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No. 3 missing
To Fit Men and Women

"To be at home in all lands and ages; to count nature a familiar acquaintance, and art an intimate friend; to gain a standard for the appreciation of other men’s work and the criticism of your own; to carry the keys of the world’s library in your pocket, and feel its resources behind you in whatever task you undertake; to make hosts of friends among men of your own age, who are to be the leaders in all walks of life; to lose yourself in generous enthusiasms and co-operate with others for common ends; to learn manners from students who are gentlemen, and form character under professors who are Christians’—this is the purpose of these “piles of stone”.

The 1929 Football Season

Few coaches could meet successfully the situation confronting Dick Harlow in the Fall of 1929.

The loss of Loyal Clark, All-Maryland End; of "Bob" Van Buren, All-Maryland Guard, and of "Greasy" Neal, one of the great backs of all football history, in itself appeared to be an insurmountable barrier to a victorious 1929 season, because around these men had been built the colorful and effective offense of the previous several years. And when it is added that the elusive and skillful "Shorty," Long and "Bud" Miller, and "War-horse" Koshinske also were missing from the backfield, and that "Dick" Norris, "Jiggs" Downer, Whickett, "Mose" Machemer, "Pod" Roach, Smith and Fox also were missing from the exceptionally small squad of the last season, no one dared to hope that the heavy October schedule, composed of Georgetown, St. Thomas, Temple, and Albright-Schuykill could be passed through without at least three defeats.

Of course much credit is due Dick Harlow for the fact that Western Maryland remains as one of the three undefeated or un-tied teams in the East. His was the credit for developing an entirely new type of offense to fit the green and inexperienced boys that had to fill the places of these many veterans in the toughest October-going a Western Maryland team ever encountered.

But his is not all the credit, or anything like that for the results that have lifted W. M. C. into the very center of the spotlight. There has been a little good luck, but mostly it has been due to the unselfish giving of their best by one of the finest bunches of boys that ever played any kind of a game together. To relate their sacrifices and their individual gifts would require more space than is to be found on these pages.

If Western Maryland has been conspicuous in the development of players for any one position, it has been in that of Center in football. There have been many great Centers at Western Maryland, but none greater, and few as great, if any, compared with our "Charley" Havens of 1929. There has never been a greater "Captain" to step on any field of play. He is a born leader, and his work in the extra-curricular activities is as conspicuous as that on the playing field. What an alumnae he will make!

In the End position, Western Maryland offers a candidate for any mythical All-American Eleven. Offensively, defensively, as a pass receiver, as a ball carrier, in blocking and in every other department, Paul Bates is as nearly perfect as any End could be. And no man could be more modest, or a finer college man than this youngster. In class room, on the campus, and in the game he is the same Paul Bates that every one loves. His assets are brains, skill and judgment—not brawn.

Another player who rarely carries the ball, but who has contributed much to the achieving of the dizzy heights our 1929 eleven has attained, is George Ekhotis, whose skillful handling of the team, and whose unselfish blocking and defense work have stood out so prominently in the eyes of experts who have seen the boys win and win.

And what about the rest of the team? The answer is that when a team wins consistently in these days, there can be few weaknesses, and all must give their best together.

The 1929 Western Maryland Football team is not a great team in the sense that it contains great physical specimens. It is not a great team in the sense that it possesses anything like the experiences of many former teams. It is a great team in the sense that it performs successfully the tasks confronting it, giving of itself the qualities essential for such success. Some of its members will see defeat, even with a greater experience, because neither Dick Harlow nor these fine boys are endowed with magical qualities. They are just conscientious youngsters giving their best for one of the country's greatest Coaches.

All is well on the old Hill, while boys with faces like these and hearts like theirs are making the history of every phase of college life the way they are making it, at and for, Western Maryland.

THE FOOTBALL RESULTS
SO FAR

Sept. 23, at Westminster—
Western Md. 24—Baltimore U. 0

October 3 at Washington—
Western Md. 7—Georgetown U. 0

October 12 at Shentont, Pa—
Western Md. 12—St. Thomas 6

October 19 at Baltimore Stadium—
Western Md. 23—Temple U. 0

October 26, at Reading, Pa—
W. M. 21—Albright-Schuykill 6

November 2, at Baltimore Stadium—
Western Md. 20—St. John's 0

The 1929 W. M. Varsity Team


BALANCE OF FOOTBALL SCHEDULE

Nov. 11—Loyola, Baltimore Stadium.
Nov. 16—Mt. St. Mary's, Emmitsburg.
Nov. 23—Muhlenburg, Allentown, Pa.
Dec. 7—Maryland, Balto. Stadium.
Dick Harlow Speaks to Alumni and Friends

“Our one ambition is to place the Western Maryland Athletic System on a firm and permanent foundation. This will involve both success and failure of our teams at times, but always it will be making friends and destroying old prejudices. We have no time for the spirit of hate, but rather a desire to make friends in all quarters. I am distinctly proud of the calibre of the boys who are representing us on our various teams.”

As Others See Us

The following article from the New York Sun of October 24, 1929, under the two column heading “Harlow A Hum-Dinger Coach”, and written by the columnist, “Bud” Willard, tells just some of the practical considerations entering into the scheme that is being perfected on the Hill.

Here’s a summary of football findings at Western Maryland College, an unbroken devotion to date, from a varsity squad of twenty-seven, recruited to the 295 boys of a communal institution of 560 enrollment. An ambitious schedule of eleven games; gridiron victories and defeats on the field and in the books. The “Rockeatics” system is not used. Dick Harlow, a former University of Maryland player, is the coach.

Dick Clary, sophomore quarterback at W. M. is the magic weapon in his ear by “Ligh’ Horse” Harry Wilson, former Penn State and Army halfback. Ludwig Finken, tackle, from Lorain, Ohio, had a brother who was a West Point and Army halfback, and little Ludwig, who happens to be the only 260-pounder (or so they say) about Harlow from him. And along with little Ludwig came another Lorain, 200-pound full back, quite a fine backer for his weight.

Frank Harlow, an expert at the game, has been Harlowing since he was a boy. He is an excellent athlete, a fine center, and a daring runner for a team that has had its share of good fortune.

Our one ambition is to place the Western Maryland Athletic System on a firm and permanent foundation. This will involve both success and failure of our teams at times, but always it will be making friends and destroying old prejudices. We have no time for the spirit of hate, but rather a desire to make friends in all quarters. I am distinctly proud of the calibre of the boys who are representing us on our various teams.

We are playing several teams this fall inherently far superior to the small squad we have, but no matter what the result of our contests, our one ambition is to place the Western Maryland Athletic System on a firm and permanent foundation. This will involve both success and failure of our teams at times, but always it will be making friends and destroying old prejudices. We have no time for the spirit of hate, but rather a desire to make friends in all quarters. I am distinctly proud of the calibre of the boys who are representing us on our various teams.

Climbing!

Perhaps the greatest tribute ever paid to a small college in the history of intercollegiate athletics was paid to Western Maryland last winter when a small team was invited to membership in the Intercollegiate Boxing League. This league is composed of the United States Military Academy, the University of Pennsylvania, Virginia and Boston Tech, and now Western Maryland. At the same time, the University of Pennsylvania and Temple (colleges with 10,000 students) as well as the applications of the University of West Virginia, Duke and Bucknell.

The Terrier Boxing Team, a home-grown product, not a member of which ever had more than five minutes in the ring before he came on the Hill, has done as much to make valuable friends and secure favorable publicity for the college, as any team that ever was represented in the boxing sport.

Last year, it defeated V. M. I., George-town, New University of Pennsylvania, New York State University, and all the teams they ever faced with the exception of the world champions. Thayer, who had several years ago been in the championship, defeated three of the best of the Terriers.

For the information of those who do not know the Intercollegiate Boxing League, its competition is sweeping this country, and rapidly making it a major sport, this explanation may be given.

There is an element of prize-fighting or pugilism in Intercollegiate boxing. No boxing is permitted, and the bout is stopped immediately there is a chance of personal injury. The match is one of skill and not of brute force.

While only seven men engage in a boxing match, the Intercollegiate Boxing Team of boys ranging from 115 to 175 pounds often had been larger than the whole football squad, in which five or six men were from the same weight class. An exceptional schedule has been arranged for 1930, and includes the meeting of both Georgetown and New University at Baltimore. It is expected that several meets also will be held in Baltimore.

At the Georgetown-Western Maryland meet last year, 2000 people of official Washington appeared in full-dress, and at the Navy-Western Maryland meet, the gymnasium was crowded to the doors with over 7000 people.

Soccer

Alumni are appreciating more and more the successful development of this sport at W. M. Last season Western Maryland trounced Franklin and Marshall, Haverford, Lafayette a couple of times and tied Navy, only to be beaten once during the season by Army at West Point. Captain Beachamp, a young man with one arm, from Denton, Md., was conspicuous in all games. He is now coaching soccer for the Hill...

“Dick” Willis, the Center Halfback Captain of the 1929 team, is leading his team to great successes. Already it was the State Normal, Franklin and Marshall and Blue Ridge College, losing to Navy in an extra period by the score of 4-3, and to West Point, 1 to 0, the game ending on account of darkness, after an extra period.
The Difference Among Men is Often But Little

It is tragic enough to see men who have failed in life. But there is an even deeper tragedy. It is to see those who barely miss—who lose by inches—who, with everything pointing to their ultimate success, somehow lose out and never arrive.

Millions of men have failed because the extra punch, the extra ounce of faith, the extra reservoir of strength and persistence was not forthcoming. Yet it may have always been there.

Most men really want success. And most men honestly strive for it. There are those, however, who believe that limitations which chain them. Those are those who are honest enough to know what they are not.
“There Came A Man Sent From God”

Thomas Hamilton Lewis

His work is done; ends now life’s lustrous day.
“Well done,” shall not the loving Master say?
Thou hast been faithful,—happier reward
Could not be given Servants of the Lord.

Through years of labor, anxious hours of care,
Keen vigilance, and studious plans, and prayer,
In heat of noon, in dreary hours of night,
Thou wrangled in thy tasks with main and might.

This College stands a witness of thy zeal,
Where Youth, prepared for coming woe or weal,
And better fortified for world routine,
Can prophesy what lives like thine can mean.
And, when to other hands thou didst commit
The leadership, thou turned’st to Holy Writ
Once more for marching orders, not to hunch,
And led’st to larger usefulness the Church.

This term of service ended, yet, again,
Thou entered’st battle with thy valiant pen;
And fearless, pungent, patriotic, bold,
The cause of Righteousness did’st well uphold.

Now evening falls,—but dawns thy Heavenly Day,
Thou takest leave of this frail House of Clay;
The trowel, sword, and pen, hast thou laid down,—
Receiving from thy Lord the Victor’s crown.
Yet, shall we say, thy labor all is done,
When God’s good Servants long to “carry on”†
In His great Universe, Immortal Grace
Will find His “Faithful” still a working place:
Co-laborers there, as here, His Saints shall be,
In fellowship throughout Eternity:
Whilst still on Earth, in works that perish not,
Thou yet shall live, nor ever be forgot!

—HERBERT TAYLOR STEPHENS.

Greater Western Maryland

BY HERBERT TAYLOR STEPHENS,
A.M., D.D.

I climb once more the dear, old “College Hill”,
Where Wisdom, as of old, doth still reside—
Though Time sweeps on with strong, restless tide,
And Hope still gleams warm upon each visage, still.
I find Faith is not dead, and find a Will
That purposes,—with just a touch of pride—
To give to Youth the blessings oft denied,—
And thus the dreams of Prophets to fulfill.

On Sons and Daughters may God’s Spirit come,
That they, in this Great Age may prophesy,
And teach the lips to speak that now are dumb,
And life impart, where souls in stupor lie,
Where only Knowledge may men’s Souls beam,
Faith added, can the whole world glorify!

HERBERT TAYLOR STEPHENS, A.M., D.D.

A Good Man

So Very, Very Small It Seems

BY HERBERT TAYLOR STEPHENS,
A.M., D.D.

What I do seems, O, so small,
That it hardly counts at all;
Yet, because of what I would,
Heaven turns my small to good;

Blind, perhaps,—but yet I see;
Lame,—soul must not be crippled.
Life,—hemmed in by bolts and bars,—
Still may reach the shining stars!

True ambition fires the soul
With a zeal to make life’s goal;
Hope Declares, “I will not die!”—
And lights a candle in the sky!

Grows my “little”; then, to more;
God ever multiplies the store;
Joy and strength in Him I find,—
No more am I halt or blind!
A Department of Religious Education

The educational world is alive now, as never before, with possibilities in religious education. In keeping with a movement that is making rapid headway throughout the U.S., it is proposed to establish a Department of Religious Education at Western Maryland. Courses will be provided in Religious Education, in the Bible, in Missions, in Social Service and in allied subjects. These courses will be offered to those who have in mind the Christian Ministry, at home and in foreign fields, and for those who look to a work in social and religious work as Pastor’s Assistants, Sunday School Superintendents, Parish workers, and to Secretarial positions in church and social organizations, and who at the same time are pursuing the courses leading to the degree of Bachelor of Arts.

The Department of Religious Education would run almost parallel to the department of education. Those majoring in religious education would have much the same sort of supervision in observation and practice teaching in religious subjects as those preparing to teach. Their observation and practice teaching would be in the Churches and Sunday Schools within a radius of 25 or 30 miles of the college. For experimental and laboratory work the rural sections and larger cities, such as Baltimore and Washington, would provide the laboratory in which the work would be carried on.

The location of a college in which Western Maryland College is located offers a fine field for the operation of a Department of Religious Education. No college in Maryland or Delaware offers what is proposed above. The best place for work of this kind is not in a theological seminary, whose field is necessarily restricted largely to ministers, nor is an institution that offers only work in this field but in a Liberal Arts College where students are pursuing their courses leading to the Bachelor’s degree, and at the same time can take advantage of courses offered in Religious Education which will receive college credit.

Faculty Appointments 1929-30

To the Department of History
Theodore M. Whitfield, graduate of the University of Richmond and a holder of the Doctor of Philosophy degree from Johns Hopkins University. During his period of residence, Mr. Whitfield assisted in some courses taught by Dr. Latane.

To the Department of Mathematics
Clyde A. Sipe, a graduate of the University of Richmond and a Ph. D. from Johns Hopkins University. Was a part-time teacher of mathematics at Johns Hopkins for four years, teaching calculus.

To the Department of Social Science
W. Scott Hall, a graduate of Swarthmore College and the holder of a Master of Arts degree from the Wharton School of Business and Finance of the University of Pennsylvania. Mr. Hall has also studied at Columbia University, and attended the last summer session of the University of Southern California. He will teach the advanced courses that are being offered for the first time this year in Economics.

To the Department of Home Economics
Della J. Avery, a graduate of Temple University. Has had eight years experience in public school teaching in the State of Pennsylvania. Her specialty is foods and cookery.

To the Department of Chemistry
Hugh Latimer Eldredice, Jr., a graduate of Western Maryland College of the class of 1917. Has studied for two years at Johns Hopkins University. Has taught chemistry and physics at the Westminster High School for seven years.

To the Department of Speech
Gwendolyn Mann, a graduate of the Emerson College of Oratory. Her specialty is dramatic work and she has acted as director of dramatics in camps and communities.

To the Department of Modern Languages
G. R. Taggart, an Associate of the University of Western Ontario, and with a Master of Arts degree from George Washington University. When just out of high school, Mr. Taggart enlisted in the Canadian army and served in the recent war. Though only a high school graduate, he had knowledge of German which he was given the task of quizzing the German prisoners when they were captured. His principal work here will be the teaching of German and French.

To the Department of Physical Education
Marie Parker, a graduate of the University of Missouri. Since her graduation in 1921 Miss Parker has held the following positions: Supervisor of Athletics, Baltimore City Playgrounds, 1921-22; Teacher of Physical Education, Baltimore County Schools, 1922-23; Teacher of Physical Education, Baltimore City Schools, 1923-26; State Supervisor of Physical Education for Girls, State of Maryland, 1927-29; Miss Parker will be in charge of the teacher training courses in physical education, and will be the director of athletics for women.

Pauline D. Wyman, a graduate of Vassar College and with the degree of M. S. at University of Pennsylvania. Has done graduate work at Cornell University. She will divide her time between the biology and chemistry departments.

My Students
By HERBERT TAYLOR STEPHENS, A.M., D.D.
What student was not richer by having this said to him and lived for him?

An other week has reached its weary close.

His duties done, I trust, through life,
I love my students dearly, nor would fail
To help them better meet life’s joys or woes.

A message of favor I have known
Time’s annals will record full many a tale
Of struggle dire, e’er found life’s Holy Grail—
Great victories, please God, o’er unseen foes!

That e’en the Truth may find, I humbly pray;

Each triumph o’er the powers that fierce assaul’d,
And all His Life and Cross and Pilgrimage,
Highway Invulnerable, as knight in coat of mail!

O Power Unseen, that rulest over all,
Safeguard each soul,—nor let one warrior fail.

Playing the Game at W. M. C.
By HERBERT TAYLOR STEPHENS, A.M., D.D.
All the games of life, in work and play, were governed by the same rules with Dr. Stephens. We’re playing the game, and we’re playing it fair.

For that is the only way.

If out on the field, or anywhere,—
Then honors will come yours.

We’ll make the goal, or we’ll do our best—

But never a soul shall say,

We failed in honor when put to the test,

Or faltered when held at bay!

We’ll ever uphold the Green and Gold,—

On Campus or on the Field:

We’ll make new traditions, and keep the old,—

And never an inch will yield!

For Life itself is a wonderful game,

And must be played on the square.

In ‘Lath’!, or in Class Room,—it’s always the same,—

You may count on us playing fair!

President Eldredice and His Dream for the Kingdom
“A Living Working Ministry for A Living, Working Church”
By HERBERT TAYLOR STEPHENS, A.M., D.D.
This poem, written as a tribute to Dr. Eldredice, was completed by Dr. Stephens the night before he passed away, as his deep interest in the Seminary Endowment campaign now in progress, and his love for those left behind.

I know you’ll rise, when he is gone, and say,—

“A Prince in Israel has fallen today.

Tread softly, men, as ye great tributes bring
To honor this loyal Servant of the King.”

His kindness of heart ye will confess;

To him ye owe so much that ye possess.

His courage and his patience ye will own
When he, exalted, stands before the Throne:

His wisdom, too, ye will adorn proclaim,
And say, “His works commenorate his name!”

But why not a day when he is gone?

Why not, while he is here, help ‘carry on’?

His burden, now, is pressing hard, and great;—

If praise ye have to give, why linger wait?

He gives his strength, his love, as Jesus gave,—

And travail much in soul this side the grave.

‘Tis true; of all who in their Lord abide,—

Some day they shall awake full satisfied,

And in His likeness stand transplantant there:—

But may we not, even now, show him we care?

A hundred voices,—yea, and many more,

Specify newer than those we specified before;

The message of God’s love, because of him.

Why then await until life’s day grows dim?

O Living man, why keep not others’ crown?

For living men to lead a living Church:

Help him the School of Prophets to endow;

And cheer his heart, and lift his burden now,

In Christ’s dear name, some worthy recompense Restow. Fulfil his dream ere he go hence!
PLAYGROUND ACTIVITIES AND PHYSICAL TRAINING. These scholarships are made possible by the bequest of ten thousand dollars from Mr. Harry C. Jones to the memory of his late husband, Harry Clary Jones, one of the presidents of the College of the University.

The College Inn

The College Inn is the former John L. Reifender property, south of the campus and bought by the college in 1929. It was formerly known as Gray Gables Inn and is under the manage-

ment of Mrs. Louise P. Humrick, the college dietician.

Fellowships to N. Y. U.

George Edward Shriver and Paul Howard, of the Class of 1929, have been appointed to be part-time instructors in chemistry at New York University. They were selected from a number of applicants from different institutions. In making the selections, the students' college records, their records in chemistry and the recommendations from their institutions were considered. The work consists of assisting with the instruction of undergraduate students, and at the same time doing graduate study in chemistry at the New York University. The appointments are for one year with the privilege of a second year. The work is adequate to meet the expenses of the student during his

John Greenfield at Yale

Kent Roberts Greenfield, '11, has received a Sterling Fellowship from Yale University and a Grant-in-Aid from the Social Science Research Council, to enable him to spend the coming summer and the first term of next year in Italy, making a study in the history of that country during the 19th century. Mr. Greenfield has been teaching European history at Yale during the past nine years, and has been devoting himself particularly to the history of Italy. In his new engagement, he hopes an awakening and unification in Italy, a subject on which he gives a course in the Yale graduate school. He has published several articles and reviews on the subject in American and Italian journals. The latest of these was "Fascism Interpreted," a review of Mussolini's "My Autobiography" (Century) and Ibsen's "Stromentous Italy," in the January number of the Yale Review. Originally attracted to the subject by Mazzini, the great and in this country little known prophet of modern nationalism and Italian unity, Mr. Greenfield has built up a library of the subject, and has been one of the fullest in the country, and hopes to create at Yale a center for studies in the history of modern Italy.
Strap and Luby

Algermon: Pawney this: A chap here thinks that a football coach has four wheels."
Pawney: "Oh Hi! And how many wheels has the Sally thing?"

The football "problem" is a hardy perennial in an institution where the complaints that scholarship has been "pushed aside" and "dwarfed" by a super-importance that has been the case for years. Simultaneously, there are the dark rumors that students are too frequently absenting themselves from games and that pre-game rallies and mass meetings are short and perfunctory, and enthusiastic.

On the face of things, the complaints contradict each other. Just how the under-graduate can be guilty both of indifference and of over-exhilaration, except on the general assumption that he is always wrong, is difficult to see. There are substantial evidences that the under-graduate has acquired something of that sense of proportion that used to be urged upon him by his elders, and it is becoming generally agreed that extracurricular activities are becoming rival attractions, and that much time and energy now saved from athletic zeal is going into scholarship.

There are some anniversaries to be commemorated next Commencement. Dr. Ward roues out ten years as President; it is his 25th Wedding anniversary, and his 35th as an alumnus! Can anyone think of anything more fortunate or nicer than to be married to Blanche Murchison Ward for twenty-five years?

With probably the greatest year in athletics ever on the Hill, and all those anniversaries coming at once, it might be a good time to start a campaign for the Athletic Field House and Swimming Pool, that would aid so much in the development of physical courage and all those qualities that Dick Harlow inspires and invariably develops in his boys.

Our heart is sad for William Fall. He had a clear field, and dropped the ball.

Of particular interest at this time is the statement of President Herbert Hoover, made at the time of the financial campaign five years ago. It was as follows:

"The strengthening of our colleges throughout the country, and the eminent necessity of higher education. The universities are already overcrowded and the best method of strengthening the whole fabric is to build up the college to replace the university, except so far as purely professional training is concerned. Our colleges have one outstanding advantage over university life, that is the intimate association of smaller numbers and more personal inspiration."

Every emotion, every joy, every sorrow, every worth-while thing in life starts, and sometimes ends, with a simple little act or gesture.

When Harvard University, whose athletic situation perhaps is nearest the ideal of any in America (unless it be our own) was handed its copy of the Carnegie Foundation Survey, the University decided to make its own survey of the relationship between athletics and scholarship. The results are instructive. It was found that mere non-athletes had made less preparation than had athletes; that athletes selected more courses and harder courses than did non-athletes; that a greater percentage of athletes than non-athletes graduated; that the athletes required less semesters to complete their courses; did not need as much, and that there was no substantial difference in the average grade between the two classes. In fairness to the Carnegie Foundation, the University did not ascribe the differences favoring the athletes to athletics, and concluded that the "Professor's" study did not form any fair basis either for indictment or laudation of athletes.

Although the Carnegie Foundation report on athletic conditions trends on a good many toes, it marks a forward step in the treatment of the problem discussed. Criticism of the commercialism and over-emphasis of modern college athletics has been long and loud, but effective stages. The recent allegations and puts the responsibility for improvement squarely up to the authorities of the institutions involved. Whether any considerable effect will be the result of the recent note sounded was discordant in Western Maryland's Symphony, because it has recognized long since, that in athletics, as everywhere else, "the streets of Jerusalem are kept clean by every man sweeping in front of his own door."

If there is nothing that broadens one like travel, unless it is too many hot fudge sundaes.

I can not think of anything more inspiring than the "Golden Jubilee" banquet to be held this winter to celebrate the 50th anniversary of the graduation of Dr. Wm. R. McDaniel. We owe much to him, and we owe much, too, to "Billy Mme!", and this opportunity to get together will be sweetened niot by the lot. Make your plans now to attend the banquet this year.

How long will Dick Harlow remain on the Hill? Enough alumni have asked this question to merit the giving of the answer. It does not depend on money. It does not depend on anything that money can buy. Dick does not depend on his having winning teams. It does not depend on any of the things which animate human conduct so often. Of course Dick wants to have the things he is entitled to have, and he wants to win, but to him the first consideration is the building of character in the boys he loves. The time and the place are unimportant. The PURPOSE is his ALL. Therefore, his staying depends upon the ability of the people of Westminster, of the alumnus and friends of the college, of the faculty and of the students,—upon the ability of all to appreciate and to accept ideals existing anywhere today. This includes learning how to be the right kind of a winner as well as a good loser. It includes the question, "How long will Dick be on the Hill in part depends on you."

The boys who went out last June girded with their A. B.'s and M. S.'s and B. S.'s are now looking for J. O. B.'s.

One of the finest entertainments to which I ever listened was that given by a Harmonic Band, composed of the champion Mouth-Organ Players of Philadelphia. Penn State is now organizing a Harmonic Band, and a prominent Western school has organized a Girls' Bugle and Drum Corps. There is a similar organization for the men; and men and women to do the colorful thing, and at the same time have a lot of fun, profit much, and add to the enjoyment of others.

After each so-called football upset, the critics and experts of newspaperdom produce many long and eloquent editorials on the Wherewithall of the game. Columns have been given to it. The newspapers, of course, print what they think will interest their readers; and the render becomes more interested in a subject as the papers give added attention to it. If a way could be found for breaking the circle we are caught in—the circle of tips interspersed collegiate athletics as a whole might assume more reasonable proportions.

Editorial congratulation is extended to the Board of the "Alumni" who, as the first issue came out recently, May our contemporaries be very healthy, and prosper much. We are in the lather of all the great sacrifice entailed. The students, alumni, and friends should remember that the strength of the whole college will be the great sacrifice entailed. The annual tilt which promises to do much to vitalize all Maryland athletic interest will be a "Honey," Maryland has all the potentialities of a great football team. Hardened by an unhappily arranged schedule, it had to take some October holidays which served to conceal the rapid development of some exceptional men. Their progress is a gradual encroaching that will culminate in this December battle. The Terrors will have passed through a strenuous term game schedule. Every psychological advantage favors Maryland. On paper, Maryland's is the better team; the Terps are the better team. The fur sure will fly, and bold, and not foolish, is he who predicts the outcome with any great confidence.

Will you see you at the Stadiums on December 7—all you friends and Alumni who have any sparks left.

Western Maryland will schedule every Maryland College football team except Johns Hopkins; for next Fall, Baltimore University, Washington College, Mount St. Mary's College, St. Mary's College, Loyola College, University of Maryland, all will engage the Terrors in one or more sports, including football.

Who is not delighted to have once with us again from the shores of the Western Coast our beloved Robbie, otherwise known as Rev. W. P. Roberts. Paul Bates is a great End. "Grenzy" Neal was a great Back, but in the all-time team of Western Maryland will be that 220 pounds of running strength that he gave for seven years dominator football in this section. As a line plunger, W. P. Roberts would have made any team in any year.

Learning makes a man proud—Wisdom makes him humble.

While undefeated teams carry one into the limelight, yet their value is questionable. They often destroy the sense of proportion of both players and followers. They sometimes breed egotism and arrogance. They create nervous strains and finally the old cord snaps and everybody becomes normal.

If ever there was a crowd of boys that could stand the acid tests an undefeated season presents, the old team this year has that crowd. It is hoped that the same can be said of all the alumni and friends.

The perfect college needs its Dr. Stephens in the balancing of its influences on manhood and womanhood. Howard as an organism can take to its heart such men as he, there is no danger from over emphasis of athletics or anything else.

Nineteen states, from Maryland to California, and from Texas to New Hampshire are represented by the Student Body this year. Varsity Football only has seven states represented, of which Maryland, Pennsylvania and New Jersey are three.

The man who gives in when he is wrong is wise; the man who gives in when he is right is married.
not simply a college ——
but a Spirit
After Success...What?

What is it that comes after Success? What stirs in the breasts of those who have finally achieved and arrived; those who know gold and power, and the fame that comes with these—what is there to fire their hopes...after Success?

You and I, seeking our way, know the lure of fame. We are pushed from behind by the present need, but what urge is there for him who has arrived...and what will he find at the end of the road?

There is but one goal after success, and its name is Responsibility. Born of pain and toil, it demands a price and a sacrifice, that the road to victory itself never demanded.

You will cry out then that success fools him who expects it. That it is a pet of gold at the end of a rainbow, luring men on to a struggle, and to suffer for it—exacting a terrible toll, and then mockery when they do arrive.

And you will ask: "Are those never ending—Is there no stopping place...?"

And the answer that you hear is—there is no end—far as life itself—it is endless.

For the leader who achieves success, there comes only the beginning of new hopes and new conquests, but that is not enough for himself—only for the thousands whom he leads and whose hopes he carries with him.

We, who are in the valley, peer up to the summits where success is, and we cry out: "My wonderful it must be in those heights. How comfort! Neither care nor disappointment: Fame and power and wealth! How as we must live on the heights of success..."

And slowly we begin to crawl. And our hearts know fire and our hands toil. Disappointment and despair! But we climb on, until we reach a place and set ourselves on a place above. It is then we meet the giants—"Leadership and Responsibility", Crag, unremitting, the mountain of trials—whipping the leader on, enveloping him, beating down upon him, and leaving him. And in his ears there thundered the cry:

"You have achieved success and the day is gone when you think only of yourself. From today, you will carry with you the hopes and dreams and passion rising today you lead. You must go on and on, and your hopes must be richer and your vision greater, so that these thousands who look to you may see the light and follow it..."

The truth is, and we believe it, and learn, that this comes after success. And while we know plenty and sleep, while we know youth and dancing in the sun, Leadership knows the fury of a cruel taskmaster, shouting to him our cries, our hopes, our dreams, crying out in the night and in the day for the answer.

And the leader must be ready with his answer. He must be ready with sympathy. With patience. With skill and sometimes with force, just as each circumstance demands...always must be alert and responsive, to all whom he leads.

Yet you and I strive, and we must strive for success—for leadership. For this is the song of life. It is that which drives us and carries us upward—upward—always upward...!

For the worker of today is the leader of tomorrow and it is for him to grasp the flaming torch which has been handed from the hand of leadership and carry it aloft—a new runner, a new leader, who has come out of the throng—and his cry is:

"I am ready for leadership—for the clear air on the horizon for responsibility—for the hopes and the yearnings, and the hunger of these thousands after life..."

And the Answer is Always the Same

Brin a hundred successful men into a room and ask them this question: "What is your greatest worry at this minute? Is it failure? Death? Competition? Markets? Prices? Or is it what tomorrow will bring?..."

And you will find that the answer will concern itself with none of these. But if each wrote his reply on a slip of paper and they were all read at a given time, you would discover that on each there would be but two words and on each the words would be the same: "My son."

It will seem strange that a thousand successful men, strong, self made men, each secure in life's goods, each powerful, each with a solid rock and foundation for that son to build on—it will seem strange to you that the greatest worry of these men should be: "My son."

And yet it is not strange.

For the successful father knows the cruel hand of "plenty", and the dynamic insensitivity of "little". He knows the sadness and the danger of "comfort" and he knows, too, the strength and the driving force of "poverty". He knows that luxury is the spawling ground of "compromise and failure," and that in the hardship of struggle and in the bitterness of sacrifice "character and courage" are born.

He knows the glory, this successful father does, of marching on life alone, and he knows the eagerness with which humans lean back—on what someone else has done, or is doing.

And so you will find that it is not the challenge of competition, nor the fear of failure which tears at the heart and robs the peace which success only seems to bring.

Ask such a father and he will tell you:

"I fought because I had to fight. Thank God I was never handicapped by what fools call a good start. I know, and I know today the blisters of work. And I know that my son who finds so much prepared for him, will never know the glory studied and the strength which comes from beginning with nothing."

You who are not rich in life's goods—do not worry because your son does not begin life in the midst of plenty. Come with me, then, into the home of a successful father. There is comfort here. It is an hour, when the softness of night is yielding to the urge of dawn...Listen with me and you will hear the faint echoes of a worry which is never-ending:

"If only my son had less to start with. If only he had to fight more. If he could feel what it means to be alone, to be lost, and fight his way out again. I want him to know his rightful heritage—that glorious heritage—that birthright of every human being to come into the world with nothing and leave it with something—something something built by him alone, out of his hopes, out of his fibre, out of his tears, out of the muscle and the fire and the strength and the courage of his own soul."
When Dr. Albert Norman Ward came to Western Maryland College he was called a dreamer. In the brief span of ten years since then, the physical equipment has been doubled; the faculty has been enlarged and strengthened in all departments; the general endowment fund has been tripled; the spirit of the institution has grown richer, wider, deeper; and its influence has spread by leaps and bounds to all corners.

At its last meeting, the Board of Trustees of Western Maryland approved a further policy of expansion, involving the expenditure of more than two million dollars on new buildings and the most effective instrumentalities to perpetuate a country’s ideals, and to carry on the Greater Work.

Perhaps the most far-reaching and practical step yet taken by Dr. Ward as president of Western Maryland has been his preparation and dissemination of a book entitled “MAKING PROVISION FOR THE COLLEGE OF LIBERAL ARTS—THE SMALL COLLEGE.”

The book has been given national distribution among America’s College and University presidents and in educational circles. It contains a compilation of figures, amazing to the lay mind, and that compel conclusions leading to the inevitable ultimate provision for the small college as the final solution of the big problem.

The document approaches the subject from the standpoint of showing the need of such institutions in the field of higher education. It appeals for the kind of co-operation that impels attention. It does not attack the larger institutions of learning, but discloses how the smaller college can practically solve the problem confronting the larger one. The appeal made is commensurate with the relative importance of the service being rendered by the smaller college.

In many facts that the book embraces, Dr. Ward shows that ten institutions have aggregate endowments of three hundred and forty millions of dollars; that ninety more institutions have aggregate endowments of approximately three hundred millions of dollars; that these one hundred institutions hold more than three fourths of the total college and university endowment funds of the four hundred institutions studied. Ten institutions possess one half of the total endowment funds of the four hundred and care for about one eighth of the student population. The per-student endowment of the ten institutions is about $43,004.00. The average per-student endowment of the three hundred institutions is $844.00. It is estimated that the average per-student endowment of the five hundred institutions would average about $140.00.

Dr. Ward points out that the larger institutions, now at peak capacity and reducing their enrollments, are casting a greater burden and an additional load on the smaller colleges. He appeals on behalf of several hundred smaller colleges for a joinder in a united effort to raise sufficient funds to endow for a sufficient service the smaller colleges that are wisely located, and which are so badly needed in the scheme of higher education.

Of course on this point, the case for Western Maryland needs no elaboration. With its location, a thousand feet above sea level, accessible to the great centers of population in the East, and with its position as a model of the old-school tradition and history of service rendered, Dr. Ward is approaching the subject in the business-like manner of giving the facts and figures that justify recognition of the smaller institutions by great wealth, and the agencies authorized to dispense same.

The logic and impelling force of Dr. Ward’s words are irresistible. The document represents a great amount of work, and indicates a commanding knowledge of the situation, that forces the thoughtful consideration of any man who realizes the vital importance of the stabilization of the educational situation.

The conclusion of this fine exposition is in these words:

1. "There are 752 colleges and universities in the United States that are enrolled for more than 46,000,000 students. There are 10,000,000 men and women in these colleges and universities who are enrolled for the first time. On the other hand there are many thousands of men and women who are not enrolled for the first time. Should deductions and additions be made, the total number of students for the next year will not be materially changed. Within ten years or so the total student enrollment will exceed 15,000,000. This will mean an average enrollment of over 3,250 for each institution.

2. Of this enrollment of 1,000,000, if matters proceed as they are going now, about 250,000 of this number will be cared for in the institutions which will be in possession of one half of the total college and university endowment funds in the United States. The remaining 750,000 will be cared for on the other half of the total endowment funds. And one half of this one half will be in the possession of about 150 institutions, and one half of one half in the possession of about 30 institutions. Thus one half of one half of this one half of the total endowment funds will have to care for the balance.

3. Should three fourths of the money given for endowments be spent on one fourth of the total number of students enrolled? Or should there be a fairer division of the total number so that the total number of students enrolled should be added about by adding substantially to the endowments of the small colleges. It is not a matter of what is given to these colleges and who are the people who have and giving to those who have not. It is a question of giving more abundantly to those institutions, which with the least financial means, have the most resources for the obligations society forces upon them.

4. If it is important in as small an area as a State to attempt to form the state university and secondary education, so that all children of that area shall have equal educational opportunities, it is not important in as small an area as a State to form a liberal arts education to young men and young women of our country, north, south, east and west, who are entitled to a college education? And where it is evident that the state cannot assume the whole responsibility it is not unreasonable or unwarranted to have the people, who own the wealth to share the responsibility with the state, that will lead their aiding the development of the nation equal educational opportunities in higher education?

5. No communal scheme is proposed where all institutions shall share alike. The program requires that the small colleges, forced by society to educate a large number of students, in order to do their work as society demands, and in the interest of that democracy that is the common right of all who may aspire to and who have a right to a college education?

6. In this paper I have tried to set forth the difficult situation facing the small colleges of this country. For five hundred institutions present the present condition of uncertainty and insecurity, perhaps of peril. That plan, and in some cases no plan at all. Publicity to fill in higher education in the United States, I have not the slightest doubt. That these colleges are needed. It is perhaps to place them in the position they ought to occupy, safe and secure and able to function as they should function in a time like this and in a democracy such as we have in America, as just as certain.

7. I have the president of a small college and I know where I speak. The college of which I am speaking has existed for over fifty years, and has done the work it has done received honorable mention in the college world. The men and women it has sent into life have done many things. It has many cases distinguished contributions to the de-

8. Plan of a uniform college is based on the experience that it can best furnish "under its own roof and dig tree."

9. That a university, the college of liberal arts takes second place, and in some cases no place at all. Publicity to fill in this day which is upon us, the resources at the command of the small colleges of this country, to take care of the heavy load placed upon them.

The college of liberal arts is as much needed now and so before, perhaps even more so, to continue to have a soul, and its soul is to reveal it as a soul that believes that the better things are higher things shall be able to feel and to understand. The "small college is the key to the problem," that experience shows that it can best furnish "under its own roof and dig tree."

10. But as a rule when the graduate college and university, the college of liberal arts takes second place, and in some cases no place at all. Publicity to fill in this day which is upon us, the resources at the command of the small colleges of this country, to take care of the heavy load placed upon them.

11. I am convinced that the small colleges must fight their own battles, and carry their fight to a finish. It is easy for a college grown rich to forget its poor relations. This fight to the finish will reveal one of two things—that the small college is not needed, and can be dispensed with or modified to meet changing conditions; or it will be shown with a convincingness that admits of no doubt, that the small college has a real and a vital place in higher education, and that the resources with which to do its work in the interest, not of the few gathered into a select number of institutions, but in the interest of the students who are students, and who has the ability and to use a college education.
A Record To Be Proud Of

By Peg Murray from The New York Sun.

Dick Harlow Signs for Five More Years

All students, the people of Westminster, and the alumni and friends of the College, who have worked to know, and therefore, to love Dick Harlow, will be happy to read that Dick has signed another contract, which insures his remaining on the "Hill" for at least five more years.

After each of the four successful seasons that Dick has had at Western Maryland, he has voluntarily declined offers from other colleges and universities, in some cases carrying financial inducements of thousands of dollars more than he ever has received or will ever receive at Western Maryland. Sooner or later everybody will learn that Dick is not actuated by the money motive; his efforts can bring nothing but happiness to him. His states to all that he can be happier on the "Hill" and in Westminster than he ever was before. He knows best the soundness of the local undertaking, and is the kind of a man whose decisions are measured by the values of life that transcend money and all that it can buy.

His institution thrives because he honors the game, and plays it straightforward and hard. He never gives: never has an ally; never gives in when he wins; never complains when no losses; never takes unfair advantage; never asks odds that he is unwilling to give; never under-estimates his opponent; never over-estimates his own; always remembers that the building of manhood, and not just winning, is the ultimate purpose.

One day he has to glance at the outside world of today to appreciate it that it has for so own a precious gem. And on the other hand, it is to be forgiven that Dick, after four years, saw on the "Hill" his opportunity to give his best.

Lacrosse

One of the outstanding developments of the present academic year, insofar as clear-cut athletic achievement is concerned, is the admission of Western Maryland to the Inter-Collegiate Lacrosse League. Among the members of the League are Yale, Harvard, Princetoon, Dartmouth, Penn State, Pennsylvania, New York University, Syracuse, and Western Maryland. Dick Harlow, St. John's and Johns Hopkins. It will require another year for the fruits of this to be reflected in the schedule; the step places Western Maryland in the front rank among the colleges of the country in this fast growing sport.

At the college, lacrosse has made rapid progress since its inception as a major sport a year ago. The team again will be under the direction of T. B. Marden, former University of Maryland luminary, who handled the Terrapins so successfully in their first year with the sport.

Last season, the team defeated Lafayette and others, losing only to Navy of the United States in the last game.

From last year's squad, Norris, Machamer and Boll were lost by graduation, while VanHouten, Smith, Marks and Esposito are no longer in college. The 1930 team will be built around the regulars remaining—Wills, Wilker, Dusing, Lawrence, Hayes, Gommack, Wellinger and Bates.

1930 LACROSSE SCHEDULE

April 12 Uniw. of Md. College Park
April 16 New York Univ. New York (Pending)
April 17 College of the City of New York New York (Pending)
May 3 Penn State State College
May 10 Lafayette College Westminster
May 17 Uniw. of Bkro. Baltimore
May 24 Navy Navy
May 31 Uniw. of Bkro. (Conference Week)

(Games pending also with Mt. Washington and Johns.)

If you were to ask any player of that squad of 1929, who was responsible for the result of any game during the season, that player would not think much for a moment of himself or any other individual. He would think of the work that the players did and the part and who had that state of mind that they believed they could do it together.

1929’s Great Achievement

Those who followed the 1929 Western Maryland football team should have no difficulty in painting at once to the outstanding feature of the season. It was not the magnificent fighting spirit and head-way football that enabled the defeating, before a capacity crowd in Washington, of one of the finest teams that Georgetown ever possessed—a team whose goal line was not to be crossed otherwise during the season by such teams as Navy, New York University, and West Virginia, and until it faced the brilliant offense of Detroit University, under most unfavorable playing conditions in the last game; it was not the overwhelming defeat, by a dazzling forward pass attack, of Temple; Conqueror of Lafayette and Drake, and who hold W. and J. to a scoreless tie; it was not the decisive victory over Maryland, whose great November team tied "Albie" Breith and Yale at their very heights, and overwhelmed V. P. C. L. and former Hopkins to shreds; it was not the defeating of the strong Albritton-Chisholm combination, that (with one other game omitted) scored approximately three hundred points against 7 other opponents and allowed a bare six points to be scored against them; it was not the overwhelming victory over the best team Loyola ever had, and the scoring against it of more points than Gettysburg and Villa Nova combined could gather against the same team; it was not the winning of six other victories over strong teams, each of which had pointed to the Western Maryland game as the high spot of its season; it was not the winning of 11 games sensationally; it was not that Western Maryland shared the distinction of being one of the few undefeated and untied teams of the country.

The outstanding feature of the past season is to be found in the principal reason why all the above was possible of achievement.

And what is that reason? Charley Havens' in-

COACH DICK HARLOW, FORER OF PENN STATE AND COLLEGE MENTOR, WHOSE WESTERN MARYLAND ELEven HAS HAD THE MOST SUCCESSFUL SEASON OF ANY FOOTBALL TEAM IN THE COUNTRY

Western Maryland 1929 Record.

11-0-0

Sept. 28. 34 Baltimore 0
Oct. 5. 7 Georgetown 0
Oct. 12. 7 St. Thomas 0
Oct. 19. 23 Temple 6
Nov. 2. 21 Alfred 0
Nov. 9. 20 St. Johns 11
Nov. 16. Loyola 0
Nov. 22. Mt. St. Mary 7
Nov. 29. St. Francis 0
Dec. 5. Muhlenberg 0
Dec. 12. Maryland 0

Won 11, Lost 0!
1930 Boxing Situation

The fourth week of intensive boxing work is under way. The spirit is wonderful, and a larger squad presented when he was one of the first than was available for football in the fall. A visit to the boxing room will have well been decided the other way. Klepac was easy in the last round. J. O'Leary, making his first appearance in the ring, showed well, but not by technical knockout in the waving seconds of the final round. "Tiny" Pincus, heavily Wright, again called on to break the tie, was equal to the occasion, fighting splendidly.

TO DATE THIS SEASON

The clean-cut sportsmanship of the Terrenn's Boxing Team is always in evidence, and has made friends galore throughout the college world.

To date Western Maryland, in 1930, has won three meets and lost none.

In a crowded arena at Westminster, the clever and well balanced Darlington team from Hanover, N. H., was defeated by the close score of four to three. Baker lost the 115-pound bout in two rounds, Flater losing the 125-pound class in two rounds on a decision. Crosby won handsomely, while Bubker lost to the clever Captain. Allison from the hills of New Hampshire, Klepac, making his bow as a 165-pounder, triumphed. Hunter and Brubaker also are showing up well as 160-pounders.

In the Inter-collegiates, "Ted" defeated all comers, including the man that defeated him at Navy, and was crowned Inter-collegiate Light-Heavy weight champion.

In the 175-pound, or Light-heavy weight class, J. O'Leary, (Alex's O'Leary's brother) and Wallace are conducting a mighty duel. J. O'Leary won.

"Tiny" Pincus, 220 pounds of man, and Barnett are weighing a grand battle for the heavy-weight or unlimited assignment, with the odds almost even. Both should be steady performers in another month.

Among the newcomers to the squad are several theologian students, who will be still greater influences for good through the lessons absorbed in the squared ring. Some of the boys will lose consistently this year, but as in the case of Crosby and Klepac, will yield real dividends another season.

THE SCHEDULE YET TO GO

On the New York University team to be met at Carlisle in Baltimore, on February 8th, are six veterans of the team of a year ago, which was the only one to defeat West Point last year. Sturts, boxing heavy-weight this year, having outgrown the light-heavy decision, was the only man to win a clean cut decision from our "Ted" Klepac last year. Capota Pinky, a four-year veteran, with two wins over Douglass Crosby to his credit, is probably the outstanding 125-pounder in the country. It will be remembered that Western Maryland defeated New York University last year by the close score of four to three, the most turning on a foot in the last bout.

On February 15th, the "Terrenns" will journey to State College, Pa., where the Inter-collegiate champion team of Dick's Alma Mater, Penn, will be in action. Mary McAndrews, the idol of Penn State, will be in the 175-pound class again, while Eppolito, Inter-collegiate Champion in the 115-pound class also remains, along with several other veterans, and a sensational newcomer. Stoops, in the 125-pound class, Cauniti, Ninety, 135-pounder is the man who so nearly defeated Doug Crosby last year.

Returning to Westminster on Wednesday, February 19th, the University of West Virginia with their giant football star, Hawkins, in the heavyweight class, Hawkins has yet to lose an Inter-collegiate fight.

One of the strongest dual meet teams in the country will be met at Philadelphia on March 1st, in the University of Pennsylvania. Every man of the strong team of last year is back, including Shadoff, 125-pounder; and Salso, 135-pounder, both Inter-collegiate champions last year. Captain and Capt. Iffone, with a knockdown over George Baker in his opening fight at last year's meeting.

On March 9th, Western Maryland meets George-town University, a dark horse with a veteran team at Carlisle in Baltimore, and the Inter-collegiate team of Carlisle is another good team in Carlisle. The Inter-collegiate 145-pounder, Ben Runor has several new stars have already supplanted the Georgetown veterans of last year.

MARCH 15th, NAVY AT ANnapOLIS. A year ago this meet was held more than a week after the end of football, and every single bout was close and sensational from start to finish. The Navy returns exactly the same team which represented them at the Inter-collegiates while Western Maryland has lost Owmer, Reed, Cot, Norris and Eklatis. Nevertheless the battles will be keen with the feature of being a renewal of the Klepac-Swan debate. Thurer, the 125-pound champion also will be in action.

On March 21st and 22nd the Inter-collegiates will be fought at Philadelphia, 6th Army, Navy, Penn State, Syracuse, Pennsylvania, Virginia, Boston Tech, Western Maryland and several others fighting it out to the finish.

1930 BOXING RESULTS

Western Maryland 4 — Y. M. L. 3.
Western Maryland 4 — George-town University — 3.
Western Maryland 2 — Penn State — 4.
Western Maryland 5 — University of Pennsylvania — 0.
Western Maryland 4 — New York Univ. — 5.
Western Maryland 2 — Navy — 3.
Western Maryland 3 — Temple University — 2.

Team Totals—1929 Intercollegiate Championship at Penn State

1st place—Penn State — 23.
2nd place—Navy — 13.
3rd place—Western Maryland 11.
4th place—George-town — 8.
5th place—Pennsylvania — 5.
6th place—Syracuse — 3.

"TINY" PINCUS
Intercollegiate Debating Council

This council was organized for the current scholastic year in early October, and consists of the members of the men's and women's teams. At the opening meeting, Wilmer V. Bell, '30, was elected President of the Council.

Western Maryland is a member of the Pennsylvania Inter-Collegiate Debating Council, and was represented at its October meeting in Harrisburg, Pa., by Dr. G. S. Wills, and several members of the women's team.

At the meeting, the questions for debate during the coming season were selected and the schedule for the season announced. The schedule is arranged so as to furnish keen competition for positions on the teams.

W. G. Eaton and J. R. Hickie are the captains of the men's and the Misses Victoria Smith and Vivian Reed are captains of the women's teams. Miss Frances Haigley and W. G. Dawson are managers for the men's and women's teams, respectively. Most of the debates scheduled are with other members of the Pennsylvania Council, but other colleges, including American University, George Washington University, etc., are scheduled. The most successful season of the Council's history is anticipated.

Prize Awarded to Professor of History

The Burne prize of $1,000, offered by the University of Richmond, to the Professor of History for the best paper on some phase of southern history recently was awarded to T. M. WHITFIELD, Professor of History in the College. The prize is offered bi-annually for the purpose of encouraging research in the history of the South, preferably in the Confederate period. Dr. Whitfield was born in Richmond, Va., and received his degree of Doctor of Philosophy from Johns Hopkins University. The title of his successful paper was "Slavery Agitation in Virginia, 1829-1832". The paper was the only one submitted from the University.

The successful dissertation deals with the anti-slavery feeling in Virginia at the time when it had reached its greatest strength and was making little progress in its efforts which were productive of a change against this feeling are exhaustively examined and amplified in the paper.

Bish Travels for English Speaking Union

Dr. Bish is the only one of the members of the Council's staff to attend the Washington Branch of the English Speaking Union of America. Dr. Bish was awarded the best paper, as follows: "England and America must co-operate in establishing world peace. The efforts of the English Speaking Peoples show the way, the rest of the world must follow."

Physical Education for Women

This department is headed by Miss Marie Parker, a graduate of the University of Missouri in Physical Education.

Under her able direction, class teams and organization teams are meeting in field hockey, basketball, and other sports. In addition, Western Maryland has a female Varsity basketball team, which is meeting with the degree of success that attended the teams last year.

In addition to the participation in the various seasonal sports, practically every woman in the freshman and sophomore classes receives systematic physical training.

Of vital importance in the educational scheme of things is the pioneer work being done by Western Maryland in the organizing and conducting of Teacher Training courses in physical education. These courses now meet adequately the demands made by the secondary teacher who attempts to do this work.

A growing interest in physical education in the elementary and high schools has made necessary a fuller treatment of the subject. The increasing numbers of unselected children attending public school and the present educational program necessary. Moreover, more intelligent attention to the laws of health and hygiene is being given in the entire educational system, to enable the securing and conservation of better health, and the setting of a standard of living that will surpass the average in the country. Therefore, the English Speaking Union program provides greater opportunity for individuals to act in situations that are physically sound and mentally stimulating.

The additional courses offered at Western Maryland aid in training prospective teachers to meet these growing needs and demands of the primary and secondary school public and prepare them to take over the theory as well as the practical side of physical educational work, and the ultimate plan contemplates additional courses that will equip students to do graduate work in other institutions on the subjects of physical education.

At this time enough courses are offered in physical education and allied subjects to meet all requirements of teachers, but the College is hoping to meet the requirements for certification.

Miss Parker has organized this with the advice and assistance of Dr. William Burdick, Director of the Playground League of Maryland, and the members of his staff, Miss Parker was associated with Dr. Burdick for seven years just prior to her coming to Western Maryland.

Range-of-Information Tests for Sophomores

There is a strong tendency in college administration toward a division of the four-year college into Junior and Senior Colleges, or into Upper and Lower Divisions of two years each. All of the general or survey courses are given in the first two years, leaving the Junior and Senior years for professional or pre-professional specialization.

One administrative feature emphasizing this division is the sophomore general examination, which has been given at Western Maryland for several years. This examination is given to all candidates for Junior standing in the college.

The examination is made up of two parts: these are summarizing or comprehensive questions covering the assumed elementary, high school and early-college learning, as well as the information which any intelligent American eighteen to twenty years of age should have. The second part is made up of the examinations in two college subjects selected by the students. The two parts of the examination are taken turn by turn, for fifteen hundred separate reactions by the student.

The result of the examinations are used to plan reading, for general information, and to supplement class marks, in helping the advisors to plan with the student his future work.

Students in danger of being dropped because of low grades often have been saved by a good score on the S. E. G. On the other hand, low grades in the class room, and a low score on the general examination, taken together, justly certify that the student be dropped or advised to withdraw.

The administration is seeking some way to determine the student-college relationship at this point without it making appear that the student dropped is a blank failure. And the college is considering the giving to the student a certificate stating the work done and also advising of the fact that a two-year college man of his ability can fill, or aid him find the type of school which will better fit his needs.

SAMUEL BIGGS SCHOFIELD, M. A.

Dean of the College

Dean Schofield hails from the Eastern Shore of Maryland. After graduating from Western Maryland in 1919, he accepted an Instructorship in Chemistry at the "Hill" and was made Dean of Men. In 1925, he was released on leave to do graduate work in Chemistry at Princeton University, where he received his Master's degree. The秃ulence of 3 college years of teaching him shortly by Princeton. Returning to the college in 1926, he was made Dean of the College. Last June Dean Schofield married Miss Miller, who has the Home Economics Department of the College in 1921. Dean Schofield has succeeded the popular and affable of his colleagues and students to an exceptional degree.
Here and There

A sports writer says that a game remotely resembling football was played in Sparta in 509 B.C. A game of this nature is still played in many of our colleges.

It is a curious fact that even a town's supporters applaud the hard, rugged play of their own team, but are not too loud about equal demonstrations of favor for the opposing team. So one approves, of course, of the action of an excited youth who, handing in big hands, forgets himself for the moment and spreads them over face and eyes of an opponent. That happens occasionally in every football game, whatever the team the man may be playing for. Those Westerners who wanted to see their opponents play clean, hard football, and they wanted to see some opposition play as they wanted to see it in every Saturday and in every block. Western Maryland wants its representatives to play their best, and invite the same sort of play by the opposition.

With the increased activities in Intracollegiate debating, it is quite natural that interest in orations and essays should develop. One such student would be the psychological time to stage an Alumni Oratorical Contest at commencement. It would be a splendid opportunity for the Old-Timers to show whether they are slipping or are just not getting old. Such a contest could enable some valuable literary contributions. Everyone would enjoy a remembrance of the days twenty-five years ago between Henry and Rathbone vs. Little and Webster, and also a remembrance of the rather "Charlie" Morlan and others of later days, it would be a packed Alumni hall that would come to hear ten prominent alumni present their 1936 points of view.

While speaking of orators, one should never forget John Hunt Hendrickson, who enjoys the distinction of having won every single medal possible for a man to win during his entire college career. Hunt led his class all four years, winning the Freshman and Sophomore contests, the Society contest and the Inter-Collegiate Oratorical contest. He last graduated at Harvard Law School, and is now dispensing legal wisdom in the Florida courtrooms.

In his line he accumulated $50,000,000 during the last 20 years, Hunt assigns the reasons that he has applied and is always bemoaning the lack of an endowment, and to the most rigid rules of economy, never spending a cent for himself. He is keenly looking at his job with a whole heart; and to the fact that he inherited a fortune of $499,999,99.

None of the facts of the last paragraph have been verified, but this modest young chap might have sold his soul to the devil if he had any college character.

Speaking seriously, one of the finest products that every college can create is this distinguished Alumni of Western Maryland.

JUST A MINUTE

I have only just a minute,
Only six seconds in it,
Forced upon me—I can't refuse it,
Didn't seek it, didn't choose it,
But it's up to me to use it,
I must suffer if I lose it,
Give account if I abuse it,
Just a tiny little minute—

But eternity is in it.

An alumnus from whom much will be heard in the future is Roy C. Byrd, whose graduation last June. In school "Hoot" was the kind of a fellow who would try to play end in football; the next week, at the plate in baseball; and on another occasion in the backfield. He has grown up to all positions, and gave his best wherever those over him needed him most. In a way, he sacrificed opportunities for personal glory because the cause to him was dearer. But from it all came a man that the Chesapeake & Potomac Telephone Co. is lucky to number among its own. College is fortunate to apply any artificial stimulus when he has graduated, to increase his interest in all Western Maryland activities. It will be a splendid old boy that would increase the standards of loyalty, and his capacity to give of himself, become the average standards.

Cheer up! If you don't like your Christmas tie, you can grow a set of whiskers.

Our own "Curley" Byrd, who guides the athletic destinies at College Park, has taken on a new look. He is now in playing Navy, Hopkins, Vanderbilt, and Western Maryland in football within fifteen days. It is a fascinating experiment that with a little more fortune, may turn out well. We all hope that Curley's boys will come through in the final game without a defeat to mar their record. We also know that in that final game his team will face men who are deemed much to elevate the standards of the great game, and who stand for the finest principles in true sportsmanship.

His Honor, Mayer William F. Browning, of Baltimore, behaved like a regular Western Maryland last Fall. His journey across the Stadium field between the halves of the Maryland game should have been perpetuated in pictures. However, the fifty-yard run-back of the kickoff by Frank Clary a few minutes before was the making of a touchdown, was a little more thrilling.

After the last season, the United Press classified the football teams of the country. The University of Pittsburgh at the head, St. Mary's (Cal.), Tennessee, Fordham, and Texas Christian leading the junior colleges, California, Southern Methodist, Stanford, Colgate, California, Illinois, Harvard, Yale, North Carolina, Dartmouth, Navy, Harvard, Pennsylvania and Michigan as trailing Western Maryland.

Such classifications naturally have their faults, but we do know that the junior boys that in 1929 involved the playing of eleven games, and that in each of the important follow-up games that every player came off the field with the coveted pigskin and the greatest number of points.

Too many husbands who are super-lovers before marriage, turn out to be merely supposers.

No great game of football is complete without a goodwill audience. The Maryland game gave this thrill at its best. After a brilliant first and baffling pass that carried the ball half the length of the field, Maryland had fumbles and missed scores for the score that might have won the game. The chances over got was three yards from the W. M. goal line.

Now that alumni participation in athletic administration on the Hill has about ended, words of gratitude should be spoken for all that Col. "Bob" Rich has done. Every game of his time and his best, "Bob" never once reserved the right to dictate a policy or to chart a course. He knew when he was needed most, and unselfishly. He has never-failed, and always -failed. He has elevated Athletic standards. No merchandise has been too great for him. The part played by "Bob" till the lifting of Western Maryland to its highest level is one of the most significant in the history of the college. "Bob's" greatest happiness comes from seeing the success of the annual golf tournament, and not even in part from his knowing that all loyal alumni and friends honor him for what he has done. If seven years at Western Maryland makes such men as these what a joy it is that the "Prep" School had to be abandoned!

These red nights one can be grateful that the styles in baskets do not follow the styles in skirts.

The climax of the annual "nightshirt" parade of the freshmen last Fall will be long remembered. After carrying out their business, they marched down town to give Dick's family a couple of dinners. It has been only seven years since Matthews lives across the street from Dick, they turned to give some little of the same lunch in the same room.

The solemn hour was, finally, to the window, approxsurgical after the occasion, and gave the boys a lecture on "Health," telling them to go drink hot coffee to go to bed, and learn to discipline and obey orders. Westminister's Mayor rarely fails in the emergency.

Whatever differences in political creeds might exist among the alumni and friends of the College, there is no one to assert that Han, Albert C. Ritchie, Governor of Maryland, ever has failed once in any test to show his allegiance in the cause of the country. At every turn he has fought for any reasonable request made by Western Maryland in the results too! Before entering politics, Governor Ritchie figured as a brilliant man with a very well established educational values, and, of course, he has translated his conviction into action.

NO CHANGE

With doubt and disdain you are omitted,
You think there's no chance for you, son?
Why the best books haven't been written,
The best race hasn't been run.

The best score hasn't been made yet,
The best song hasn't been sung.
The best boy who ever was played yet.
Chew up, for the world it's young.

The best verse hasn't been rhymed yet,
The best house hasn't been planned,
The highest peak hasn't been climbed yet.

The chances have just begun.

For the best jobs haven't been started,
The best work hasn't been done.

A company is known by the men it keeps.

Frank Clary, who does well everything that a good all-City player should do during the State during the past football season, even though he has left the State for a substantial part of the season, due to injuries.

Marriage is an educational institution where man learns his student's, degree without acquiring a Master's.
The Last of a Gallant Crew!

by "Bob" Coyne

The Phillips Exeter Academy, which is noted for its high standards of scholarship and is one of America's oldest institutions of learning, recently has taken the stand that any long good enough to be in Exeter is good enough to represent the Academy in athletics competition, and therefore has announced the abolition of that key-instrument in college administration and discipline known as "guardianism". In other words, they have found other equally effective, if not better ways, to have their students keep up with their work, and therefore will not brand an undergraduate with a name that predicative to his academic world that he is a "lone duck," thereby attaching to the pupil a stigma that else is apt to stay instructor into a stricter grading. In this day of changing ideas and ideas in education, many institutions are in a state of flux, and this radical step is being discussed freely by advanced thinkers. To date indications are that the step is a wise one that will be followed widely.

Sometimes the tests of life come in gradual crescendos. And sometimes they literally overwhelm us. No student of the game ever could forget the performance of Gordon Lamb in the Maryland game. Gordon had never played in a varsity game in his life, due to the fact that Captain Charles Haven had played every minute of all of the preceding ten games of the 1929 season. Lamb started the Maryland game in a sea of mud, and under circumstances where a mistake might cost a State championship and the knocking from the throne of Western Maryland as one of the few undefeated or untied teams of the entire country. Playing opposite Lamb was one of the most rugged and skillful players in the State. The result is history. Western Maryland need not worry about skill, grit and courage, and character in the center of the line while Gordon Lamb is around.

The next commencement marks the twelfth milestone for the famous (or infamous) class of 1910. College authorities are planning to chain the bead to their moorings when Major "Hek" Tipton, ever-see Ac; and "Dickie" Engler, who holds the lid on down at the Title, Guarantee and Trust Co., etc.; and his cousin, Don, of Hollywood fame; and Guy "Clean" Gill, who, while still unmarried, is credited with many valiant battles in the World War, and Clarence Wheelan, and the rest of us "put our heads together" again to give the old chest.

Even the dictionary sometimes makes mistakes. For instance, it says that the dumb cannot talk.

The University of Pennsylvania's 1929 financial report shows football to be the only sport that is self-sustaining. And, of course, there is a great hue and cry about the demoralizing influences attending the over-emphasis of the sport. Nothing is said by the reformers about the fact that the fourteen sports of baseball, basketball, boxing, fencing, golf, gymnastics, tennis, track, and wrestling are not self-supporting and that the one sport of football enabled several thousand men to get all of the benefits of those other sports, which otherwise could not have been. Church, industry, and in fact almost every phase of human activity would have to completely rebuild their ways were each specific activity required to sustain itself. Everybody can't be wrong; and, of course, the simple truth is that, when viewed from that perspective which enables a study of the whole situation, the game of football is making possible the elevation of physical, mental, and spiritual standards which would not be possible by any other plan. On the Hill, this statement of a general principle might well seem out of place, because there is no over-emphasis even by the wildest flight of the imagination.

"How old are you, my young man?"

"I don't know, I was born 26 when I was born, but now she is only 24."

A statistics board has dug out the fact that during the past five years, which goes back of Dick's time on the Hill, Western Maryland stands fifth in the entire country in percentages of victories in football, trailing only Tennessee, Pittsburg, Southern California and Utah, and leading Stanford, Notre Dame, Texas Christian, Georgia, St. Mary's (Cal.), Southern Methodist, and Illinois. The record includes Terra games with Navy, Holy Cross, Washington and Jefferson, Georgia, and every one of them a victory. W. M. has last but five games in the last four years.

Three local high and prep school boys who have indicated an intention to enter Western Maryland in the Fall, are more fortunate than they may realize. Too many young men are blinded by the glitter of the big racket, where boys are used as pawns in the furor of Institutional and selfish ambitions. Too few see the greater opportunities afforded by the smaller college for the development of the qualities of leadership and the cultivation of contacts so vital in the molding of character—contacts for which we are completely lost in the relentless grinding of the big game stadiums. And then, of those who have that opportunity to live with Dick Harlow for 4 years.

The little boy, who carried so many strange things in his pockets, is now grown, and has a wife who carries so many strange things in his pockets.

A new rival to the thousands of bird eggs in Dick Harlow's nationally known collection is knocking at the door. It's the avalanche of press clippings recording Western Maryland's achievements showing in front page headlines of the evening papers. To date the rival has had little success in undermining Dick's rock. The clippings are amassed aside in a jar, while each precious scrap reposes in its appropriate compartment, surrounded by cotton, and carefully ins

The Magic of Liking

When you arrive at dawn, kneel and pray; 'Lord, help me learn to like someone today.' No sweeter prayer than this may seem contrite; for nothing finer may his spirit strive. Have in a pensive, hurting heart the hope For worse than he is hurt who merely shares it. So, every morning, bend the knee and pray: Thus not to understand yourself,

For Understanding is a twin to Love; Be's had its origins with Him above. Inability of wisdom on Him's heart. Infinitude of love in His great heart. Lord, fill not the heart of one you deet; Learn what has plastered hatred in his breast. When you know, you will not need to pray; 'Teach me to love some human soul today.'

To do complete justice and indicate the true values, some pages would have to be written about the part contributed by Mrs. Richard Harlow, whose life is wrapped up in Dick and his cause. Ne engagement is so important that she will not break it when some boy has to see a doctor in Baltimore, or when anything else is to be done the order of the. Mrs. Harlow has dug in deep with family and patients and only leave the house to see the sport and affection of the folks in Westminster.

When one else remember the cooperation and able pert of Blanche McBrine Ward in educatinal matters and in the visualization of the life of the young there is where Dick has to challenge the capacity of a co-educational institution to more completely understand character during these vital formative stages.

When Wilbur Clark, from down Denton way, sent "Goomy" Daught and Jotten to Western Maryland from his New Jersey high, he followed a splendid precedent that most of the hundreds of Western Maryland graduates, who are instructors in other schools should emulate.

Mr. Clark was one of the many who started the enthusiasm of "Fats" Clark in his participation in athletics on the "Hill" in those days, which started at the 1928 season. And then he brought hundreds of the townspeople from around Westminster together to play a couple of games in the Baltimore stadium.

The best way to get rich quick is to do it slowly.

The loss of George Eklatis will be felt throughout the town. He was more famous than on the football field or in the squared ring. His magnificent backing up of the line will be missed much; the absence of his sensational work as a boxer probably will now take him away from victory in more than one meet; but in the hands of his associates, the greatest loss will be that of the big that everybody loves. It is hoped for his comfort in his work and the school too may be the richer, that George will be able to help and the Fall to complete the work which he began. He is not the kind that starts things that he doesn't finish, if it is within his power to complete the job. Whatever happens, Western Maryland is proud of George Eklatis, and will not worry about the caliber of this particular constituent unit of our membership.

The band that rocks the cradle rules the world.

But Wait!!

1. Be Temperate
2. Avoid bad habits and had companions.
3. Keep away from saloons
4. Use divine services twice on Sunday
5. Report each Monday the Church and Pastor and the Sunday School
6. Attend prayer meeting twice a week
7. Take a rule of the month. The staff of the employees of R. G. DUN & CO. is still the leader in the field 100 YEARS LATER.

MAYBE THEY ARE NOT SO FUNNY.
A NEW PHOTOGRAPH OF AN OLD VIEW

Lewis Hall, Hering Hall and McDaniel Hall present this view to the Class of 1934 when it arrives on September 23.
The Liberal Arts College Movement

The February 1930 issue of Western Maryland College Bulletin made reference to Dr. Ward's article "Making Provision for the College of Liberal Arts—The Small College". So great has been the demand for copies of this article throughout the College world that the Fourth Edition is now being distributed. Interest grew to such an extent that out of it grew a conference of representatives of TWO HUNDRED AND SEVENTY-EIGHT Liberal Arts Colleges. This conference was held at the Stevens Hotel in Chicago on March 18-20, 1930. The definite result of the conference was the formation of "The Liberal Arts College Movement", and Dr. A. Norman Ward, President of Western Maryland College was elected its head.

In view of the widespread interest in College and University circles, the entire article is herein reproduced. Undoubtedly it will have a great influence on the future of Western Maryland College.

MAKING PROVISION FOR THE COLLEGE OF LIBERAL ARTS

THE SMALL COLLEGE

I

All colleges were small at their beginnings, but as time went on some of them developed into institutions of large proportions, with large enrollments and commanding endowments. Many colleges fell by the wayside, not being able to secure the income and the equipment necessary to keep them going. Several hundred other colleges have been able to keep going, but their resources have been inadequate and they have had great difficulty in holding on.

The idea seems to be gaining ground that the small college, with a limited enrollment and an adequate endowment, can do as efficient work as the larger institution. Harvard University, always a pioneer, is trying out an experiment by dividing Harvard College into small units. A generous friend is providing the means to carry this experiment forward. It seems to be a move in the right direction, and this experiment may discover a solution for the over-crowded college and university populations that prevail in a number of institutions.

There is a tendency to crowd the larger institutions. The larger institutions now have about all the students they can efficiently provide for. Some institutions—and their number is increasing—are beginning to curtail their enrollments and are trying to find other means to cut down numbers. Undergraduates are likely to suffer in the shifting now going on in the universities where more and more emphasis is being placed on graduate work, and less and less on undergraduate. All of these institutions were once poor, but having become rich, they now believe in smaller families and are reducing their enrollments accordingly. In this respect they are like people—the richer they get, the smaller their families.

But what about that great and ever-increasing body of undergraduates which must be cared for? A way should be provided to properly endow and finance the small colleges of the United States upon which the burden must fall if hundreds of thousands of young men and young women are to have an opportunity to go to college. There are at least five hundred small colleges scattered over this country, well located geographically and with respect to proximity to student populations, and which have a real educational service to perform, but whose equipment and endowments are inadequate. If these five hundred colleges could be properly financed a great service would be rendered to that ever-increasing number of men and women who aspire to a college education and have a right to get it.

It is often remarked that there are too many colleges, and that it would be in the interest of higher education if many of them could be done away with. There are colleges that have not proved their usefulness or efficiency, but their number is negligible. In the light of the great increases which may reasonably be expected in college populations during the next decade or two, instead of there being too many colleges, it may be found that there are too few. We are a nation of 120,000,000 people, with a steady increase in population. Within a few decades the population of the United States will reach 150,000,000 to 175,000,000. We shall need the colleges we now have and more besides to meet the demands of the near future. Something must be done to make it possible for all our colleges to become better colleges, if they are to qualify for the demands to be made upon them.

President Cowling, of Carleton College, has made an analysis of the financial needs of a college of liberal arts for one thousand students, and he made report on the same at the annual meeting of the Association of American Colleges in January 1927. Dr. Trevor Arnett, of the General Education Board, followed President Cowling with a paper on "How the Financial Needs of an Effective College of One Thousand Students are to be Met." These papers attracted marked attention and were so ably presented that they will be discussed in educational circles for years to come. One of President Cowling's conclusions was that it would take three billion dollars to properly endow the colleges of liberal arts in the United States. This is a large amount of money—for education. But this amount would not seem too big if it were considered in connection with a half-dozen or more other interests which are near and dear to the American heart. It would take years to secure this big sum of money—for education; but this amount could be secured if the people of the United States could be made to see the needs and necessities of the situation.

Dr. Robert L. Kelly, the Executive Secretary of the Association of American Colleges, is a commanding figure in the field of education in the United States. He has rendered a service of incalculable value to the colleges of liberal arts in this country. He is the very heart and soul of the Association of American Colleges, and as a leader in this Association he has greatly defended the place of the liberal arts college in the field of higher education. No man has ever fought more valiantly for a great cause than has Dr. Kelly. Let him hear words of praise while he is yet among us. And may he have many more years of leadership before his career comes to an end.

With the high schools reaching up and with the graduate schools reaching down, the liberal arts college has had no easy task during the past ten or twenty years. And with all the pres-
sure of a thousand and one influences to force the “practical” into education almost to the exclusion of the “cultural”, cultural education, as exemplified by the college of liberal arts, has had to contend against heavy odds. But something definite seems to be coming into shape, after all this debate. The conclusion seems to be forming that provision should be made for both the practical and the cultural in education. Education has soul, as well as mind and body; and in this fight to keep the soul of education alive and in the ascendancy, Dr. Kelly has been foremost and unyielding, and to him great credit is due. The General Education Board, by its beneficence and stimulation, has saved the day for hundreds of colleges. Scores of colleges would have gone out of existence but for the General Education Board. This great Foundation has blazed a way by which a successful appeal may be made to the wealth of the nation in support of the colleges. The Carnegie Foundation, the Russell Sage Foundation, and the other great educational Foundations have also made great contributions to the support of the liberal arts colleges. But the ends sought are not yet fully accomplished. It is necessary that something bold and convincing should be done, and done at once, to carry to a successful conclusion the work begun by the General Education Board and the other Foundations in helping the colleges to get on their feet. Something challenging and impressive, something bordering on a veritable crusade in education, should be attempted and carried to a successful conclusion, which might solve the financial problems facing hundreds of colleges included in the membership of the Association of American Colleges, and of colleges not included in this Association.

There seems to be agreement among educators that the small college has an important part to perform in higher education. The effective college calls for good teachers, ample buildings and equipment, and an adequate endowment. Given these, the work done by the small college will compare favorably with the work done by the larger institutions. It is the opinion of many eminent educators that the small college, if sufficiently endowed and efficiently equipped, can do better work than the larger institutions.

Why not make it possible to provide a college of high standards, equal in intellectual advantages to the great institutions, and within reach of all who desire a college education and have the mental ability to take it when given the chance? The money necessary to endow adequately every properly located college in America could be provided if the American people could be convinced of the need and be shown the way by which the ends sought could be obtained. Persons of large means will welcome the opportunity to give, and to give largely; the great Foundations, as heretofore, may be relied upon to do their part, and to throw down new challenges to the friends of higher education; people everywhere, of small or large means, will respond with undreamed of alacrity to a nation-wide appeal for the funds necessary to place our colleges on a sure and lasting foundation. The limited number of colleges and universities which have large endowments, including the state universities, cannot possibly do all the work in higher education that must be done. The only way out is to take advantage of the larger number of smaller institutions which have endowments insufficient for the work they are expected to do, and to put them in a position to help in meeting an educational emergency that certainly must be faced if the increasing demands for higher education are to be successfully met. And since large numbers of graduate students are the product of the small liberal arts college, and go from the small institutions to the graduate schools, it is evident that the graduate schools, which are in a large measure dependent upon the smaller institutions for their student populations, should join in any movement which would qualify the smaller institutions for better work. It is to their advantage to do so.

President Cowling says it will take three billion dollars to properly endow the colleges of liberal arts in the United States. Dr. Arnett suggests that the student should pay a larger share of the cost of his education than at present, and he is right. But there can be no division of opinion concerning the necessity for larger endowments for the colleges, even though the cost for the student should be increased. The student at present pays about forty per cent of the actual cost of his education. No doubt he ought to pay a larger share, say fifty or sixty per cent. But if the student paid the full cost of his education, only the children of the well-to-do could go to college. As a compromise, and awaiting developments as to final conclusions as to what part of the cost of education the student himself should be required to meet, let us put the first goal for the necessary additional endowments at one billion dollars. One half of this sum could be raised by the alumni and friends of the various colleges. The other half might be secured from the great Foundations and the thousands of men and women of large wealth to be found all over the United States. In the business world great combinations of wealth can be formed almost overnight to take care of big business. The same could be done in the educational world. The college of liberal arts is threatened, but it has earned its right to continue to live and to function as a great and necessary factor in higher education, for no substitute has yet been found for the field it occupies, and it must not be placed in jeopardy. The small college is even more necessary now than ever before, if the job of education is to be well done. By themselves the larger colleges and universities are not equal to the task of taking care of the needs of higher education. Many of them are too big already. The tax-supported institutions are beginning to draw too heavily upon the people at large who have the taxes to pay. It is a question as to how far the tax-supported institutions should function beyond the secondary schools. Certainly there is no question as to the obligation of the state first to provide fully for the elementary and secondary schools before taking upon itself too heavy obligations in the support of higher education.

There is a place, a distinct place, for the state universities. In the west especially, they have served a great purpose. With large land grants at their disposal, and with generous appropriations from the state, they have functioned most successfully in the educational development of the west. But with the great increases in population, and the consequent great increases in student enrollments, the state universities have reached a period in their development when the question may be seriously raised as to how much further they can go in providing educational advantages for the people. Some of them are too large even now. If the state is to take over higher education, then it must provide more and still more institutions to take care of the ever-increasing student populations. Without the small colleges, the state universities would be literally swamped with students, and with an increasing tax-rate the people would soon set a limit beyond which they could not and would not go. The small colleges in these western states have literally saved the day for the great state universities. Both state institutions and private institutions are necessary if the ends of education are to be attained. There should be no argument as to which should have the right of way. Both are needed and both should have the right of way, and each should buttress and support the other.
The state's first educational obligation should be to provide for the elementary and secondary schools, and to make provision, through state-aid or otherwise, for the training of teachers for these schools. Into the eleven or twelve grades of elementary and high school instruction should go the best that the nation has to give. The public school system is still in its infancy—it has an opportunity in this republic of ours to do the greatest work for childhood that has ever been done in all the history of mankind. The state has an obligation to higher education, but it can only meet this obligation in cooperation with private benefactions.

And here is the great opportunity for private beneficence. Let the state provide for elementary and secondary education, generously and fully, and then in cooperation with private wealth make provision for higher education. The small college, usually independently owned and supported, and in many cases the child and heir of the church, could draw from independent sources along the channels of beneficence a support that state institutions do not now receive and cannot reasonably expect to receive in the future. Let the state assume as major obligations the support of the lower schools and the building of roads—an obligation which will tax the resources of the tax-payers if both of these obligations are fully met; and let private beneficence assume as major obligations the support of colleges and the building of hospitals, and the adequate support of the same. Thus relieved, the tax-supported institutions would be able to meet more adequately the ever-enlarging demands of the elementary and secondary schools; and private beneficence would find outlet for its giving that would serve the people in the highest and noblest ways.

Upon the college of liberal arts rests largely the responsibility for the cultural element in education. This element, which is the spiritual soul of education, is essentially important if education is to reach its true ends. And for the strengthening of the colleges, and especially the small colleges which are so vitally needed at this time, let some way be provided whereby the small colleges may be able to function more effectively in the scheme of higher education.

The wealth of the nation will be at the command of the colleges in a program such as this, and the existing great Educational Foundations and the other Foundations now being formed and still others that are likely to be established in the near future, may be expected to respond to an appeal to the American people to place the colleges of liberal arts on a sure and enduring foundation.

II

PER STUDENT ENDOWMENT

400 COLLEGES AND UNIVERSITIES

In making a study of the per student endowment of the colleges and universities of the United States some interesting facts are apparent.

From the most reliable figures available for the year 1928, I find that there are 792 colleges and universities in the United States. For lack of reliable information concerning all of these institutions, my study deals with only 400, not including the State Universities. The other 392 institutions include the state universities and approximately 350 other institutions for which I have not been able to get reliable figures, and in many cases no figures at all. The 400 institutions included in this study are the most outstanding of the 792 colleges and universities in the United States, exclusive of the state universities.

Of the 400 institutions considered in this study, the 10 colleges and universities in the United States with the largest endowments have total endowments of $340,133,000, or an average endowment of $34,013,300. These 10 institutions have a total enrollment of 77,916 students, including undergraduates, graduates, and summer school students, or an average enrollment of 7,791. The average endowment per student in these 10 institutions is $4,364. If the summer school enrollment were omitted, the average endowment per student would be much higher. Since these figures were compiled, many millions of dollars have been added to the endowment funds of these 10 institutions.

For the next 90 largest institutions, the total endowments amount to $298,377,000. This is an average for each institution of $3,315,300. These 90 institutions have a total enrollment of 184,957, or an average enrollment of 2,055. The average per student endowment of these 90 institutions is $1,613. These institutions, also, have had considerable additions to their endowment funds since 1928.

For the remaining 300 institutions, the total endowments amount to $152,624,000, an average of $508,747 for each institution. The average per student endowment of these 300 institutions is $840. If the 350 institutions not included in this study, whose endowments are very much lower than the 400 considered, were included, the per student endowment would be much lower. There is a wide difference between the per student endowment of the 10 largest and the 90 next largest institutions, and the remaining 300 institutions—the difference between $4,364 and $1,613 in the first and second groups and $840 in the third or largest group. These 300 institutions have increased their endowments since 1928, but not in the same proportion as the more favored 100 institutions.

The 10 largest institutions hold 43% of the total college and university endowment funds in the United States; the next 90 largest institutions hold 38% of the total endowment funds; and the third group of 300 institutions holds only 19% of the total endowment funds.

The 10 largest institutions care for 17% of the total number of students enrolled in 400 institutions, and have in most cases reached capacity enrollments; the next 90 largest institutions care for 42% of the total enrollment in these 400 institutions, and they, too, have about reached capacity enrollments; and the third group of 300 institutions care for 41% of the number of students enrolled in these 400 institutions. These 300 institutions have an average enrollment of 605. It is easy to see where additional endowment funds can be applied to great advantage in making provision for over-crowded and over-taxed college and university conditions.

But there are 350 other colleges, not included in this study, for which reliable figures are not available, which are working away at the job of doing their part in giving a college education to a large share of the 1,000,000 college students in the United States. Their per student endowment will not likely average $200, but many of them are doing good work, under a great handicap, and are sending their best product to the best universities.

The latest report available places the number of college and university students in the United States at 1,000,000. This esti-
mate may be large, but it is not far out of the way. Anyway, within a decade or two the total number will go over a million by a hundred thousand or so.

This study of 400 institutions reveals the following interesting figures: 67 of these institutions have endowments of $2,000,000 or more; 74 have endowments of between $1,000,000 and $2,000,000; 109 have endowments of between $500,000 and $1,000,000; 70 have endowments of between $250,000 and $500,000; 52 have endowments of between $100,000 and $250,000; and 25 have endowments of less than $100,000. The 350 institutions not included in the study will naturally fall in the lowest group.

Or put it this way. Of the 400 colleges and universities studied, 141 have endowments each in excess of $1,000,000. In this number—141—are included the ten largest institutions with their total endowments of $340,133,000. And let it be kept in mind that these 141 institutions, in the majority of cases, are already overtaxed with student populations and do not intend to increase their enrollments if they can prevent it. But they do intend to increase their enrollments, which is their right and is perhaps their duty. And—remaining 259 institutions have endowments from $1,000,000 down to nothing. But these 259 institutions are needed if the majority of American boys and girls desiring of a college education, are to go to college at all. And in addition to these 141 and these 259 institutions the 392 other existing institutions are needed to complete the job of taking care of the approximate 1,000,000 students now in college, to say nothing of the ever-increasing number to be expected as the high schools keep on increasing their output.

And keep in mind also the fact that the American colleges, outside of the state universities and the 10 largest institutions included in this study, are doing their work on an average per student endowment of less than $500.

III

IN BRIEF

1. The College of Liberal Arts has an important relation to higher education, and should be provided for in a manner commensurate with its importance.

2. The high schools are reaching up and the graduate schools are reaching down, but the liberal arts college continues to function. No substitute has been found to take its place, nor will there be. The passing of the college of liberal arts would mean an irreparable loss in the field of higher education.

3. The ‘‘small college’’, in great part, has borne the burden of college education from the early days to the present, and figures show that the small college is still carrying a heavy part of the educational load.

4. All colleges and universities were ‘‘small’’ at their beginnings. Some have grown great in student enrollments and in financial resources. Ten institutions have aggregate enrollments of 77,946 and aggregate endowments of $340,133,000, averaging 7,794 in student enrollments and $84,013,300 in endowments. The next 90 largest institutions have aggregate enrollments of 184,957 and aggregate endowments of $298,377,000, averaging 2,055 in student enrollments and $3,313,300 in endowments. These 100 institutions hold more than three-fourths of the total college and university endowment funds in 400 institutions studied. Ten institutions have in their possession about one-half of the total endowment funds of the 400 institutions studied, and care for about one-eighth of the total college and university student populations in the United States.

5. There are 792 colleges and universities in the United States. Endowment and student enrollment figures are available for only 400 of these institutions. These 400 include practically all institutions that have endowments of any considerable amount.

6. Of the 400 institutions considered in this study 141 have endowments of $1,000,000 or more, while 259 have endowments of $1,000,000 down to nothing.

7. The average per student endowment of the 10 largest institutions studied is $4,364. The average student endowment of the 90 next largest institutions is $1,613. The average per student endowment of the next 300 largest institutions is $840. If statistics for 350 other institutions (not including the state universities) were available, it would be found that the per student endowment of at least 300 institutions would average less than $500, probably about $400.

8. The total enrollment of the colleges and universities in the United States is approximately 1,000,000. Within ten years this total may be increased to considerably over a million. A large share of college students is being cared for and must continue to be cared for in the small colleges. The large colleges and universities are already at peak capacity, but money for endowment rolls their way in an ever-increasing flood. These large institutions naturally have the ear and the eye of the public, but the public is not discriminating until properly informed. The time has come when the public should be informed of the needs of the 500 small colleges, scattered over the country, which are carrying a load in education all out of proportion to their resources.

9. The large institutions, now at peak capacity, are thinking of reducing their enrollments, or at least holding their enrollments where they now are, and at the same time are calling for greatly increased endowments. This means that the small colleges must prepare to take on an additional load.

10. The small colleges cannot be ‘‘scrapped’’ to make way for the larger institutions. The larger institutions are already too heavily loaded. If we do away with the small colleges that are insufficiently endowed and equipped, other colleges would need to be provided in their places to make provision for those who desire and who are entitled to a college education. There are approximately 1,000,000 students now in colleges in the United States. Practically all of the existing colleges are needed. Instead of ‘‘scrapping’’, it would cost less to ‘‘build to’’ those already in existence.

11. Is it possible for the small college to get a ‘‘square deal’’ in higher education in the United States? Would all institutions—large and small—join in a united effort to raise sufficient funds to do away with inefficient service all the small colleges in the United States that are wisely located and which are really needed in the scheme of higher education? Or, shall these small colleges organize their own appeal to the American people for the funds necessary to do their work as it should be done?

12. A small number of women’s colleges are now getting ready to go before the people for large endowments. They want ‘‘great’’ women’s colleges, and why not? But if they succeed, as they likely will, and should 10 women’s colleges move up to a place by the side of the 10 largest men’s colleges, will not the situation remain as it is now, with the great mass of college students to be cared for by the smaller institutions?
13. There are not too many colleges. On the contrary, the next
decade or two will reveal the fact that there are too few col-
leges, so fast is the college population growing in the United
States.

In some sections of the country junior colleges are help-
ing to relieve the crowded conditions in the universities. The
junior college will not displace the four-year college of liberal
arts. But if it should—which it will not—there are already
792 junior colleges now in existence. Harvard has one in her
four-year college, and so have Yale and Princeton, and so
have all the others. But the junior college in a highly de-
veloped college of liberal arts will mean vastly more in the
realm of cultural education than the junior college separate
and apart by itself. The four-year college of liberal arts and
the junior college each has its place in American education,
but not as antagonists or as competitors.

14. If these small colleges are needed, why not appeal to the
wealth of America to provide a minimum endowment of at
least $2,000,000 for each institution that is rightly located?

15. There is room and need for both state and private insti-
tutions in the scheme of higher education. Each supplements
and supports the other. The State cannot provide the means
by taxation to meet all the demands of higher education.
Without the aid of the small colleges, the state universities
would be literally swamped with students, and the tax rate
would go soaring, until checked.

Cooperation, not competition, should be the slogan from
henceforth among the colleges and the state universities.
The state’s first obligation is to the elementary and secondary
schools, and it needs the assistance of private benefactions in
providing for higher education. Without the assistance of the
privately endowed institutions, the state would be forced soon
to change its policy radically in relation to the state uni-
versities because of the greatly increased taxation made neces-
sary if the state had to go it alone.

Let the state assume as major responsibilities the build-
ing of high-ways and providing for necessary expansions in
the elementary and secondary schools. Let private benefac-
tions assume as major responsibilities the support of colleges
and the building and maintenance of hospitals. And be-
tween these two major responsibilities, let the state univer-
sities and the privately endowed colleges find in cooperative
effort a way by which the colleges of liberal arts may be ade-
quately maintained.

Take Ohio for example. What would the state univer-
sity and what would the tax-payers of that great state be up
against if there were no privately endowed institutions, no
small colleges, to help carry the load? Or, North Carolina.
The University of North Carolina is a pride of the state, and
there is near by Duke University, with millions flowing her
way. But for the many colleges, most of them small, that
divide the educational load with the State University and with
Duke, it would soon require a half-dozen or more state univer-
sities or Duke universities to give the boys and girls of the
‘Old North State’ the chance to get a college education. They
are building roads in North Carolina which are the pride of
the nation as well as of that state, and they are costing money,
a great deal of money, but it is a necessary investment and
will pay handsomely in the long run. Yes! Roads—high-
ways—are needed everywhere, not only in North Carolina but
throughout the nation, to make over this country of ours,
to bring the populations and markets closer together, and to
produce a consequent wealth and such division of it that the
world has not hitherto dreamed of. The people must build
roads, as well as schools, and the cost of them must come from
taxation, direct or indirect. But colleges and hospitals can
best be built out of private benefactions. In what other way
can men and women of wealth better meet their obligations
to the people from whom their wealth comes?

And in Maryland. The state is fortunate in having a
number of privately endowed institutions of higher learning,
making less necessary a highly subsidized state university.
Some of these institutions must be given the benefit of a few
institutions costs less to the state than would be the case
if the state had to assume full responsibility for higher
education. As these state-aided institutions get on their feet
and become firmly established, a reduced burden to the tax-
rate will be the result; and the state university, relieved of the
necessity of scattering her resources over too wide a field,
will be able better able to concentrate upon those activities most
to be needed by the State of Maryland. Without her many col-
eges, Maryland would be face to face with a serious situation
with respect to her support of higher education.

16. With the great Foundations taking the lead; with men
and women of wealth joining forces in such an enterprise; and
with the smaller gifts of millions of people who have not
much to give, but giving their little may equal in bulk the
give of millions and all backed by a concerted movement
on the part of the colleges themselves, a miracle could be per-
formed almost over-night in behalf of the small colleges of
America which have a place to fill in education just as im-
portant and just as necessary as that now filled by the larger
institutions. The small college has given to the nation many
of its greatest men and women, and is still functioning in this
capacity. Great are the men and women and citizens of a kind come from the small colleges in as large a propor-
tion as come from the larger colleges. To create ‘great’ small colleges all over our country would be an
adventure in education that would place a well-endowed and
a well-equipped college within the reach of every boy and
girl in America who has the mental and moral right to a
college education.

17. The great colleges and the great universities are needed, but
the small colleges are needed also. There are now building on
this continent universities which will mean even more to this
country than Oxford and Cambridge and Heidelberg and Paris
mean to European civilization. They are necessary and they
are essential to our national welfare. But they must build
upon the colleges of liberal arts. The college of liberal arts is
essentially an American institution, woven into the warp and
woof of our educational life. It is too late to think of Euro-
peanizing our scheme of education. The college of liberal
arts exist to spread cultural holiness througout the land, and
to give the abundant life not only to the few but to the many.
And as time goes on and the great universities become greater
and greater they will become less dependent but more de-
pendent upon the smaller liberal arts colleges. As their grad-
uate schools develop, they will shift more and more their un-
dergraduate burden upon the smaller colleges. And so the
responsibilities of the smaller colleges will be increased.

It may be good business sense for automobile manufac-
turers to concentrate their industries in a few cities, or one
city, like Detroit, for instance. It may be good business sense
for department stores to concentrate in certain localities in
the cities. But it would not be good business sense, certainly
not good educational sense, to take 1,000,000 boys and girls,
between the ages of 18 and 22, and try to educate them all in
one place or in a few educational centers. The work of pro-
viding the opportunities of a college education for 1,000,000
students can be best done by a few great institutions of num-
berous size, but in a more even distribution of col-
eges spread over the entire country; and so distributed that
the advantages of a college education shall be made accessible
and possible for all who want it and are worthy of it. Many
large institutions will be necessary in the scheme of higher
education in the United States, but the more numerous smaller
institutions must be utilized if cultural education is to have
its fulfillment in our American democracy. The day of the
greatest usefulness of the small college has arrived.
There are 792 colleges and universities in the United States. In
these institutions are enrolled approximately 1,000,000 students.
There are many thousands of men and women in the colleges and
universities who ought not to be there. On the other hand there
are many thousands of men and women who are not in college or
university who ought to be. To find the boys and girls of marked
ability who ought to be in college but who are not, and to make it
consideration than the weeding out of the unfit, important as that may
be. Should deductions and additions be made, the total number
of students in institutions of higher learning would not be materially
changed. Within ten years or so the total student enrollment will
exceed 1,000,000. This will mean an average enrollment of over
1,250 for each institution.

Of this enrollment of 1,000,000, if matters proceed as they are
going now, about 125,000 of this number will be cared for in the
institutions which will be in possession of one-half of the total col-
lege and university endowment funds in the United States. The
remaining $75,000 will be cared for on the other half of the total
endowment funds. And one-half of this one-half will be in the
possession of about 150 institutions, including the state universi-
ties. The other half of this one-half of the total endowment
funds will have to care for the balance.

Should three-fourths of the money given for endowments be
spent on one-fourth of the total number of students enrolled? Or,
should there be a fairer division? A fairer division can only be
brought about by adding substantially to the endowments of the small
colleges. It is not a matter of taking from those who have not
and giving to those who have not. It is a question of giving more
abundance to those institutions which have not sufficient financial
resources for the obligations society forces upon them.

If it is important in as small an area as a state to attempt to
equalize the advantages of elementary and secondary education, so
that all children of that area shall have equal educational opportuni-
ties, is it not important also to equalize the advantages of a
liberal arts education to the young men and young women of our
country, north, south, east and west, who are entitled to a college
education? And where it is evident that the state cannot assume
the whole responsibility, is it not incumbent upon men and
women of wealth to share this responsibility with the state, and
thus lend their aid in placing before the youth of the nation equal
opportunities in higher education?

No communist scheme is proposed where all institutions shall
share and share alike. There will always be inequalities in endow-
ments, in equipment, and in everything else that enters into the
making of a college or of a university. But common justice
requires that the small colleges, forced by society to carry such a
heavy part of the college and university educational load, should
have the resources with which to do their work as society demands,
and in the interest of that democracy in education which is the
common right of all who may aspire to and who may have a right
to a college education.

In this paper I have tried to set forth the difficult situation fac-
ing the small colleges of this country. For five hundred institu-
tions the present is a time of uncertainty and insecurity, perhaps
of peril. That the small liberal arts college has a significant place
to fill in higher education in the United States, I have not the
slightest doubt. That these colleges are needed, I am no less con-


I am the president of a small college, and I know whereof I
speak. The college of which I am the head has existed for more
than sixty years, and the work it has done has received honorable
mention in the college world. The men and women it has sent
forth into life have made an honorable and in many cases a dis-
tinguished contribution to the development of our country, and
of ourselves as well. And this can be said of five hundred
other colleges of like character, here and there over the United
States. When I speak for my own college, I am speaking for five
hundred other institutions. But in this new day which is upon us,
the resources at the command of the small colleges are not sufficient
to take care of the heavy load placed upon them.

The college of liberal arts is as much needed now as ever be-
fore, perhaps more so, if education is to continue to have a soul,
and its soul is to reveal itself in heart-beats that seekers after learn-
ing and the higher things shall be able to feel and to understand.
The “small” college is a college of liberal arts, and experience
shows that it can best flourish “under its own vine and fig tree.”
There are a few notable exceptions, but as a rule when the graduate
school gets the upper hand, and the college blossoms out into a
university, the college of liberal arts takes second place, and in some
cases no place at all. Publicity and money and all that, have a
tendency to go in the direction of the institutions that carry the
name “university,” for the great and a necessary place in education, but so has the liberal arts college. If it were
a question of one or the other surviving, I should say let the
graduate school go first. The graduate school has no place in
education at the expense of the college of liberal arts. A part of
the research work done in the universities could be as well done in
the laboratories of big business. The graduate school is no sub-
stitute for the college of liberal arts, and the graduate school have no way of hooking up that can eliminate
the liberal arts college. If the college of liberal arts goes, the graduate
school will not be long in following. Both university and college
are essential. Each is dependent upon the other if the ends of
either are to be fully realized. The college of liberal arts is es-
tentially an American institution, and as such must be preserved.

I am being drawn reluctantly to the conclusion that the small
colleges must fight their own battles, and carry their fight to a
finish. It is easy for a college grown rich to forget its poor rela-
tions. I hope I am wrong. I hope the day is at hand when the
colleges grown rich and great will throw their great influence into
a movement that will mean everything for the smaller colleges, and
in the long run will mean just as much and more for the larger
colleges. Cultural education for the American people is in the
balance, and waits for the turn that will swing the things of the spirit
into the life of the individual, and the life of the group. Nay, more,
the graduate school has no place in the college of liberal arts.
The graduate school has no place in the college of liberal arts.

In this paper I have tried to set forth the difficult situation fac-
ing the small colleges of this country. For five hundred institu-
tions the present is a time of uncertainty and insecurity, perhaps
of peril. That the small liberal arts college has a significant place
in the college of liberal arts, and the whole situation gone over, every phase and angle of it, and
then conclusions arrived at that would set a movement going that
might forever establish upon a substantial foundation every college
in America that is needed to carry on in the field of higher educa-
tion.

Here is my conclusion. If these five hundred colleges of which
I have been speaking are needed, and if added resources are neces-
sary to their highest efficiency, then something should be done
about it. A convention of our American colleges should be called,
and the whole situation gone over, every phase and angle of it, and
then conclusions arrived at that would set a movement going that
might forever establish upon a substantial foundation every college
in America that is needed to carry on in the field of higher educa-
tion.

I suggest that such a convention shall be called as soon as
practicable during the year 1930. If representatives of all our
American colleges should meet in such a convention and give care-
fully and comprehensively to the subject of how, and in what the
best possible, something vital and inspiring, I am confident, would come
forth that would break down the barriers which impede the prog-
ress of the small colleges, and would rally to the support of these
colleges such friends and such resources as would make possible a
great forward advance for all our American colleges, both large and
small.

ALBERT NORMAN WARD.
AN ADDITION TO THE COLLEGE STAFF

The Board of Trustees, at the annual meeting held at the College May 30, 1930, created the position of “Business Manager under the direction of the President”. This was in furtherance of plans laid several years ago to relieve the President of some of the onus of business detail. T. K. Harrison, a graduate of the College in 1901, was appointed to the position. His office is located in the Administration Building.

GREETINGS

With the first meeting of the Faculty, on Monday, September 22nd, 1930, Western Maryland College enters upon its Sixty-fourth year.

As our College has grown in enrollment and in the importance of its work, the Faculty has increased until it now numbers forty-four men and women. Of this number there are eight new names and faces. They come to us with lofty ideals and a sincere desire to have a part in the building of Greater Western Maryland College. We welcome them to College Hill.

DEPARTMENT OF SOCIAL SCIENCE

Frank Hurt, A. M.
Washington & Lee University
University of Virginia
Johns Hopkins University

DEPARTMENT OF MODERN LANGUAGES

and teacher of French Methods
Miss Margaret Sander, A. B.
Western Maryland College, 1927
Graduate student, “The Surbonne”, France
Graduate Student, Columbia University

DEPARTMENT OF ENGLISH

Miss Florence Ahner, A. M.
Adelphi College
University of North Carolina

DEPARTMENT OF HOME ECONOMICS

Miss Laura Brown, A. M.
University of Texas
Columbia University

DEPARTMENT OF HISTORY

and teacher of History Methods
Miss Addie B. Robb, A. M.
Johns Hopkins University
Columbia University

DEPARTMENT OF SPEECH

Miss Esther Smith
Barw Avon School of Expression
Advanced Student, Columbia University

DEPARTMENT OF PHYSICAL EDUCATION FOR WOMEN

Miss Roselda Todd, A. B.
Western Maryland College
Graduate Student, Panzer College

DEPARTMENT OF MILITARY SCIENCE AND TACTICS

Thomas B. Holmes, Captain, Infantry,
U. S. A., DOL.
St. Johns College.

HISTORY PROFESSOR PUBLISHES BOOK ON SOUTHERN HISTORY

The book, Slavery Agitation in Virginia 1829-1832, by Dr. Theodore M. Whittfield, Professor of History at Western Maryland College, has just been released by the Johns Hopkins Press. The book, which treats of an important period in the history of the South, was awarded the Mrs. Simon Baruch University Prize of the Daughters of the Southern Confederacy for 1929 for the best manuscript on Southern History presented that year, and carried with it a stipend of one thousand dollars. It is number ten of a new series of the Johns Hopkins University Studies in Historical and Political Science. Dr. Whittfield holds a doctor of philosophy degree from the Johns Hopkins University.

ATHLETICS

No one connected with Western Maryland College needs to be told of the splendid achievements of the 1929 Athletic Department. In a later edition of the Bulletin, more will be said. The Schedule of the various Fall activities are given.

VARSITY FOOTBALL SCHEDULE 1930

October 4, University of Baltimore, Baltimore, Md.
October 11, St. John’s College, Baltimore, Md.
October 18, Georgetown University, Baltimore, Md.
October 25, Loyola College, Baltimore, Md.
November 1, All-Marine team, Washington, D. C.
November 8, John Carroll University, Cleveland, O.
November 15, Mt. St. Mary’s College, Westminster, Md.
November 22, Albright College, Reading, Pa.
November 29, Muhlenberg College, Allentown, Pa.
December 6, University of Maryland, Baltimore, Md.

SOCCER SCHEDULE FOR 1930

October 11, Dickinson
October 29, State Normal
October 22, Navy, at Annapolis.
November 1, F. & M., at Lancaster.
November 12, Dickinson, at Carlisle.
November 22, Penn State, at State.

R. O. T. C. STUDENTS

Western Maryland College was represented by twenty-one students at Fort Meade, Md., where the Reserve Officers Training Camp was held from June 16th to July 25th. They were in the Honor Company, being graded “Excellent” on their records. In addition to this they were designated to represent the Third Corps Area in the National Competition between the nine Corps Areas and our Island possessions. This distinction was won in competition with the leading Colleges and Universities of Pennsylvania, Virginia, the District of Columbia, and Maryland. In the National Competition, the trophy was won by the University of Hawaii, Western Maryland winning sixth place.

ALUMNI SECRETARY’S OFFICE MOVED TO COLLEGE HILL

Visiting Alumni now have an office that they can call their own. T. K. Harrison, ’01, who was elected Executive Secretary in June, will maintain an office for the Alumni Association in the Administration Building. Alumni are invited to drop in this office whenever they visit College Hill. All correspondence for the Association should be addressed to this office.

PLACEMENT SERVICE

Members of Class of 1930 in Education

The College makes an effort to place its recent graduates satisfactorily, and in recent years has been asked to give more and more attention to adjustment and replacement of post graduates. In order that this important function of the College be adequately cared for, a Placement Bureau in connection with the Registrar’s office is in contemplation.

Members of the Class of 1930 placed in high school teaching are given below by counties. A detailed list with subjects taught and exact location will be published later.

Allegany County—Ruth E. Gleichenh, Marian E. Reifsnider
Anne Arundel County—George C. Baumgartner, Wilmer V. Bell, Albert R. VanMetre, Charles W. Willis, Eliza Russell, Ruth W. Sartorius
Baltimore County—Anasth Bay, Nila Y. Wallace
Baltimore City—Clarence T. Dellaire
Caroline County—Mary W. Moore, Henderson
 Cecil County—Thomas C. McVey, Hannah M. Maze, Audrey R. Kepp, Julia Williams, W. D. Phillips
Dorchester County—Otis M. Trice, Helen Warren
Frederick County—H. O. Smith, Eleanor A. Gunby, Mary Louise Shipley, Minnie G. Strawbridge
Garrett County—Calvin S. Warner
Edna M. Johnson, Kathryn A. Speicher
Harford County—Helen L. Harry, A. Selma Pickett, M. Elizabeth Scott
Howard County—Weldon G. Dawson, Urrth A. Rounton
Montgomery County—Elizabeth H. Mitchell
Prince Georges County—Elizabeth A. Clough
St. Marys County—W. Hayes Brown, Jr.
Talbot County—John Warren, Margaret D. Leaward
Washington County—Amanda K. Bell, LaCille J. Charles, Rebekah R. Stonebraker
Wicomico County—Branch H. Phillips, Jr., James A. Starch
Mandie L. Hough, Dorothy L. Holiday, Dr. Elizabeth Howard, Bawco M. Robinson
Worcester County—Francis A. Belote
Montrone School—H. Frances Humphrein
Delaware—Gloria Jewel Thornburgh
Pennsylvania—Charles A. Engle, Wayneshore
William C. Felton, Bethlehem
Texas—Frances C. Ward
Ohio—Thomas D. D. Braun

DE. BERTHOLF HONORED

Lloyd M. Bertholf, Ph. D., who has been at the head of the Department of Biology of Western Maryland College since 1924, has been awarded a Fellowship at the University of Munich by the National Research Council and has been given a leave of absence for one year in order to continue his studies.