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Waxman, Samuel M.

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Boston University
Where should 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
town, where he can hear and feel the
throbbing heart of man? I will
make answer for him, and say, in
the dark, gray town.  

Longfellow
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AFTER SPANISH—WHAT?

Samuel M. Waxman.

When American education was still in its swaddling clothes, Greek and Latin were the languages studied by the majority of youthful seekers after learning. And they were studied thoroughly, for then the American pupil knew English grammar, a subject now fast disappearing from our high school curricula. French and German were mere frills, pastimes with which the student amused himself as a relaxation from the more serious liberal arts. They took the place now occupied by the "movies." Later, French and German became more strongly entrenched, with German the favorite in colleges because of the rise of German science and philosophy and the lure of the easily acquired Ph.D. "made in Germany." Italian was studied because of the cultural interest in Italian art and literature. Spanish, however, was a rarity, and scarcely known on high school programs. Soon French began in the East to supersede German, and students went to France to study French instead of pursuing that language at a German university.

Twenty years ago came the Spanish-American War, and as a result of our possessions in Porto Rico, the Philippines, and our protectorate in Cuba, Spanish began to be studied in our schools
and colleges, not for cultural reasons but for purely utilitarian purposes. With the completion of the Panama Canal, Spanish began to rival French and German in certain parts of the country, and displaced either one or the other. The present war has given a further impetus to the study of Spanish, and now it is gradually taking the place of German everywhere. In many schools German no longer appears on the program, and is prohibited by statute from being taught in some localities. Most of our vocational and commercial high schools now teach only Spanish, although a few are making a pretense of teaching French and German. Thus in the Boston High School of Commerce, where some fifteen hundred youths are pursuing the arts of Mercury, about ninety-seven per cent of them are studying Spanish. A boy going into the commercial branches of study takes Spanish as a matter of course. Spanish has become practically synonymous with commercial foreign language. Of course in some schools a part of the German landslide has fallen on French territory, and our deep sympathy for France has increased the numbers of students of French. But on the other hand, in large German centers like New York, Chicago, and Milwaukee, the German teachers have accentuated the already artificially inflated Spanish boom so that they will not have to teach the language of their despised and degenerate enemy. Meanwhile Greek has practically disappeared, and although Latin has here in the East thus far withstood the onslaught of the vocational and utilitarian influences, it has to fight for its life.

It is idle to argue as to the superior cultural value of German over Spanish. Neither language was ever studied from that point of view in this country. Why not face the cold hard fact that there exists no cultural spirit in our high schools, where so many students are merely marking time and waiting for the day when they may be released from the bonds of learning. To be sure, some technical schools may continue to insist on German and some colleges may still require a knowledge of German for the A. B. degree. But it is surprising to see how many western colleges will accept Spanish as a substitute for German, and the eastern colleges are rapidly following in their wake. The educational trend is no longer east to west, however much we in the East may like to lull ourselves into believing so. The American Association of Teachers of Spanish is already agitating the move that Spanish
be universally placed on a par with French and German as a college requirement. The high schools especially have been urging this step. It was not so long ago that the colleges were accused of dictating the policy of high schools. It looks now as though the high schools were shaping the college curricula.

Some of us college professors often ask ourselves: "Are we moulding public opinion on educational matters or are we drifting along the current, following the vagaries of the unthinking public? Is it our duty to give the public what it wants even if it insists upon something that we know is but the whim of a passing moment? Are we not guilty just now of moral cowardice in fearing to urge the retention of the German language because we are at war with Germany?" In France more German is studied now than before the war. As a nation we think in droves; our psychology is gregarious. We are ashamed to have ideas that are not popular. If all our friends have automobiles and go to the "movies," although we may not care a whit for either, we gradually acquire the habit and follow the crowd. We have it so continually drummed into our ears that the country will go to the dogs unless our children study Spanish that we finally come to believe it. This psychological failing is capitalized by the moxie man, who, with pointed finger, suddenly looms before you at all turns and hypnotizes you into thinking that you must drink the insipid concoction.

The percentage of students studying Spanish in this country is entirely out of proportion to the relative importance of that language to the average American pupil. Not only is Spanish studied feverishly by large classes in high schools, colleges, extension courses, and correspondence courses, you can also acquire it from our itinerant hawkers of languages by the ba-ba bo-bo method, without text-book, without study, without anything, in fact, except the payment of a fee. To use a familiar Americanism, "Everybody is doing it." Have you ever known a high school trained student who has found a position as foreign correspondent or traveling commercial representative for the Spanish American countries? I have been longing for many years to meet this rara avis. This stampede for Spanish has created havoc in our high schools and colleges. French and German have been taught none too well in our American schools, and when successful French and German teachers are thrown suddenly into the teaching of Spanish
without adequate preparation we are almost driven to tears. In no other nation of the civilized world would such a situation be tolerated. In France, for instance, teachers of foreign languages must pass severe tests in pronunciation and must demonstrate their ability to converse freely in the language they wish to teach. Here, even in our large cities, teachers not only cannot carry on the simplest conversation in Spanish, they cannot even pronounce it with a fair degree of accuracy.

It is tragic to witness the efforts of a teacher well along in years struggling with a new language. And by teachers I do not restrict our teaching force, as do Europeans, to the feminine gender. On the contrary, a woman assimilates a language better than a man at any age. I defy you to teach a man past forty a new language. In proportion as the adult grows his vocal organs become less flexible, and he tries to use his reasoning powers too much. He has graduated from the monkey-parrot state of the child, who learns by mimicking his elders. But since he is asked to teach by the direct method he, too, attempts to learn by that method. Behold the latest panacea for remedying the evils of our modern language teaching—a shibboleth, a word as meaningless as the term “efficiency,” which we meet so often in our educational parlance. For some years past the cry has come forth from the high priests of modern languages, or at least those who are looked upon as such, “Let us make our French and our German and our Spanish living languages, let us train our students to speak these languages.” But if, as is more often the case than not, the instructor cannot carry on a conversation in the language which he is teaching, how can he possibly teach others to converse? Heretofore, we may have done little else than to teach a knowledge of French and German grammar and train students to read ordinary prose in those languages; now that Spanish is coming in on this wave of direct methoditis, there rises the danger that a solid knowledge of Spanish grammar and syntax will be thrown over for a few catch phrases such as “open the door,” “shut the window,” and “how do you do?” Ask the average pupil how he was yesterday or to shut the door to-morrow and he is all at sea. As a rule he has not mastered the fundamentals. Even though he would like to know how to say it, his instructor cannot help him, because he, too, has been trained by this method at a summer school course of six
weeks or in an extension course of thirty meetings—or even worse, from one of the many charlatans now infesting our large cities with gold-brick promises of teaching one to speak Spanish fluently by an infallible method in ten lessons. There is no reason at all, under more favorable conditions, why both a reading and speaking knowledge of Spanish cannot be combined. This method would of course take more time. But with our crowded high school curriculum is the normal student able to afford the time? Furthermore, the so-called direct method is doomed to failure when we try to use it in our crowded classes of forty or more students. How much individual attention does the student get in a large class with a forty or fifty minute period four or five times a week? The method is an excellent one when used by a competent teacher with a single pupil. But when a high school student gets five to ten minutes of individual attention per week, it is utterly ridiculous to suppose that he can learn to speak Spanish.

If the art of imitation is essential in learning to speak a foreign language, why is it not a good plan to teach Spanish in the junior high school? Since it is universally recognized that the power of language assimilation is greater in the child than in the adolescent, why is not the junior high school a good place to begin the study of Spanish? It is an excellent plan to do so with Spanish or any other foreign language. But since our junior high schools are mere jelly fishes, and since most of the teachers are not equipped to teach foreign languages, the teaching of Spanish there is a farce. I have often wondered why we have not followed along the lines of long established six year courses of schools like the Roxbury Latin School or the Boston Latin School in planning our junior plus senior high schools. These institutions are modeled on the French lycée, and represent the highest type of secondary school in this country. Why must we go butterfly chasing in search of the new just because it is new? Languages are more successfully taught in schools like these because the classes are small and the students are picked by competitive examination. In the junior high schools you must take large classes of all comers, and teach the eager student who wants to learn with the dullard who is merely passing the time of day. Some of us have to be the hewers of wood and the haulers of water although we do live in a democratic country. It seems to me that in our ardent struggle for democracy we are
often in danger of falling over backwards. Our tendency at present is to lower instead of raise the democratic level all along the line. Is there not a vast deal of time wasted in trying to teach (I repeat, trying to teach) a foreign language to every single individual of our community, most of whom will never have occasion to use it? Is not English a foreign tongue to a great many pupils now attending the junior high schools in our large industrial cities? Is not the English of most of the others a corrupt jargon? To my way of thinking it is our first duty to teach a correct use of the English language to our youth, whom we are trying to train for American citizenship and whom we force by law to receive instruction in our public schools.

I have been asked: "Is it giving the unambitious student a square deal to discriminate against him?" My answer is that we give him the opportunity to make an effort to learn a foreign language. If he chooses to fritter away his time, let him suffer the consequences. Besides, whether you try to stuff a language down his throat or whether you release him from modern language instruction, he will take a beginner's course in any event in one of our evening institutions if in later life he decides that the knowledge of a foreign language will be of service to him. Ninety-nine out of every hundred students who take elementary French in our evening courses at the College of Business Administration have studied French for one or more years in our high schools. This is a frightful economic waste. Why not put our energy in the teaching of our masses into studies more vital to them than a foreign language? The school administration of New York City has already realized the utter waste of time teaching languages in the grade schools, and has abolished it. In Boston school children are still losing valuable time playing with foreign languages.

One of the reasons for the cordial welcome given to the Spanish language is the reputation it enjoys as being easy—easy for the teacher to acquire and easy for the pupil to absorb. As a fact, it is not difficult to acquire a reading knowledge of Spanish if one has a knowledge of Latin and French. But to teach a student who knows neither language to speak Spanish is an entirely different matter. A speaking knowledge of Spanish or any foreign language is acquired only after long years of constant patient practice. The art of speaking a foreign tongue is just as much of an art as
singing. Indeed, speech is not so far removed from song as most people think. Although there are many excellent text-books available for the study of Spanish, there unfortunately exist a goodly number of worthless picture books put forth by irresponsible publishers. A school official receives an attractive looking text-book from a publisher. He knows no Spanish, but he notes an abundance of good photographic reproductions, maps, and conversational sentences, and judging the book a good one from a pedagogical point of view he orders a hundred or two copies. Even though he might get a teacher well trained in Spanish, the school would be chained to the useless texts until they fell into decay from constant wear. With our paternal system of loaning text-books to the high school student, he has no opportunity for reviewing his foreign language work in later life. We make it easy for the student financially but raise barriers for him culturally.

I have often wondered during this Spanish hysteria why Portuguese has not found more favor in our eyes. Brazil forms nearly half of the South American continent; she is our closest Latin-American friend and our ally in the present war. Furthermore, we do a tremendous amount of business with her. Although Professor Geddes has been offering Portuguese courses for the past ten years, I doubt whether he has had ten students in all that time. In spite of all the good work of our Pan-American Bureau, the Spanish Americans are a little distrustful of us. We are not interested in their literature, their culture, and their fine arts, we want merely their trade. They resent this attitude of ours, and only recently evinced their displeasure at the lack of interest shown by the American citizens residing in Buenos Aires, who, although they were given the right to vote with other foreigners in the recent municipal election practically ignored the invitation. Since the opening of the war, to be sure, European markets being more or less closed to them, Spanish Americans have turned to us. But what assurance have we that we can retain their trade after the war? So long as we treat them as “greasers and niggers,” so long as we patronize them, we cannot expect to have business relations with them to any great extent. They are proud of the fact that they have universities older than ours, and would like us to evince some interest in their achievements. Very few Americans would be willing to concede that the much despised Mexico has greater
poets than we; and it comes to us with a shock that tiny Nicaragua has produced the greatest Spanish-speaking poet of the twentieth century. Boston University should take pride in the fact that Alice Stone Blackwell, with her beautiful translations, is among the half dozen Americans who have helped to introduce the literature of Spanish America to us.

I know of no group of teachers more hypocritical than we modern language instructors. At our association meetings and in our periodicals we hypnotize ourselves into believing that we are accomplishing great marvels in the way of modern language instruction. Why not face the truth and admit that it is a dismal failure, and that in our desire to make it easy for the pupil we have been worshiping false gods? After Greek and Latin came French and German, and after French and German came Spanish. After Spanish—what?

ANNUAL CONFERENCE OF TEACHING ALUMNI OF THE COLLEGE OF LIBERAL ARTS.

The fourth annual educational conference of the Faculty of the College of Liberal Arts with its alumni engaged in teaching was held on Saturday, March 16, in Jacob Sleeper Hall, 688 Boylston Street. The topic for the morning session was, "Supervised Study," and in the afternoon the question of "How Can the Colleges and the High School Best Coöperate to Meet the Present Educational Crisis?" was discussed. The response to the invitation to attend this very attractive program was gratifying, the attendance exceeding that of the previous conferences. In addition to the alumni, there were in the audience many teachers and principals of schools in the vicinity of Boston. Dean William M. Warren, of the College of Liberal Arts, presided.

After extending a cordial welcome, and congratulating the graduates on their continued interest in the College of Liberal Arts, Dean Warren introduced the first speaker, Mr. Edward L. Montgomery, principal of the Natick High School. He told at some length of his experience with supervised study at the high school. The occasion for the experiment grew out of the problem of the
elimination of pupils from school. In an effort to cope more successfully with this attendance mortality, the suggestion of a supervised study period arose.

The experiment was begun in the fall of 1917 and is still being conducted; it necessitated a one-hour extension of the school day, and also an increase in the class period in each subject from forty-five to seventy-five minutes. The class period was divided so that the first forty-five minutes were devoted to recitation and the remaining thirty minutes to supervised study. The system of supervised study applied to all subjects, and each class recited four times a week. The results thus far obtained point to a very successful operation of the new scheme. A comparison between the number of failures for the year 1916, when there was no supervised study, with a corresponding period in 1917, when the directed study period was in operation, showed a remarkable decrease in failures in 1917. In November, 1917, after the scheme had been conducted but two months, there was a decrease of 31.7% of failures over November, 1916; and at the end of the mid-year examinations in 1917, the decrease in failures amounted to 44.1% over the year 1916. Furthermore, the results of a questionnaire submitted to the students shows that they, in practically all cases, are more satisfied with the new method; the few who object do so because of personal inconvenience—for example, returning home at a later hour in the afternoon, which means a postponement of dinner. There are no objections against the system itself. In his summary the speaker advocated the continuance of the plan, and expressed his confidence in its permanent success on the following grounds:

"It greatly lessens the break between junior high school and senior high school by bringing each pupil into intimate relation with each teacher; it establishes a close bond between teacher and pupil and increases the teacher's feeling of responsibility; it encourages a spirit of earnestness and work and reduces disciplinary troubles; it greatly reduces the number of failures, and therefore elimination from school; it reduces the amount of home study, although not entirely doing away with it; it removes the check from bright pupils by allowing them a chance to do extra work; it improves the work of the teacher, as she learns to make better use of her time—she teaches, as well as hears recitations; it does away with
double periods.” In short, in “the lengthened school day, coupled with supervised study, lies the solution of many of our present-day problems, and the saving of many of the thousands who under old methods drop by the wayside.”

Principal Irving O. Palmer, of the Newton Technical High School, the next speaker, expressed his firm conviction of the advantages of the new classroom procedure. Supervised study, he said, when properly conducted, was similar to the intelligent direction a parent might exercise over his own child: while not actually doing the work for the child, nevertheless the parent spared the youth from wasting time and energy. The need of supervised study in school was apparent from the fact that children do not, and, in many cases, cannot study at home. The startling situation exists that the average child has little opportunity for any kind of study at home, and supervised study is out of the question. Finally, the results of supervised study justified in the opinion of the speaker its further development in the schools.

Speaking from his experience with supervised study at the Mechanic Arts High School, Boston, where the plan has been in operation for four years, Mr. Charles Reed, of the History Department, confirmed the judgment of the previous speakers as to the general success of the experiment. He cautioned, however, against hyper-supervised study, and called attention to the fact that small divisions are desirable for the best results. Furthermore, it is of utmost importance that there be an intelligent personal relationship between teacher and pupil; this does not mean that the teacher performs the thinking for the child; he merely helps the child in directing attention to the significant and relevant elements of a problem when the pupil might otherwise hopelessly fail to do so. Still another factor of vital importance is the training received in the proper study of books, the use of preface, table of contents, index. Students can be taught to compare statements of various authors, to use suspended judgment on the point in question, to read with a critically minded eye, and thus to think independently of the text-book. Such an accomplishment is truly worth while.

The fact that children for the most part do not study at home was forcibly brought out by Principal William A. Spooner, of the Danvers High School. The results of a questionnaire clearly showed that students were not studying in the true meaning of the
term, that small opportunity was afforded the child for home study even in the better families. The result of this questionnaire was the establishment, in January, 1917, of a study room, in charge of one teacher whose sole duty is to supervise the study of all freshmen and sophomores in the school in all subjects. This teacher is allowed perfect freedom to assist the students individually or in groups. Although the plan has not been in operation long enough to warrant positive and unqualified conclusion as to its success, the results quite justified the longer school day and the modification of the recitation schedule.

Mr. Charles Hansen, of the English Department of the Mechanic Arts High School, Boston, in commenting upon the lack of suitable home conditions brought out by the preceding speaker, held that we should not lose sight of the fact that exceptionally good work can be done at home, and expressed the hope that no plan of supervised study in schools should entirely eliminate the necessity of home study. He further pointed out the value of placing definite responsibility upon the pupil and insisting upon the fulfilment of certain tasks to be done at home. The danger to be avoided is that of destroying initiative in the student by having the teacher do too much for him. In general, however, the speaker was in perfect accord with the principles underlying the supervised study period, and the experience of four years at the Mechanic Arts High School was on the whole satisfactory, and indicative of its future value.

The Huntington School, of Boston, was represented by Principal Ira Flinner, who spoke of the success of the experiment with his students. The recitation schedule at this school is similar to the plan in vogue at Natick. A special feature is the note-book kept by the student. Definite outlines in each subject for each day, with questions to be answered in writing by the students, are a part of the plan. Each student is required during the study period to complete a minimum number of exercises, with opportunity provided for the more capable students of doing an extra amount of work during the allotted time. The results prove the value of the scheme. A comparison of the number of unsatisfactory grades for the three months ending December, 1916, when there was no supervised study, with a corresponding period in 1917, when the directed study period was in operation, showed a reduction of 15.7% in the
number of such unsatisfactory marks. Moreover, both students and teachers were enthusiastic over the new scheme.

In the general discussion which followed, the opinions of many who had had personal experience with supervised study in one form or another were given. Though there were certain words of caution, the consensus of opinion favored very strongly the continuance and further development of the plan. To most it was a question of supervised study or no study at all, and with it the lengthening of the school day and reduction of the number of class periods.

At the close of the morning session the gathering adjourned to the Gamma Delta Room, where they were the guests of the University at an informal luncheon. President L. H. Murlin gave a brief address of welcome, and urged all present to be mindful of their duty as teachers in these war times. The rôle of teacher and the place of education in the community were never as great as at present. He pleaded for the fullest and most abundant response on the part of all educators to the cause of democracy.

Another very interesting part of the day's program was the afternoon session, when suggestions were given as to "How the Colleges and the High School Could Best Coöperate to Meet the Present Educational Crisis." Mr. Walter Cowing, secretary of the recently created Bureau of Educational Service of Boston University, spoke of the aims and policies of this new department. Referring to the subject of the morning conference, he stated that in view of the alarming situation now confronting education throughout the country, it was not entirely a matter of supervised study, but whether we could have boys and girls in school to study at all. The schools must exert gigantic efforts to keep pupils in schools. They are the second line of defense of the country. Education must not be reduced in any shape or manner because of the war, but new problems growing out of the world crisis must be met, and met boldly and immediately. Young America's Opportunity is the name of a new publication at Boston University, its aim being to "create and direct interest in the continuation of educational preparation, and in the moulding and stabilizing of American ideals." By means of this agency, widely circulated among the students of the State, Boston University had entered upon a new field of service, a service whose aim is to attract stu-
students to the schools, and in this way assure the country of better trained citizens. The requests for copies of the next issue of this publication, together with the many favorable words of commendation, have assured the success of the new venture.

Principal William B. Snow, of the English High School, Boston, the next speaker, held that the greatest and most persistent task of the educator, all along the line, is to help win the war. Our educational institutions must subordinate all activities to the demand of our Government. At the same time, we should hold clearly in mind, no less than in the past, the value of a liberal and cultural education. Let us, whenever necessary, reduce the quantity of required work; let us waive technicalities; but such modification should in no sense degrade the nature of our work and decrease the quality of our product. We can continue to be thorough and yet cover less ground. But we must all cooperate as never before to make democracy safe for the world.

What the students are doing at Medfield was mentioned by Mr. Ralph W. Taylor, principal of the high school. Many of the most prominent boys are already in the service, and their example induced still more to follow. To meet the needs of the present crisis he pleaded for more agricultural courses, greater opportunities for industrial work in schools, and the extension of clerical education. A very grave situation confronts us in the matter of securing teachers. The alarming fact is before us that there are fewer students in our normal schools and educational departments than last year—and the need greater. We must get teachers, and hold those now in service.

The last speaker, Superintendent Clarence H. Dempsey, of Haverhill, reiterated the statements of the preceding speakers. In a very forceful manner he pointed out the gravity of the situation confronting us. As never before we are coming to appreciate the fact that upon the proper education of the youth rests the salvation of our country; we must direct our energy toward bringing about a national unity,—by moulding our immigrant population so that they will respond solidly to our national democratic ideals. We must have more competent teachers than ever, for the tasks confronting us now, and to confront us after the war, are of a greater magnitude than those that we ever faced in the past. We must be open-minded, examine ourselves and our methods fully
and frankly, even though this would result in the overthrow of some of our traditions. The public will examine our methods and results more than ever. Educational demands will increase, the longer school day is bound to come, modifications in the curriculum are sure to appear, we shall need highly trained men for future preparedness as never before. In short, the schools must cooperate with one another to train their members to a greater consciousness of the needs of American ideals and national unity.

With the address of Superintendent Dempsey the conference came to a close. Before the adjournment he proposed that a resolution of appreciation be extended to the University for its hospitality; to this there was a unanimous response.

QUALIFICATIONS FOR RED CROSS SERVICE.

In view of the fact that Boston University is already represented abroad in Red Cross service, and that other graduates of the University are making inquiries about this work, it may be helpful to our readers if we give such information as has reached us regarding qualifications sought for in candidates.

Thus far about two hundred and fifty women have been engaged for service in the Red Cross Hospital Huts in France. These workers come from New York and other States within the jurisdiction of the Atlantic Division of the Red Cross. They have been selected by the Division Bureau of Personnel. These Hospital Hut workers are designed to work among convalescing soldiers. Cheerfulness of disposition is, therefore, an essential qualification. Other desirable qualities are the ability to furnish entertainment, to read aloud, and to play or sing. Volunteers for the Red Cross service are expected to remain abroad for at least a year. Their transportation to and from France is paid by the Bureau, uniforms are provided, and, where required, living expenses are paid during the term of service.
THE STUDENTS' ARMY TRAINING CORPS.

THE decision to establish a Students' Army Training Corps at Boston University, under the direction of an army officer detailed from Washington, imposes upon the University many problems which were in process of solution when this issue of BOSTONIA went to press. Among these problems are: housing and feeding the men, the selection of a suitable place for daily drill, and the adjustment of the curriculum to the war requirements of the National Government. The only definite announcements possible at this time are: that candidates for admission to the University who are subject to the new draft law should enroll at the University on the opening day of the department which they are to enter; from October 1 there will be provided for them tuition, uniform, lodging, meals, and soldier's pay,—$30 per month. While courses will be added or modified for the members of the Corps, for all others the University work will proceed as usual.

By the addition of the School of Education the University now consists of seven colleges and professional schools: Graduate School, College of Liberal Arts, School of Education, College of Business Administration, School of Theology, School of Law, School of Medicine.
UNDER the most adverse conditions the University continues to grow in resources and attendance. The net total enrollment for last year was 3,792, an increase of 477 over the previous year. This net total does not include the 1,352 students who took, during the summer of 1917 and the spring of 1918, the free war emergency courses in the College of Business Administration; nor does it include 176 who took, in that department, the course in navigation, for which no fee was charged. Nor do the net figures include the large number of students who receive from members of the Faculty instruction in the religious training courses in various centers of Greater Boston.

The net total of 3,792 is made up entirely of regularly registered students. We emphasize this fact because inquiries occasionally come to this office from graduates who, reading of the great increase in attendance, and noting the various free courses now maintained by the University, query whether the published figures of rapid growth include these free courses, and extra mural enrolments. Certain universities which announce an enrolment of many thousands reach the impressive totals by including every student who comes in any way under the instruction of the Faculty. Such a method of computing enrolment may be defended. Were Boston University to adopt this plan, the published total for the past year would be well up toward 8,000. Under the present method of cataloguing names at Boston University, our graduates may be assured that the total, 3,792, represents only students who have received instruction in the regular courses and classes of the various departments.

THIS issue of BOSTONIA is mailed to all graduates of the class of '18 of the College of Liberal Arts, but the addresses are necessarily those given on the term cards of the second semester of last year. Many changes have doubtless already occurred. We shall appreciate it if notices of all changes are promptly sent to BOSTONIA.
THE PASSING OF A TRUE MAN.

NEVER has the editor of BOSTONIA recorded with a keener sense of personal loss the death of a member of the University family than in announcing the passing of Horace R. Brown, the account of which will be found elsewhere in this issue. From the nature of his work he did not come into personal contact with the great body of our graduates, but to all who during the last twenty years have had dealings with the Treasurer’s office Mr. Brown was known.

It seemed as though nature had created him especially for the office to which he was called. Never has an institution been favored with the services of a more efficient and a more faithful man. When any one wished to consult Mr. Brown on business he was to be found at his desk. How much that meant during the last few years of his life only those who knew the story of his ebbing strength could appreciate. In sickness or in health Mr. Brown was at his post.

But he was far more than a faithful and efficient official of the University. He was one of nature’s gentlemen, one of nature’s noblemen. Always courteous, always genial, always showing a dry humor that relieved a trying situation, a keen wit that pierced but never wounded, he gave his best to the work to which the University called him twenty years ago.

Year by year BOSTONIA is called upon to record the passing of its graduates, its trustees, its teachers, its executive staff. Each new record brings a pang, the feeling of a gap in the ranks, a sense of personal loss. We close up the ranks, new recruits fall in, the University presses steadily on. But we never forget our lost comrades. The memory of the gentle, the genial, the faithful, the efficient Horace R. Brown will be ever treasured by his many friends.

AS the copy for this issue of BOSTONIA is necessarily prepared before the opening day of the various departments, it is impossible to give at this time any registration figures.
A GENEROUS RESPONSE.

THE many graduates who have generously responded to the appeal for assistance in providing a war emergency fund which will enable the University to carry on its work unhampered during the coming year will be glad to know that at the time of sending this issue of BOSTONIA to press the amount required had been reduced from the $32,000 mentioned in the appeal of August 26 to about $16,000. We hope to be able to announce in the December issue that the full amount has been secured. The graduates of Boston University have never failed to respond to the call of their Alma Mater. If we can carry the University safely through these troubled times, a great future awaits it in the coming days of peace.

Meanwhile, the Boston press is rendering the institution invaluable aid in endorsing its work and its appeal for financial help. We reprint an editorial which appeared in the Traveler of Saturday, August 31:

"An institution that has brought ideals, inspiration, and help to more than 40,000 young people in Metropolitan Boston is a worthwhile institution, and should be given the financial and moral support of all well intentioned citizens.

"It has given this service at a cost of more than $3,000,000 above income from tuitions and investments. Up to the present time the deficit has been made up by a few wealthy friends.

"The executive committee is now working to provide a war emergency fund that will enable the University to continue its service to its 3,900 students without deficit at the end of the year.

"It is said that even with the strictest economy $32,000 is needed if the work is to go on unhampered.

"President Murlin has done great work in making Boston University a great service rendering institution, and the $32,000 he needs should be forthcoming immediately."

IN the present issue of BOSTONIA we have been able to incorporate all the material which was crowded out of the June number.
IN MEMORIAM.

Horace R. Brown.

Mr. Horace R. Brown, for many years assistant to the Treasurer of Boston University, and Treasurer of the School of Medicine, passed away at his home, 57 Linden Avenue, Malden, on Tuesday, July 2. He had been in ill health for some time, but had continued his work at the University, and was at his desk there as late as the afternoon of the day preceding his death. Mr. Brown, who was in his seventy-third year, was born in Lyndon, Vt., the son of Lewis R. and Cynthia P. Brown. He was educated in Lyndon Academy, and for twenty-five years was head bookkeeper for the Smith American Organ and Piano Company. From that corporation he came to Boston University, where his term of service extended over twenty years. Mr. Brown had resided in Malden for more than fifty years. His wife passed away fourteen years ago. He is survived by three children, Mrs. H. C. Waterman, of South Hanover, Miss Mabel P. Brown, of Malden, and Ralph E. Brown, purchasing agent of Boston University.

The funeral services were held on the following Friday at his home in Malden. There was a large gathering of relatives and friends, including many associates from Boston University and from the First Congregational Church of Malden, of which he was a deacon for thirty-five years. Rev. H. H. French, D.D., of Nashua, N. H., formerly pastor of the First Congregational Church, Malden, officiated, assisted by the present pastor, Rev. J. F. Dobbs, D.D. The Lotus Quartette rendered appropriate selections. The burial was at Forestdale, and the committal services were conducted by Rev. Dr. French.

THE SUMMER SESSION.

The Summer Session of 1918 reports a successful year. In 1917 the Boston University Summer Session was one of two in the country that showed a gain in registration over the previous year. This success has been repeated. The following figures are of interest:

<table>
<thead>
<tr>
<th></th>
<th>1917</th>
<th>1918</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of courses given</td>
<td>44</td>
<td>46</td>
</tr>
<tr>
<td>Number of instructors</td>
<td>29</td>
<td>31</td>
</tr>
<tr>
<td>Number of students</td>
<td>223</td>
<td>252</td>
</tr>
<tr>
<td>Number of men</td>
<td>73</td>
<td>82</td>
</tr>
<tr>
<td>Number of women</td>
<td>150</td>
<td>170</td>
</tr>
<tr>
<td>Students from Massachusetts</td>
<td>191</td>
<td>220</td>
</tr>
<tr>
<td>Students from outside the State</td>
<td>32</td>
<td>32</td>
</tr>
</tbody>
</table>

The Summer Session is proving a strong attraction to teachers; these furnished a large proportion of the enrolment, and most of them were college graduates.
Rev. J. Stanley Durkee, Ph.D. '06, pastor of the South Congregational Church of Brockton, has accepted the presidency of Howard University, Washington, D. C. Dr. Durkee is a graduate of the Batavia, N. Y., High School and Bates College. In 1898 he was ordained in the Free Baptist ministry. He has held pastorates at Auburn, Me., and in Boston. In 1900 he went to the South Congregational Church, Brockton, one of the largest churches in New England.

Rev. R. T. Fiewelling, S.T.B. '02, Ph.D. '09, Professor of Philosophy in the University of Southern California, and formerly pastor of the First Methodist Episcopal Church, Boston, is to engage in Red Cross work as a chaplain in France.

Roy J. Honeywell, A.M. '18, was enrolled in the United States Army School for Chaplains and Approved Chaplain Candidates on June 1, was graduated and commissioned Chaplain with the rank of First Lieutenant on June 5, and ordered to report for duty at Camp Zachary Taylor, Kentucky, with the 159th Depot Brigade, July 20. Mr. Honeywell is a graduate of New York State College for Teachers, with the degree B.S.

COLLEGE OF LIBERAL ARTS.

THE PHI BETA KAPPA INITIATION OF 1918.

For some years it has been the feeling that membership in Phi Beta Kappa at Boston University should be open not alone to those who happened to graduate after the chapter was established, in 1899, but quite as much to that worthy group of alumni in the classes of 1878 to 1898 whose collegiate rank would have entitled them to such honor. To this end a committee from the chapter made a careful investigation of the past and present careers of those in the earlier classes who by the older, slower method had not been elected to honorary membership, and it was voted to invite to the local chapter those whose records showed a Phi Beta Kappa standard. Accordingly, in 1917, candidates were received from the classes of 1878 to 1891, while this year, on May 10, the large delegation from 1891 to 1898 practically completed the retro-active initiations. It was an occasion to be spread upon our chapter annals when Dr. Newell, as marshal of the day, led to the meeting in the Claflin Room, and introduced to Professor Bruce, the president of the chapter, the thirteen candidates from the senior class in the goodly company of fifty-three distinguished alumni. Many came from all parts of Massachusetts; the rest represented other States. Two came from Maine, two from New Hampshire, two from Rhode Island, and seven from New York; while from Connecticut, Pennsylvania, District of Columbia, and North Carolina there was one each. And they traveled these many miles to receive the honor of membership in the Phi Beta Kappa
Society from their own Alma Mater! To several who could not answer to the roll-call the courtesy of initiation has been extended by other chapters. Those remote from academic centers will be welcomed at a future annual meeting. As the president of the chapter so well said, the record and the life work of these alumni would make an interesting history, and the coming of these sons and daughters will add tremendously to the strength of the chapter.

After the Phi Beta Kappa history was told, the symbolism explained, and the open secret of the ancient grip revealed, the business meeting took place. Then the chapter, with the initiates as guests, gathered in the Gamma Delta Room for a war-time collation. Here and there in little groups and corners those who came back enjoyed happy class reunions, and all who planned and anticipated the affair were delighted that so large a number had responded.

At a quarter before eight the chapter reassembled, and in procession went to Jacob Sleeper Hall for the public exercises. The delegates in line were Professor Fay, president of the Tufts Chapter; Professor Hodder, secretary of the Wellesley Chapter; Miss Bockingham and Miss Shaw, the president and secretary of the Radcliffe Chapter. Professor Bruce was chairman of the evening, and after extending greetings to all, presented Professor Sharp, who, as a warm friend of Bliss Perry, introduced him as the bringer of “An Old Message for a New Day.”

Through his power of imagination Dr. Perry was able to take us back into the very atmosphere of that most memorable day of Phi Beta Kappa, August 31, 1837, when Emerson rose to address the Harvard Chapter upon “The American Scholar.” The insight and research put into this theme made the event seem as yesterday, and “that comfortable Cambridge audience” a living, thinking presence. What Emerson really said on that famous academic occasion was related to our own times in an eloquent and singularly fitting conclusion.

Professor Marshall added to the evening’s enjoyment by rendering two organ selections.

The following members-elect answered to the Initiation Roll-Call:
1890: Sarah L. Bird, Lillian Tudbury-Burnham, Mary Hinckley-Dearing.

The following were initiated through the courtesy of other chapters:

Mary Haven-Thirkield, 1880, by Alpha of Louisiana, Tulane University; Louise Morey-Allen, 1891, by Alpha of Tennessee, Vanderbilt University; Ida B. Godfrey, Carrie Beddoe-Chamberlin, 1893, by Delta of New York, Columbia University; Mary Barnes-Holden, 1897, by Alpha of Pennsylvania, Dickinson College.

The officers for 1918-1919 are:
President, Professor Robert E. Bruce; vice-president, Mrs. Charlotte Barrell-Ware; secretary, Miss Ada A. Cole; treasurer, Miss Mabel F. Barnum.

The registration for the Teachers' Courses was held on Saturday, September 21, and lectures began on the following Monday. The number of instructors giving courses during the present semester is twenty-two. Thirty-nine courses are offered in the departments of Anglo Saxon, Architecture, Chemistry, Drama, Education, English, French, German, Hygiene, Immigration and Civics, Italian, Latin, Music, Physical Instruction, Physics, Psychology and Philosophy, Spanish, and Vocational Guidance.

An important recent accession to the library of the College of Liberal Arts is a gift of seven hundred volumes of standard works on education by Dr. A. E. Winship, editor of the Journal of Education.

FACULTY NOTES.

Dean W. M. Warren contributed to the Boston Herald of August 11 a full-page illustrated sketch of St. Augustine's Chapel on Dorchester Street, South Boston. The chapel dates from 1819.

Professor J. B. Coit contributed to Zion's Herald of July 10 an article on the star Nova Aquilæ, which was discovered June 8.

Professor James Geddes, Jr., has brought out through D. C. Heath & Company, Boston, an edition of "El Alcalde de Zalamea," by Calderón. The edition consists of an introduction, the Spanish text, notes, and a vocabulary. Hitherto "La Vida es Sueño" has been practically the only annotated play by Calderón available for American students. In view of the reiterated charge against Calderón that the characters in his different plays are monotonously alike, it is highly desirable that the student of Spanish should have an opportunity of reading more than one play of this author, with a view to reaching a personal decision in this matter. We regard this new work of Professor Geddes as a model in its way. The introduction of thirty-eight pages puts one in touch with the life of Calderón, the history of the period, and the Spanish text. The notes attain the golden mean between paucity and discouraging fulness. The vocabulary, which has been prepared by Professor Geddes himself, has proved adequate so far as we have tested it. Those who are familiar with the grotesquely inadequate vocabularies appended to the average class edition of Romance Language text-books will feel gratitude to Professor Geddes for devoting so much valuable time to this thankless, but all-essential, task. The printing and binding of the book are unexceptionable.
Dr. Mary Alice Emerson's play "A Regular Fellow" was presented by Troop 3 of the Boy Scouts in Boston last June. The play is in three parts, and portrays virtues for which a Boy Scout is supposed to stand.

THE ALUMNI.

REUNION OF '87.

The class of '87 were the guests of Mr. and Mrs. Meserve at their beautiful home in Newtonville on Saturday, June 29. We assembled at eleven o'clock, and after exchanging the latest information about one another were served a strictly war luncheon from a table decorated with a centerpiece of red, white, and blue flowers. This was in honor of '87's three sons in service in France. While the coffee was served, out of doors, where we could overlook the lovely old-fashioned garden, letters were read from the absent members. In the afternoon, while many of us knit steadily on our Red Cross stockings, we talked of college days and the present work of the University. At the end of the day we decided that this was one of the best of our many semi-annual reunions.

There were present Dr. and Mrs. Huntington, Dr. Warren, Mr. and Mrs. Wilde, Mrs. Yarnell, Mrs. Dodge, Miss Packard, Miss Rogers, Mrs. Mason, Miss Teele, Mrs. Thompson, and the secretary.

Next year we expect to accept the hospitality of Dr. and Mrs. Hutchinson, at Point Shirley.

MARY J. WELLINGTON, Secretary.

REUNION OF '93.

The class of '93 held its twenty-fifth anniversary dinner at the Hotel Thorndike on Friday evening, May 17. Eighteen members of the class were present, five wives of members, one husband of a member, and four children. These, with three sisters, made a company of thirty-one persons.

Between courses letters were read from absent members, beginning with one from the class president, T. Snowden Thomas, who is making a gallant fight against illness. The class rose and gave him a silent greeting. The vice-president, Mrs. Christine Jansson-Howard, had received letters from all but four members of the class. Of these, two, Overheiser and Jackson, are known to be in the service; Campbell and Spencer are in Y. M. C. A. work in France. Much of the news that was contained in these letters is to be published in a news letter, which will be sent to the class members.

Old newspaper accounts of our college festivities were read, and old class photographs were compared with their namesakes. Greetings from the class were sent to the Community Sing, then in session. Class officers were elected: Christine Jansson-Howard, president; Ruth Child, secretary and treasurer. Songs were sung.

It would be hard to express the spirit of our reunion. We were not a distinguished class in our day, and no one of us has gained unusual distinction since. We did not like one another particularly and we had singularly little class coherence. Perhaps this was the fault of the moment rather than of our dispositions, for we belonged to a time in which old orthodoxies were crackling and new lights, as varied as the rainbow, were shooting out from the fractures. We held few creeds in common.
At the reunion there was at first the awkwardness of children at a party. We were even slow in recognizing one another. Later, it was as if old friends had met for the first time. In spite of ourselves we had a common ground, in those memories on which our present is built. Ancient rivalries had, in rehearsal, a fragrance like pressed tansy. The old lessons, which for most of us have become submerged in the activities of which they were the forgotten motives, regained a concrete reality when we heard them repeated by those who still knew the words. One man had died, years ago, fading slowly out of life, who babbled of Horace and his tinkling fountain long after he had forgotten how to live in his own time.

The class is widely separated geographically, in occupation, in fortune. Yet as letter after letter was read one gained a sense of a kind of gallantry common to all these different lives. It seemed to distinguish the class, at last, from other groups of persons, and it seemed a very beautiful kind of distinction. Undergraduate distinctions are after all but promises to pay. Gallant middle age is something achieved.

MABEL THOMAS.

The class of ’98 met at the Boston College Club on the evening of May 18 to celebrate its twentieth anniversary.

Twenty-five members were present to enjoy the well-served banquet, after which each gave a sketch of his or her life since graduating.


Letters were read from Wm. E. C. Leonard, Lucy A. Gardiner, Jennie Gammons Phillips, Rev. Elihu Grant, Rev. Alliston B. Gifford, Rev. Ernest A. Legg, Bertha Junkins Kneeland, Elizabeth W. Upham, Mary Muzzy Trefethen.

The following officers were elected: President, Clarence H. Jones, 16 Danville Street, West Roxbury; vice-president, Anjanette Atwood, 4 Avon Street, Cambridge; secretary, Ethel Bancroft Bicknell (Mrs. Earl W.), 11 Green Street, Everett.

ETHEL BANCROFT BICKNELL, Secretary.

The fifteenth anniversary reunion of ’03 was held Friday evening, May 17, at the Copley Square Hotel. Thirty-six members of the class sat down to the banquet, which began the festivities. The after-dinner speaking was entirely informal, under the leadership of Miss Spinney as toastmistress. Mr. Coan, Mr. Merritt, Mrs. Boyd spoke; Miss Lovell gave a piano selection and also accompanied Mr. Rowse in several songs. Miss McIntire gave an extremely interesting “Class Hodge-Podge,” which told of the life and activi-
ties of '03. A message of sympathy was sent to Miss Mudge in the recent loss of her father. A message of greeting was sent to ex-President Huntington, who was dean when '03 was in college. Every one present joined in sending a signed greeting to Captain Hartwell, now at the front in France, a greeting which Mrs. Georgia Rodick Hartwell, who was present, felt sure would reach him, as so far he had always received everything sent. During the evening photographs of the class children were passed about and much admired.

Mr. Rowse, Miss Pitman, and Miss Lovell, as nominating committee, reported the following class officers for the next five years, who were duly elected: President, Mr. Cairns; secretary, Miss Spinney; treasurer, Miss Garrity.

The officers for the previous five years, who formed the committee for this reunion, were Mr. MacLean, Mrs. Boyd, Mr. Rowse.

Perhaps the two best proofs that all those present thoroughly enjoyed themselves were the sincerity and earnestness with which the different speakers referred to their college life and their pleasure in being present at the reunion, and also that no one was in a hurry to leave when the toast-mistress gave the signal for breaking up by asking every one to be present five years from now and to bring one more.

Those present were: Mildred Babcock, Paul Brodbeck, John Cairns, Robert Coan, Marion Coburn Hayes, Helen Donahue Bulger, Arianna Foster Colson, Charlotte Frye, Catherine Garrity, Carroll Jones, Agnes Logan Quimby, Edith Lovell, Helen Merrill Chalmers, Walter Merritt, Mildred Miller, Margaret Nagle Connolly, Eva Phillips Boyd, Mary Pitman Welch, Olive Pitman, Edith Prescott Perkins, Carrie Provan Crowell, John Rice, Georgia Rodick Hartwell, Edward J. Rowse, Katharine Sheehan Regan, Mary Shepherd, Edna Spinney, Marion Tay Evans, Atossa Thomas, Louise Wadsworth Mount, Mabel Whitcomb Ryder, Blanche McIntire, Agnes Veasy Pierce.

**REUNION OF '06.**

The class of '06 of the College of Liberal Arts held its annual reunion Friday evening, April 26, at the home of Mrs. Emma Schofield, 8 Murray Hill Road, Malden.

Fourteen members of the class were present, as follows: Alice E. Perkins, Louise A. Thatcher, Laura M. Sanborn, F. R. Willard, Hattie May Baker, A. H. Avery, Hazel M. Purmort, Lillian Horne Bacon, Ethel Piper Avery, Susan Tidd Heald, Margaret Shirley, Emma Fall Schofield, Francesca S. Willard, L. R. Talbot.

The hostess, Mrs. Schofield, has recently returned from an extended trip to South Africa, where her husband has been in business. The members of the class were much interested in Mrs. Schofield's account of her trip. The reunion was saddened by the report of the death, on April 21, of Miss Elizabeth Grace Hodge, aged thirty-five years.

**L. R. TALBOT.**
REUNION OF '08.

The class of '08 had its tenth reunion on Saturday, May 18, at Pine Banks Park, Malden, in the form of an all-day picnic.

Those present were: Elsie Hatch Wadsworth and two children, Wendell and Phyllis; Grace McLain, Mabel Nims, Annie Jones Coates, Irving Coates, Marian Legg, and Mary Poor Brooks and son, John Poor Brooks.

Letters were read from some of the absent members.

MARY POOR BROOKS, Secretary.

REUNION OF '11.

The semi-annual reunion of the class of '11 was held at the home of the class president, Miss Ethel Kingman, on December 29, 1917. The meeting was called to order by the president. Miss Tschaler was appointed secretary pro tem in the absence of Mrs. Wilbur. The secretary's report of the last meeting was read and accepted. After the treasurer's report was read and accepted, many interesting letters were read from class members who were unable to attend the meeting. Our honorary faculty member, Professor Coit, sent most cordial greetings. Timely letters were read from Mr. Burch, Mrs. Wilbur, Bertha Richardson, Alice Cook, Mrs. Harold W. Anderson, Flora Hannum, Frederick D. Nichols, and Elizabeth Atwood.

The president spoke at some length on the advisability of compiling a questionnaire of the class containing interesting information of the class members and their work. It was moved that a committee be appointed to gather material for the bulletin. The following committee was appointed: Ethel Kingman, Alice Hayward, Marguerite Tschaler.

The advisability of changing the time of the class reunions was discussed. It was agreed to hold the June reunion in conjunction with Epsilon, and the December reunion as at present.

Following the business meeting a most delightful supper was served by the hostess.

The members present were: Ernestine Barry, Bertha Carr, Josephine Hart, Agnes Hayward, Maud Hodges, Minnie Ward Hegemann, Anna Elson, Frances Moriarty, Catharine Lyons, Alice Taylor, Alma Weeks, Marguerite Tschaler.

MARGUERITE TSCHALER.

SEMI-ANNUAL MEETING OF '11.

A semi-annual meeting of the class of '11 was held Saturday, May 18, 1918, in the Y. W. C. A. Room at the College of Liberal Arts. The meeting was called to order by the president, Ethel Kingman. Belle Dalton Hawkes was appointed secretary pro tem. The secretary's report of the last meeting was read and accepted.

By reading several of the returns sent in for the News Bulletin, the president gave us some idea of where different members of the class are and what they are doing. We were urged to send in these papers and thus make the News Bulletin a success.

Letters were read from some of the class who were not able to be present.

Letters were written to Harold Anderson, in France, and to Carl Springfield, training in this country, by the members of the class present.
The following members of the class were present: Ethel Kingman, Ethel Baird, Margaret Locke, Elizabeth Atwood, Marguerite Tschaler, Lena Fowler, Louise Forrest, Anna Elson, Alice Taylor, Alice Cook, and Belle Dalton Hawkes.

Belle D. Hawkes, Secretary Pro Tem.

'84. Dr. George Lund Taft, Ph.B. '84, A.B. '85, who for many years had been a practising dentist in Cambridge, died at his home, 17 Lowell Street, in that city, July 21, and was buried on the following Tuesday. The services were conducted by Rev. Lewis F. Hite, minister of the Church of the New Jerusalem. The interment was in Mt. Auburn Cemetery. Dr. Taft had been in ill health since 1912, when he retired from the practice of his profession. He was born in Boston on October 19, 1859. After taking his A.B. degree in '85 he became an instructor in the Western New York Institute of Deaf-Mutes, remaining there from 1885 to 1890. Returning to Boston in 1891, he took a course at the Harvard Dental School, graduating in 1894. He is survived by a brother, Dr. Charles H. Taft, and a sister, Dr. Mary Florence Taft, both of Cambridge.

'87. Lieutenant William M. Brigham was killed in action July 23 in France. Two other members of '87 are in the service, Corporal Russell A. Yarnall, wounded and decorated in France, and Frank I. Wheat, who also is in France.

'91. Rev. Joseph E. Waterhouse, A.B. '91, A.M. '14, pastor of the Maple Street Methodist Episcopal Church, Lynn, was awarded the degree Doctor of Divinity at the last Commencement of Oskaloosa College, Iowa.

'93. The Boston Transcript of Tuesday, July 16, announced that on the previous evening Joseph A. Ewart was elected assistant superintendent of the Somerville public schools. He will have supervision over the junior high schools. Mr. Ewart will give a two-hour course for one semester in the School of Education on the Junior High School.

'94. Katharine Dame expects soon to sail for Italy to do a year's work as filing clerk for the American Red Cross Tuberculosis Commission for Italy. She goes under the joint auspices of the Red Cross and the Bryn Mawr Service Corps. During the year her address will be care of Alfred M. Dame, Malden High School, Malden, Mass.

'06. Elizabeth Grace Hodge died Sunday, April 21, after an illness of several weeks. Miss Hodge, who was the daughter of the late Rev. Elias Hodge and Mary G. Hodge, was born at Oakdale October 17, 1882. In 1895 her father was appointed to Immanuel Church, Waltham; since that time the family has resided in that city. Miss Hodge prepared for college at the Waltham High School. After graduating from the University she taught in the high schools at Ashby, Wilmington, Townsend, and Wayland. She leaves a mother, one sister, Alice, A.B. '97, who is teaching in the Watertown High School, and two brothers, Alfred T., A. B. '09, a teacher in the Waltham High School, and William, a clergyman and member of the New England Conference of the Methodist Episcopal church. The funeral service was held in Immanuel Church, conducted by the pastor, Rev. Frank
G. Potter, assisted by Rev. James W. Higgins. *Zion's Herald* of Wednesday, July 3, contained a portrait and sketch of Miss Hodge.

'10. Harold L. Perrin was married at West Barrington, R. I., on Saturday, June 29, to Miss Edith Elizabeth Midwood, daughter of Mr. and Mrs. George A. Midwood, of West Barrington. The ceremony was performed at the home of the bride's parents by Rev. Dr. William M. Chapin, rector of St. John's Episcopal Church, Barrington. During the reception the bride and groom were assisted in receiving by the bride's parents and the bridegroom's father, Professor Marshall L. Perrin. Mr. and Mrs. Perrin are now at home at Wellesley Hills.

'10. A telegram received on Thursday, September 3, from the New York office of the American Red Cross announced the safe arrival in France of Mary K. Taylor, who is to engage in casualty research work. Her address is: care American Red Cross, Bureau of Personnel, 4 Rue de l'Elysee, Paris, France.

'11. Professor Ernest Ward Burch has been elected Assistant Professor of New Testament Interpretation, in Garrett Biblical Institute, Evanston, Ill., to succeed Professor Schirmerhorn, who was recently elected president of Dakota Wesleyan University. Professor Burch graduated from the School of Theology in 1912 with the degree of S.T.B., and received the degree of Ph.D. from the University in 1913. He had also studied abroad at the Universities of Marburg, Halle-Wittenberg, and Berlin. For the past four years he has been Professor of Biblical Literature in Dakota Wesleyan University.

'11. Ralph W. Taylor has been appointed Registrar at the College of Liberal Arts with rank of instructor. Upon his graduation from the University in 1911 he became principal of the high school in North Dartmouth, Mass. After one year in that place he became principal of the high school in Medfield, where he continued up to the present year. At the time of his appointment to the position of Registrar at the College of Liberal Arts, he had just been elected principal of the Natick High School, but was released that he might accept the position at the University. Mr. Taylor wrote the words of "Clarissima," which has won recognition as the University Song.

'12. Mrs. Bertha Dodge Priestley has removed from Wapping, Conn., to Youngstown, O., where her husband is executive secretary of Mahoning County Sunday School Association and Federation of Churches, with headquarters in the Y. M. C. A. Building. Her address is 1632 Elm Street, Youngstown, O.

'13. A son was born on July 19 to Mr. and Mrs. Arthur J. Stevens (Ruby Estelle Travis), at their home in Holliston, Mass.

'14. Ruth Adams Haseltine was married to Sergeant Donald White, of Wakefield, on Sunday afternoon, September 1. The ceremony was performed at the home of the bride's parents, Lynn, by Rev. D. Emery Burtner, of the North Congregational Church of Lynn. After graduating from
Boston University in 1914, Mrs. White completed the course at the Emerson College of Oratory, and has been teaching elocution in the Springfield and Westfield schools.

'14. Elsie C. Jordan was married Sunday, August 25, at her home, in West Somerville, to Mr. Norman Hale Whitehead, of Providence, R. I.

'15. Josephine M. Thornell died at her home, in Brockton, on Monday, August 26. Miss Thornell prepared for college at the Goddard School and the Brockton High. After graduating from the University she taught English and French in the Stoughton and Littleton High Schools. She was the daughter of Cornelius and Margaret Thornell. Her family had been settled in Brockton for several generations. She is survived by a brother and a sister.

'15. The Bath (Me.) Independent of Saturday, July 6, announces the marriage on the previous Saturday of Chief Yeoman Carl W. Tower, U. S. N. R., stationed at the Bath Iron Works, and Miss Winifred Stewart (ex-'15), of Melrose, Mass. The ceremony was performed at the Methodist parsonage, Forest Hills, Mass., by Rev. G. E. Folk. Mr. and Mrs. Tower are now residing at 648 High Street, Bath, Me.

'15. Florence M. Whittemore has been appointed secretary to Dr. Arthur H. Wilde, Chairman of the Executive Committee of the School of Education.

'15. John H. Woodhull, last year principal of the Sherburn High School, has taken an executive position with the Lincoln Twist Drill Company, of Taunton. His address is 172 Winthrop Street, Taunton. A son, Deane Hallock Woodhull, was born to Mr. and Mrs. Woodhull (Alice S. Hawley, '14) on Tuesday, June 18.

'16. Edward V. Atwood is head master of the Whitefield, N. H., High School, and teaches science and mathematics.

'16. Mabelle L. Blaser is assistant in the Newport, Me., High School.

'17. A daughter was born to Mr. and Mrs. Joseph M. Perkins (Emily May Gleason), in Oklahoma City, on Monday, July 1.

'17. Clara V. McWhirk has enrolled in the Red Cross. She left Boston last June to report at headquarters in New York. After graduating from the College of Liberal Arts in 1917, Miss McWhirk took summer courses in that year at the Massachusetts Institute of Technology, and entered the Harvard-Technology School of Public Health for the regular year of 1917-18 as a special student. Her work included municipal sanitation, personal hygiene, public health laboratory, social sanitary problems, biology of infectious diseases, vital statistics, and food analysis.

'18. Emma Jeane Bangs was married on Saturday, June 1, to Ensign Alan F. Howard, U. S. N. R. F. C. Ensign Howard, a graduate of the Massachusetts Institute of Technology, is stationed at the Institute as an instructor in aviation motors. Mrs. Howard's address is 10 Sanborn Street, Reading.
SCHOOL OF EDUCATION.

In its first year the School of Education expects to have but few students in its classes on full time. There are likely to be ten to twenty teachers, mostly normal school graduates, who will continue their studies in candidacy for the degree of Bachelor of Education. There will be more who have special interest in religious education, and others will enter for the new courses in missions and social service.

Temporarily the library of the School of Education will be housed with that of the College of Liberal Arts. It had been intended to occupy a room on the fourth floor of the Walker Building in conjunction with the library of the College of Business Administration, but the expense of carrying heat to this room and to other parts of this floor seemed postponable at least for a year.

Much interest has been manifested by school officers and by teachers in the new degree of Bachelor of Education and the opportunity it offers for normal school graduates to continue their training for higher appointments in the schools. Many teachers will take the necessary leaves of absence to secure the degree.

State and city authorities have been especially cordial in their expression of appreciation of the purposes and plans of the School of Education, especially in giving to normal school graduates incentive to fuller preparation for their work and for promotion to better appointments.

The present extreme shortage of teachers in the public schools is operating to keep in them many who will later take the time to complete their education. It signifies much self denial and foresight that some teachers, even in present conditions, withdraw from their teaching and continue their studies to fit themselves for larger service during and after the war.

State Deputy Commissioner Wright has consented to give several lectures in the School of Education during the year. Other lecturers will be invited to address teachers, school officers, and students on various topics of present interest.

COLLEGE OF BUSINESS ADMINISTRATION.

The Secretary of Labor last August appointed Dean Lord to succeed Colonel William A. Gaston as State Director of Employment and Director of the Public Service Reserve of Massachusetts. He began his duties at once. Before organizing the College of Business Administration Dean Lord had for two years been secretary of the National Child Labor Committee. In 1902 he was appointed, by President Roosevelt, Assistant Commissioner of Education of Porto Rico. He spent six years in Porto Rico, organizing the public school system of that island. This appointment will not interfere with Dean Lord's work at the College of Business Administration. By the terms of his appointment as director, he has an alternate, Mr. B. Preston Clark. As Director of Employment Dean Lord's headquarters are at 1 Beacon
Street. He continues, however, his office hours every morning and every evening at the College of Business Administration.

Three new appointments in the Department of Spanish at the College of Business Administration have been made necessary by the death of Professor Zuazaga last May and the resignation of Professor Maro B. Jones and Instructor George W. McCarthy. Professor Zuazaga's successor will be Mr. Salvador Cornejo, a native of Benavides, Spain. Mr. Cornejo, who will rank as Assistant Professor, is a graduate of the University of San Francisco, Asturias, Spain, holding the degree of Ph.D. from that university. From 1911 to 1917 he was engaged in educational work in Cuba. Since 1917 he has lived in Boston. He will be assisted in the Spanish Department by Mr. L. D. O'Neil, of Cambridge, who during the last year was head of the Spanish Department in the Cambridge High School. Mr. O'Neil is a graduate of Boston College with the degrees A.B. and A.M. He spent three years in Cuba in business.

Professor Jones goes back to Pomona College, California, from which institution he was away last year on leave of absence.

Mr. Charles Wesley McCarty, a graduate of Scio College, has been appointed Assistant Professor of Accounting.

Miss Gertrude W. Curtis, a graduate of the Cambridge Latin School, '11, and Simmons College, S.B. '16, has been appointed Instructor in Office Practice. Since her graduation from Simmons Miss Curtis has been assistant to Secretary Davis.

Miss Hilda L. Eberhard, a graduate of the West Roxbury High School, has been appointed an assistant in the office of Secretary T. Lawrence Davis. She had been connected with the office staff of the Houghton, Mifflin Company.

SCHOOL OF THEOLOGY.

The sympathy of the University is extended to Miss Helen M. Dame, Dean Birney's secretary, in the death of her mother, Susan M. Dame, who died Saturday, June 8, at her home in Lynn. Mrs. Dame is survived by her husband, a son, Harry, and two daughters, Helen and Mrs. John Stucki, all of Lynn. The funeral services in Lynn were conducted by President-Emeritus William E. Huntington and Dr. Horace B. Williams; at Gilford, N. H., the place of burial, a service was conducted by Rev. W. G. Chanter, of the Weirs, and Rev. F. J. Andrews, of Merrimacport.

Professor Albert C. Knudson has a new volume in press, "The Religious Teachings of the Old Testament."

'13. Rev. Willis J. King, formerly pastor of the Fourth Church of Boston, has been appointed Acting Professor of Hebrew and Christian Sociology in Gammon Theological Seminary, Atlanta, Ga.

'18. Rev. Henry W. Bock has been appointed army chaplain with the rank of First Lieutenant. Mr. Bock is a graduate of Ohio Wesleyan University.
SCHOOL OF LAW.

'13. Arthur D. Healey, who had been at Camp Jackson, Florida, was commissioned a Second Lieutenant in August. He enlisted in Boston on August 9, 1917, in the Quartermaster's Corps. He was at Ayer until last December, when he was transferred to Jacksonville, Fla.

'15. The Boston Globe of Saturday, July 20, reported that Joseph C. Emidy, LL.B. '15, had been appointed by the State Department to the United States diplomatic service abroad. He was given the choice of Madrid or Paris and chose Paris. He expected to be assigned immediately as an attaché at the Paris Embassy. Since graduating from the School of Law, in 1915, he has been practising law in Rhode Island.

SCHOOL OF MEDICINE.

A very significant change of policy has occurred at the Medical School during the past year, a change which is indicated by the following quotation from the annual bulletin of the Medical School.

"The policy of Boston University is to render the greatest possible service to all who seek an education within its portals by making that education broad as well as thorough. In accord with that policy its Medical School from its inception has included within its curriculum all the recognized essentials in the science and art of medicine. On the basis of comprehensiveness and thoroughness the School has earned a classification among medical educational institutions of the first order.

"The spirit of the times is to do away with sectarianism in things scientific on the ground that sectarianism and science are 'incompatibles'—that creeds and beliefs are only useful as theories or working hypotheses that may lead to the establishment of true knowledge. In science the familiar aphorism should hold, 'In certis unitas; in dubiis libertas; in omnibus caritas.' In accord with this spirit, therefore, and in harmony with the true scientific spirit, the School in 1918 announces that its curriculum has been made as broad and inclusive as is consistent with the medical science of the day, and that hereafter it is non-sectarian in scope and character."

The following men have been added to our list of Faculty members: Dr. John L. Ames, Dr. Edward N. Libby, Dr. Frank G. Wheatley, Dr. Frank E. Haskins, Dr. Francis H. McCrudden of Robert Brigham Hospital, Dr. Cadis Phipps, Dr. T. J. O'Brien.

The announcement of the death of Dr. Frank Chase Richardson, on June 20, after the close of the academic year, brought great sorrow to all members of the University who were personally acquainted with him. The New England Medical Gazette of July contains an excellent portrait and a warmly appreciative sketch of his personal qualities and his high professional standing.

Mrs. Lillian G. Knowles has removed from Iowa Circle to 2715 14th Street, N. W., Washington.
PUBLICATIONS OF BOSTON UNIVERSITY

Year Book. General Catalogue of the University. Issued annually in October. Address Boston University, 688 Boylston Street, Boston, Mass.

Graduate School. Circular of Information concerning the degrees given, and a pamphlet on the preparation of A.M. Theses and Ph.D. Dissertations. Address Graduate School, 688 Boylston Street, Boston, Mass.

College of Liberal Arts. Catalogue and Circular. Special publication devoted to the College of Liberal Arts. Issued annually in March. Address Boston University, 688 Boylston Street, Boston, Mass.

Summer Session. Catalogue issued annually in February, and Circulars concerning special features of the work of this Session. Address Boston University Summer Session, 688 Boylston Street, Boston, Mass.


School of Law. Catalogue for the Current Year. Special publication devoted to the School of Law. Issued annually in March. Address Boston University School of Law, Ashburton Place, Boston, Mass.

School of Medicine. Annual Announcement and Catalogue. Special publication devoted to the School of Medicine. Issued annually in July. Address Boston University School of Medicine, 80 East Concord Street, Boston, Mass.

Report of the President. Annual report of the President to the Trustees and reports from departments. Address the President, 688 Boylston Street, Boston, Mass.

Bostonia. Quarterly publication devoted to the interests of the University. Address Editor Bostonia, 688 Boylston Street, Boston, Mass.

Circular of Teachers' Courses. Detailed descriptive pamphlet on the Saturday and Late Afternoon Courses. Issued semi-annually. Address The Dean, 688 Boylston Street, Boston, Mass.

Horarium. Program of Classes. Issued semi-annually. Address The Dean, 688 Boylston Street, Boston, Mass.
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