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CONTENTS

Frontispiece: Harry Pratt Judson, President of the University of Chicago

The Sixty-Second Convocation: Addresses at the Installation of President Harry Pratt Judson:
- Announcement, by Martin A. Ryerson, President of the University Board of Trustees - 123
- Acceptance, by Harry Pratt Judson, A.M., LL.D. - 124
- Introduction of the Convocation Orator, by President Harry Pratt Judson - 124
- Convocation Addresses: American Expansion and Educational Efficiency, by George Edwin MacLean, Ph.D., LL.D., President of the State University of Iowa - 125
- The President's Quarterly Statement on the Condition of the University - 125
- View from Snell Hall Looking toward the Mitchell Tower (full-page illustration), facing page 125
- Socialism, by William H. Mallock, M.A. - 127
- Memorial Addresses at the Funeral of Eli Baker Hulbert, Dean of the Divinity School:
  - By Ernest DeWitt Burton, Head of the Department of New Testament Literature and Interpretation - 145
  - By Charles Richmond Henderson, Head of the Department of Ecclesiastical Sociology - 147
- Resolution in Memory of Eli Baker Hulbert, by the Divinity Faculty and Divinity Conference, and the University Council - 148
- Meeting of the Divinity School in Memory of Dean Eli B. Hulbert - 148
- Memorial Address: Eli Baker Hulbert and the Denomination, by Benjamin A. Greene, D.D., Member of the Board of Trustees of the Divinity School - 149
- Addresses at the Memorial Service for Wilbur Samuel Jackman, Principal of the University Elementary School:
  - By James Hayden Tufts, Head of the Department of Philosophy - 153
  - By Nathaniel Butler, Dean of the College of Education - 155
- Resolution in Memory of Wilbur Samuel Jackman, by the University Council - 157
- Exercises Connected with the Sixty-second Convocation - 157
- Degrees Conferred at the Sixty-second Convocation - 157
- Memorial Volumes for William Rainey Harper - 158
- The First Issue of the Chicago Arabian Magazine - 158
- A Facsimile Reproduction of a Famous Arabian Manuscript - 159
- Sex and Society - 159
- A New Volume on the Versions of the Bible - 159
- The Final Volume of the Antient Records of Egypt - 161
- East Chemical Laboratory from Hall Court (full-page illustration), facing page 164
- The Laboratories - 164
- The Association of Doctor's of Philosophy - 170
- Appointments to Fellowships for the Year 1907-8 - 172
- The Librarian's Accession Report for the Winter Quarter, 1907 - 174

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THE UNIVERSITY RECORD
APRIL, 1907
THE SIXTIETH CONVOCATION OF THE UNIVERSITY
ADDRESSES AT THE INSTALLATION OF PRESIDENT HARRY PRATT JUDSON
ANNOUNCEMENT
By MARTIN A. JACOBSON
President of the University Board of Trustees
Members and friends of the University:
As President of the Board of Trustees of the University I become privileged to announce that at a meeting of the Board held on February 20, 1907, Acting President Harry Pratt Judson was unanimously elected President of the University of Chicago.

I have furthermore to state that, at the earnest request of President Judson, he has been decided that no elaborate installation ceremonies are to mark his assumption of the office. President Judson desires to enter upon his new duties quietly and without ostentation; therefore the brief announcement which I am now making, together with a brief acceptance of the office on his part, will constitute the only ceremony to mark the event.

We honor the attitude of President Judson in this matter; it reflects the depth and delicacy of his feelings. Through the untimely death of his friend, the first President of our University, there fell upon his shoulders as Acting President a great burden, which he strongly and worthily bore. Called upon now to continue a task begun in the shadow of that sad event, he feels that the ceremonial and festivities which under other circumstances might properly signalize the installation of a President may on this occasion be fittingly omitted.

It certainly requires no ostentation heralding to impress us either with the importance of this event or with the fitness of the choice which has been made by the Board of Trustees. Our memory needs no prompting, our hopes no stimulation, our confidence no assurance.

We remember that Dr. Judson came to our University in the early days of its existence, when faith and courage were required to face the uncertain future. We remember that in the upbuilding of the institution he always bore an important and valuable part, and that upon him as Dean of the Faculties of Arts, Literature, and Science, and later as Acting President, there devolved great responsibilities which he never failed adequately to meet.

Our hopes and our confidence may well rest upon the firm basis of these recollections; but they find additional foundation in a conviction, derived from our knowledge of Dr. Judson's character and ability, that with greater opportunity will come greater service, and that under his leadership there will be continuous progress toward the attainment of the loftiest university ideals.

Sharing to the fullest degree this conviction, it is with great personal gratification that, speaking for the Board of Trustees, I now declare Dr. Judson duly installed as President of the University of Chicago.

1 Held in the Leon Mandel Assembly Hall, March 24, 1907.
To share in the development of a university is a privilege—better than wealth, better than fame, better than the pleasures of life. It is a privilege measured by the magnitude of the service to be rendered—which after all is the real test of the only lasting satisfaction. The university means truth. It means knowledge. It means freedom—and these three will suffice to sweeten and energize our turbulent democratic society.

It is as such a privilege, relying on the sympathetic and cordial support of all, that this opportunity for large usefulness is accepted; and I undertake the responsibility placed upon me, pledging only that I will do the best that lies in me to carry it worthily.

INTRODUCTION OF THE CONVOCATION DACTOR

S. MARSH HENDLE JUNIOR
President of the University

Under the circumstances I trust that the audience will pardon a personal word at this time. A number of years ago it was my fortune to be a student in Williams College, among the beautiful hills of western New England. In the class following mine there came to the college a young man with whom it was my privilege later to form close ties of friendship. Members of the same student fraternity. With many tastes and ideals in common, the friendship thus formed has passed on beyond college days—has grown with our growth and become stronger with the years. The young students who dreamed dreams and wrote poetry and won many college honors, and was always a devoted squire of dames, is today the practical and efficient president of the university of one of our foremost Northwestern Commonwealths. I take peculiar pleasure in introducing, as the Convocation orator, the President of the State University of Iowa, Dr. George Edwin Maclean.
has flowed on more peaceably in wave after wave of reform through the twentieth century. The ordinary historian and the brilliant Taine looked upon France as the fountain-head, and the peaceful revolution in Germany and the history in England as inspired by France. In truth, it was a common movement; and, in any case, instead of the literary movement in England, in the words of Taine, "on the whole being of equal value to that of France," the revolution in England was immeasurably more valuable, more beneficent, and, by far the more moral and less destructive, it was more fruitful and permanent. Long before France, Germany, or Britain, the American colonies pitched the tent of revolution from which the nations have marched. Burns, the bard of democracy, in his suppressed "Ode to Liberty," proclaims the fact:

But come, ye sons of Liberty,
Columbia's offspring, brave as free,
In danger's hour still flaming in the van.
Ye know and dare maintain the rivalry of man.

But for a small incident, according to Lord Rosebery in his rhetorical address at Glasgow on "Questions of Empire," the Anglo-American revolution, without separation, would have built up great democratic institutions and an incalculable empire.

Had the elder 17th, when he became first minister, not stood in the House of Commons, he would probably have retained his sanity and his authority. He would have accomplished the desire of American colonies to the English crown; the new blood of America would have burst the old vessels of the constitution. It would have provided for some self-adjusting system of representation; and last, when the Americans became the majority, the rest of empire would perhaps have moved solely across the Atlantic, and Britain have become the historical shrine and the European outpost of the world-empire. What an extraordinary revolution it would have been, but it has been known without bloodshed; the most sublime transmission of power in the history of mankind. Our organizers can precisely prepare the procession across the Atlantic: the greatest sovereign in the greatest field in the universe, minister, government, parliament, depopulating solely for the western hemisphere.

The American expansion should prepare the way for the dream of Rosebery to become prophetic, prompted by the transcendence of power now in progress, without the solemn pageantry of the procession of the sovereign across the Atlantic.

The well-known map of the United States and its sinister possessions, published by the Department of the Interior, showing in brilliant colors the successive wave-lines of annexation and expansion from the Atlantic coast to the Pacific, reveals a vigor that one cannot fail of admiring. The days of Quotas Elizabeth were eponyms days: good your education, like your clothing, is a question. It is free from all tax, but you do not have to get hold in a very living way of the significance of great movements. It was very much struck upon going into a second-year high-school class in New York. There was no one in the class who could conjugate with perfect accuracy even the verb allow; but, when they turned to talk about French history, they all knew the exact events to which they knew what the period meant in Europe and in the world. It is typical of what I find all around. If you had gone into an English school, you would have been able to conjugate the verb with correct, but they would have known by nothing at all about the French Revolution. They certainly would have known little else than the dates at which it took place.

Let us hope that it is true that essentially we are Elizabethan. The New England colleges, grammar schools, and academies, which in turn the pioneers spread through the West, rest upon Elizabethan models. The numerous plows founders of schools and colleges at the time of the Reformation in England have largely disappeared in the mother-country, but have not ceased in America, though some are thanklessly called anything but plows.

When one adds to the annual expenditure for public education in this country of $226 millions of dollars, the sum of annual donations from private individuals ranging as high as 30 millions of dollars, and 32 millions from a single donor, with perhaps an undiscovered million or two up the sleeve of President J. Edson, the splendor of Elizabethan munificence is ours. The Elizabethan began the contest with Spain by means fair and foul, by bishop and buccaner, for the conquest of the New World which we, their lineal and spiritual descendants, in the Spanish-American War closed. This fact sets out most dramatically that we are possessed with the same spirit of exploration, discovery, adventure, chivalry, Christianity, Elizabethan philosophy with scientific method, and faith in our country's destiny and duty. But our true glory is that, untrammelled by tradition, stimulated by freedom and opportunity, our original Elizabethan ideals have themselves expanded. Local democratic government has been compelled by sheer distance to complement itself by federal and representative government. The same agencies which developed our republican institutions have developed a more American modern educational system, that of the state, side by side with the transplant and Americanized English private school.

The latter is gloriously represented by the church college and academy, with which the pioneers planted the West, and represents the new heaven but there must also be a new earth. Education was a privilege for those who could pay for it, or a missionary enterprise, the handmaid of religion, and was incidentally, with an illusory record, patriotic. But a republic had new needs; and so we see the state system, a new educational Jerusalem coming down out of heaven, and hear a voice saying: "Behold, the tabernacle is with men, and the state is the guardian thereof, and the nation shall walk amidst the light thereof, and shall bring the glory and honor of the nations into it."
Religion in the Ordinance of 1787 probably mount the Christianity of the common law. It certainly meant something more-eclesiastic and more-normative, yet it was something more of less historical, formal, and dogmatic. How it has expanded among us is illustrated by Oliver Wendell Holmes' remark of Phillips Brooks: "I believe he is to stand as the ideal minister of the American gospel, which is the Old World gospel shaped as all gospels are by their interpreters, by the influences of our American civilization.

It would appear that the secularization of education has made of a species of Americanization of religion possible. In turn, by the separation of church and state, and by the intermingling of children and citizens of all creeds for the purposes of education, in the last resolve character-culture has given an opportunity for elemental religion, or common Christianity without sectarianism, to captivate— and, if you will, capture—the schools. Religion has transcended theology, and has advanced beyond the stage of the much-used definition "the life of God in the soul," to be the love of God in the soul issuing in the love of fellow-man. By this definition, the most advanced Americanism in education, putting emphasis upon the social passion, returns to the primitive Christianity of the Master who summed up religion as love to God and love to man. In the words of Markham:

"No, not in that order, but in that order, for the happiness of mankind." The purpose recognizes education as the birthright of every American child, and character as the aim.

Would that there were to show how in harmony with these lofty purposes, with all its imperfections the school system has developed. The continuous development is promised by the expansion of the ideals of religion, morality, and knowledge. The peculiarly American origin, means, and purposes of our educational system, far otherwise, are proclaimed in the sentence from the Ordinance of 1787: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." The fathers of the republic, by these words, and by the accompanying provisions of the ordinance defining one thirty-sixth of the public lands to education, and throwing in on the books in the bucket two townships in each state for a university, became the founders, for its perpetuation and the uplifting of humanity, of the schools of the republic.

As the Ordinance of 1787 has become a part of the organic law of the states in the Middle West, at least by law public schools are not good and immoral; and in fact they have been quite the contrary, despite some popular misapprehensions natural enough where the new system was contrasted with the old. As religion and morality in the famous sentence precede knowledge, the religio-ethical is recognized as the core of education. The purpose is not simply, as we often hear, for police power and citizenship; for "good government" is appended "the happiness of mankind." The purpose recognizes education as the birthright of every American child, and character as the aim.

Would that there were to show how in harmony with these lofty purposes, with all its imperfections the school system has developed. The continuous development is promised by the expansion of the ideals of religion, morality, and knowledge.
acccession of President Eliot at Harvard in 1869, and of President Gilman, transplanted from a state university to Johns Hopkins in 1876; and with the latest hopes in the University of Chicago, the Carnegie Institution, and a possible national university. From bottom to top, forever assured by public education, are the golden threads of combination bringing in the age of Woman, herself ageless, promising the eternal woman supernal, and not inferior as in classic lore.

Professional schools have supplanted the heterogenous training for theology, law, and medicine in the studies and offices of ministers, lawyers, and doctors. These schools, affiliating themselves with colleges and universities, and raising standards, are just beginning colleges instead of semi-trade and commercial schools. Technical education, recognized in 1853 by the founding of Troy Polytechnic, has multiplied polytechnic institutions which no longer are antagonized by classical ones. Indeed, the classic and technical, contrary to earlier theories, now reinforce each other by combination in the same institution. Industrial education, not simply in the form of trade schools, but in real colleges of agriculture and mechanic arts, endorsed by the nation in 1862 for every state and territory for the education of the industrial classes, is peculiarly American. What the chapter could be written of the expansion of normals! A few schools of fine arts, academies of science, etnopathos associations and learned societies and public libraries, multiplied by one who would be the author of Triumphant Democracy, not only in word, but in deed, are linking all our schools into one, and into the service and heart of the people.

In the history of civilization and economics we are told, no longer with the earlier stages of individualism, competition, and nationalism standing. For better or worse, we are in the stage of combination. The principle is arrived at that production system enlists waste. Shall educators be the last to read the signs of the times? By the token of the age and of the triumphs of democracy in the processes of organization, and remembering that education, though germinal, primal, and terminal, is only a phase in the social evolution of the race, is it not our duty to make our studies of educational efficiency issue in positive plans for the greatest economy and wealth of mental and material productions? From their spiritual nature there are desirable educational mergers and trusts. They are as apart from the dreadful concept of the commercial world as was Ariel from Caliban, but both live in the island of the world and must learn the law of service.

The highest promise and the fullest potency of educational efficiency are in the recognition of the personal and the ethical in education. Church, state, and private institutions, with antagonists disappearing, are swarming into their orbits in a national galaxy about the full-orb character-education.

The University of Chicago has given a great impetus to this movement. Fifteen short years ago, in a period of competition, the great state and other universities watched with some degree of anxiety the establishment of this University, with promised excessive affiliation and endless endowment. Today, in a period of co-operation, these same universitites, stimulated by its deeds and ideals, rejoice in its prosperity and share in its success. The world is constrained to recognize this Middle West as not only an agricultural, industrial, and commercial, but also a col- legiate, center. The largest increase in the attendance of college students is in this region, while the attendance is relatively stationary in the far East and West. Educational movements also originate in these North Central states.

There is little ground for complaint of the “apathy of the universities” where they are parts of the public-school system, or of extensive private voluntary combination and corporation devoted to public service. In the East, possibly with some ground, Charles Francis Adams, in the Columbia Phi Beta Kappa address, may indict the methods and results of college training.6 In England, with reason, Sir Norman Lockyer, in his notable address on “The Influence of Brain-Power on History,” may say:

If our universities had been more ambitious and efficient, our mental resources would have been developed by improvements in educational method. . . . It is a struggle between the educational powers—mainly vested in the hands of individuals or any class of individuals. The school, the university, the laboratory, and the workshop are the battlefields of our new worthies.6

In Chicago, Mr. Frank A. Vanderlip points out that her “superiority in the international commerce rests almost wholly on Germany’s superior school system. It is the aim to make of each citizen of the empire an efficient economic unit.”9 In Chicago the constant discussion runs: “How shall we widen educational aims in industrial fields and by socialization?”9

These are all symptoms of the need of something deeper and broader than that signified by any of the terms used—of something higher than the threashold practical education.

The expansion of education to keep up with our national expansion has made it superficial. Intensification is now necessary. Intensive methods of instruction and study must supplant the extensive. The compilation of the data of close and comparative observation must proceed.

6 Phi Beta Kappa Address at Columbia, 1906.
7 National Society for the Promotion of Industrial Education, Bulletin (Nov. 1, p. 9.)
8 From the Forty, March 2, 1905, p. 487.
the brotherhood of university presidents and martyrs.

Son of a godly ancestry, child of the small college, teacher in the public school and state university, prophet called by Harper in forming the plans of this University, named by him as his apostle, partaker of his suffering, yoke-fellow of his colleagues from the days of the first faculty, every student's friend, father of the faithful and tender to the unfaithful, active among authors and all schoolmen, patriotic politician, promoter of civic righteousness, and—pardon that I add—comrade of my college days, fraternity brother, _Kappa Phi Sa_, the "ever friends from the heart," you are that rarest gift, a loyal friend, and therefore the predestined one for president. In the name of our revered master of Williams, may you be the modern Mark Hopkins of the West!

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APPOINTMENTS AND PROMOTIONS

The gift announced on the first of January of nearly three million dollars as an addition to the University endowment has made possible not only a large reduction in the annual deficit but also a decided advance in certain specific lines. The Department of Botany will be provided immediately with the much-needed greenhouses; the Alice Freeman Palmer chimes, for which a general subscription has in part provided, will shortly be installed in the Mitchell Tower; an elaborate and complete system of filtration will be supplied, so that the drinking-water in all parts of the University grounds will be entirely safe; special provision for equipment and for books in sundry departments, and for the extension of the work of developing and improving the campus, has been made. Besides all this, our expenditures for the next fiscal year will be increased by $40,000. This makes it possible to take better care of our buildings and grounds in various ways, and, at the same time, to make provision for a large number of promotions and advances in salary among the faculty. The action taken by the Board of Trustees in its last regular meeting in that direction relates to eighty-two persons. The official list of promotions and appointments will be published in the next number of the _University Record_.

In the same connection it may be added that several important new appointments have been made in the last few weeks. In the Department of Political Economy Chester W. Wright, instructor in Cornell University, has been appointed to an Instructorship, and Professor Leon C. Marshall, of the Ohio Wesleyan University, to an Assistant Professorship; in the Department of Anatomy Professor Charles J. Herrick has been appointed to a Professorship in Neurology; in the Department of Physiology Dr. Samuel A. Matthews has been appointed to an Assistant Professorship in Experimental Therapeutics. This last is the first step in carrying out the work provided by the gift to which attention has already been called. In the same department Assistant Professor Walther Koch, appointed last summer, began this winter his work in Physiological Chemistry. It may be added that other new appointments are contemplated, but are not yet ready for announcement. These promotions and appointments provide for the coming year on a more substantial basis than has been the case for the last twelve months. I am sure that all will unite in rejoicing that we have been able to do so much for so many well-deserving members of the faculty.

NEW APPOINTMENTS

Charles J. Herrick, to a Professorship of Neurology in the Department of Anatomy.
Leon C. Marshall, to an Assistant Professorship in Political Economy.
Samuel A. Matthews, to an Assistant Profes-
August A. Krueger. These lectures have been made possible by the generosity of five citizens of Chicago: Messrs. Herman Payscho, Harry Rubens, Fritz Glogauzer, Theo A. Kochs, and Edward G. Haas. It will be remembered that a similar gift a year ago was used in the Department of History, and that in the Spring Quarter of 1918 Professor J. Laurence Langhil, Professor and Head of the Department of Political Economy, gave lectures in Germany. This interchange of scholarship and art between the two countries is calculated to stimulate a deeper understanding in each of the best things in the life of the other. At a time when international misunderstandings are so common, and when the less profound and less thoughtful in the character of each country is so apt to be careless, it certainly is a wise thing for the universities to contribute to a different and better end. International misunderstandings are usually the result of international ignorance. Let us know the best in one another and mutual respect, sympathy, and regard are bound to take the place of suspicion and dislike.

TEACHING IN THE COLLEGES

Attention was called in the last Quarterly Statement to the policy followed by the faculty within the last year of enforcing thorough work in the Junior Colleges. The lists have been pruned relentlessly of incompetents and of those who for any reason seem out of place here. In this way no less than fifty-four students have been dropped or suspended within the last three quarters. This policy will be continued. The University is not a place for elegant leisure. It is an institution for busy work, and those who are not willing to conform to this situation might better live their lives in another environment and under other conditions. Attention is now called to the other side of the picture. While students are held to industry, they must be supplied with intelligent and efficient instruction. It is often the case that a scholar, eminently successful in research, is ill adapted to teaching. One of the most difficult problems of administration is to secure skillful teachers, especially for the younger classes. Careful study is being given to this problem, and it may be said that several of the promotions made at the present time are made in reward for teaching ability clearly proved by practical experience in the classroom. In some German institutions it is the custom for the head of the department or for the instructor to conduct the introductory courses. This is in the belief that only the widest and richest experience can avail to introduce students properly to a given field of education. There is in this field for thought, and I recommend it to all of the departments for consideration.

THE MORGAN PARK ACADEMY

The Board of Trustees of the University of Chicago has decided to close the Academy at Morgan Park at the end of the current year in June next. When sixteen years ago the Theological Seminary, then located at Morgan Park, became the Divinity School of the University, the three buildings occupied by the school were left vacant. It seemed a wise and economical use of these buildings to open in them an academy which would in a short time become self-sustaining and would be a large feeder of the University. Although the Academy has always had an exceptionally able faculty, and large sums of money have been spent on it for additional land and buildings, it has neither become self-sustaining, nor has it sent any such number of students to the University as was anticipated. Meanwhile, in the sixteen years that have passed since the Academy was first opened, a remarkable change has taken place in the provision for secondary education throughout the Middle West. High schools have sprung up everywhere. They have been established,
UNIVERSITY RECORD

not only in all cities, but also in many villages and country districts, the village of Morgan Park included, making what to some members of the Board of Trustees seems abundant provision for secondary education. Every young man and woman now finds within a few miles of his home, if not within the immediate neighborhood, a high school in which he may be prepared for college.

Moreover, the University has itself established, as a necessary part of its School of Education, a high school whose unique features and exceptional advantages have already made it one of the best schools of its kind in the country. It is considered by many of the trustees to have taken the place of the Morgan Park Academy in the educational scheme of the University.

It is still the opinion of the Board, however, that there is room for needed work by an academy conducted for the benefit of boys who cannot obtain educational advantages not to be found in a day school. But under all the circumstances it does not seem practicable for the University to carry on work of this character at Morgan Park.

In closing the Academy, the several expenditure will be added to the resources of the University for higher work, and will be annually expended in rendering that work broader and more efficient.

For these reasons it has been decided to bring the work of the Academy to an end. It would seem hardly necessary to add that the trustees of the University have reached this conclusion only after exhausting every effort to find another practicable solution. It is with regret that the present action has been taken. At the same time it is proper to say that the Board and the President by no means regard the closing of the Academy as in any sense a backward step. A preparatory school is not in itself at all essential to a university; and it is simply a sound policy not to dissipate University funds in non-essentials.

OFFER PAID IN WRECKEMOON, II. on MARCH 18, 1907

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It has been pointed out that when we speak of socialism, its rise, its spread, and so forth, we are not speaking of any realized system; but merely of a belief or theory that such a system is possible, and a consequent demand that it should be established. It has also been pointed out that the main promise of socialism—namely, that all wealth should be distributed with substantial equality among the manual laborers—rested on a theory with regard to the human agencies by which the wealth in question is produced. This theory being that the only human agency involved is average manual labor, in respect of which one man is practically as equal to another that the amount of wealth produced by him is measurable by the hours for which he labors. I propose today, taking this theory as a text, to inquire how far it is an adequate explanation of the facts. We shall find that, while it is adequate if applied to societies in a very low state of development, it progressively fails to be adequate, and becomes more and more ridiculous, in proportion as the societies in question rise in the scale of civilization, and the amount of wealth which the socialists desire to redistribute increases.

To begin, then, the doctrine that labor is the sole producer of wealth is at all events so far true that no wealth could be produced without it. Moreover, we can find many examples, not in primitive societies only, but among certain populations still existing in the countries of the modern world, in which practically it operates alone.

By turning to examples of these we can see what manual labor, taken by itself, produces. Such examples are furnished us in abundance by the lowest savages, who work without cooperation, and who just manage to produce a bare minimum of subsistence. But even such savages owe certain rude implements which may be called the germ of what economists call fixed capital; and these implements, which are such as can be made by anybody, may be rightly, in the language of Marx, called ordinary labor fossilized. But we need not go back to savages to find examples of populations among which ordinary labor is the sole productive agent. There still exist, in civilized countries, peasant families who own their land and till it, who build their own houses and weave their own clothes, without any aid or guidance except their own.

Now, what kind and what amount of wealth do populations such as these produce? Let me read you a few passages descriptive of a population of this kind, which are taken from a very celebrated book.

They labor hardy, early and late. They carry their produce to their lands whilst the frost is still on them. They own their foresaw with a labor so intense that the stomach English people would be poisoned. They plod on from day to day, and from year to year, the same untiring of human animals.

You might think that this was a description by some indigent socialist of the misery of labor when enslaved by capital. As a matter of fact, it is a description by a German writer, which John Stuart Mill quotes in his treatise on political economy, as illustrating the admirable position of German peasant proprietors, who own their land and the instruments of production which they use, and have no masters except themselves. And what reward do these men gain by their labor? These untiring animals gain, according to their German economist, just enough to keep themselves above the level of savages. And both this author and
Mill told them up to our inspection, not as victims of oppression, but as shining examples of the magic effects of ownership in intensifying human labor. And now let us compare the wealth which is produced under these conditions with the wealth produced under the system which the socialists denominate as capitalism. The contrast between the two amounts is emphasized by the socialists themselves. A given population under moderate conditions, to say nothing of the earlier stages of society, will produce two, three, four, or five times the amount of wealth that a similar population produced even a hundred and fifty years ago. This, indeed, one of the practical reasons why the socialists demand that this huge output should be redivided.

The great question, then, which is inevitably forced upon us is: To what cause is this astounding change due? If, as the socialists say, the only agency in the production of wealth is ordinary manual labor, why do a thousand laborers working in the year 1867 produce so incomparably more than they produced in the year 1860?

The socialists answer that knowledge has increased, that the methods of production have improved, and that average labor has become indefinitely more productive. But to say this is only begging the question. What is the increase of knowledge, and these improvements of method, due to? Are they due to average manual labor itself? Are they due to manual labor in any sense? This is a question which has suggested itself to many thinkers who start with the doctrine that labor is the sole human agency by which wealth is produced; and two classes of answers have been offered, which I will give as set forth by two distinguished thinkers.

Ruskin explains the advance of labor from its lowest to its highest efficiencies by the gradual development of skill; and his definition of skill is admirable. All labor, even the lowest, requires, he says, a mind of some kind to direct the operation of the muscles; and among the majority of mankind minds, like hands and muscles, approximate to a normal standard; and though a considerable minority we find that the mental faculties rise above this standard to a great variety of degrees, which the manual faculties do not, and thus impart to the manual faculties an efficiency not their own. Exceptional quickness of mind, he says, will enable one bricklayer to lay in a given time twice as many bricks than another; and, similarly, mental qualities of a kind higher and rarer will enable the hands of a Michel Angelo to paint his picture of the Last Judgment, while the hands of another man can only whitewash a fence. Skill, in fact, is some exceptional mental quality applied by its possessor to the labor of his own hands. It belongs to him personally; and, as Ruskin rightly says, incommensurable.

Now, skill as thus defined we have no doubt a correct conception of how labor in some cases produces products whose value is great, while in others it produces products whose value is relatively infinitesimal. But these products whose value is due to exceptional manual skill, though they form a portion of the wealth of the modern world, are not typical of it. The products due to exceptional skill or craftsmanship—such as an illuminated missal, for example—are always few in number, and are produced by the few only, and from the nature of the case are costly. The distinctive feature of modern wealth—production is, on the contrary, the multiplication of goods relatively to the time spent in producing them, and the consequent cheapening of each article individually. Skill, therefore, affords us no explanation of how manual labor as a whole can ever become more productive in one period than it is in another.

The second answer which I have referred to is far more to the point. It is that given in a classical passage by Adam Smith, which forms the opening of his great work, The Wealth of Nations. The chief cause, he says, which in all progressive communities enhances the productive power of the individual laborer is not the development among some of faculties that are above the average, but a more effective development of powers common to all, by the fact that labor is divided, so that a man by devoting his life to the performance of one operation acquires a manual dexterity otherwise beyond him. He has labor in all its qualities of a kind higher and rarer will enable the hands of a Michel Angelo to paint his picture of the Last Judgment, while the hands of another man can only whitewash a fence. Skill, in fact, is some exceptional mental quality applied by its possessor to the labor of his own hands. It belongs to him personally; and, as Ruskin rightly says, incommensurable.

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whether in the production of manufacturing machinery or the use of this machinery in the production of such and such kinds of goods, from books down to rubies and necklets of such and such a price and color, the case is the same again. We have manual labor of a same kind, which persists in calling both by the same name. We might as well call the French and the Germans by the common name of soldiers, and then try to write an intelligible history of the Franco-Prussian War.

For these directive faculties, so essentially distinct from labor, it is difficult to find an entirely satisfactory name. In default of a better, I have, on former occasions, applied to it the name of Ability, and this will serve our purpose now—especially as the name of Ability is, of late years, been accepted by many of the more thoughtful socialists themselves as representing certain talents which, though they properly analyzed them, they are beginning to recognize as different from ordinary labor.

And now having come thus far—now that we have, from that modern wealth is due not to labor alone, but also to the action of the Ability by which labor is directed, a new question arises, which will carry us onward from the consideration of labor to the consideration of capital. The question to which I refer is the question of the practical means by which the control of Ability over average labor is exercised; and it is a consideration of the nature of capital that we shall find the answer. Here again, we shall find that the orthodox economists are defective, and that analysis of capital is just as incomplete as their analysis of human effort.

Capital is divided traditionally into fixed and circulating. By fixed capital is meant machinery; by circulating capital, as Adam Smith says, the stock of consumable commodities which the manufacturer produces, or which the storekeeper or the manufacturer produces, or which the manufacturer produces, or which the storekeeper or the manufacturer produces, in order to sell them at a profit whereupon they are replaced by new products, or which are sold to the public customer in some way; but in one way is essentially different. It consists of goods which are the general necessities of life; but, instead of being sold to the outside public at a profit, they are virtually distributed by the manufacturer to a special group of laborers on conditions.

So long as labor is undivided, or divided only in such a rudimentary way that each family can practically supply all its own wants, the necessities of life, and the laborers directly. The kind of capital with which we are here concerned, and which we may call wage-capital, makes its first appearance when the division of labor so advances that each laborer or laboring family makes only one of the labor commodities which it requires to support itself. Under these conditions, the purchasing of labor, which enables the laborer to live, or go no longer to one laborer directly. They have to come to him in the form of abstract commodities, which are portions of the direct products of a variety of other laborers. His own products must pass out of his own hands, and come back to him in the form of equivalents, through the hands of some distributor. For this distributor, who at first is no more than a merchant, the commodities which thus pass through his hands are circulating capital in the exact sense which Adam Smith gives to the phrase; but they are not wage-capital. They become wage-capital when only the division of labor is replaced by merely exchanging them, begins to turn his attention to the manner in which they are produced. So long as he is merely a merchant, he says to the producer of so many yards of cloth: "I will give you so many books, or stockings, or so much tea or sugar, in exchange for them." But when he turns his attention from the exchange to the actual process of production, what he says to the cloth-maker is this: "I will give you an even larger measure of what the various commodities which you require, on condition that you produce your cloth in a manner which I myself will prescribe to you.

Here we see, in its essence, the function of the capitalist as the master and as the control by one man of the necessary work, and in such a way that only a monopoly of this kind which he makes his first appearance when the division of labor so advances that each laborer or laboring family makes only one of the labor commodities which it requires to support itself. Under these conditions, the purchasing of labor, which enables the laborer to live, or go no longer to one laborer directly. They have to come to him in the form of abstract commodities, which are portions of the direct products of a variety of other laborers. His own products must pass out of his own hands, and come back to him in the form of equivalents, through the hands of some distributor. For this distributor, who at first is no more than a merchant, the commodities which thus pass through his hands are circulating capital in the exact sense which Adam Smith gives to the phrase; but they are not wage-capital. They become wage-capital when only the division of labor is replaced by merely exchanging them, begins to turn his attention to the manner in which they are produced. So long as he is merely a merchant, he says to the producer of
The enormous augmentation of wealth then, which is characteristic of modern times, is not due to average labor, though average labor is essential to it. It is due, in its distinct magnitudes, to the increased concentration of intellect, knowledge, and other rare mental faculties, on the process of directing this labor in an increasingly efficacious way; and capitalism is primarily the means by which this direction is effected. No intelligent socialists, when the matter is thus put plainly, can possibly deny this. Let anyone, for example, one of the great steel bridges which now cast their single spans over enormous estuaries of water. These structures are fossil labor, doubtless; but they are, in their distinctive features not fossil labor as such. They are fossil science, fossil chemistry, fossil mathematics, fossil mechanics—in short, fossil knowledge and intellect of a degree and kind which we shall not find existing in one mind out of a thousand; and labor conduces to the production of these structures only because it submits itself to the guidance of these intellectual leaders. And now let me call your attention to this point. The increase of things is obviously what I have just described, we have here the precise condition of things against which socialism, as a popular creed, protests. Concurrency with their demands for a larger share in what they have been taught to call wages. What this cry means we are now able to see clearly. It means, if it means anything, the emancipation of labor; and by the emancipation of labor they mean emancipation from any more economic freedom than the messengers of a private firm.

Nur, again, does the manner in which the labor of the state employee is remunerated, and by which the performance of this duty is secured, differ in any way from the wage system which prevails in a private firm. Common to the directions given him by some organizing authority is the condition on which this remuneration is awarded him; and though Marx and his disciples propose to substitute labor-checks for dollars, this is merely the wage system called by another name.

Many thoughtful socialists, though they have not been anxious to proclaim the fact too loudly, have perceived this fact themselves, and have consequentily been endeavoring to formulate another scheme by which the requisite industrial conformity or an organizing authority may be secured, and which yet will eliminate the wage system, not only in name, but in fact. Now, if we look back into the past history of mankind, we shall find that there are actually are two alternative systems by which such conformity may be, and has been, secured. One of these is the corvée system, prevalent in the Middle Ages; the other system is that of slavery. Under the corvée system the peasants, who were the numerous laboring class, owed the hands on which they lived, and were thus able to maintain themselves by working at their own discretion; but they were compelled by their tenure to place a certain part of their time at the discretion of this or that superior, and to work according to his orders. The public roads in France were once made and kept in order thus. If only a number of independent peasant proprietors could not be forced to give half of their time to the proprietor of a neighboring factory now, the entire use and necessity of wage-capital would, in theory at least, be gone. The same thing is true of slavery. Like the peasant proprietor who gives part of his time to his overlords, the slave is provided with the necessities of life independently of his obedience to the detailed orders of his master. His master feeds him just as he would feed a horse; and industrial obedience is insured by the application of force.

These two coercive systems—the corvée system and the slave system—are the only alternatives to the wage system that have been
found workable in the whole past history of the world. Let us now turn to the alternative which the lastest school of socialists is proposing as an alternative in the dreamed-of socialist future.

I will turn to the work called Fabian Essays, the writers of which include the best-known and best-educated socialists in England, among them being Mr. Sidney Webb, favorably known as the author of a History of Trade Unions, and Mr. Bernard Shaw. This volume has been reprinted in America, and to the American edition was prefixed a special preface. In this preface it is stated, with regard to the appointment of the means of subsistence generally, that the truly socialist scheme is one which would absolutely abolish all economic distinctions and prevent the possibility of their ever arising again—and would abolish them how? “By making,” says this writer, “an equal provision for all an indefensible condition of citizenship, without any regard whatever to the relative specific services of different citizens. The rendering of such services, on the other hand,” the writer goes on, “instead of being left to the option of the citizen, with the alternative of starvation, would be secured under one uniform law, precisely like other forms of taxation or military service.”

And, then, is the alternative to the wage system put forward as the last word of the most intelligent socialists of today, and an escape from the wage system, beyond a doubt, it is; but an escape into what? It is neither more nor less than an escape into one of these systems which I have just mentioned. That is to say, it is an escape into economic slavery, for the very essence of the position of the slave, as contrasted with the wage-paid laborer, in so far as the direction of his industrial actions is concerned, is that he has to work as he is bidden in order to gain a livelihood; but that his livelihood being assured to him no matter how he behaves himself, he is obliged to work as he is bidden in order to avoid the lash or some similar form of punishment.

I have touched upon this question of how, under a regime of socialism, the socialists of today are proposing to organize industry, not for the purpose of criticizing in an adverse sense the methods by which the masses are to be coerced into the performance of their duties, but merely for the purpose of illustrating what I have already said with regard to the productive functions of capitalism, as it exists today. Capitalism, regarded under its productive aspect, is essentially a device for imposing, by means of wages given or withheld in accordance to the industrial obediency of the wage-earner, the intellect and the knowledge resident in an exceptionally gifted minority, on the manual operations of the average majority of mankind; and when socialists talk about emancipation and economic freedom, the only meaning which their language can really bear is the emancipation of the average man from the aid and guidance of any intellect that is in any way superior to his own. Further, when we ask the socialists to explain their constructive programme, we find that this talk about freedom is privately repudiated by themselves, and that they propose either to continue the wage system under a thin verbal disguise, or else to abolish the wage-system and put universal slavery in its stead.

There are four ambitions that enter into life, not to corrupt or degrade it, but instead, to invigorate and ennoble it: the ambition for goodness, for learning, for friendship, for achievement. The desire for goodness makes the saint; for learning, the scholar; for friendship, the friend, the lover, the husband, the father; for achievement, the man of affairs, taking his part in the world’s life and helping to accomplish the world’s tasks. It is true that no one of these aboves can we safely commit our lives. To love goodness alone is to become self-centered and ineffective. To seek learning only is to become, not a scholar, but a mere repository of knowledge, disproving the maxim that without knowledge is power. To desire friendship supremely is to become a sentimentalist, unfit not only for noble achievement but even for the noblest friendship. Who could love a man whose only claim to love is that he desires to love and to be loved? To care supremely for achievement is to lose from life all that makes life really beautiful and worthwhile, and to fall of life's highest achievements.

But to blend all these in one life—goodness, learning, friendship, achievement—this is to make one's life a noble anthem in which the deep, strong note of achievement blends harmoniously and inspiring with the higher, sweeter tones of wisdom and friendship and goodness.

Nor can we feel that any life is quite complete that lacks any one of these. Has one learning, friendship, power, but is devoid of goodness? Even were this possible, we could not count such a life a miserable failure. He whom we honor must be at heart a good man. And if life have all else, but lack learning, or friends, it is but a partial life, unsymmetrical, incomplete. And if you can think of a life as having goodness and learning and friendship, and failure of any practical achievement in the world of men, it escapes incompleteness and failure only if by its goodness and learning and friendship it has inspired others to action and in reality has added achievement to its other elements.

But it is not a life lacking any of these things that we are contemplating today. Our dear friend, whose departure from us we mourn, whose victory we celebrate, was a man who loved goodness, and learning, and friendship, and achievement.

He loved goodness, and sought it for himself and for others. It was no weak and wanmish goodness that he desired. “Pity” was a word seldom on his lips. Religion was wholly foreign to his soul. Full of Life to his fingers-tips, with a keen appreciation of every phase of life, his goodness was of a wholly masculine type. But it was there. Deep in his sunny soul there was a strong desire to be a good man. And those who knew him most intimately knew best that through and through, at the center and at the surface, in purpose and in deed, their friend Hulbert was a good man.

He loved knowledge, too. He never claimed for himself, perhaps the future historian will not claim for him, that he belonged in the first rank of scholars. How few men do belong there! But Dr. Hulbert belonged in the scholars
chess by virtue of a deep and genuine love of knowledge and a calm confidence that knowledge is good for mankind. Living his life in an age of rapid transition, not to say transformation, in that field of knowledge in which his chief interest lay, he was at the end of his days a student, a learner, appropriating knowledge from every source accessible to him, and assimilating it as he appropriated it. No man among us was more hospitable to light, wholesome-souled derived, more hopeful, more cheerful in the presence of new acquisitions of truth, even though these demanded important restructurings of his previous opinions. He loved knowledge and feared not the truth, but only error.

As our friend loved friends, and had a capacity for making friends and of binding them to him with bonds of soul. As I ask myself what it was, beyond the simple, modest, sterling worth of the man, that made him so exceptionally capable of friendship, I find the explanation is two qualities—his frankness and his generosity. Concealment, save of his own griefs and pains, was something foreign to his nature. Not because he was indifferent to the pain which his words might produce, but because insincerity and misunderstanding were abhorrent to him, he spoke out with frankness, that sometimes seemed unfeeling, the truth as he saw it. Those who did not know him well enough to understand his motives were sometimes offended with such plainness of speech. But those who lived near to him came to prize his friendship, not least because they knew from him they could always learn the whole truth as he knew it. To this frankness he added a generously rare quality. His own work could always be laid aside to do a kindness to student or colleague. Many a pupil of his could bear witness to the generous devotion with which he gave of his time and his sympathy and his thought to understand another's problem and to relieve another's perplexity or grief.

Never can I forget that great kindness with which he gave to me four months out of his busy life to help me to regain lost health and strength.

Dr. Hildreth loved achievement in the world of action. As pastor, as professor, as dean and executive, he was in the best sense of the phrase a man of the world. Loving learning, I cannot but think he loved yet more life among men, the doing of things that needed to be done, the achievement of tasks. Modernity more than lack of ability, is responsible for the fact that he could never be persuaded to enter the field of authorship and publication, save to the extent of relatively short articles. He loved to put into print into men and institutions that served men, rather than into books. And he built his life into the lives of the people whom he served as pastor; into the lives of the hundreds of men who have passed through the Divinity School in the twenty-five years that he was connected with it as professor and dean; into the lives of his colleagues, and into the school whose work he has guided since it became a part of the University in 1870. Who can say that he would have been more wise had he written more books and helped fewer men? For, after all, books are for men, not men for books.

He loved goodness, and learning, and friendship, and achievement; and his godly ambition in all these directions was unusually realized.

And yet I should wholly fail to give an adequate impression of his life, fail to recall that which above all else will make his life for all of us who knew him a precious memory and an inspiration to noble living on our part, if I did not speak a word concerning his indomitable and cheerful courage. With much to make his life joyful, there came also to him such sorrow and loss as it is laid upon few of us to hear, grief such as breaks men's hearts, and oppresses their courage. He met it, not with the stoical of an insensitive nature, not with the despair of a weak nature, not with the rebelliousness of a soul that loses its faith under the strain of sorrow, but, not even with the stoical, silent endurance of one who with set teeth bends to the storm and utters no word whether of faith or of unbelief. Keenly suffering himself in the sufferings of others and in his own pain and loss, his own faith in God and God's goodness never wavered. He rose above his pain and loss, and faced life, not only with courage, but with cheerfulness, and shed about him, not the gloom of his own sorrow, but the inspiration of his faith and courage. I know not whether he knew the meaning of his life reflected that abiding faith in God that Fichler has expressed in the lines:

_He never was who never was sad,
To him no change is lost,
God's will is sweetest to him when
It triumphs in his way._

Such a life never dies. Its courage, its faith, its cheerfulness, its indomitable spirit are our heritage, ours to reproduce and by reproducing to transmit to those who come after us, in his greatness from among us we shall lose a toll that time will never wholly make up to us. But we sorrow not as those thinking only of our loss. We remember our gain also. His life has been to many of us rich in inspiration and help. Our heritage were our own from us. And as for him—he has fought his fight, he has finished his course, he has kept the faith. Henceforth there is laid up for him the crown of righteousness which the Lord, the righteous Judge, will give him that day in that heaven which has loved him appearing. In the God in whom we trusted we also believe. It is well with him. It is well with us.

ADDRESS

BY CHARLES SCOTT HENDRICK

Head of the Department of Ecological Sociology

We are bereaved, and a strong heart is broken. No conclusion of philosophy or faith can undo the fact of death or diminish the extent of our deprivation. Yet we have sources of comfort and strength, and we are here called to face life in a way not to disburden our friend or put his testimony to shame. What was his view of life? Does that fit well into this reasonable world of reality?

First of all there is a continuity of memory. The past is sure, and the record is part of our history. In summing up the contributions of our University to the life of the city and the world, the deeds and teachings of our couraige will adorn the honorable account.

And there is continuous influence. A sower went forth to sow. With lavish hand he sowed good seed, and much of it fell on warm, rich soil and flourished. He did not throw stones of anger, he did not waste jewels; but something precious—vital truths, beginnings of endless life—he gave to souls. Thousands are ready to testify to the value of his ministry, and many whom he blessed have passed on into the better country.

The deep springs of his courage and power he opened to us, the wells of a life in God. There still endures an ancient citadel built on a high rock by devoted men to guard their homes within high walls. More than once armies invested that city, and were barred back when they threw themselves against the rock face of the barrier. When the enemy spread over the plain and threatened to starve the inhabitants, they gathered together and marched away hungry and discouraged, for within there was plenty of food and deep wells of pure water to sustain garrison and families. So a man who has within himself eternal life can withstand assaults and belabourings, and still be firm and hopeful.

A mighty fortress is our God,
A trusty castle all around,
With mighty battlements, and gates.
Because there is life eternal in the spirit there is continuity of personal service, immortality. This is our view of life, that God is the living. We may not be able to "prove" it, but it is a good hypothesis for a working life. Socrates supported his friends with the calm word by which he faced the endless sleep or the walking to glorious companionships and larger wisdom. Christ brought life and immortality into splendid light. The presumption seems to be in favor of continued moral activity; for the last we saw of our leader he was bending forward to his task with the right direction. He marched with the torch of hope, even to the shadow of death. For him, as for Victor Hugo, it was enough to follow truth, seeing naught but his grand goal. He conquered but knew, in the steps of duty, he walked straight to the abyss. With the inhabitants of the blessed country he had conversed; with their high purposes he was in sympathy. Yonder where he has gone are congenial spirits and there is worthy service. We turn back to the labors which went as, trusting in the guiding God, and confident that he will lead, and he will bring as to glorious issues in time and eternity.

A REVOLUTION IN MEMORY OF ERI BAKER HULBERT

By the Divinity Faculty and student Conference, and the Divinity Council

The members of the Divinity Faculty and the Divinity Conference of the University of Chicago desire to place on record their deep sense of the loss sustained by the University in the death of their friend and colleague, Eri Baker Hulbert, February 17, 1907.

Dr. Hulbert became a member of the Faculty of the Baptist Union Theological Seminary in 1881. He was the Acting President in 1883-4.

Adapted at a special meeting of the Divinity Faculty and Divinity Conference, February 23, 1907; also at a meeting of the University Council, April 6, 1907.

And on the incorporation of the Seminary in the University of Chicago because the Dean of the newly organized Divinity School. In that office he displayed the highest devotion to the welfare of the School and of the students with whom he came in closest contact. His genial, courageous spirit, his virile piety, his wise counsel, his wide experience, his undivided loyalty to truth, made him a noble leader and friend. His deep and catholic interest in all religious, and particularly in all denominational advancement, was a potent influence in the lives of hundreds of ministers, and through them in the churches throughout the nation and particularly in the Middle West.

In his death the Divinity School has lost a great teacher and leader; the Baptist denomination, a powerful inspiration; and the church, an indomitable champion.

MEETING OF THE DIVINITY SCHOOL IN MEMORY OF DEAN ERI B. HULBERT

On the morning of April 1, 1907, the Divinity School held a memorial service to the late Dean Eri B. Hulbert in Haskell Oriental Museum. President Judson presided. Rev. Warren Hastings McLeod recalled Dr. Hulbert's fatherly interest in the members of the student body, noting particularly his readiness to help all those who were in trouble. He instanced also a number of cases which showed the affection in which he was held by his charges.

Dr. Alfred W. Wishart, pastor of the Fountain Street Baptist Church of Grand Rapids, represented the alumni. Dr. Wishart emphasized the power of Dr. Hulbert as a teacher whose great influence was to be seen in the classroom, as he never allowed himself to publish much. Dr. Wishart also called attention to his sympathy which Dr. Hulbert had in progressive theological movements, although he was somewhat cautious in yielding his assent to conclusions which were new.

Associate Professor John W. Moncrief, representing the Divinity School and the faculty, called attention to the valuable qualities of Dr. Hulbert as seen both in his official and in his personal relations. Professor Moncrief expressed regret that Dr. Hulbert should not have published more of his work, and the hope that some of that material might appear in print.

Professor Alphon W. Small, representing the University, spoke of the large share which Dr. Hulbert had had in the formation of the University, and also of his helpful influence in the work of the University, with President Harper. He particularly spoke of his abounding cheerfulness, even in the midst of sorrow which would come to overcome a weaker man.

Rev. Benjamin A. Greene, pastor of the First Baptist Church of Evanston, Ill., and Treasurer of the Divinity School, represented the Baptist denomination, at the memorial service. His address appears elsewhere in this issue of the University Record.

Dr. Charles E. Hewitt, Student Secretary in the Divinity School, also gave his impressions of Dean Hulbert, at the Conference of Baptist Ministers in Chicago on February 25, speaking particularly of his cheerfulness, courage, and capacity for friendship, and adding:

He was patient, not because he was originally endowed with that quality as a gift, but because he had retained it as a grace. He was also, for the most part, temperate, decisively so, though new and thus long, temperate manner might sweep him beyond the limit of his usual modesty. He had a happy knack, amounting almost to hatred or contempt, for anything mean or base-minded or pharisaical. He possessed a marked individuality, which he expressed in his work characteristic and interesting way.

His style of teaching was much like that of his speeches. His conception of the subject in hand was clear, and his presentation vivid. In his classroom in the School, and in the dead old world again, when he was a missionary, by his active imagination, although he was somewhat cautious in yielding his assent to conclusions which were new, which fascinated the class and sometimes, when it approximated the grotesque, amused them. His teaching was practical rather than philosophic, and was, of purpose, so ordered as to draw the students of the class to the finest in the ministry confide to usefulness in the ministry rather than to scholarship only.

His death has made a vacancy difficult to fill—a vacancy, until his recent illness, unexpected and seemingly insurmountable. I cannot think of him as coming to his grave like a splash of grails fully ripe. He was still growing. The golden tint bending immediate approach of the harvest was indeed glowing manifest, and I do not think it deepened during the four weary weeks of his last illness. Surely there, as in previous sufferings and trials, God was with him; the "everlasting arms" were underneath him.

ERE BAKER HULBERT AND THE DENOMINATION

Dr. Charles E. Hewitt, Student Secretary in the Divinity School, represented the Baptist denomination, at the memorial service. His address appears elsewhere in this issue of the University Record.

Just before Lyman Beecher died some one bent over him and asked the question: "Do you remember Dr. Taylor?" The old man felt a thrill of grateful memory and, putting his hand over his heart, said: "Part of me; part of me." A man who can get into other men and live in those other men like that is a mighty power in a denomination; a power in any department of associated thought and action. The individual does all the fresh, living thinking. The realm of thought is a democracy. The privilege of making a contribution is open to everyone; but men differ like the stars in size and luminous impression.

Great men rise up in every sphere. There are the creative spirits, and the names suggest epochs. The name of Jonathan Edwards was not mean simply a faithful pastor at Northampton, but the molding power of New England.

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3 Delivered in Haskell Assembly Hall at a memorial meeting of the Divinity School, April 7, 1907.

Other brief addresses were made by Professor John W. Moncrief, representing the University; Professor Alphon W. Small, representing the University; Associate Professor John W. Moncrief, representing the Divinity School; Rev. Alfred W. Wishart, representing the alumni; and Rev. Warren H. McCloud, representing the students.
thology from the middle of the eighteenth century. Andrew Fuller stands for modified Calvinism among English and American Baptists of the fast century. He was a part, and a large part, of Dr. Hovey at Newton. Then there are interpreting, magnetic spirits, whose names stand for personal power: Dr. Arnold of Ripley, Wayland of Brown, Mark Hopkins of Williams. President Garfield once said his idea of a university was Mark Hopkins at one end of a log and himself at the other end. Such men do not originate great doctrines; they are the best thinking of a certain system and live with such intensity of conviction, such splif of soul, such passion for expression, that they set other thinkers on fire; they bring them to their viewpoint, if not to stay, at least to get a look which they never can forget, and an influence which they can never shake out of the blood. Phillips Brooks was a prince among this class of men for all denominations; but what a mighty lift he particularly gave to the Protestant Episcopal church all along the shore from Philadelphia to Boston!

Dr. Hubert belonged to this latter class; not a theological genius, not an expert in historical research, not a poet and mystic like Brooks, but a man who kept close to the results of the best and most searching investigation. These he tested in his own honest thinking, with light coming in from everywhere; he tasted their spiritual import in his own soul's experience; then, when it became bone of his bone, flesh of his flesh, conviction of his manhood, he was ready to speak out his thought. Every tier of his intellectual outfit was aglow with desire and purpose; his entire moral nature was right there, reserve forces within easy call; and every half-ounce of his physique tingled with eagerness to help send the message on its winged way. Such was his nature and the class to which he belonged.

His environment contributed largely to his nature and to the manner of his growth. He was born to Chicago, the cosmopolitan center of the great Middle West. Here the skin, venture, and "I can" of the new country got into his blood. The winds from the vast prairie-stretch and from the great lake played in his hair. When the boy was ready for college, he went to Union, where discipline, finish, and polish came to him. In the same state, at Hamilton, he took his theological course. In this school he came under the sway of that Yankee-rectangular, bull-necked, calm-faced, religious-looking, Dr. Dodge. The West and the East had kissed each other in the make-up of this young man now ready for a settlement.

First he went to New Hampshire and lived among New England people long enough to feel the traditional impulses there; then he came back to Chicago for a little time, lived amid the tides of immigration peril and of missionary enterprise trying to provide against it. But Providence was molding this man. A call came from St. Paul. He went there to stay four years. He must measure the width of the continent before he really settles down, and so he goes to San Francisco for another four years. Into all these settlements he carried, not only a soul receptive, delicate as a photographer's plate, but the cumulating force of a positive, magnetic, vanguard personality. Wherever he went the denomination felt it was rising up into finer strength; and the whole community agreed: "Here is a big-hearted brother for us all." His quality of religion helped the whole Christian brotherhood, and so made it more of an honor to be a Baptist. In education and preliminary experience he had touched the national life all the way from the Atlantic to the Pacific. Of this continental stretch of varied, growing humanity he could say, "a part of which I am.

Then it was, at the age of thirty-seven, the age when F. W. Robertson died, he came back to Chicago to put in twenty-nine years of solid work in his maturity. The first four years were given to a pastorate. But his intellectual strength, his close-cut style, his lofty ideals holding him in scholarly men, his power to teach, made him the inevitable man when the Baptist Union Theological Seminary needed a professor of church history.

He had already touched the denomination, here and there, to quicken, strengthen, to add its better life, and, more than that, to harness its activities into effectiveness. Such a man, not only by what he actually does, but by example and stimulus, becomes the whole denomination. There is nothing stronger in this world than a truth-loving, purposeful, God-filled personality. But now, in the Seminary, he is put at the center of denominational influence. Classes of ministerial students come before him, and he unlocks all his hid treasure of learning and experience. He does not chide them with thrusting down his theories. He is full of whatever he teaches. He bubbles over always, like a spring fed from the mountains. There were times, and they were frequent, when his teaching poured forth as under mighty pressure from within. He made himself known history. He lived it all over in his soul; he felt the struggle of the good with the bad; he saw the trend of things; he detected the push of God in among the pigeons politicians, ecclesiastics, and theologians. He had seen so much humanity in America, that his eyes were keen to detect its manifold working through the phases of history.

He put his intense, quivering self into men, in such a way that they never could forget the teacher, let them go to country or city, to the far frontier, or to China and Japan. They carried a Hubert glow, at least in their memory, out into the great denomination.

But, while he was teacher in the Seminary, he still continued, for many years, to preach in churches far and near. He became a sort of Baptist bard. Nearly every Sunday found him at his superintended joy—preaching the gospel to the people. They liked him, loved him, admired him, yielded themselves up to the sway of his unique style—brief, delicate, terse, lucid; then, before he got through, as Dr. Hewitt has said, picturesque Switzerland with a ripping thunderstorm thrown in. His lightning came so near that there was a sound like the tearing of cloth. Heimitated nobody. It was the only method that could get out the story, the human, his father. The face of God was before his eyes, and no other fear. The Sunday he preached in any church was a Sunday when that part of the denomination took an exhilarating tone. People knew what he said and understood what he meant. He was the antipodes to that class of speakers described by a quaint writer as follows: "Many persons are like many rivers whose mouths are at a vast distance from their heads, for their words are as far from their thoughts as Canopus from the head of the Nile."

Not only did he preach; he stood on the platform of every state convention in this Middle West. He was repeatedly called to speak at our national anniversaries. Representative men from all sections heard him, and especially young ministers eager to study forceful personality. His thought, his ideals, his ethical conviction, his widening view, made strong appeal. A testimonial has been spread on the records of the Missionary Union that "this death has removed from us one whose voice and pen were ever potent on behalf of this great cause."

The Baptist Training School of this city, of which hundreds of young women have gone out as missionaries all over the world, also acknowledges his invaluable and continuous service. He has all these years given it the overflow of the same rich life, once given to the Divinity School, and gave it gratuitously. He
was actively identified with the formation of the Baptist Young People's Union. Young life struggling up into knowledge and efficiency won his whole, big heart.

Associate as he was with such a senior as Northrup and such a junior as Harper, his life kept deepening and widening out. He was as eager to learn at the last as at the first. Every year had a springtime in his thinking and his feeling. He was a live tree making new wood, at least a part of the time. While there was a rugged strength in the trunk, he gloried in fresh, smooth bark where new buds could swell into velvety foliage and fragrant fruit.

In the ripe strength of his years he came to be Dean of the Divinity School in connection with this great University of Chicago. He has stood in the forefront, every intelligent man acknowledging that he did not fall below the University idea; at the same time he carried in his heart the simplicity, the sincerity, the consecration of a humble believer in Jesus Christ. He was true to the faith principles of his denomination; therefore he became, by the process of a healthy growth, a larger Christian, a roomier Baptist, an intenser lover of the truth in its God-revealing entirety. In fact, he became a splendid fulfillment of that old injunction of Sir Thomas Browne: "Be what thou virtuously art; and let not the ocean wash away thy tincture."


The introduction of nature-study into elementary schools had two aspects. It was in the first place a bringing of new material into a very meager and formal course of study. To anyone who has watched the active mind of a child the theory seems almost incredible that eight years, five days in the week, and five hours a day, are necessary to enable the child to deal with symbols of language and symbols of number, with perhaps a little geography and history that were, as formerly taught, almost purely symbolic. To give the child some conception of the world in which he lived, of the material which has so enlarged and enriched all our modern views, was then itself a sufficient reason for the introduction of the new study.

But this soon came to be only one phase of a larger movement. The average parent, as Mr. Jackman pointed out in a recent editorial in the Elementary School Teacher, is too apt to think of his child's education as merely a pro-

ADDRESS
OF JAMES HARRIS TUFFS
(Associate Professor of Philosophy)

It is at once a limitation and a source of strength, growing out of our common life, that no work and no personality can be judged in itself. We can estimate it rightly only as we see it in its relations to the larger human society, or the movement of human life in which it is placed. This is particularly true of the work and personality of the teacher. The teacher brings to the child or the riper student some part of the thought and life of society as it now is. In this he is therefore dependent for his resources upon the knowledge and culture of his time. But in what he selects and in his adaptation of this to the possible development of the child lies his opportunity to be in turn a contributor. If he can not merely apprehend the mass of material which civilization is constantly gathering and casting aside, but can also discern the movement, the direction, of the process; if he can sense, however imperfectly, what knowledge is of most worth; if he can glimpse what way progress lies; most important of all, if, amid the rival clamors of the liberal and the practical, of sciences and arts, of classicists and realists, he can remember that all these are for the child, and not the child for them, he has an opportunity to be of real service in the larger movement of humanity. However small his individual part may be, it gets permanence and worth as it becomes incorporated in the common life.

Mr. Jackman was connected with three great movements of education. The first claimed his activity when a teacher of science in Pittsburgh—the movement to introduce into the sec-

1 These addresses were given in the Leora Mendel Assembly Hall on January 19, 1920.
cess of fitting the child for something else—for college on the one hand, or for business on the other. There is undoubtedly a sense in which it is true that the life of the child is a preparation for the life of man or woman. But those who have lived with children feel that in another and very profound sense, if there is any part of human experience which pays as it goes—which is not a means to something else but is itself valuable and priceless—it is the life of the child. The biologists have recognized that it is an advantage for the evolutionary process that heredity is not too rigid. It is in the accidental variations, whether minute or large, that the opportunity for progress lies. Our educators have been slow to recognize that the same holds good in the field of social heredity and social progress. To impose upon the child all the learning and traditions of society in science, in art, in morals, in religion, is to leave too little room for the variation of the child's own free spontaneity to assert itself; and it is in the happy variation that may be found in this child that the hope of human progress lies, as surely as it lies also in the painful and laborious conquests which mark the gradual advance of organized thought and purpose. When this began to be more fully appreciated, and realized the significance of studies in the curriculum took on a new interpretation. The study of nature came at once to have a prominent place, not merely because a knowledge of nature might be useful as a means to something else, but also because it was seen to be indispensable as a part of the necessary environment in which the child could live.

Mr. Jackman succeeded in this task because of three things. In the first place, he had a great love of nature and much ingenuity in finding ways to bring this home to children. In the second place, he loved boys and girls. These two facts made his work at Pittsburg so successful that Colonel Parker thought him the man for the new work to be done. In the third place, he had a large conception of the value of the study of nature. It meant first of all giving the child new material and imagery with which the mind might grow. Our schools, he said, squeeze the life out of children. They take them eager, full of questions; they give them only symbols and abstract, formal methods; they starve the minds and leave them poorer than when they came. The great variety which sky and earth, plant and animal, natural processes of change and movement afford, gives rich imagery and material, and suggests in turn as expression through a great variety of means. But, again, knowledge of nature means freedom from superstition. Our physical life is endangered, our mental life is limited, by ignorance of the world in which we live. The child has a right to be freed from these dangers and limitations. And, finally, the study of nature was by Mr. Jackman considered to be a means through which the child might come into actual, real, moral relations with his universe. To obey the laws of nature through which we gain strength and power, to control the forces of nature and thus become masters of our world, to recognize at once our limitations and our relations to the whole, is of positive moral as well as intellectual value. It prepares one in some sense for the more effective relationship to human society, through which we become efficient agents in its progress.

To one who, with Lessing, conceives all human progress, from its rudimentary and barbarous beginnings up through its successive struggles and achievements, as an "education of the human race," the work of the teacher has dignity and worth. When one has passed from the ranks his colleagues pay to the sincere coworker their tribute of honor and respect.
The installation of Harry Pratt Judson as President of the University opened the exercises of the Sixty-Second Convocation in Leon Mandel Assembly Hall on March 19, 1909. Mr. Martin A. Ryerson, President of the University Board of Trustees, read the announcement on behalf of the Board of Trustees, and President Judson replied in a brief speech of acceptance. President George Edwin MacLean, Ph.D., J.L.D., of the State University of Iowa, was the Convocation Orator, his address being entitled “American Expansion and Educational Efficiency.” President Judson presented in part the regular Quarterly Statement on the Condition of the University. The Announcement, Acceptance, the Convocation Address and the President’s Quarterly Statement appear elsewhere in full in this issue of the University Record.

EXERCISES CONNECTED WITH THE SIXTY-SECOND CONVOCATION

The Convo Reception, which had an unusual attendance, was held that evening of March 18, President and Mrs. Judson being at the head of the receiving line. Assisting them were the Convocation Orator, President George Edwin MacLean, and Mrs. MacLean; the President of the University Board of Trustees, Mr. Martin A. Ryerson, and Mrs. Ryerson; the Vice-President of the Board, Mr. Andrew MacLeish, and Mrs. MacLeish; the Convocation Chaplain, Professor Charles Richmond Henderson; and the Dean of Women, Professor Marion Talbot. The music of the evening was provided by the University of Chicago Military Band.

DEGREES CONFERRED AT THE SIXTY-SECOND CONVOCATION

At the sixty-second Convocation of the University, held in Mandel Assembly Hall on March 19, 1909, twenty-four students were
UNIVERSITY RECORD

158

The University opened the number with a greeting to the editor. “The Harper Memorial Service—1: The Spiritual Basis of Character” is contributed by Professor Charles R. Henderson, of the Department of Sociology, who graduated from the old University of Chicago in 1890. The President’s Secretary, Mr. David A. Robertson, of the Department of English, who graduated from the University in 1902, contributes an account of “The Recent Growth of the University.” A view of the old University as it appeared in the early eighties, follows Professor George A. Barton, of the University’s first class in 1881. “The Chicago University” is the title of an article by Mr. George W. Thomas, of the class of 1882. “The Magazine” is the subject of a contribution by Mr. Perry B. Burt, of the class of 1899. Assistant Professor Joseph E. Meyer, of the Department of Physical Culture and Athletics, who graduated in the class of 1896, contributes an article on “The Relation of the University to Recent Reforms in Intercollegiate Athletics.” “The History of the College Song” is discussed by Mr. Harry A. Hansen, of the class of 1909. “Lines on Jimmie,” by Mr. Adolph George Pierson, of the class of 1897, has the ring of genuine college verse.

The editorial department discusses “Chicago in Debate” and “The University and the Magazine,” and there is also in this department a communication from Director A. A. Sagg, expressing his full sympathy with the purposes of the magazine and assuring the editors of the hearty co-operation of the Division of Physical Culture and Athletics in making it a recognized channel of athletic news and discussion. Under the heading of “The University” are given a digest of official reports and an account of improvements on the campus, and a note on the Faculties; and Secretary Herbert E. Snugge describes the working of the Board of Recommendations. News of the student body, athletics, the University of Chicago Alumni Association and other alumni associations and clubs, is included in the number; and the records of the various classes of the University from that of 1892 to that of 1909, are given with great fulness. Two pages of literary notes conclude the number.

The editorial work of the magazine is done by Mr. George O. Fairweather of the class of 1897, who is editor-in-chief; and by the following associate editors: Mr. George W. Thomas, of the class of 1882; Mr. Edgar A. Burtz, of the class of 1885; Miss Maud L. Radford, of the class of 1897; Mr. Butt B. Parker, of the class of 1885; Miss Angeline Loesch, of the class of 1897; Mr. Harvey B. Palter, Jr., of the class of 1897; Miss Helen Peck, of the class of 1897; Mr. Frederick Starr, of the class of 1899; and Mr. Harry A. Hansen, of the class of 1909. The business manager is Mr. Francis H. Weigle, of the class of 1909.

The first number of the magazine, representing a great amount of well-organized work on the part of the editors, received a cordial welcome; and much is expected in the way of increased interest in University affairs on the part of the alumni and friends of the University because of the influence of this publication by the Alumni Association.

A FACSIMILE REPRODUCTION OF A FAMOUS ARABIC MANUSCRIPT

Professor James Richard Jewett, of the Department of Semitic Languages and Literatures, has edited, with an introduction, a facsimile reproduction of manuscript No. 136 (Mirâzâ-Zendâm) of the Landberg Collection of Arabic manuscripts belonging to Yale University, and the University of Chicago Press has published it in a folio volume of about 550 pages.

The Mirâzâ-Zendâm, or Mirror of the Times, is a kind of universal history down to the time of the death of the author, Shihab al-Jauzi, the famous scholar and preacher, who...
died in Damascus in 1257. The 120 years covered by the present manuscript constitute the period about which the author may be supposed to have known most. No manuscript for this portion of the work exists in Europe. The authorities of Yale University generously loaned this valuable manuscript to Professor Jewett for reproduction in facsimile, which was made by the photo-litho process.

The history as recorded in this manuscript is annalistic in form, giving under each year an account of the various occurrences of that year. It commences with the year A. H. 403 which begins in October, 1102—less than a year after the conquest of Baldwin as king of Jerusalem—and its narrative covers the period of the growth of the crusading states, the capture of Jerusalem by Saladin, and all the events following that blow to the Christian power. As its annals extend to 1257, it also covers the period of the disastrous expedition of Louis IX. To use the words of the introduction:

Its annals therefore are the annals of a most interesting period, and its importance is at once apparent. It is true that the author’s interest is rather in the lives of scholars and religious leaders than in the political history pure and simple; but the latter is by no means wholly neglected and we find many an interesting detail giving the Muslim side of the story of the conflicts between the followers of the two religions. But, even if these had been omitted, the work would have been of much value owing to the details given as to preachers, authors, teachers, and others, and for the glimpses it gives into the heart of Islam in the twelfth and thirteenth centuries, and into the beliefs and superstitions of its adherents.

It is proposed by the editor of this volume to issue at some future time a critical edition based not only on this manuscript but on all others of the History. The present edition is limited to one hundred and fifty copies. In press-paper, paper, and general make-up the volume is marked by an artistic finish that makes it one of the most beautiful books issued from the University Press.

A NEW VOLUME ON THE VERSIONS OF THE BIBLE


The book concludes with a bibliography for each chapter, a chronological table, a topical index, and a scripture index. The volume contains forty-four illustrations of facsimile specimens of some of the earliest and most important texts and versions now in possession of the great libraries of the world, and of some private collections. The author in the preface expresses his thanks for suggestions from Professor Ernest D. Burton, Head of the Department of New Testament Literature and Interpretation, and Assistant Professor Clyde W. Votaw, of the same department.
"The Sudan" was the subject of an illustrated lecture in Maudslay Assembly Hall on April 3 by Mr. H. Karl W. Kurr, Ph.D., F.R.G.S. Dramatic impersonations from Browning's "Ring and the Book" were given on February 26 by Mr. Robert W. Van Kirk in Hitchcock Library.

"Goethe's Egmont" was the subject of an open lecture on January 18 in Cobb Lecture Hall, by Professor Starr W. Cutting, Head of the Department of German.

"Palestine Today" was the theme of an illustrated lecture, given in Thedford Assembly Hall on April 9, by Dr. Franklin E. Hoskins, of Beirut, Syria, who is an archeologist of note.

At the banquet of the New England Society of Chicago, held on February 26 at the club house of the Chicago Athletic Association, Professor Edwin E. Sparks was among the speakers.

"The Appointment of James Bryce as British Ambassador" is the subject of a contribution in the February (1907) issue of the World To-Day by Professor Shailer Matthews, the editor.

"The Reflections of a Layman on Vivisection" is the subject of a contribution in the April (1907) issue of the World To-Day, by Professor James R. Angell, Head of the Department of Psychology.

During the Winter Quarter a series of open lectures (illustrated) was given by Professor Heinrich A. A. Kraeger, of the Royal Academy of Art in Dusseldorf, on the subject of "Modern German Painting."

Professor James R. Angell, Head of the Department of Psychology, gave an address on "Some Educational Problems of Adolescence" before the Hull House Woman's Club of Chicago on February 20.

"The Chicago Industrial Exhibit" is the title of a contribution in the Chicago Standard of March 16, 1907, by Mr. Allen T. Barnes, who received the Bachelor's degree from the University in 1897.

Among the speakers at the annual banquet of the Yale Club in Chicago, held at the Auditorium on the evening of February 21, was Professor George E. Vincent, of the Department of Sociology.

"The Church and Social Discontent" is the title of a contribution by Professor Shailer Matthews, of the Department of Systematic Theology, in the October (1906) number of the Methodist Review.

Professor John M. Moody, Head of the Department of English, contributes the opening article in the April issue of Modern Philology, entitled "Literary Forms and the New Theory of the Origin of Species."

On Washington's birthday Associate Professor Francis W. Shepardson, of the Department of History, was the guest of the Hamilton Club of Chicago and gave an informal address on the subject of "Washington."

Before the educational department of the Chicago Woman's Club Professor Charles R. Henderson, Head of the Department of Ecclesiastical Sociology, gave an address, March 6, on the "Child's Training for Citizenship."

A lecture-recital on "Musical Romanticism" was given by Mr. Carroll Brent Clifton, of New York, in Cobb Lecture Hall on March 11. Illustrations were given from the works of Schubert, Mozart, Beethoven, and Chopin.

"Harry Pratt Judson, the New President of the University of Chicago" is the subject of a contribution in the April (1907) issue of the World To-Day, by Professor Shailer Matthews, the editor. The article is illustrated by a remarkably good portrait of President Judson.
“Edgar Poe et Alfred de Musset” is the title of a contribution in French made to the March (1907) issue of the Modern Language Notes by the late Dr. Ernest J. Dubedout, this being the last literary work he was able to do.

Professor J. Laurence Laughlin, Head of the Department of Political Economy, contributes to the April (1907) issue of the Journal of Political Economy a note on the subject of “Elastic Currency and the Money Market.”

A tribute to William Rainey Harper entitled “Lest We Forget” appeared in the Chicago Standard on January 19, 1907. It was written by Dean Eric B. Hultvet, of the Divinity School, who died on the 17th of the following month.

“The Natives of the Congo Free State” was the subject of an illustrated address at the Abraham Lincoln Center, Chicago, on February 21, by Associate Professor Frederick Starr, of the Department of Sociology and Anthropology.

At the Health Conference held in Fullerton Hall of the Chicago Art Institute on February 10, Professor Edwin O. Jordan, of the Department of Pathology and Bacteriology, spoke on the subject of “The Spread of Infectious Diseases by Milk.”

“Benjamin Jowett, Teacher, Platonist, and Scholar” is the subject of an article in the April (1907) issue of the Chautauquan—in the series entitled “Englishmen of Fame”—by Professor Paul Shorey, Head of the Department of Greek.

At a meeting of the Chicago Geographical Society in Fullerton Hall of the Art Institute on the evening of March 8, Assistant Professor Kurt Laves, of the Department of Astronomy and Astrophysics, gave an address on the subject of “What Geography Owe to Cepheus.”

A series of five open lectures on the subject of the “Development of Large Production, Karl Marx, and Banking, in Germany” was given on April 1 to 5 in Cobb Lecture Hall, by Professor Hermann A. Schmoller, of Bonn University, Germany.

“How a City Raises Its Revenue” was the subject of an address on February 14, before the Men’s Club of the University Congregational Church of Chicago, by Associate Professor Charles E. Merriam, of the Department of Political Science.

On the evening of February 20 Hon. Leslie M. Shaw, Secretary of the Treasury, gave an address in Mandel Assembly Hall under the auspices of the Political Economy Club, the subject of the address being “Our Merchant Marine in Relation to Labor.”

The Church and the Changing Order is the title of a new book, of about 250 pages, which the Macmillan Company announces for publication in April. Professor Shailer Matthews, of the Department of Systematic Theology in the Divinity School, is the author.

“Individual Responsibility for Corporate Conduct” was the subject of an address on February 12, at the eleventh annual banquet of the Chicago Credit Men’s Association held in the Auditorium, by Professor Floyd R. Mechem, of the Faculty of the Law School.

On March 6 Professor Charles R. Henderson, Head of the Department of Ecclesiastical Sociology, gave the closing lecture in a series of six at the McCormick Theological Seminary, Chicago, his subject being “The Social Mission of the Church and Its Ministry.”

A party of twenty students sailed from New York on February 2 under the leadership of Assistant Professor Herbert L. Willett, of the Department of Semitic Languages and Literatures, for study in Palestine and Egypt, the course, for which all the party have registered, being finished in June.
Phylography, a new college textbook to be published in May by Henry Holt & Company, of New York, is the work of Professor Rollin D. Safford, Head of the Department of Geography and Dean of the Ogden Graduate School of Science. The volume will contain about 350 pages and 700 illustrations.

"Race Effect of Immigration" was the subject of a public lecture in Cobb Hall on January 31 under the auspices of the Political Economy Club by Professor Leon C. Marshall, of Ohio Wesleyan University. Mr. Marshall has recently become a member of the departmental faculty of Political Economy in the University.

On the evening of January 25 the University of Chicago Dramatic Club presented in Mandell Assembly Hall The Good-Natured Man by Oliver Goldsmith. There was a large audience present and the play was received with enthusiastic approval. Fifty dollars of the proceeds were given by the club to the University of Chicago Settlement.

M. Anatole Le Braz, professor of Celtic literature, in the University of Rennes, France, gave an open lecture in French in the Chapel, Cobb Hall, on January 28, his subject being "Renaix et la Bretagne, d'apres des letrres insolites." Mr. Le Braz also gave a second lecture, on January 31, the subject being "Intensive de la vie locale en France."

An appreciation of the late Dean Eric B. Hulbert, of the Divinity School, appeared in the Chicago Standard of March 23, 1907, and was written by Dr. W. K. Bryce, formerly pastor of the Fourth Baptist Church of Chicago, while he was a member of Professor Hulbert's class in church history during the Summer Quarter of 1905. "Education by the State and for the State" was the subject of an address by President Harry Pratt Judson on April 10 before the Southern Educational Conference in Pinehurst, North Carolina. The conference was called for the purpose of considering educational and allied needs of the South, and was participated in by heads of Southern colleges, state factory inspectors, commissioners of child labor, representatives of the National Civic Federation, and investigators of public and private charitable institutions.

"The Identification of Biblical Sites," was the subject of an illustrated open lecture in Haskell Assembly Hall on the evening of March 4, by Dr. Frederic J. Bliss, formerly explorer to the Palestine Exploration Fund. The lectures on March 6 and 8 were entitled respectively, "Excavation at Jerusalem" and "Excavation in the Mounds of Palestine."

A Short Story of Rome, a book recently published by Scott, Foresman & Company of Chicago, is the work of Professor Frank Frost Abbott, of the Department of Latin. It is intended for high-school students. The volume, of about 300 pages, contains maps, plans, and illustrations, and is accompanied by a handbook with bibliographical, hist., questions, and other material for the use of teachers.

During the Winter Quarter of 1907 the University Preachers were the following: Professor John E. Russell, of Williams College; Rev. Hugh Blanche, of United Theological Seminary, New York; Professor Albin W. Smith, Dean of the Graduate School of Arts and Literature; and Professor Charles R. Henderson, the University Chaplain, who was the Convocation Preacher on March 17.

By the gift of $320,000 made to the General Education Board at its session in New York on February 7, 1907, by John D. Rockefeller, founder of the University of Chicago, the annual income from $43,000,000 was made available for educational purposes. President Harry Pratt Judson is a member of the Board and was present at the meeting when the terms of the gift were announced.

Dr. Wilfred T. Grenfell, the surgeon and missionary of Labrador, gave an illustrated address in Mandell Assembly Hall on the afternoon of February 21, a large audience being present. Dr. Grenfell aroused great interest in his remarkable work for humanity in that region. The illustrations of his address were unique and some of them of great beauty and impressiveness.

At the banquet of the Chicago alumni of Columbia University, held at the University Club on the evening of April 1, President Harry Pratt Judson was one of the speakers. Other speakers were President Albert W. Harris, of Northwestern University, and Major General W. W. Greely. The special guest of honor, President Nicholas Murray Butler, was kept from the banquet by the delay of his train.

At the annual meeting of the Classical Association of the Middle West and South, held in Mandell Assembly Hall on April 2, Professor Edward Cappe, of the University of Greek, was elected president. Professor William Gardner Hale, Head of the Department of Latin, was chosen chairman of the executive committee of the Association, which now has more than a thousand members. The fourth annual convention will be held at Nashville, Tenn., in 1908.

Hon. Charles W. Fairbanks, Vice-President of the United States, gave an address before the students of the University in Mandell Assembly Hall on the morning of March 18, President Harry Pratt Judson presiding and introducing the speaker. The Vice-President paid a high tribute to the president of the University, William Rainey Harper, and spoke particularly of the influence of the University on the character of the American republic. After the address a reception for the distinguished guests was given in the Reynolds clubhouse.

Mr. William H. Mallock, of England, author of Social Equality, Property and Progress, Antiquity and Evolution, etc., gave a series of five open lectures in Mandell Assembly Hall from March 4 to March 8, his general subject being "Socialism and the Allied Social and Economic Questions." The second lecture in the series, which was given in cooperation with the National Civic Federation, appears elsewhere in full in this issue of the University Record.

In the March number of the American Journal of Sociology, which is given to the American Sociological Society, appears a contribution by Professor Allen G. W. Small, Head of the Department of Sociology and Anthropology, entitled "Points of Agreement among Sociologists." Under the head of "Industrial Insurance" Professor Charles R. Henderson, of the Department of Sociology, discusses "Local Relief Societies."

"My Struggle with the Italian Language and the Morals I Drew from It for the Teaching of Mathematics" is the subject of a contribution in the April issue of the School Review by Assistant Professor J. W. A. Young, of the Department of Mathematics. Associate Professor Charles R. Mann, of the Department of Physics, discusses "The New Movement among Physics Teachers" in a fifth circular which is to be sent out to teachers of physics.

The Circulation of the Sun's Atmosphere as the First Cause of the Annual Changes in the Weather" was the subject of an illustrated open lecture before a joint meeting of the Departments of Economics and Geography in Kent Theater on January 22, by Professor Frank T. Bigelow, of the United States Weather Bureau. Mr. Bigelow also gave a second lecture on the subject of "The Circulation of the Earth's Atmosphere and New Theory of Storm Energy."
The Truth about the Congo is the title of a book announced for immediate publication by Forbes & Company, of Chicago. It is the work of Associate Professor Frederick Starr, of the Department of Sociology and Anthropology, and contains the results of his observations on the social and political conditions in the Congo Free State, from which he recently returned to the University after a year's travel and research.

"Life Medieval and Modern in an Ancient College of an Ancient University" was the subject of an open lecture given in Kent Theater on the evening of April 5 by Ernest Stewart Roberts, M.A., Master of Gonville and Caius College, and Vice-Chancellor of the University of Cambridge. The speaker was introduced by Professor Paul Shorey, Head of the Department of Greek. The illustrations of the lecture gave a striking impression of the college architecture and environment at the University of Cambridge. Vice-Chancellor Roberts is a recognized authority on Greek epigraphy.

The last three concerts by the Theodore Thomas Orchestra, under the leadership of Frederick Stock, were given on the evenings of January 22, March 5, and March 26 in Maeder Assembly Hall, the soloist for the fourth concert being Augusta Cottlow, the pianist for the fifth, Leopold Kramer, the violinst; and for the last, Caroline Louise Willard, the pianist. The series of six concerts, given under the auspices of the Quadrangle Club from October to March, has brought the privilege of hearing on the University quadrangle the highest music interpreted by one of the great orchestras of the world; and it is hoped that next year, for the fifth time, arrangements may be made for a similar series.

"Studies in Greek Allegorical Interpretation" is the title of a dissertation submitted to the Faculty of the Graduate School of Arts and Literature in candidacy for the Doctor's degree, by Anne Bates Hensman, who received the degree from the University at the sixty-second Convocation, on March 19. Part II—"A Sketch of Allegorical Interpretation before Plutarch"—contains, besides a historical sketch and introduction, a discussion of early Hellenistic allegorists, other writers, the cynics, stoics, and grammarians. Under Part II—"The Church"—are considered "Allegorical Interpretation" and the "Lata Myth." Two appendices complete the thesis, which is published by the Blue Sky Press of Chicago.

The first lecture in a series of six open lectures on Modern Political Conditions in Russia, by Mr. Samuel N. Hayner, Associate in the Russian Language and Literature, was on the subject of "The Story of Russian Liberalism." The subjects of the other lectures were the following: "Russian Political Parties: Origin, Platforms, Tactics," "The First Russian Parliament," "The Political Significance of the Russian Peasants," "The Race Problem of Russia: Poles, Jews, etc.," and "The Present Political Situation in Russia: The Elections to the Second Duma." The series, with the exception of the last lecture, was given in Haskell Assembly Hall from January 24 to February 28.

"The Quantitative Pronunciation of Latin, and Its Meaning for Latin Veneration" is the subject of the opening contribution in the January (1907) issue of the Classical Journal, by Professor William Gardner Halle, Head of the Department of Latin, Professor Frank E. Abbott, of the same department, contributes a note on "The Constitutional Argument in the Fourth Catilinarian Oration." To the February number Professor Paul Shorey, Head of the Department of Greek, contributes a note on "The Meaning of edde edam." Mr. Shorey contributes also to the March number a discussion on "Word-Accent in Greek and Latin Verse." The April number of the Journal has a contributed note entitled "An Enlarged Platform," by Associate Professor Clarence F. Castle, of the Department of Greek.

"Employment of Women in Industries: Cigar-Making—Its History and Present Tendencies" is the subject of the opening contribution in the January (1907) issue of the Journal of Political Economy by Miss Ethel Abbott, who received her Doctor's degree from the University in 1905 for work in the Departments of Political Economy and Political Science. To the February number Dr. Garrett Dripps, recently appointed a Lecturer in the Department of Political Economy, contributes a note on "The Sense of the State." Mr. Spurgeon Bell, a fellow in the same department, also contributes a note on "Ricardo and Marx." The March number contains a contribution from Assistant Professor John Cummins on "The Trade-Union Programme of Enlightened Selfishness." Mr. Bell also has a note in this number, entitled "A Statistical Point in the Ricardian Theory of Gold Movements."

At the Ministers Institute held in Haskell Assembly Hall on April 1 and 2 a Professorial Lecturer Graham Taylor spoke of "The Right Attitude of the Protestant Churches to Foreigners in Cities," and Miss Jane Addams, Head of Hall House, discussed "Contributions to National Morality by Immigrants in Cities." The "Legal Protection of Working Women and Children and the Duty of the Church" was considered by Miss May E. McDowell, Head Resident of the University of Chicago Settlement. "The Necessity for Study of Social Duties in Adult Church Classes," was the subject discussed by Professor Charles R. Henderson, Head of the Department of Ecclesiastical Sociology. "The Place of the Revival in the Modern Church" was the subject of an address by Professor Theodore G. Soares, of the Department of Homiletics and Pastoral Duties; and Professor Franklin Johnson, of the same department, gave the closing address, on "The Church after the Revival." The general theme of the Institute was "The Church and the People."

In the January (1907) number of the Astrophysical Journal an edition Edwin B. Frost, of the Yerkes Observatory, has a contribution on "Nine Stars Having Variable Radial Velocities." A "Vertical Cool-ast Telescope" is the subject of a contribution in the same number by Non-Resident Professor George E. Hale, of the Solar Observatory on Mount Wilson, Calif. Professor Hale furnishes jointly with Mr. Walter S. Adams, formerly of the Yerkes Observatory, the opening contribution in the March number of the Journal, entitled "The Cause of the Characteristic Phenomena of Sun-Spot Spectrum." The article is illustrated by two plates. Mr. Robert J. Wallace, of the Observatory, begins in this number a series of Studies in Sensitometry; the first one having for its subject, "Daylight Sensitometry of Photographic Plates." A 'Suggested Standard Dispersion Piece." Two plates and ten figures illustrate the text. "On a Nebulous Groundwork in the Constellation Taurus" is the subject of an article in the April number of the Journal by Professor Edward E. Barnard, of the Yerkes Observatory, the plates showing vacancies and nebula in Taurus. The "New Appreciation of the Bible—A study of the spiritual outcome of biblical criticism," by Willard Chamberlain Selock, D.D., of Providence, R. I., is a volume of 420 pages recently issued by the University of Chicago Press. The introduction to the book discusses the Bible in modern life; Part I treats of the meaning of biblical criticism; and Part II, the value and use of the Bible. Among the chapter headings in Part I are the
following: "The History of the Bible Since the
Completion of the Canons of the Two Testa-
ments: " The Traditional View of the Bible," "What is Biblical Criticism,?" "The New View
of the Old Testament, " "The New View
of the New Testament," and "The Inspiration of
the Bible." In Part II are chapters on "The New
Appreciation of the Bible," "The Service
of the Bible to Our Own Time," "How to Read
the Bible in Its Modern Aspects," "The Bible
in the Public School," and "The Bible and
the Spread of Western Civilization." In the
preface the author says that his aim has
been "to prepare a manual that might be dis-
tinctly helpful to those who desire to appri-
appropriate the best results of modern biblical
scholarship," and he expresses the belief that
the new view of the Bible is far more vital
than the old.

There was recently issued from the Uni-
versity of Chicago Press, under the title of A
History of the New England Theology, a
thick volume of 580 pages, by Frank Hugh
Foster, who in the preface says that the book
was written directly from the sources. He
also says that the selection of material was
determined by the purpose to write a genetic
history and not a mere record of opinions,
however interesting they might be in them-
selves. The book contains seventeen chapters
with an introduction and conclusion, and an
index of twelve pages. The historical back-
ground is given in Chapter I under the head
of "The First Century in New England, 1620-
1720." Three chapters are given to Jon-
athan Edwards, in which the writer discusses
Edwards' earlier labors, his treatise on the
Freedom of the Will, and his other meta-
physical treatises. Three chapters are also
given to Edwards' contemporaries and col-
leagues, Joseph Bellamy and Samuel Hop-
kins. Chapter IX discusses "The Develop-
ment of the Theory of the Will." Under the
heading of "The Great Controversies," are
discussed the Unitarian and Universalist con-
troversies and the systems of theology from
1800 to 1860. The "Later New Haven The-
oblogy," "The New School in Presbyteri-
antian," "The Oberlin Theology," and the place
and influence of Professor Edwards A. Park,
of Andover Seminary, are considered in the
delving chapters.

"The Biblical Teaching Concerning Di-
vorce" is the subject of a contribution in the
February issue of the Biblical World, by Pro-
fessor Ernest D. Burton, Head of the Depart-
ment of New Testament Literature and Inter-
pretation. The second study in the series enti-
titled "The Men Who Made Israel," prepared
by the late George S. Goodspeed, Professor of
Comparative Religion, appears in this number
under the title of "Abraham and the Fore-
fathers of Israel." Professor Charles R. Hen-
derson, Head of the Department of Ecclesi-
astical Sociology, contributes to the March
number the second chapter on "Social Duties," which discusses social duties relating to
the family. Professor Burton continues his
discussion of "The Biblical Teaching Concern-
ing Divorce," from the point of view of
New Testament teaching. There is also in
this number a memorial notice of the life and
work of Professor Eric B. Halbert, Dean of the
Divinity School, with an excellent portrait.
In the April number the journal Professor
Henderson continues his contribution on
"Social Duties," marriage and divorce being
the particular theme. Under the head of ex-
ploration and discovery Mr. Rowland H. Mode,
a Fellow in Semitics, discusses "The Assuan
Aramaic Papyri." Assistant Professor Edgar
J. Goodspeed, of the Department of Biblical
and Patristic Greek, contributes a critical note
on "Two Supposed Hebraisms in Mark."

The eighty-eighth contribution from the
Holl Botanical Laboratory, entitled "Poison
Limits and Stimulation Effects of Some Salts
and Poisons on Wheat," appears in the Jan-

uary issue of the Botanical Gazette, and was
written by Mr. Gerhard H. Jensen, who received
his Doctor's degree in 1900. The article is
illustrated by thirty-four figures. Professor
Charles R. Barnes, of the Department of Bot-
any, has a contribution in the same number on
"Illustrating Botanical Papers."

The February number has as its opening article the
eighty-ninth contribution from the Holl
Botanical Laboratory entitled "Poison
Development in Hybrids of Osmunda lancea X
Lauriciciata, and its Relation to Mutation.
Mr. Reginald R. Gates, a Fellow in Botany, is
the writer of the article, which is illustrated by
three plates. The ninetieth contribution from
the Laboratory appears also in this number,
under the title, "Development of Ovule and
Female Gametophyte in Ginkgo Biloba;" the
writer being Miss Ida E. Carothers, who re-
ceived the Master's degree in 1905. The contri-
butions are illustrated by two plates. Assistant
Professor Charles J. Chamberlain, of the De-
partment of Botany, contributes a "Preliminary
Note on Ceroxylon." In this number also is
the ninety-first contribution from the Labora-
tory, under the title of the "Morphology of the
Trunk and Development of the Microsporang-
ium of Cycads," the writer being Miss Frances
G. Smith. The article is illustrated by a
double plate.

"Nature Studies with Birds for the Ele-
mentary School" is the subject of a contribu-
tion in the February number of the Elemen-
tary School Teacher, by Mr. Robert W. Hog-
net, of the School of Education, bird protec-
tion being the particular theme discussed. In
the March number Assistant Professor Carl
J. Krogh, of the School of Education, discusses
"Physical Training—A Question of Judicious
Support," "German Songs and Rhymes for
Children," by Miss Anna T. Scher, of the Uni-
versity Elementary School, contains the
text of a number of German songs adapted to
use in teaching the language. "The Viking"
is the title of the words and melody composed
by the children of the fifth year in the Uni-
versity Elementary School. In this number
also is a memorial notice of Professor Wilbur
Samuel Jackman, Principal of the Uni-
versity Elementary School, who was editor of
the Elementary School Teacher from 1904 to 1907.
Two addresses in memory of Mr. Jackman
appear in the April number—one by Professor
Nathaniel Butler, Dean of the College of Edu-
cation, and one by Professor James H. Tufts,
Head of the Department of Philosophy. As-
sociate Professor Zonia Baber, of the College
of Education, contributes "A Lesson in Geog-
raphy—from Chicago to the Atlantic," which
is illustrated by four plates. A series of
French popular rounds and songs is contained
in a contribution by Miss Lorley A. Ashleman,
of the School of Education, entitled "Le Jev
un facteur important dans l'enseignement d'une
langue." An "April Song," with the words
and melody by children of the seventh year in
the University Elementary School, appears in
this number.
THE ASSOCIATION OF DOCTORS OF PHILOSOPHY

At the Spring Convocation, held on March 19, 1927, the degree of Doctor of Philosophy was conferred upon six candidates, making the total number to date four hundred and twenty-eight. The names of those newly added are as follows:


Dr. Gould holds a position in German in Dartmouth College. Dr. Heinemann is Assistant in Bacteriology at the University of Chicago. Dr. Hersman is an instructor in the Hyde Park High School, Chicago. Dr. Luckenbill has received an appointment as Associate in the Department of Semitic Languages and Literatures in the University of Chicago.

- Dr. Charles H. Gordon, 1895, assistant geologist, United States Geological Survey, has in charge the investigation of the underground water system of Texas.

- Dr. Jeremiah S. Young, 1902, professor of history and political science in the State Normal School at Mankato, Minn., is the author of a book on the Civil Government of Minnesota.

- Mr. Frank G. Franklin, who received his Doctor's degree in History and Political Science in 1900, is professor of history and political science in the University of the Pacific, San José, Cal.

- Mr. Max Batt, Ph.D. in German and English, 1900, who has been assistant professor of modern languages at the State Agricultural College, Fargo, N. D., was promoted to a full professorship at the beginning of the present academic year.

- Mr. Michael F. Geyer, Ph.D. in Zoology and Physiology, 1900, is the author of a book on Animal Micrology (University of Chicago Press, 1906). Professor Geyer was recently transferred from the chair of biology to that of zoology at the University of Cincinnati.

- Dr. Charles A. Edwood, 1899, professor of zoology at the University of Missouri, read an able paper on "The Teaching of Sociology in Colleges and Universities" before the National Sociological Society, which met at Brown University during the holiday week.

- Mr. William B. McCann, Ph.D. in Plant Physiology and Plant Morphology, 1906, has been elected to the chair of botany in the University of Arizona at Tucson. This is a purely research position.

- Dr. Meadon, now assistant in Botany at the University of Chicago.

- Dr. Samuel C. Schmidt, 1890, president of Adelphi College, Seattle, Wash., in writing of the rapid growth of that institution reports the recent completion and dedication of a $40,000 recreation hall. Mr. Schmidt's major work at the University was in Old Testament, with Egyptology as the minor.

- Dr. Robert B. Wylie, who was professor of biology at Morninglode College, Sioux City, Ia., until the present academic year, is now assistant professor in charge of morphology in the State University of Iowa. Mr. Wylie received the Doctorate in Plant Morphology and Plant Physiology in 1906.

- Mr. Maxwell Adams, Ph.D. in Chemistry and Physics, 1906, who was for two years in the State Normal School at Chico, Cal., is now professor and head of the department of chemistry in the State University of Nevada and consulting chemist for the experiment station at the State Agricultural College.

- Miss Annie M. MacLean, Ph.D. in Sociology and Political Science, 1900, is professor of sociology at Adelphi College, Brooklyn, N. Y. Dr. MacLean has been engaged in literary work and as a lecturer in sociology since taking her doctorate, and was appointed to her present position at the beginning of the present academic year.

- Mr. Benjet de Bordeus, Ph.D. in French, Spanish, and Italian in 1896, formerly professor of Romance languages at the University of West Virginia, and now assistant professor at the University of Michigan, is delivering a series of thirty-six lectures on Victor Hugo at the Thursday conferences of the department of Romance languages in Ann Arbor.

- Dr. Charles D. Marsh, who is a government expert in connection with the Bureau of Plant Industry, is engaged in an especially interesting study of the poisonous plant loco, which grows profusely on the eastern slope of the Rocky Mountains and is a constant menace to the life of animals grazing upon it. Mr. Marsh took his Doctorate in Zoology and Botany in 1906.

- Professor George F. McBride, of Denison University, who received the Doctor's degree in Romance and Spanish in 1905, expresses appreciation of the University Record and confidence in the growing power of the Graduate Schools. The Doctors' Association is in a position, through its members, to extend in ever-widening circles the influence of the University.

- Mr. William H. Allison, Ph.D. 1905, is engaged in research in connection with the Department of Historical Research of the Carnegie Institution at Washington. While holding the chair of history and political science at Franklin College, he is spending the summer vacations visiting the archives of the various Protestant bodies in the United States for the purpose of making an inventory of the unpublished material bearing upon American religious history.
UNIVERSITY RECORD

THE LIBRARIAN'S ACCESSION REPORT FOR THE WINTER QUARTER, 1907

During the Winter Quarter, January-March, 1907, there has been added to the library of the University a total number of 3,823 volumes, from the following sources:

BOOKS ADDED BY PURCHASE

Books added by purchase, 2,943 volumes, distributed as follows: Anatomy, 27; Anthropology, 15; Astronomy, (Ryerson), 16; Astronomy (Yerkes), 11; Botany, 11; Chemistry, 19; Church History, 15; Commerce and Administration, 15; Comparative Religion, 26; Danish-Norwegian and Swedish, 2; English, 15; General Library, 75; General Library, Music, Physics, Psychology, 2; General Literature, 1; Geography, 15; Geology, 2; German, 72; Greek, 115; History, 66; History of Art, 44; Homiletics, 4; Latin, 9; Latin and Greek, 17; Latin and History of Art, 44; Law School, 16; Mathematics, 29; Morgan Park Academy, 39; Neurology, 1; New Testament, 13; Paleontology, 7; Pathology, 9; Philosophy, 56; Physics, 28; Physiological Chemistry, 6; Physiology, 2; Political Economy, 6; Political Science, 12; Psychology, 14; Romance, 87; Sanskrit and Comparative Philology, 21; School of Education, 201; Semiotics, 41; Sociology, 19; Sociology, History and Political Science, 2; Sociology (Victorian), 1; Swedish Theological Seminary, 1; Systematic Theology, 46; Zoology, 11.

BY GIFT

Books added by gift, 940 volumes, distributed as follows: Anthropology, 1; Astronomy (Ryerson), 1; Astronomy (Yerkes), 67; Botany, 5; Chemistry, 1; Church History, 1; Commerce and Administration, 1; Comparative Religion, 1; Danish-Norwegian and Swedish, 1; Divinity School, 1; English, 12; General Library, 60; Geography, 6; Geology, 7; Greek, 1; History, 35; History of Art, 4; Homiletics, 1; Latin, 1; Law School, 2; Music, 1; Neurology, 1; New Testament, 3; Pathology, 5; Philosophy, 2; Physics, 5; Physiology, 1; Political Economy, 12; Political Science, 1; Psychology, 11; Romance, 7; Sanskrit and Comparative Philology, 2; School of Education, 1; Semiotics, 1; Sociology, 1; Systematic Theology, 1; Zoology, 1.

BY EXCHANGE

Books added by exchange for University publications, 468 volumes, distributed as follows: Anthropology, 1; Astronomy (Yerkes), 2; Botany, 4; Botany and Zoology, 1; Church History, 11; Commerce and Administration, 1; Comparative Religion, 8; Divinity School, 1; English, 1; General Library, 38; Geology, 8; German, 1; History, 6; Homiletics, 1; Latin and Greek, 1; New Testament, 2; Philosophy, 6; Physics, 2; Political Economy, 1; Political Science, 3; Psychology, 1; Romance, 2; Sanskrit and Comparative Philology, 1; School of Education, 1; Semiotics, 1; Sociology, 1; Systematic Theology, 1.

SPECIAL GIFTS


Frederic F. Carpenter, 7 volumes—English literature. Central Conference of American Churches, 6 volumes—reports.

Zelma A. Dittman, 3 volumes—miscellaneous.

Cleveland Railroad Commissioners, 9 volumes—reports.

Mr. William R. Harper, 14 volumes and 400 pamphlets—periodicals and miscellaneous.

Lady Moses, 2 volumes—Life and Miracles of Table Hymnlist and the Books of the Riches of Kings. Clifford Mitchell, 109 volumes and 33 pamphlets—miscellaneous.


North Carolina Corporation Commission, 20 volumes—reports.

Mr. W. Price, 31 volumes and 252 pamphlets—periodicals and miscellaneous.

School of Education, 21 volumes—state reports. United States government, 136 volumes and 146 pamphlets—documents and reports.
January 5, 1907.

Dr. Harry Pratt Judson,

President The University of Chicago.

Dear Sir:-

I am in receipt of your favor of December 14, saying that owing to your expectation that certain matters connected with the College of Education will be settled within the next three months, you would like to have Mr. Stanley McCormick hold in abeyance his offer of $2,500, made in 1904, towards the establishment of a department of industrial art at the University. After submitting your letter to Mr. McCormick, which I hope to do soon, I shall communicate with you further on this subject.

Believe me,

Yours very truly,

[Signature]

secretary

P.S.—I regret that my absence from Boston has prevented an earlier acknowledgment of your letter.
January 6, 1907

Dr. Henry Pratt Judson
President, The University of Chicago

Dear Sir:

I am to receive at your leisure in December my first annual from your expectation that the committee appointed to study the possible connection of the College of Education with the University will be seated within the next three months, you would like to have Mr. Stanley McNutt report in advance his views on the establishment of a department of education at the University. After receipt of your letter to Mr. McNutt, which I hope to do soon, I will communicate with you further on this subject.

Yours very truly,

[Signature]

P.S. I receive great pleasure from Boston.
January 8th, 1907.

The Limelight Publishing Company,
The Tribune Building,
Chicago.

Gentlemen:—

Your favor with reference to the third term of President Roosevelt is received. I beg to say in that connection that I do not believe in the advisability of a third term even for our present President.

Very truly yours,
January 26th, 1932

THE NEW YORK TIMES
THE TRAVEL PUBLISHING COMPANY

Gentlemen:

Your letter with reference to the three terms of present Roosevelt to receive I regret to say in that connection that I do not feel I have the opportunity of a third term even for our present President.

Very truly yours,

[Signature]
With sincere regards to yourself and family,

I am

Very truly yours,

January 9th, 1907.

Mr. F. T. Gates,

26 Broadway, New York.

My dear Mr. Gates:

In the rush of matters pertaining to the opening of the new quarter I have laid aside the purpose which I have had in mind ever since we knew what was to be done for us. I wish to express to you personally my sincere appreciation of your interest and attitude with regard to the University. The gift is in every way a magnificent one and gives new life to all here. The form it takes is admirable and I am confident that everybody will believe that the future is assured. I trust that you are recovering from your disabilities and that you will soon be yourself again. It would give us great pleasure if you could drop in on us some time, not in a business way, but in order to see us and in order that we might see you personally.
With sincerest regards to yourself and family.

 yours sincerely,

[Signature]

Mr. T. G. Gecce

1780 Harroway, New York

My dear Mr. Gecce:

In the first place, I want to express my appreciation of your letter, which I have read in mind, and my assurance that I have not yet been able to form an opinion of your personality. I have always been a great admirer of your work, and I am confident that you will soon be recognized from your first appearance.
With sincere regards to yourself and family,

I am

Very truly yours,

January 9th, 1907.

Mr. F. T. Gates,

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With sincere regards to yourself and family,

I am

Very truly yours,

[Signature]

Mr. W. C. Gage
1584, N.York
investigation and to the University of Chicago. Mr. Caldwell leaves Chicago on the 17th inst.

Treading that this is not trespassing too much upon you, I am

January 10th, 1907.

Very truly yours,

President Theodore Roosevelt,
Washington, D. C.

My dear President Roosevelt:-

I am applying to you in this matter, not expecting that it will take any of your time, but that it will be referred to an officer who I trust you will authorize to execute the matter. Mr. Otis W. Caldwell, Ph.D., of South Caroline, is one of our own Doctors of Philosophy, and an investigator and graduate student in the Department of Botany in the University of Chicago. It is necessary for him in a search for a rare plant to go at once to Cuba and spend several weeks there in the mountains. In the present situation in the island it would be exceedingly helpful to him if he could have some official protection from the United States Government. Such letter or protection as it might seem wise to give him would be of material service to scientific
Mr. President Roosevelt:

Washington, D.C.

My dear President Roosevelt:

I am writing to you in the matter of not expecting that it will take much of your time, but that it will be referred to an officer who I trust you will authorize to execute the matter of Mr. Ocie W. Gathright, Ph.D., of South Carolina, as one of our own doctors of philosophy and as an instructor in the Department of Philosophy. It is necessary for him to be on the faculty for a longer period to go to the Department of Philosophy. In the present situation it is important that some official protection from the United States Government be given to him. A letter or letter of recommendation from Mr. Gathright, as it might seem wise to give him, might be of material service to maintain...
investigation and to the University of Chicago. Mr. Caldwell leaves Chicago on the 17th inst.

Trusting that this is not trespassing too much upon you, I am

January 10th, 1907.

Very truly yours,

President Theodore Roosevelt,
Washington, D.C.

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January 14th, 1907.

Dr. Harry P. Judson,
University of Chicago,
Chicago, Ill.

President David Starr Jordan,
Stanford University, Cal.

Sincerely on the good turn the finances of the University of Chicago have taken. All of us rejoice in every good thing that comes to our sister institutions, and we are glad that the University of Chicago is now on a thoroughly solid basis, and that it can go ahead with full confidence, very much encouraged by our good fortune and appreciate the sympathy and good feeling of our fellow institutions.

Wishing you and Leland Stanford all possible prosperity,

I am

Very truly yours,
President David Stein Toughen
University of Washington, Calt.

My dear President Johnson:

Permit me to thank you
for your kind letter of the 24th instant. We certainly are
very much encouraged by our good fortune and appearance
necessary for the sympathy and good feeling of our Fellow
Institution.

We are very grateful for all your kindness and

Very truly yours,
January 9, 1907.

Dr. Harry P. Judson,
University of Chicago,
Chicago, Ill.

Dear Dr. Judson:

Permit me to congratulate you sincerely on the good turn the finances of the University of Chicago have taken. All of us at Stanford rejoice in every good thing that comes to our sister institutions, and we are glad that the University of Chicago is now on a thoroughly sound basis, and that it can go ahead with full certainty of the future.

Very truly yours,

[Signature]
January 3, 1930.

Dr. Harold P. Leader,
University of Chicago,
Chicago, Ill.

Dear Dr. Leader:

Your letter of congratulation on my appointment as President of the University of Chicago was deeply appreciated. I am very pleased to hear that you have seen fit to appoint me to an important post at the University of Chicago, and I am grateful for your kind words and for your belief in my ability to perform the duties of the position.

I have every confidence in your judgment and in the excellent work being done by the University. I am sure that under your leadership it will continue to be a guiding force in education and research.

Thank out the future.

Very truly yours,

[Signature]
January 30th, 1907.

Honorable James A. Tawney,

U.S. House of Representatives, Washington, D.C.

My dear Sir:-

I am writing in the interests of the appropriation for carrying out the provisions of Senate Bill 5469, for the investigation by the Department of Commerce and Labor of the conditions of labor of woman and child workers in the United States. The fact that the bill in question has been passed and signed by the President is enough to indicate the undoubted intention of Congress to see to it that the investigation is made, and I have no doubt that your committee has this fact fully in mind. At the same time I wish to assure you of the interest of others outside of Congress in the success of the undertaking.

Trusting that an adequate appropriation may be possible, I am

Very truly yours,

H. P. Judson