Christian learning in a Christian nation is an imperium in imperio. In a different realm of action from that of a political state, the university does manifest the characteristics of a governing power. Authority, expansion, standards of a civilized society,—these are the distinct things that a modern political state seeks to promote and make effective. A university, whether in Virginia or in Boston, aims to do similar service for learning. Let us dwell for a moment on each of these characteristics that I have mentioned as we apply them to our own institution,—university authority, university expansion, university standard.

I. Authority. That is, an authority in the region of intellectual life that is worthy to lead; that demands by its reasonableness; that is superior, not because it is dogmatic, but because it is true. And here we necessarily approach the teaching power of the university. The teachers are the vis viva of the institution they serve. A passion to teach is what has made every great master in the art of disciplining men. Arnold of Rugby, Agassiz, Mark Hopkins, were great teachers. Dr. Borden P. Bowne was a great teacher. He dealt with great principles, opened his clear and logical mind to the light of truth wherever it was to be found, assimilated it to his own mental and moral life; and out of that fund he taught. Teaching was not a task, but a delight. He loved to dissipate the shadows of confused and disorderly thinking that often becloud young minds as they begin to think for themselves. He helped to scatter such mental fog by the rational, clear, and orderly thinking which gives the real scholar his strength and his wisdom. Such teachers as these are authoritative. Their influence travels afar. They make institutions, and help give them authoritative power. Since Dr. Bowne left us, a friend in Harvard University wrote me thus of him and his work: “Through Professor Bowne, Boston University has at-
tained such a rank in philosophy that it would be a calamity to us all if it should now accept anything second-rate." Professor Lindsay was also an eminent teacher in the field of classics.

First-rate teaching is the only standard that a university can afford to accept. I am emphasizing this university function to-day because many of you are going to assume the teacher's office and responsibility when you go from here with our blessing. It is worth while for you to feel how sacred the office is; — and you will only realize the sanctity of your office as you get down to the moral elements in your daily work.

We are discussing the dynamic power of the university, and I have located its centrum and fountainhead in its teaching energy. It must not be forgotten in this connection that this element of strength is only kept fresh and vigorous as the university is constantly unfolding and enlarging the fund of knowledge. New things are expected of it. Research, investigations of sources, invention of new applications of truth, discovery of new data in all realms of higher learning, are the stimulus and invigoration of true teaching; otherwise it becomes dull and ineffective.

II. Expansion. A university is lacking in dynamic energy if expansion is not a principle of its very life. Materially, there is probably a natural limit to the growth of any institution. But in one way or another — and most of all in real value to society, in the power to illustrate and to diffuse real learning — a university ought to be perpetually growing. Every institution must grow into and be in some measure influenced by its environment; but grow it must, or it will die.

You belong to a young university. It is only a period of thirty-seven years, from 1873 to 1910. You all know the chief facts of the University's scope and powers. But I want to speak a few words on our own expansion and what, it seems to me, is our function in promoting growth. A city holding within its radius, and a little more, something like a million of population is our chief field of patronage — especially for the college. The professional schools draw from much wider areas of the country, and will continue to do so in the years to come. But for the core and heart of the University, which is the college, the environment is this city. In this city the fortunes have been made out of which our foundations were constructed. We expect this exemplary generosity to be duplicated over and over again in the future.

Boston University has already demonstrated its purpose to make its privileges accessible to the people who constitute its human environment. What it has been doing for teachers in the city schools is noteworthy. Much more may be done. Seven institutions in this vicinity have for several
months been studying together the problem how to move unitedly in the effort to expand the work of these colleges and make it effective among a still larger aggregate of minds that cannot enter the regular order of academic training. This kind of enlargement of the life of a college is quite sure to dignify the institution.

III. Standards. One of the great demands upon an institution of learning is that it erect and maintain standards in education. Who is the thoroughly cultivated man or woman? Is there a standard for the personality that is to go into active life in a busy world from the classroom, with the sure marks of a well-educated person? America has the right to lift up its own standards and say what it thinks are the best ideals and methods for the training of its youth. And institutions will be always judged by their products. When a man goes out with his degree, ready for hard work, eager to serve fellow men, his heart pure and his hands clean; as he stands forth in his strength an educated man, what are the distinguishing marks that he bears in his character and life, this ideal, cultivated American? He may, of course, be expected to have a trained intelligence. But he has gone further in his thought, and found that there is a divine meaning in human history; a divine order is running its ageless course; all learning leads up to the great Foundation Head of Truth, the Father of Lights; and all education, in its highest and deepest meaning, is only the human attempt to press on toward the fulness of His unfathomable wisdom. We cannot stop short of the religious ultimate as we seek the finest and strongest element in the life of a truly cultivated man. It is only the Christian conception of life, after all, that is safe and that has no bitter disappointments or disaster. No other religion has done so much for mankind.

A remarkable change has taken place in American colleges in the last few years, in respect of their religious functions. Not because religion is dogmatically taught, but because a divine revelation is sincerely recognized, the Bible is studied as never before; religious life among students is more prevalent and more effective than ever. This University is transfused with Christian ideals, life, and purposes. It sends forth its children not into agnostic indifference, not into the bitter and unfruitful atmosphere of doubt and unbelief, but into the growing rank of those who believe in God, and that He is working His vast designs among men; that it is well to be on His side and work with Him.

It would be a sad thing to think that a single person might go out from this University into the world not determined to consecrate his freshly trained powers to such high ends. The great law of righteousness, which is the fundamental aim of religion, can be established in the world only by
such witnesses and exemplars as you are to be,— men and women who think clearly, act nobly, make their intellects serve their consciences, and their religion serve both God and man.

Members of the Graduating Class, there is a peculiar solemnity that broods over us, as you stand now to receive the blessing that the Faculties of the University invoke upon you. Within nine months of the past year two of our college teachers, both of them distinguished, both possessed of rare ability to interest and instruct, have vanished into the supreme realities of the life eternal. You will carry with you all the good that your teachers, whether living here or yonder, have bestowed upon you in these past years. "Hold fast that which you have, that no man take your crown."

My theme has been of the University,— its sphere, its powers, its hopes. It seems most probable that I shall not fulfil this function again for Boston University, and offer to graduating students a word of counsel and benediction. I shall be graduated, without a degree, with this class of 1910! In the name of all my colleagues I wish to remind you that we are united—teachers, graduates, and students—in a common bond of loyalty to this University, which has been the home of our minds, where we have together looked long and steadily into the realms of learning, and have been moulded into better and better character and power to act our part. You will find yourselves in a busy world of rivalries. Your strength will be tested in exacting labors. You will need all wisdom for the problems you will be called to solve. The larger and the more unselfish your chief motives are, the finer and the more enduring will be your success. Whatever you do, and wherever you may live, "Freely you have received, freely give." If the Son of Man came not to be ministered unto, but to minister, there is no one of us who will find a better principle of life and conduct than that which inspired the Saviour of the world! Follow Him!

INCOMPLETENESS OF THE MODERN EDUCATION.

Bishop John W. Hamilton, LL.D.

[Abstract of the oration delivered at the Commencement Exercises of Boston University in Tremont Temple on Wednesday, June 1.]

EDUCATION has not arrived at the age of definition. It is old enough, but it has always been slower than its age. There have been many and various attempts at definition, but no definition has risen to the requirement of the age in which it has been given.
The conception of education and its object has always been incomplete, often wrong, and wrongly derived. There has been little more than the half-truth in the conception. Definitions have looked more to its history than its end. There is much of importance in its history, but far more in its destiny. "The roots of the present lie deep in the past," but the tree grows into the future. And it derives its growth more through its branches than its roots. The true education, like trees of righteousness, is both an authoritative planting and fertile growth.

But education, as we know it, has been more ancestral than vocational and cultural, and its pace has been set more by antiquated authorities than by living demands.

There has been something of value to be coveted in the education of every generation, and we are the heirs of all the ages. It is our business to get at the good and make it better, but never to overlook what we lack. Whatever there may have been of wisdom in the past is some indemnity for the deficiencies of even the present, and is possible security for the future.

Education as a system of training, whatever it may have been as a system of instruction, is a very modern discovery. The world has long been told to train up a child in the way it should go, but the training has been mostly that of a child training a child.

Preparation for living, in the minds of some, has been a matter of contents: something put into the mind by the process of filling, much as they put water from the conduit into the buckets of the turbine wheel to make it move. It was the process of filling the mind by way of the memory with the kind of information which had been in use from generation to generation. It was good enough for the fathers; it was good enough for the children. If there was found to be lack anywhere it was thought to be in the quantity and not the quality of the information, and not any possible unfitness or deficiency in the capabilities of the minds. The whole question was one of dry or liquid measure. So things went on, as they had gone on through all the ages, with little or no change; and they might as well have been things as persons, for all the utility there was in them.

China furnishes the best (or worst) illustration of this method. The Chinese people are a great people in numbers and the possibilities of their minds and characters. But they have been satisfied to fill their minds, until in the one direction they would hold no more, with the same things, and repeat the process through countless generations. Theirs is an ancestral education which has ingrained respect for authority.

Such an education, too, as the world has had has been confined to the
classes. The multitudes have come and gone without preparation for life, except from such unconscious mental nutrition as they have absorbed from their impoverished environment. The world's work, therefore, has been confined within narrow limits, and through most of its history the world has simply been marking time. In the earliest ages the entire "education and culture" of the people were in the hands of the priests, who were the first savants, statesmen, judges, physicians, astronomers, and architects. The inhabitants of India have been accounted the most highly educated of the ancient nations of the East. Yet Hindu learning has always been, almost exclusively, in the hands of the Brahmins, who are allowed to explain the Vedas or Sacred Books only to the two castes next in rank. In Egypt, also, the ancient system of instruction has been called a priestly education; it was under the absolute control of the priests, and naturally one-sided.

It is to Greece and Rome we are indebted for the fullest development and highest expression of the old education. They have placed the world under great and permanent obligation. They have left us a rich heritage in the domains of science and government; they have transmitted heroic deeds of patriotism that have never been surpassed; in architecture and sculpture they have furnished models and inspiration for all time; and in the most important departments of literature, in poetry, history, oratory, and philosophy, they have produced works of exalted genius and perpetual worth. These nations must always retain prominent place in the history of the world. They are the classical nations.

Much as we know and much as we do in the twentieth century, our age is still exposed to moral and physical degeneration. Learning is still only an aristocracy.

In the United States, what interest of individual concern and the public good is given more consideration than the education of the youth? And yet the men of largest experience, broadest views, and best skilled in method were never more exercised in their minds for the welfare of the schools. We have had the same struggle to get away from ancestral embarrassments which have hindered advancement in other countries. Public opinion, as in all republics, determines what innovations shall be made here, and we have had to wait for its education before we could secure reforms. The Southern States have suffered much more than the Northern in securing adequate provision for the education of the children. The settlements in the South, in the beginning, were widely scattered and the population conservative.

The incompleteness of modern education involves many important in-
terests. In the home, in the street, everywhere, education has to discharge the function. All this indoor and outdoor world is bound up with the school. He only serves who finds his place to serve. It is a part — but only a part — of the function of education to assist in making this discovery. Education must be vocational. Life, with its interests, depends upon it. Here, then, is a great duty of our schools, and a great problem of the master. He must discover in the student his vocation, and then bring to him the training for the calling.

Many persons turn their homes over to the schools, or make the schools substitutes for the homes. This is more the peril of our present care for the children than any other. The street becomes a competitor, then, with both the schools and the homes. The education of the street outgrades the education of both schools and homes and fixes the standards of life, and always fixes them low. It is this rivalry which is responsible for much of the tone of the life of the community. It is in the suburbs of the homes, and suburbs of the schools, then, our greatest perils lie. It is this training of the street which has given us the unfortunate reputation which we have abroad.

THE GREEK PLAY AT DARTMOUTH.

Mary J. Wellington, A.M.

On the evening of Friday, May 20, in historic Webster Hall, the students of the Classical Department of Dartmouth College presented the "Edipus Tyrannus" of Sophocles in the original Greek before a large and representative academic audience. The "Edipus" had been given once before in this country — at Harvard, in 1881.

Just a year ago the undergraduate members of the Classical Club suggested the presentation of a Greek play. In September plans were formed and approved by the classical Faculty. Immediately two students were chosen for each of the leading parts, preference being given to members of the club, and rehearsals were begun. From that time until the presentation of the play the students have worked unsparingly for the success of the undertaking. About ten days before the giving of the play the parts were finally assigned to the better of the two, in each case, the other being added to the band of suppliants.

The staging of the play on the narrow stage of Webster Hall presented a very different problem from the one when the "Agamemnon" (at Harvard) was given in the Stadium. Then, too, absolute archaeological accuracy
was impossible, as the scenic customs of the fifth century before Christ are not definitely known. Therefore Professor George D. Lord, of the Classical Department, and Professor Keyes, of the Fine Arts Department, into whose care the stage was given, decided to follow the results of the recent excavations, which show that the Greeks were great lovers of color.

The stage represented the courtyard of the palace of Oedipus at Thebes. The plan was made from the entrance of the palace of Peleus on the François vase, combined with the arrangement of the palace at Tiryns as shown by recent excavations. The beautiful coloring and designs in the palace front were taken from various ancient vases and sarcophagi. The final result was a blending of greens, reds, and yellows, which, with the bronze of the doors and the vivid blue of the sky, made a typical Greek scene of gorgeous coloring.

The costume of the bronze charioteer of Delphi was the basis of all of the costumes. The robes were designed from figures in sculpture and on painted vases of the period immediately before the Persian War. Every minute detail was copied from something discovered by excavation. Jocaste's crown was of Egyptian blue glass on white velvet, to represent the blue stones in the white setting of the palace at Tiryns. The jewelry showed the embossed setting of the finds at Mycenæ by Schlieman. The sandals were copied by a New York firm from the feet of different ancient statues. The sleeves made by the arrangement of the folds on the shoulder copied from the "Charioteer" were especially noticeable by an audience familiar with the usual sleeveless garment of the supposed Greek dress.

The impressive rendering of the choral odes was the result of work by Professor Charles H. Morse, of the Department of Music. Professor Morse was the first in the United States to receive the degree of Mus. Bac.—and that, too, from our own Boston University, in 1876. At that time he spent an entire year in Germany with Professor Buck, as then the degree required a liberal training, besides the study of music. Professor Morse was a pupil of Professor John K. Paine, who taught both at Harvard and Boston University, and who composed the music for "Oedipus" when it was given at Harvard.

At that time the orchestra consisted of professional musicians who found six rehearsals none too many. The chorus was composed principally of alumni, many of whom sang in Boston churches.

At Dartmouth the same music was presented by a chorus made up entirely of undergraduates, without one trained voice, and by an orchestra of which all but three were students. All the music had to be transposed to fit the voices, and orchestral parts arranged to suit the instruments avail-
able. The result was an orchestra of twenty-three and a chorus of thirty-five, fifteen of whom, the traditional number for a Greek chorus, were on the stage, as in ancient days, and the rest serving as a supplementary chorus.

The work of the orchestra and chorus was of the highest order and added much to the finished production of the play.

Scholarly judgment, taste, and much hard work on the part of Faculty and students had prepared the way for a revival of the "Œdipus," and on May 20 that revival became a reality.

All the parts were thoroughly learned, and delivered with real dramatic talent. The memorizing of fifteen hundred lines of Greek was in itself a herculean task, but they were delivered without a hesitation or mistake.

Tiresias, the blind seer, was played by Mr. Bartlett of the Senior class, a young man who has been blind from childhood. Notwithstanding his infirmity, he has continued his Latin and Greek through the four years. His presentation of Tiresias impressed the audience as not acting, but reality. His costume of white, with white beard and hair, accentuated the power of his sightless eyes.

Mr. Flint, as Œdipus, showed the wonderful strength of his memory in committing the long speeches, and, after the putting out of his eyes, rose to a tragic height. During the opening scenes, where the king is ignorant of his crime, his bearing did not express the king.

The coryphaeus, Mr. McAllister of the Freshman class, is a graduate of the Manchester High School, and one of my pupils. All who saw his bearing and heard his clear, musical voice agreed that for once the place of the coryphaeus was justified. Particularly in the epilogue did he show his appreciation of his part by his sympathetic rendering of the beautiful Greek words.

Of the minor parts, the servant of Laius and the messenger from the palace were excellent. The former showed his understanding of the character of the aged servant who was forced under threat of torture to tell the pitiful story. The latter, a Freshman, a slight young man,—almost a boy,—well depicted the horror of the happenings within the palace and the double tragedy that had befallen Thebes.

Those who saw the play at Dartmouth will long remember the beautiful setting of the stage; the harmony of color in the costumes; the wonderful reality of the acting; the musical sound of the Greek words; the matchless harmonies of the music; and, most of all, the epilogue. There the true meaning of the story of Œdipus was expressed in the minor chords of the music and in the answering words of the coryphaeus.
BORDEN PARKER BOWNE.

The universal regret occasioned by the sudden death of Professor Borden Parker Bowne on Friday, April 1, is attested by the innumerable obituary notices in the press of the United States, as well as by the resolutions passed by learned bodies. Among the latter which have come directly to the notice of BOSTONIA are those passed by the New York East Conference, of which Professor Bowne was a member, Ohio Wesleyan University, Syracuse University, and the Methodist Preachers’ Meeting of Cincinnati, O. Many personal letters have likewise revealed the deep love for this great teacher and thinker, and the keen loss of one whose personal faith and superb powers constantly served to lead the writers to attain the highest good.

In another column of this issue of BOSTONIA will be found a contribution from Mrs. Mary Cowell Ham, ’95, copied from The Nation, and a poem by W. E. Leonard, ’98, both serving to illustrate the admiration of former students for their “guide, philosopher, and friend.”

At a meeting of the Faculty of the College of Liberal Arts on Wednesday, April 6, the following minute was adopted by a rising vote: “The Faculty of the College of Liberal Arts hereby records its personal grief at the sudden death of its senior member, Dr. Borden P. Bowne; its sorrow for the irreparable loss to the University through the termination of his distinguished
service; and its deep sympathy with those who mourn him as friend, as teacher, as interpreter of truth."

The undergraduates, deprived so unexpectedly of their teacher, expressed their loss to Mrs. Bowne in a simple and appropriate manner. And at the chapel exercises, on April 12, the following letter from Mrs. Bowne was read:

"To the Colleagues and Students of Dr. Bowne,—

Please accept my thanks, in this informal way, for all your messages of sympathy, and your beautiful flowers. They were placed upon the casket and carried with him to the end.

I am stunned by this crushing sorrow and have not the strength to thank you individually, but I shall ever hold you in grateful remembrance.

My husband dearly loved his students, and he gave his life for them. Knowing this, it would have been my wish that he should lie in state in this chapel, where all who desired to do so could look once more upon his noble face; but he had often said that he preferred to be remembered as seen in life.

I shall ever be interested in students who have loved my husband, and I trust that such will regard me as their sincere friend.

I keep my home, 380 Longwood Avenue, for the present, and as of old, you are welcome there.

Faithfully yours,

KATE M. BOWNE."

April 9, 1910.

The memorial service held in Jacob Sleeper Hall on Sunday, April 17, was largely attended, not only by the Trustees, Faculty, alumni, and students of Boston University, but also by representatives of other educational institutions. The address delivered by Francis J. McConnell, D.D., president of De Pauw University, was so comprehensive and authoritative that it has been decided to publish the address in full in the October issue of BOSTONIA.

The resolutions adopted by the Board of Trustees are recorded elsewhere in this issue.

If any graduates of the College of Liberal Arts have failed to receive the new edition of *The Epsilon* they will confer a favor by writing to Mrs. Grace G. Pearson, secretary of the Epsilon Chapter, 6 Garrison St., Boston, giving their present address.
THE BOSTON UNIVERSITY COURSES FOR TEACHERS.

The Boston University Courses for Teachers will be offered next year under the same provisions and upon the same terms as for four years past. The new plan for the so-called University Extension Courses, under the joint auspices of the universities and colleges of Boston and its vicinity, will not directly affect these Courses for Teachers. Boston University, through President Huntington, has taken an active interest in the new plan from the first conference last winter; it is represented also by several of its professors among the lecturers announced for the Extension Courses; but it will continue to offer, as heretofore, its own Courses for Teachers. There seem to be good reasons for maintaining this department of its work. It is understood that the Extension Courses will not count toward the Bachelor's degree at Harvard University; and but few would expect that a course which is not accepted for credit toward the Harvard degree should count toward the degree in any other institution of this vicinity. Yet, from the beginning, four years ago, the Teachers' Courses offered by Boston University have been so designed and graded as to give credit toward the Bachelor's degree, in case the student has met all requirements for regular standing; and some of the courses, with special arrangement of extra work, have been open with credit to candidates for higher degrees. It has seemed desirable, and indeed, for successful operation, necessary, that Boston University should keep these particular Courses for Teachers under its own supervision, and amenable directly to its own standards, instead of placing them, merged with others of somewhat diverse character, under the control of an intercollegiate commission. It should be clearly seen that the continuance of these courses means no lack of sympathy with the intercollegiate commission's aims, since Boston University approves them most heartily and will support them to the extent of its ability. In continuing its own work as first begun, the University believes that the needs of the local situation are not fully met by the commission's plans, at least as announced thus far, and that courses counting toward the traditional degrees are in the long run more satisfactorily regulated by the individual institution than by a joint commission.

The Trustees have under consideration the choice of a successor to Professor Borden P. Bowne, but they have not yet made a permanent appointment. It is expected that in the interim his courses in Philosophy will be given by Dr. John Eastman Clarke.
THE ENDOWMENT CAMPAIGN.

THE daily press has kept the readers of BOSTONIA fully informed of the progress and the successful outcome of the campaign for the addition of four hundred thousand dollars to the permanent endowment of Boston University. The importance of this movement cannot be measured by the addition to the Endowment Fund, substantial and essential as that addition is. The result of this campaign will be felt for many years. Public interest in Boston University has been aroused as never before. This wider public interest will manifest itself in a larger enrolment of students in all departments; the number of gifts and legacies will doubtless show a gratifying increase. Above all, the spirit of hearty and sympathetic cooperation which has been awakened among the graduates of the various departments in this determined effort to help the University is a benefit which cannot be measured in monetary terms.

PRESIDENT-ELECT BENTON.

At the time of sending this issue of BOSTONIA to the press President-elect Benton had not announced his decision regarding his election to the presidency of Boston University. President Huntington will continue to serve until the election and accession of a successor, but he has fixed as the limit of his term of service April first, 1911. The graduates of the University will rejoice that there is to be no interregnum, and that the University is to have the invaluable services of President Huntington until a suitable successor is found.

THREE PROFESSORSHIPS IN THE COLLEGE.

The completion of the four hundred thousand dollar addition to the Endowment Fund has incidentally secured the establishment of one professorship and provided a beginning for the endowment of two other chairs in the College of Liberal Arts. The Alumni History Professorship Fund is now complete; about ten thousand dollars have been pledged toward the Borden Parker Bowne Memorial Professorship of Philosophy, and several substantial contributions have been made toward a Thomas Bond Lindsay Memorial Professorship of Latin.
THE BOSTON UNIVERSITY ENDOWMENT CAMPAIGN.

The opening rally took place on Tuesday evening, May 31, in Lorimer Hall, Tremont Temple. A banquet preceded the formal exercises. Tables bearing numbers were assigned to the various teams, and each team worker was seated with his fellow-workers and his team captain. A large table was provided for the Trustees of the University and their invited guests. On the platform was a long blackboard divided into parallel columns, and bearing at the head of each column the name of the team and that of its captain. Upon this board were entered from day to day during the campaign both the grand total and the amounts raised by each team.

Rev. Norman E. Richardson explained the details of the plans for raising the money. Mr. Richardson, the pastor of the Epworth Methodist Episcopal Church in Cambridge, was selected by a sub-committee of the Trustees, to cooperate with Dr. J. M. Barker in conducting the campaign.

At the first noon-day rally, on Wednesday, June 1, the various teams reported, through their respective leaders, the following amounts: 1, Fred S. Retan, $500; 2, H. E. Wilson, $50; 3, E. W. Lord, $100; 4, F. P. Luce, $250; 6, C. O. Dorchester, $50; Trustees, G. A. Dunn, $10,000; Bowne Memorial Professorship, Geo. C. Cell, $850; Historical Professorship, M. L. Perrin, $4,500; Medical School, Dr. Charles Leeds, $10,000; Law School, Judge Thomas Z. Lee, $1,350. Total, $27,750. Amount pledged before beginning of campaign, $190,000. Total amount pledged up to the present, $217,750.

At the close of the meeting the following telegram was sent, in the name of the Campaign Committee, to President-Elect Benton: "The Campaign Committee, charged with the responsibility of completing the fund of four hundred thousand dollars for the endowment of Boston University, congratulate you on your unanimous election to the presidency, urge your acceptance of the great trust, and promise you most hearty support."

On Thursday, June 2, the teams reported subscriptions of $8,482, as follows: 1, $50; 2, $30; 3, $101; 4, $575; 6, $625; 7, $506; Trustees, $5,000; Bowne Memorial, $150; Medical School, $1,000; Law School, $445. Amount previously reported, $217,750. Grand total, $226,232.

On Friday, June 3, the sum of $7,746 was reported, as follows: 1, $20; 2, $25; 3, $221; 4, $115; 6, $125; 7, $1,015; 10, $60; Trustees, $5,000; Bowne Memorial, $50; Historical Professorship, $115; Medical School, $1,000. Amount previously subscribed, $226,232. Total, $233,978.

On Saturday, June 4, $17,029 was reported by the teams: 1, $3,000; 2, $1,751; 3, $750; 4, $3,150; 6, $700; 7, $3,065; 10, $1,010; Trustees, $2,500; Bowne Memorial, $805; Historical Professorship, $165; Law School, $133. Amount previously subscribed, $233,978. Total, $251,007. At this meeting a telegram was read from President-elect Benton in response to the message which had been sent at a previous rally. In this telegram Dr. Benton expressed pleasure at the vigorous work going on and said, "I shall need all of you, if I come to Boston."
The amount reported at the gathering on Monday, June 6, was $12,323: 1, $30; 2, $10; 3, $128; 4, $1,010; 6, $125; 7, $225; 10, $605; Bowne Memorial, $190; Trustees, $10,000. Amount previously reported, $251,007. Total, $263,330.

On Tuesday, June 7, Professor M. L. Perrin reported that $220 more had been pledged, bringing the total up to $5,000 and completing the Alumni Historical Professorship Fund. The sum of $4,391 was reported, as follows: 1, $2,750; 2, $302; 3, $103; 4, $665; 6, $65; 7, $25; 10, $215; Bowne Memorial, $46; Historical Professorship, $220.

On Wednesday, June 8, President Huntington announced that he had secured two subscriptions of $5,000 each. The amount reported was $18,542, as follows: 1, $2,760; 2, $110; 3, $1,500; 4, $676; 6, $500; 7, $127; 8, Mrs. O. H. Durrell, captain, $5,000; 9, C. E. Spaulding, captain, $210; 10, $140; Trustees, $500; Bowne Memorial, $5,519; Medical School, $1,000; Law School, $500. The following resolution relative to the press was unanimously adopted:

“We the members of the Boston University Endowment Campaign desire to express our appreciation of the intelligent sympathy being shown by the Boston press throughout the campaign. Solicitation for this important civic cause has not only been made easy, but in some instances unnecessary, by the faithful reports published in the newspapers of Boston. Without this valuable assistance, the success already attained would have been impossible.”

The amount reported on Thursday, June 9, was $16,066, as follows: 1, $20; 2, $307; 3, $540; 4, $630; 6, $150; 7, $47; 8, $5,100; 9, $50; 10, $5,175; Trustees, $2,200; Bowne Memorial, $47; Medical School, $1,500; Law School, $300. Dr. Huntington reported a gift of $50 from a member of the Harvard Faculty, a gift of $5,000 from one who did not care to have his name mentioned, and $5,000 from a friend who had already given $1,000.

When the workers assembled on Friday, June 10, the amount already subscribed was $302,201. The following were reported: 1, $1,250; 2, $400; 3, $871; 4, $1,500; 6, $1,600; 7, $715; Trustees, $1,425; Bowne Memorial, $335; Medical School, $1,000. Total, $9,096. At this meeting a number of subscriptions were reported from newspapers and large mercantile houses.

On Saturday, June 11, the workers gathered at six o’clock and remained until the $400,000 had been secured in pledges and guarantees. The final amounts secured by each team were as follows: 1, $15,505; 2, $7,631.85; 3, $11,782.15; 4, $14,146; 6, $9,070; 7, $6,175; 8, $10,100; 9, $5,310; 10, $9,045.50; Trustees, $270,457; Bowne Memorial, $6,577; Historical Professorship, $5,000; Medical School, $22,000; Law School, $4,120.50.

On Friday afternoon, April 29, President and Mrs. Huntington gave, at the College of Liberal Arts, a reception to the Trustees, Faculties, graduates, undergraduates, and friends of the University. The gathering was largely attended, and the event was thoroughly enjoyable in every respect. Those who presided at the tables were the following: Mrs. Dr. D. Baker-Flint, Mrs. H. O. Cushman, Mrs. George Defren, Mrs. Dr. Adaline B. Church, Mrs. James Geddes, Jr., Mrs. Joseph R. Taylor, Mrs. Henry M. Ayars, Mrs. A. C. Boyd, Mrs. Charles W. Rishell.

President W. E. Huntington spoke at the dinner of the New England Alumni Association of Ohio Wesleyan University at the Parker House, Boston, on Wednesday, April 13.
ANNUAL MEETING OF THE CONVOCATION.

The annual meeting of the University Convocation took place in Jacob Sleeper Hall on the afternoon of Commencement Day, with Dean W. M. Warren in the chair. Prayer was offered by the Rev. Dr. W. T. Perrin, of the corporation. The minutes of the previous meeting were read by Dr. Emily L. Clark. The result of the balloting for vice-presidents of the various chapters was announced as follows: School of Theology, W. A. Wood; School of Law, Charles F. Jenney; School of Medicine, Charles R. Hunt; College of Liberal Arts, H. T. Crawford. The following were also reported as elected official visitors: School of Theology, Charles S. Nutter; School of Law, John P. Leahy; School of Medicine, Amanda C. Bray; College of Liberal Arts, F. W. Kimball. These reports were presented by the respective alumni secretaries: Rev. J. F. Knott, Mr. Merrill Boyd, Dr. E. S. Calderwood, Mr. R. A. Robbins. The Dean appointed Dr. L. H. Bugbee, Miss Lena A. Glover, and Rev. W. H. Powell a committee to nominate a secretary for the ensuing year. The committee reported Dr. Emily L. Clark, and the report was accepted and adopted.

Dr. Sara S. Windsor, A.B. '85, M.D. '93, represented the School of Medicine. She sketched the progress of the school during the last twenty-five years; said that the outlook for young homœopathic physicians is especially favorable at the present time; referred to the gradual decrease in the number of students in the School of Medicine, and closed with an appeal to the graduates of the school to make a vigorous effort to secure an enlarged attendance.

Mr. E. W. Lord, '00, as the representative of the College of Liberal Arts, expressed his gratification at the increased activity among the men graduates of the college. He said that he is, personally, a believer in co-education, but recognizes that the prevailing sentiment is against co-education. It is a fact that our college seems to appeal more strongly to women than to men. The number of men has not diminished, but the ratio of the men to the women is less than it formerly was. In regard to the proposition which is occasionally heard, to segregate the sexes, he said that the question ultimately resolves itself into the form, Shall we follow other colleges, or shall we in this, as we have done in other matters, go our own independent way? While engaged in educational work in Porto Rico he had had a chance to compare the relative efficiency of men who were graduates of co-educational institutions and the graduates of colleges open exclusively to men. He found that the men who had graduated from co-educational institutions showed greater adaptability in school work. He closed with a reference to the proposed plan of securing a representative of Boston University for work among prospective students.

Mr. Louis C. Wright, speaking as the representative of the School of Theology, paid a tribute to Professor H. G. Mitchell and Deans C. W. Rishell, Borden P. Bowne, and Wm. F. Warren. He defended the School of Theology against its critics, and asserted that this school sends out men who are effective, men who have a vital message, men who are constructive and determined.

President Huntington was called to the platform and made an earnest address in which he referred to his long service in Boston University. He said that although he had resigned he is still on duty; his resignation is to take effect upon the election and accession of his successor, but not later than April, 1911. He said that during all the years of his service he had never seen so much active cooperation among the departments as
that which is manifest to-day. In tender, earnest words he portrayed the sorrow involved in parting from Boston University, even though the years had been years of anxiety and toil.

At the request of the Campaign Committee, it was voted to organize a Convocation Team to assist in the work of raising the $400,000 fund. The nomination was left in the hands of Dean W. M. Warren. He appointed Mrs. Eva Phillips Boyd, '03, chairman. The team was promptly organized and rendered effective service in the campaign.

The chairman then called upon various members of the Convocation who had rendered conspicuous public or educational service during the year to rise from their places on the floor. The persons thus named were: Leonard P. Ayres, '02, Statistician of the Russell Sage Foundation; Geo. W. Bell, '97, Professor of History in Olivet College, Mich.; Mr. R. A. Robbins, '96, secretary of the Epsilon Chapter; Miss Florence W. Barbour, who has been connected with the office staff of the Congo Reform Association; Dr. John Eastman Clark, '78, of the college Faculty, and Dr. H. G. Mitchell, S.T.B. '76, who for many years was Professor of Hebrew in the School of Theology.

The meeting was dismissed with a benediction pronounced by Rev. Seth C. Cary, of the class of 1869, School of Theology.

At the close of the public meeting refreshments were served in the lower corridor by the Trustees of the University.

At the Baccalaureate Service on Sunday, May 29, Professor Lyman C. Newell acted as marshal. On the platform in Jacob Sleeper Hall were seated President Huntington, Deans William F. Warren, William M. Warren, and Acting Dean Samuel L. Beiler. Dean W. M. Warren read the Ninety-first Psalm. Dean W. F. Warren announced the hymn "Oh, worship the King all glorious above." President Huntington read the Scripture selection. Dr. S. L. Beller offered the prayer. The Baccalaureate Address was delivered by President Huntington. An abstract of this address will be found elsewhere in this issue of BOSTONIA. The benediction was pronounced by ex-President Warren.

At the Commencement Exercises on Wednesday, June 1, 231 degrees were conferred, as follows: A.B., 68; S.B., 11; S.T.B., 45; LL.B., 52; I.B., 11; LL.M., 5; LL.D., 1; M.B., 1; Ch.B., 1; M.D., 14; A.M., 16; Ph.D., 6. Seven diplomas were conferred upon men who had completed a course in the Theological School without reference to a degree.

The attendance at the University in all departments for the year which has just closed was 1,587, divided as follows: College of Liberal Arts, 719; College of Agriculture, 346; School of Theology, 210; School of Law, 309; School of Medicine, 79; Graduate School, 89. Sum by departments, 1,752. From this number 165 names are to be deducted as appearing in more than one department, leaving the total net attendance 1,587. This is an increase of 73 over the net total of the previous year. The number of men in the University is 1,273; the number of women, 314.

Rev. Daniel Steele, S.T.D., of the Corporation of Boston University, President W. E. Huntington, and Professor J. B. Coit, were among the speakers at the dinner of the Boston and New England alumni of Syracuse University at the Hotel Somerset, Boston, on Friday, May 6.
At a special meeting of the Trustees of Boston University, held April 17, at 3:30 P.M., the following appreciation of the life and services of Professor Borden Parker Bowne was read and unanimously adopted as the expression of the Board of Trustees:

The Trustees of Boston University hereby express their feeling of deep bereavement at the sudden passing away, April first, 1910, of Borden Parker Bowne, who had been Professor of Philosophy since 1876, and Dean of the Graduate Department since 1888.

As a Christian man he illustrated in a well-balanced character the traits of genuine piety which made all that he said or wrote concerning religion effective. His buoyant trust in the great realities of the Christian faith harmonized well with the profound insight with which he thought of the being and purposes of God. Religious experience was to him inseparable from the entire movement and interest of his life.

As a thinker in the realm of philosophy he has had few equals in this, or any other, age. Fearless as an opponent of unclear or false reasoning, he was not content with destructive criticism alone, but built his system upon such foundations as candid examination finds secure.

As an author he has contributed to philosophy, to religion, and to other great interests of humanity books that cannot soon be forgotten, and that are the fitting monuments of his productive service to this University and to the world.

As a teacher he had rare gifts; and his reputation was widely known, not only in our own country, but also in the centres of intelligence and learning in foreign lands. His clearness of statement, ready wit, unfailing memory, fine imagination, easy but masterly handling of abstruse problems, and his thorough convictions, all served to make his teaching attractive, illuminating, impressive. His work for the younger ministry of our time has been of inestimable value.

Boston University owes a great debt of gratitude to this noble man. It reveres and cherishes his memory. He built himself into the structure and life of this institution of Christian learning. The light of his life has not gone out; it will linger in the years to come to bless and strengthen men for their earthly tasks.

The tender sympathy of the Trustees is extended to Mrs. Bowne in her deep sorrow, and to the kindred who share with her the irreparable loss.

Voted,— That this minute be spread upon the Records of the Trustees, and that an engrossed copy be sent to Mrs. Bowne.

On Saturday evening, June 11, at the Hotel Chelsea in New York, was held the first general gathering of the alumni of all departments of Boston University who reside in New York or vicinity. The occasion was a reception and dinner in honor of Dr. Wm. E. Huntington, and his presence was a delight and inspiration. The speakers were Dr. Elinor Van Buskirk, '07, Med.; Dr. O. S. Marden, '77; Dr. Wm. E. Willcocks, '81; Dr. H. E. Chapin, '81; and President Huntington.

At the conclusion of President Huntington's remarks the association voted to pledge $1,000 toward the Endowment Fund. At this juncture President Huntington was called to the telephone, and on his return the graduates were greatly pleased by his announcement of the news from Boston that the Trustees had assumed the balance needed to complete the $400,000 fund. The following were present at the dinner:

The exercises of Commencement Week were as follows:

SATURDAY, MAY 21.
Phi Beta Kappa (first meeting), 10 A.M.

FRIDAY, MAY 27.
Public meeting of the Phi Beta Kappa Society, in Jacob Sleeper Hall, 2.30 P.M., in memory of the late Professors Borden P. Bowne and Thomas B. Lindsay.
College Faculty Reception to the Senior Class, Hotel Vendôme, 8 P.M.

SUNDAY, MAY 29.
Baccalaureate Service for the Graduating Classes of All Departments at Jacob Sleeper Hall, 688 Boylston St., 4 P.M. Address by President Huntington.

MONDAY, MAY 30.
School of Medicine. Valedictory and Faculty Reception at the School Building, East Concord St., 8 P.M.

TUESDAY, MAY 31.
Meeting of the Trustees of the University, at 10.30 A.M., in the Trustees’ Room.
College of Liberal Arts. Class-day Exercises, Jacob Sleeper Hall, 2.30 P.M.
School of Law. Class-day Exercises, Isaac Rich Hall, 3 P.M.
School of Theology. Alumni Association (Alpha Chapter), at Boston City Club, Beacon and Somerset Sts. Social, 5.30 P.M. Dinner at 6 P.M., followed by business session.
School of Medicine. Alumni Association (Gamma Chapter), Young’s Hotel, at 6 P.M. Dinner at 6.30 P.M.
College of Liberal Arts. Alumni Association (Epsilon Chapter), at the College Building, Boylston and Exeter Sts. Collation at 6 P.M.

WEDNESDAY, JUNE 1.
Commencement Exercises in Tremont Temple, at 10.30 A.M. Address by Bishop John William Hamilton, LL.D., followed by the Promotion of Candidates for Degrees. Reception by the Senior Class of the College of Liberal Arts in Jacob Sleeper Hall, 688 Boylston St., from 8 to 11 P.M.
PRESIDENT-ELECT GUY POTTER BENTON.

At a meeting of the Trustees of Boston University on Tuesday, May 31, Dr. Guy Potter Benton, D.D., LL.D., president of Miami University, Oxford, O., was elected president of Boston University. Dr. Benton was born in Kenton, O., May 26, 1865. He received his academic training in the Ohio Normal University, Ohio Wesleyan University, Baker University, and the University of Wooster. Dr. Benton has been engaged all his life in educational work. From 1890 until 1895 he was Superintendent of Schools in Fort Scott, Kan.; in 1895-96 he served as Assistant State Superintendent of Public Instruction in Kansas; from 1896 until 1899 he was Professor of History and Sociology in Baker University. In 1899 he became a member of the State Board of Education; from 1899 until 1902 he was president of Upper Iowa University. In 1902 he was elected to the presidency of Miami University, which position he held at the time of his election to the presidency of Boston University. Dr. Benton has the call to Boston University under consideration, but at the time of sending this issue of BOSTONIA to press he had not announced his decision.

The Departments

COLLEGE OF LIBERAL ARTS.

PHI BETA KAPPA MEMORIAL SERVICE FOR PROFESSORS BOWNE AND LINDSAY.

A memorial service of the Phi Beta Kappa Society for Professors Thomas Bond Lindsay and Borden Parker Bowne was held in Jacob Sleeper Hall on Friday, May 27. President W. E. Huntington read a letter from Mr. Edwin D. Mead, who was a personal friend of Professors Bowne and Lindsay. Mr. William Fuller, Instructor in the Mechanic Arts High School, Boston, read a paper in which he spoke of Professor Lindsay from the standpoint of a personal friend. This paper will be found on another page of this issue of BOSTONIA.

Dean George Hodges, of the Cambridge Episcopal Theological School, gave a keen and discriminating characterization of Professor Bowne, whom he had known long and well. He spoke of Dr. Bowne's serene confidence in his philosophical position. This serenity of Dr. Bowne helped his friends and pupils to acquire a confidence of belief in the fundamentals of their faith. He referred to the Ministers' Club, of which both he and Dr. Bowne were members; this club had been a potent means of bringing about a better Christian understanding among men of different faiths. Professor Bowne was devoted to his college work and his teaching; he put his best strength into his work for his University. He concentrated his strength where such concentration was most effective. All his books were along the same general line. His field was the doctrine of God. Dr. Bowne modernized the idea of God at a time when such a modernization was most needed.

Mrs. Amy Wales Bullock read a paper in which she spoke in profoundly appreciative terms of Professor Lindsay as a teacher. Professor F. S. Baldwin read a paper in which
he presented a careful estimate of Professors Bowne and Lindsay in the threefold aspect of teacher, colleague, and friend. The papers of Mrs. Bullock and Professor Baldwin will be found elsewhere in this issue of BOSTONIA.

The music was in charge of Professor J. P. Marshall, assisted by Mr. Jacques Hoffmann, of the Boston Symphony Orchestra. The programme included Händel's Largo, an Andante by Thome, and Bach-Gounod's Ave Maria.

**ANNUAL MEETING OF THE EPSILON CHAPTER.**

The annual meeting of the Epsilon Chapter was held in the College Building on Tuesday evening, May 31. After a collation in the lower corridor President E. W. Branch called the meeting to order in Jacob Sleeper Hall. It was voted that the class of 1910 be elected to membership in the chapter, and that they have this evening all the privileges of chapter membership.

Mr. R. A. Robbins's report was called for, but as it had been recently published it seemed unnecessary to read it. Mr. Robbins presented his resignation as secretary of the Epsilon Chapter. The following resolution, expressive of the gratitude of the chapter for Mr. Robbins's long service, was adopted: "The Epsilon Chapter of the University Convocation hereby commits to record both its regret that increasing business responsibilities compel Mr. Raymond A. Robbins to ask release from the duties of the secretaryship and also its lasting gratitude for the resourceful service which through twelve years Mr. Robbins has generously rendered in this particularly exacting office."

Mr. George A. Dunn spoke in reference to the campaign in progress to raise an addition of $400,000 to the permanent Endowment Fund. He said that about $250,000 of this fund is in sight.

Mr. Clarence H. Dempsey, '95, then spoke on "The Place of the College Man in School Administration."

Mr. W. S. Chapman, '01, gave an address on "The College Man in the Philippines." He was followed by Dr. L. P. Ayres, '02, who took as his topic "The College Man in Social Service." Professor M. L. Perrin announced, by classes, the sums which had been received for the Alumni Historical Professorship Fund in response to the recent special appeal. He reported that only about $600 more is lacking to complete the portion of the endowment which the alumni have been endeavoring to raise. Miss J. K. Ordway spoke on the question of securing a memorial of Dr. Huntington's presidency. She said that the plan is to raise enough money from the graduates to have a portrait painted and presented to the University. The following committee was appointed to take charge of the matter: Dr. E. L. Clark, Mr. E. W. Lord, Professor E. C. Black, Dean Wm. M. Warren.

On the motion of Mr. E. Ray Speare the following telegram was sent in the name of the chapter to President-Elect Benton: "The pleasant and gratifying news of your election to the presidency of Boston University having been conveyed to the alumni body of the College of Liberal Arts assembled in annual convocation this evening, they wish to offer you their heartfelt congratulations on your election, and to assure you, in the hoped-for event of your acceptance, of their continued support and united loyalty in the great work of broadening the field and influence of our University."

The new officers of the chapter are the following: president, Mr. E. W. Branch; vice-presidents, Mr. E. W. Lord, Professor Elihu Grant; secretary, Mrs. Grace Griffiths Pearson; treasurer, Mr. G. E. Whitaker; auditor, Mr. R. A. Robbins.
Committee: Mr. L. H. Bugbee, Miss A. A. Cole, Miss G. A. Turkington. Library Committee: Miss J. K. Ordway. Nominating Committee: Dr. A. H. Bigelow, Mr. W. A. Chandler, Dr. H. T. Crawford, Mrs. A. H. Rice, Mr. R. A. Robbins.

REUNION OF THE CLASS OF 1905.

The class of 1905 held a reunion picnic at Echo Bridge, Newton Upper Falls, on May 28, 1910. After the programme of the afternoon and that essential of a picnic—the lunch—had been enjoyed a short business meeting was held, the president, Mr. Merritt, presiding. A report was given by the treasurer, Miss Spurr, and an assistant was appointed to the secretary, Mr. Wm. T. Nelson, who has been five years in Brazil. Following the reading of the roll-call provision was made for sending out each year to all the class a list of members, addresses, and news. Mr. Robert F. Allen was appointed chairman for the next reunion.

The following members and wives were present: Mr. and Mrs. R. F. Allen, Miss Gladys M. Barber, Miss Grace M. Mason, Miss J. Louise Marcley, Mr. Geo. N. Merritt, Mr. and Mrs. Myron P. Peffers, Mrs. D. C. Romano, Miss Edna M. Spurr, Miss Helen M. Stevens, and Miss Florence E. Trueblood.

Seven other members were at the last moment prevented from attending, and twenty-four sent greetings from twelve different States of the Union.

Gladys M. Barber, Assistant Secretary.

UNIVERSITY EXTENSION COURSES.

The Committee on University Extension Courses has issued the official circular of the courses which are offered for the year 1910-11. The following institutions will offer these courses: Boston College, Boston University, Harvard University, Massachusetts Institute of Technology, Museum of Fine Arts, Simmons College, Tufts College, Wellesley College.

The following University Extension Courses will be given by professors in Boston University:

**English Composition (advanced course).** Professional Writing. Two hours. Tuesday and Thursday at 3.30. Fee, $15. Professor Dallas Lore Sharp.

**The History of English Literature.** Two hours. Monday and Wednesday at 4.30. Lowell Course; fee, $5. Professor E. Charlton Black.

**German.** Sketches of Life among the German People from the Earliest Times to the Present. Two hours. Monday and Wednesday at 4.30. Lowell Course; fee, $5. Professor Marshall L. Perrin.

**French (elementary course).** Two hours. Monday and Wednesday at 4.20. Fee, $15. Professor James Geddes, Jr.

**Physics.** The Ionic Theory. Two hours. Monday and Wednesday at 3.30. Lowell Course; fee, $5. Professor Norton A. Kent.

**Physiology.** Two hours (first half-year only). Tuesday and Thursday at 4.20. Fee, $10. Professor Arthur W. Weyssse.

**Chemistry.** History of Chemistry. Saturday at 11. Lowell Course (Teachers' School of Science); fee, $5. Professor Lyman C. Newell.

These courses will be given in the College Building, 688 Boylston St.

The circular containing the complete list of courses may be obtained upon application to the Commission on Extension Courses, University Hall, Cambridge, Mass.
ATHLETIC CONFERENCE.

The annual meeting of the Association of New England Colleges for Conference on Athletics was held this year at the Boston City Club on May 13 and 14. There were thirty-two delegates from nineteen New England colleges, Boston University being represented by Dr. A. W. Weyssie, for the Faculty, and Mr. William F. Rogers, '94, for the alumni. At the invitation of the association, Principal Stearns of Andover was present and spoke on "What Limits Should Be Observed by Colleges in Securing Students Who Are Athletes." He pointed out the undesirable methods employed by many undergraduate managers and by trainers to induce athletes in secondary schools to attend certain colleges. In the discussion which followed, the representatives of the various New England colleges unanimously condemned these methods, and then passed the following resolution:

"Resolved, That it be the sentiment of this association that whenever any case where undue influence is brought to bear upon an athlete in a preparatory school to induce him to enter any college or university becomes known to the principal of such preparatory school, the latter be encouraged to notify the athletic authorities of the institution concerned."

During the discussion a point was brought out concerning methods which a college or university may use to attract students — a point of some interest to the alumni of Boston University just at present. It seems that a few years ago the president of one of our large Eastern universities sent a request to one of our large New England preparatory schools that the dean of his university might be allowed to address the boys of the school and set forth the advantages of his institution. The permission was granted, but the effect on the boys was the opposite of what was desired. They regarded the address as a bid for them to come to that particular university, and considered it an undignified form of advertising; in fact, the effect was so bad that when a similar request came recently from the same university, the principal of the school did not feel justified in granting it.

This Association of New England Colleges for Conference on Athletics does not attempt to legislate on athletic matters; but it endeavors by discussion to arrive at some unanimity of opinion on the conduct of athletic affairs, and to devise methods of removing some of the evils of college athletics. Any one who has had much experience in dealing with college undergraduates knows that the most effective and most agreeable method of governing them is not by making a mass of laws and penalties, but by working with the students individually until you have brought them around to your way of thinking and they ask for or are ready to accept the legislation which you believe to be best; and in no department of college activities is this truer than in athletics. It means more work for the governing body, and it takes more time, but it is always the more satisfactory way.

Other matters discussed at this meeting were "Summer Baseball," as affecting the amateur standing of students; professional coaches; the training-table; and the reduction of intercollegiate schedules; — all of which are attended with certain evils which should be eliminated. Concerning the reduction of the number of intercollegiate contests, it has been found in several colleges that this may be brought about in considerable measure by increasing the number of intermural matches, such as interclass games and meets; and it was the general feeling of the delegates that such matches should be en-
couraged. This is a line along which we should work here at Boston University, especially at present, and one strongly advocated both by President Huntington and the Director of Gymnastics.

A. W. WEYSSE.

BOSTON UNIVERSITY COURSES FOR TEACHERS.

The official circular containing the courses offered to teachers by the College of Liberal Arts during the coming year will probably be ready for distribution when this issue of BOSTONIA appears. The provisional list for the first semester is as follows: —

ANGLO-SAXON.  Professor Marshall Livingston Perrin.
1. A Course for Beginners. Readings from Ælfred, Cædmon, and Cynewulf. Saturday, 11 A.M.
3. Beowulf. Studied from linguistic and literary points of view. Saturday, 10 A.M.
5. Historical Growth of the English Language from the Anglo-Saxon, as influenced by other languages, divided into dialects and developed into Modern English. Saturday, 9 A.M.

CHEMISTRY.  Professor Lyman C. Newell.
It is proposed to offer for the year 1911-12 a course in Organic Chemistry which shall include lectures and experiments.

ENGLISH.  Professors E. Charlton Black and Dallas Lore Sharp.
5. Advanced Composition. Saturday, 12-1. Professor E. Charlton Black.

FRENCH.  Professor James Geddes, Jr.
1. Second-Year French. A continuation of the Elementary French Course given in 1909-10. Saturday, 9 A.M.
3. French Literature. Masterpieces of the sixteenth and seventeenth centuries. Saturday, 11 A.M.
5. Phonetics, applied to the study of French and English Pronunciation. Monday, 3.20 P.M.

GERMAN.  Professor Marshall Livingston Perrin.
1. A course in Elementary German. Saturday, 3.30 P.M.
3. A course in Intermediate Composition. Saturday, 1.30 P.M.
5. An Intermediate Course in German Literature. Saturday, 2.30 P.M.
7. An intensive study of Germany, its cities and internal organizations, Land und Leute, conducted in German and given with maps and illustrations. Saturday, 12.30.
9. At convenient hours on Wednesday and Saturday afternoons, classes of not more than four members each will be held for practice in German conversation.

GREEK.  Professor Joseph Richard Taylor.
1. Plato, Republic. The entire work will be read either in the original Greek or in
Davies and Vaughn’s English translation, at the option of the student. Selections will be read from Cicero’s De Re Publica and St. Augustine’s De Civitate Dei. This course is designed for students of either ancient or modern literature. Tuesday, 4.20 P.M.

3. Comparative Drama. Aristotle’s Poetics. One or more plays of the following authors will be read: Aeschylus, Sophocles, Euripides, Seneca, Corneille, Racine, Crébillon, Maffei, Voltaire, Goethe, Dumas. This course does not presuppose a knowledge of any language but English, but those who can read any or all of the plays in the original will be encouraged to do so. Thursday, 4.20 P.M.

ITALIAN. Professor James Geddes, Jr.
1. Elementary Italian. Saturday, 10 A.M.
3. Second-Year Italian. Selections from the masterpieces of Italian literature. Saturday, 12 M.
5. Dante. Conducted entirely in English. Wednesday, 3.20 P.M.

LATIN. Professor Alexander Hamilton Rice.
1. Latin Writing. Required writing, criticism, and discussions. Hour to be announced.
3. Latin Literature. The literature of the Silver Age. Lectures and reports and assigned reading. Hour to be announced.

MATHEMATICS. Professor Judson B. Cool.
Analytic Geometry and Calculus. An introduction suited to the needs of those who have studied the elements of Plane Trigonometry, and who wish to obtain some knowledge of the more advanced methods of investigation. The course will be given if requested by at least eight students. Tuesday and Thursday, 4.20 P.M.

PHYSICS. Professor Norton Adams Kent.
The Discharge of Electricity through Gases; Radioactivity. Hour to be announced.

PORTUGUESE. Professor James Geddes, Jr.
Elementary Course. Friday, 4.20 P.M.

SPANISH. Professor James Geddes, Jr.
Elementary Course. Thursday, 3.20 P.M.
Second-Year Spanish. Selections from the masterpieces of Spanish literature. Friday, 3.20 P.M.

The official circular, which may be obtained upon application to the Dean of the College of Liberal Arts, will give detailed information concerning the courses, fees, matriculation, etc.

The annual meeting of the Graduate Men’s Club, at the College Building, May 13, considered the plan recently proposed by a committee of alumni and approved by the Board of Trustees for a Men’s Secretary in connection with the college. The attendance was large and the spirit of the meeting was enthusiastic; both the earlier and later classes were well represented, and not a few alumni from distant points were present. Mr. George A. Dunn, ’89, was toastmaster. Speeches were made by President Huntington, the Hon. John L. Bates, Professors Marshall L. Perrin and Frank L. Simpson, Mr. Leonard Porter Ayres, ’02, of the Russell Sage Foundation, Mr. Everett W. Lord, ’00, and others. Dr. Lucius H. Bugbee, ’97, pastor of St. Mark’s Church, Brookline, presented the financial aspect of the plan, and received a response in subscriptions far out-running the hopes of the committee in charge, and aggregating a little less than $1,700. The display of warm and generous interest in the welfare of the college was a favorable omen for the success of the movement for increasing the University’s endowment.
Mr. Samuel Montefiore Waxman has been appointed Instructor in Romance Languages, succeeding Mr. Lester R. Talbot, ’06, who has been elected Jacob Sleeper Fellow for the year 1910-11. Mr. Waxman was born in the city of Boston in 1885. He prepared for college in the Roxbury Latin School, graduating from that institution in 1904. In 1907 he received from Harvard the degree A.B. *summa cum laude*, with Highest Final Honors in Romance Languages and Literatures. After his graduation from Harvard he spent a year as Instructor in Romance Languages in Syracuse University. In 1908-09 he was John Harvard Fellow and Fellow of the Ministry of Public Instruction of the French Republic. During the same year he was *Lecteur Anglais Adjoint à la Sorbonne*, and *Professeur d'Anglais au Lycée Condorcet*. In the second half of the year 1909-10 he was Instructor in Romance Languages at Harvard University, and in 1910 he received the degree of A.M. from that institution. Mr. Waxman has published in the *Journal of American Folk-Lore* for April, 1908, a study of the "Don Juan Legend in Literature."

For some months a committee of ladies, consisting of Mrs. W. E. Huntington, Mrs. F. Spencer Baldwin, Mrs. James Geddes, Jr., Mrs. Dillon Bronson, and Mrs. Wm. M. Warren, treasurer, has been engaged in furnishing the Gamma Delta Room and the main corridor of the College Building. Among the important additions to the furniture of these rooms are the following: a concert grand Chickering piano, given by Mr. Otis Kimball and secured through Professor J. P. Marshall, has been placed in the Gamma Delta Room; two pictures ("Castle of St. Angelo" and "Sir Galahad") were purchased and placed in the Young Men's Assembly Room; a vacuum cleaner was purchased for general use in the College Building; tables and chairs were purchased for the Gamma Delta Room, and some tables and settles were provided for the alcoves of the main corridor.

The larger amount of the money needed to make these purchases was secured by Mrs. W. E. Huntington. Mrs. E. Charlton Black generously gave a recital at Mrs. Kehew's elegant music room on Chestnut St., Boston. From this recital the sum of $140 was realized. A substantial sum was realized from an entertainment given by children of the members of the college Faculty. Other sums of money were generously contributed by graduates, students, and friends of the University.

At the annual meeting of the Phi Beta Society on Friday, May 27, the following graduates of the college were elected to honorary membership: Mr. Irving P. Fox, ’83; Rev. Lucius H. Bugbee, ’97; Mrs. Amy Wales Bullock, ’98; Miss Eva H. Day, ’99; Miss Sara A. Emerson, ’77. The following honorary members were initiated: Miss Alice Dean Mumford, ’78; Mrs. Edith Talbot Jackson, ’77; Mr. Edmund Jacobson, of Northwestern University.

It was voted that the Phi Beta Kappa Society give the sum of $700 to the Alumni History Professorship Fund in memory of Thomas Bond Lindsay and Borden Parker Bowne, said sum to remain in the treasury of the society until the full Professorship Fund be realized.

The officers for the ensuing year are the following: president, Joseph R. Taylor; vice-president, Robert E. Bruce; secretary and treasurer, Ada A. Cole.
The class of '85 held its twenty-fifth anniversary reunion in Stoneham, June 4, at the home of Mr. William Brackett Snow, teacher in the Boys' High School, Boston. Six of the original eleven who entered in '81 were present: Mrs. Marion Butterfield Knight; Miss Frances Peirce Owen, of the Newton High School; Miss Caroline Aiken Sawyer, of the Cambridge High School; Mrs. Mary Warren Ayars; Mr. George Edgar Whitaker, publisher of the Zion's Herald; and the host. Mrs. Mabel Goss Rogers, who had come on from California, was kept away by illness, and Mrs. Emma Cooper Adams telegraphed greetings from Michigan. Mrs. Charlotte Barrell Ware sent a report of her interesting and beneﬁcial work at the Warelands Dairy Farm, as extreme pressure of work prevented her attendance.

Two of the sixteen graduated in '85 have been promoted from earth,—Mrs. Hattie Angevine Woodman and Miss Lilla B. Gage.

The numbers at the reunion were increased by three associate members,—Mrs. Snow, Mrs. Whitaker, and Dr. Frederick H. Knight,—and ten '85 Juniors, Misses Marion and Molly Whitaker, Elinor Snow, Marion Rogers, Christine Ayars, and Messrs. Howard and Frederick Knight, and Bruce, William, and Wallace Snow. Three of the Juniors are already members of the College of Liberal Arts, and others are expected later. The total number of Juniors, so nearly as can be ascertained, is twenty.

Mr. George E. Whitaker was elected president, and the secretary and treasurer is Miss Caroline A. Sawyer, who has served the class in that capacity since graduation.

The class of 1906 held its annual Commencement Reunion on May 28, at the College Building. It was a small gathering of enthusiastic alumni. After a delightful luncheon at the Bayberry Inn, the class discussed the University Campaign for $400,000. After considering several propositions to aid the college, it was voted to establish a "B. U. '06 Fund," the first payment from this fund to be $500 and to be applied to the History Professorship if this professorship is not complete on Jan. 31, 1911. This fund is for the beneﬁt of the University, and it is to be renewed each year by subscriptions from the class. F. R. Willard was chosen treasurer of the fund.


The Spring Meeting of the Massachusetts Society for the University Education of Women was held at the home of Mrs. George Defren, 9 Fairbanks St., Brookline, on Wednesday afternoon, April 20. Mrs. Del Castello spoke on "Boston as a Musical Centre." Mr. Radion Mendelevitch gave a violin selection. At the close of the literary programme an informal reception was tendered President and Mrs. Huntington.

Miss Elizabeth C. Northup, '94, a member of the Board of Trustees of Boston University, sailed for Europe on Tuesday, May 31, as the delegate from the Northwestern Branch of the Woman's Foreign Missionary Society to the World's Missionary Conference, which was held in Edinburgh.

Miss Gertrude Leland Burr, '06, was married on June 8 to John Ashworth O'Neil, LL.B. '08.
Following a custom of recent years, the men of the college gave a reception on Friday evening, April 15, to the young men of the Senior classes of the high schools in Boston and vicinity. A large number accepted the invitation of the undergraduate committee. A literary programme was carried out in Jacob Sleeper Hall. Mr. Paul R. Danner, of the Freshman class, introduced Dean W. M. Warren, who welcomed the guests. Dean Warren in turn introduced President Huntington, who gave a succinct statement of the advantages which Boston University offers to its students. Professor E. C. Black gave a reading, and Professor M. L. Perrin made an address. Music was furnished by the University Glee Club. At the close of the literary programme refreshments were served and a social hour followed. During the evening the Observatory and the Science Laboratories were open to the guests.

The Chemical Museum has received the following donations: one set of mounted samples showing the raw and commercial forms of salt, from the Diamond Crystal Salt Co., St. Claire, Mich.; a set of eighteen samples of vaseline products, from the Cheseborough Co., New York City; one framed drawing of a glass-blower, and a set of eight samples of the raw materials used in making glass, from the Macbeth-Evans Co., Pittsburgh, Penn.; and twenty-five specimens of asbestos products, from the H. W. Johns-Manville Co., New York City.

At the fifth annual meeting of the Classical Association of New England, held at Hartford, Conn., on Friday and Saturday, April 1 and 2, Assistant Professor Donald Cameron read a paper on "The Princeton Preceptorial System in Practice." Among the other representatives of Boston University who attended, or took part in the exercises, was Miss Mary J. Wellington, '87, who participated in the discussion following the reading of a paper by Principal George H. Browne, of the Browne and Nichols School, on "Some Economies in Teaching Latin, with Special Reference to Syntax."

On Saturday, April 9, the Massachusetts Alpha of Pi Beta Phi gave, at the home of Professor John P. Marshall, in Brookline, a musicale for the benefit of the Gamma Delta Room. Those who took part in the programme were: Professor J. P. Marshall; Miss Gladys M. Barber, '05; Miss Frances B. Dillingham, '91; Mr. Leon E. Baldwin, '97. At the conclusion of the musical programme the ladies of the fraternity served tea. The patronesses were Mrs. Norton A. Kent and Mrs. James Geddes, Jr. The committee in charge were: Miss Georgia F. Bentley, '05; Miss Jennie B. Allyn, '04; Miss Mary C. Galbraith, '05; and Miss Eugenia L. Goodwin, '10.

On Friday, April 8, President Isaac T. Headland of Pekin University delivered an address before the students of the college at the conclusion of the regular chapel exercises. President Headland was introduced by Professor J. B. Coit. Dr. Headland has been for sixteen years at the head of Pekin University. He is a graduate of the School of Theology of Boston University, class of '90.

Professor Dallas Lore Sharp was one of the contributors to the Boston Globe of June 12 in the discussion of the question "Does a College Education Educate?"

Miss Mary Louise Dyer, '08, was married on June 8 to Gorham Waller Harris, Harvard '07. Mr. and Mrs. Harris will be at home after October 1 at 38 Mapleton St., Brighton, Mass.
The following members of the class of 1910 were elected to membership in the Phi Beta Kappa at the meeting on Saturday, May 21: Miss S. E. Batchelder, Miss H. L. Brown, Miss H. L. Byrne, Miss S. Dewhirst, Miss S. W. Eastham, Miss M. Greeley, Miss E. B. Kirkton, Miss O. R. Marshall, Miss L. B. Morse, Miss S. L. Nelson, Mr. H. L. Perrin, Miss M. K. Taylor, Miss H. A. Thayer.

The tenth volume of Epsilon appeared early in May. It includes the addresses of all graduates of the College of Liberal Arts, including the class of 1909. The supplementary material includes the officers of the Epsilon Chapter, a necrology, a list of the marriages reported to the secretary since the publication of the last Epsilon, a list of births, the Faculty of the College of Liberal Arts, the Corporation, the Alumni Room, the Alumni Professorship Fund, report of the treasurer of the Epsilon Chapter for the year ending June 1, 1909.

The Outlook for Saturday, April 30, contained an essay by Professor Dallas Lore Sharp, entitled "The Nature-Writer." The leading article in the Brown University Alumni Monthly for April consisted of liberal extracts from Professor Sharp's article on "Hunting Turtle Eggs for Agassiz," which was originally published in the February issue of The Atlantic Monthly. Professor Sharp contributed to The Atlantic Monthly for June an article entitled "The Clam Farm: A Case of Conservation."

The L. E. Knott Apparatus Company of Boston has issued a pamphlet containing the "Newell Collection of Lantern-Slides in Chemistry." This collection was selected and arranged by Professor L. C. Newell, of the Department of Chemistry in the College of Liberal Arts.

Professor N. A. Kent and Mrs. Kent sailed from Boston for Liverpool on Tuesday, May 24. Professor Kent will make an inspection of the physical laboratories of various universities in England and on the continent, and he will purchase some apparatus for the Physical Laboratory of Boston University. He expects, also, to meet several well-known scientists. He proposes to spend some time in England, Switzerland, France, and Germany, and will return in time for the reopening of college next September.

Among the Boston University graduates who will have important responsibilities in connection with the coming meeting of the National Education Association in Boston are Miss Catherine M. McGinley, '02, vice-president of the Boston Teachers' Club, and Mrs. Caroline Stone Atherton, '84, representing the Massachusetts Federation of Women's Clubs. Miss McGinley, with a group of assistants from the Boston Teachers' Club, is to be in charge of the reception, rest, and writing rooms at the old Art Museum. Mrs. Atherton will have charge of the hospitality at hotels.

SCHOOL OF THEOLOGY.

The Matriculation Day address will be delivered next October by the Rev. Chas. L. Goodell, D.D., of Calvary Methodist Episcopal Church, New York.

Five of this year's graduating class have gone into the work of foreign missions,—R. B. Sheppard as secretary to Bishop Hartzell; H. N. Howard to Africa; C. M. Donaldson to South America; R. D. Bisbee to India; S. H. Armand to the Philippine Islands.
The outlook at the School of Theology promises a record-breaking attendance. There are ten more applications for rooms on file at this time than for any previous year up to this date.

At the meeting of the Alpha Chapter at the Boston City Club on Tuesday, May 31, Dr. F. H. Knight acted as toast-master. Congratulations were telegraphed to President-elect George P. Benton. Dr. G. S. Butters spoke on "What I Would Do with the School of Theology if I Had Plenty of Money." Dr. Charles E. Spaulding took as his topic, "Enthusiasm for the School." Rev. C. H. Stackpole's theme was "If I Were a Theological Professor." Dr. M. B. Chapman, of New York, gave some reminiscences of his professorship in the School of Theology. Dr. George C. Cell described the progress of the $400,000 campaign and the Borden Parker Bowne Memorial Professorship Fund. The closing address was made by Dean W. F. Warren.

SCHOOL OF LAW.

At the recent commencement sixty-nine degrees were granted to members of the Law School: LL.B., 52; L.B., 11; LL.M., 5; LL.D., 1.

SCHOOL OF MEDICINE.

The annual Clinical Week exercises, that have now become a feature of the Medical School, were held from May 31 to June 4 this year. The application-list for attendance was larger than the preceding year by nearly forty, there being in all a total of two hundred and twenty tickets issued. The exercises consisted of clinical lectures, clinics, and demonstrations by thirty-five members of the Faculty, and were held at the Medical School, the Out-Patient Department of the hospital, and the hospital amphitheatre. The attendance was good, even in spite of the most unpropitious weather, and those participating all spoke warmly of the benefit derived, and much appreciated the courtesy of the institution in offering the course.

At the meeting of the Alumni Association of the School of Medicine at Young's Hotel, on Tuesday, May 31, it was announced that Mrs. Robert D. Evans has offered to give the sum of $10,000 on condition that the school raises an equal amount before July 1, 1910.

Dr. C. M. Nordstrom, M.D. '83, died, in Malden, on Wednesday, May 4. Before taking up the study of medicine Dr. Nordstrom had been treasurer and financial secretary of Wesleyan Academy, Wilbraham, Mass. After completing her medical course she took up the practice of her profession; and with the exception of a year when she was obliged to cease professional work because of an accident, she had practised medicine in Malden.

The New England Medical Gazette for April announces the marriage of Dr. Laurence R. Clapp, '08, to Miss Helen W. Rhone, in New York City, on Wednesday, March 23. Dr. Clapp is in practice in Farmington, N. H.