

X

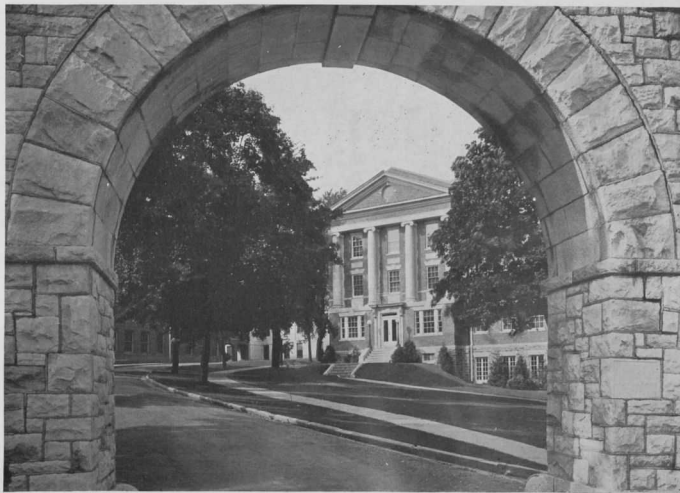
No. 3 MISSING

# Western Maryland College Bulletin

Vol. 10

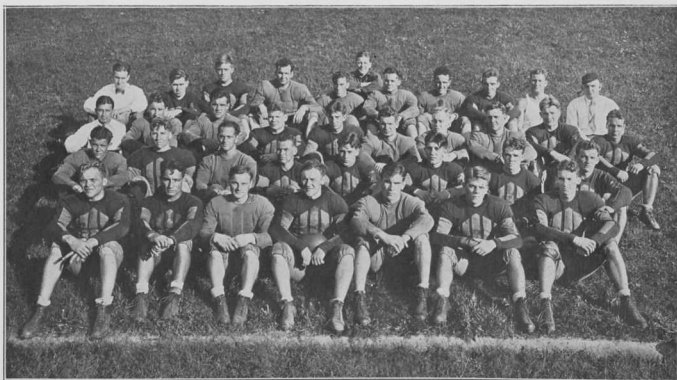
WESTMINSTER, MD., NOVEMBER 7, 1929

No. 1



## 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".



1929 W. M. VARSITY TEAM

From Left to Right: Front Row—Wilker, Weisbeck, Gonsak, Havens (Capt.), O'Leary, Pelton, Bates. Second Row—Clary, Barrett, Willey, Lawrence, Elatis, Stach, DeLaena, Klapac; Third Row—Phillips, Mgr.; Wallinger, Pincard, Benson, Hammill, Wallace, Tillman, Uninger, Kokout, Bolton. Back Row—Spier, Graduate Mgr. and Freshman Coach, Davis, Newcomer Lamb, Doughty, Caples, Asst. Mgr., Jones, Baker, Neal, Asst. Coach, "Dick" Harlow, head coach.

## The 1929 Football Season

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

The loss of Lyl 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" Kosh-inake also were missing from the backfield, and that "Dick" Norris, "Jiggs" Downer, Whiteraft, "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 untied 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 in the playing field. What an alumnus 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 Elatis, 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 experience 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 unqualifying 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. 28, at Westminster—
- Western Md. 34—Baltimore U.—0.
- October 5 at Washington—
- Western Md. 7—Georgetown U. 0
- October 12 at Scranton, Pa.—
- Western Md. 12—St. Thomas 6
- October 19 at Baltimore Stadium—
- Western Md. 22—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

### 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 bring friends and destroying old prejudices. We have no time for the system still in vogue at many institutions of instilling the doctrine of hate toward our adversaries. We want our boys to fight to the last ditch for the honor of Western Maryland, but to fight always honorably, and to accept victory humbly and with no gloating. 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 transient success or failure, never for a moment must we lose sight of the fact that we are not building for one or two seasons but for a future Western Maryland, whose Athletic Teams will be loved and admired for their sportsmanship, and feared for their fighting ability by all our respected opponents."

DICK HARLOW

## As Others See Us

The following article from the New York Sun of October 24, 1929, under the two-column heading "Harlow: A Football Coach" is written by the nationally known sports writer, Will Weigel, tell us 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 ambitious college, founded on a variety squad of twenty-seven, recruited from the 225 boys of a co-educational institution of 500 students. An ambitious schedule of eleven games; gridiron tactics somewhat unique in this era, in that the "Rocking system" is not used. Dick Harlow is coach. The Harlow system is in force. He teaches plays to fit physical capacities of his boys.

They are his plays. (In the past he was influenced by any other coach it was Pop Warner, who was at Pitt when Harlow was a star State.

Harlow (class '11, Penn State) was an All-American tackle. He coached at Western Maryland, where he coached Penn State ten years, preceding Benkel. Then he taught football at Colgate four years. This is his fourth year as athletic director at Western Maryland.

Harlow is football coach at Western Maryland. He has never been blessed with extraordinary material. His team is a light squad this season, average weight 168 pounds. He has developed two splendid players: Capt. Charlie Haves, 185-pound center from Rome, N. Y., and Paul Bates, 178-pound end from Los Angeles.

### The Dictators of Friendship

Now how does this tiny academic school off in the woods come to have played the season's stoutest spots as the Empire State and the Pacific Coast? Friendship is the answer—the Friendship Harlow has built up during the last eighteen years. Men who have played with him and Harlow's coaching have built up during the last eighteen years. Men who have played with him and Harlow's coaching have built up during the last eighteen years. Men who have played with him and Harlow's coaching have built up during the last eighteen years.

Haves, the captain, is from Western Maryland by an old Colgate friend of Harlow. High school boys from other states who knew little of Harlow were thoroughly received at W. M. C. for football is not played in the high school in the State of Maryland.

Paul Bates picked Western Maryland because he attended Franklin High school in Baltimore, coached by Frank Hess, a fullback at Colgate under Harlow's reign there.

Charlie Engle, another W. M. end, came to Harlow for football guidance and counsel because he once played the other tackle at Penn State. Penn State when Harlow won All-American recognition there.

Frank Clark, sophomore quarterback at W. M. had the magic word Harlow slipped in his ear by "Light" Harlow, Harry Lumsden, former Penn State and Army linebacker.

Ludwig Pincus, tackle, from Lorain, Ohio, had a brother who was once a Penn State quarterback, and little Ludwig, who happens to be the only 200-pound tackle in the M. C. squad, learned about as much from him. And along with Little Ludwig came another Lorain boy, Frank Conk, 165-pound fullback, who is a line backer for his weight.

Gonsak is an artist at carving a route for himself, a college athlete, who is an artist at the art of the field, wielding a neat brush at anything in the painting line from stable walls to the making of a bridge, and the bridge which programs, jobs that have helped pay his way through college.

### Harlow An Ornithologist

Gonsak also paints bird pictures for his coach. Did you ever hear that Harlow is interested in birds? Funny thing for a coach, but the study of birds is more of a hobby than a football. Dick Harlow is a classless lecturer at Colgate; taught ornithology. He has a valuable collection of bird eggs.

Harlow takes his W. M. footballers shooting bird eggs as part of the early field routine. A lot of the boys have become ornithologists amateur. They discovered three new kind of birds' nests in northern Alberta last year. One was of W. M. C. name. It was found twenty years ago. He was the first man to find the nests in the Connecticut River. He was the first man to find the nests in the Connecticut River. He was the first man to find the nests in the Connecticut River.

Harlow teaches his boys something besides football. He teaches them to be tough, to be able to swear. Swearing frightens birds. No naturalists are cussers and Harlow can't see that cussing helps in the football field. The fighting from W. M. "errors" is based on Christian ethics. Western Maryland is Methodist school, or was originally when founded shortly after the Civil War, which brushed the hem of the old town when the great cavalry skirmished with some Delaware troops just before Gettysburg, which was fought a few miles to the north of this quarter.

### Is the Old Blue Ridge

Is the old field of Gettysburg and study of big maps of that memorable engagement are part of the course for footballers and others under Captain Westmoreland, U. S. T. C. Harlow is a coach.

Yes they learn more than football at Western Maryland. They learn the law, the history, the English language. They learn to be the quiet little town of Westminster, with the soft church bells and the main street. They learn to be the quiet little town of Westminster, with the soft church bells and the main street. They learn to be the quiet little town of Westminster, with the soft church bells and the main street.

They learn to be the quiet little town of Westminster, with the soft church bells and the main street. They learn to be the quiet little town of Westminster, with the soft church bells and the main street. They learn to be the quiet little town of Westminster, with the soft church bells and the main street. They learn to be the quiet little town of Westminster, with the soft church bells and the main street.

When it became too dark for more work variety, the coach required a little old light. The light was lit by four inadequate incandescents. The athletes removed their coats shoes and in their shirts and socks, and in the dark, they lay down. They reclined on their backs and "rode bicycles," they counted out loud and yelling till the little room shook. It was all aiming at helping up.

Harlow's teams are well conditioned above all else. They have to be with a limited number of subs. They were pretty well tickled up by the simple game, but emerged with no major injuries.

"We've been tested against a fine line at Georgetown last year. We were a fine backfield at Georgetown. We know our abilities and they would seem adequate for the rest of our regular season.

Harlow said his team huddled in the Temple game, but it was something new for his players. The huddle is a new thing at W. M. C. Dick Harlow says that to him the most inspiring thing in football is a quarterback with a high school background, who gives the signals and plays forming sans the group conference.

## BALANCE OF SOCCER SCHEDULE

- Nov. 15—Temple Univ., Westminster.
- Nov. 23—Blue Ridge Col., Westminster.
- Nov. 27—Franklin-Marshall, Westminster.
- Dec. 7—Lafayette, Westminster.

## 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 it was unanimously elected to membership in the *Intercollegiate Boxing League*. This league is composed of the United States Naval Academy, Johns Hopkins University of Pennsylvania, Virginia and Boston Tech, and now Western Maryland. At the same meeting, the application of New York University and Temple (colleges with 10,000 students) as well as the application of the University of West Virginia, Duke and Bucknell were rejected.

The Terror Boxing Team, a home-grown product, not a member of the league, has proved on before her camp on the Hill, has done as much to make valuable friends and secure favorable publicity for the college, as any team that ever has represented the school in any sport. Last year, it defeated V. M. C. Georgetown, University of Pennsylvania, Manhattan, New York University and Temple. It lost to Penn State by a hair-line decision 4 to 3, and was defeated by Navy in one of the most sensational college boxing meets of all time. In the Intercollegiate Championships, Western Maryland secured two National Champions, Douglas Crosby, the middleweight champion, Md., was undefeated during the entire season, and during the Intercollegiate championships. Ted Klepac, of Wilkes Barre, Pa., was the most popular fighter in the National Tournament, and with Alex. Wolff of Penn State, proved to be the sensation of the meet in the 175 pound class. Both of these champions had three hard bouts in order to win the coveted honor, which was won by the fighters and by two. George Ekatis, popular middle-weight champion of this year's team, lost to Wolff in a wonderful fight by a very close margin.

For the information of those who do not know, the Intercollegiate Boxing competition is sweeping this country, and rapidly making it a major sport, this explanation may be given. There is no element of prize-fighting or pugilism in the Intercollegiate Boxing competition. It is permitted, and the bout is stopped immediately that 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 meet, the Western Maryland squad of boys ranging from 115 to 175 pounds often had been larger than the whole football squad, in which five was as many men see battle.

An exceptional schedule has been arranged for 1930, and includes the meeting of both Georgetown and New York University at Westminster. It is expected that several meets also will be held in Baltimore.

At the Georgetown-Western Maryland meet last year, 3000 people of official Washington appeared in full force. At the New York-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 the Marys team triumphed over Franklin, 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 star with much to recommend him, was conspicuous in all games. He is now coaching Varsity Soccer on the Hill.

"Dick" Willis, the Center Halfback Captain of the 1929 team, is leading his team to great success. Already it has defeated the State Normal, Franklin and Marshall and Blue Ridge College, losing to Navy in an extra period by the score of 4-3, and tying Army at West Point, 1-1, the latter from Denton, Md. was on darkness, after an extra period.

## Western Maryland College Bulletin

WESTMINSTER, MD., NOV. 7, 1929.

Entered as second class matter, May 19, 1925, at the Postoffice at Westminster, Md., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917. Published quarterly.

Edited by Ralph Cover, '10

### Announcement

*I have asked Mr. Ralph Cover, of the class of 1910, to edit the College Bulletin for the next year, and he has very kindly consented to take up the burden of the responsibility of this work. I am sure that Mr. Cover will do a fine piece of work.*

*It is very gratifying to me that the Alumni Association has decided to issue an Alumni Quarterly. The two publications—the College Bulletin and the Alumni Quarterly—will not conflict in their field of operations. The College Bulletin is primarily a college function, dealing with academic and other matters that interest, not only the Alumni but thousands outside of the Alumni. I predict a great field of usefulness for the Quarterly, and I ask for the enthusiastic support of all former students in making the Quarterly a great success.*

*A. M. Ward*

## It is November

The men and women of the world approach, with the coming of each November, a supreme and sacred moment. They come to the anniversary of that moment when the world stood still, when the cannon ceased belching their fire, when crippled men found peace once more, and Mankind found its conscience. It is November—the month of the Armistice.

And those who live today, turn with their memories, to those others who suffered the bitter sleep. Once more the day returns to remind us of the covenant we made—of the price we paid—of the sacred trust now ours.

Only eleven years, yet it seems as though it all happened in some dark, primal past when man was a savage and his lust stronger than his reason. Shells and fire; cannon and poison gas; craters and mud trenches filled with half crazed men whose running blood shone like a weird spectre under the winter moon.

No—surely it is not of us that this record was written. It reads too much like a nightmare, like a wild dream out of a savage past.

But the dead are here to remind us. The wounded and the crippled still fill our hospitals, and the treasure it all cost still takes its toll.

How strange are the ways of man on earth!

In a Kentucky cave a wanderer loses his way and for two weeks an army of rescuers struggles over him while millions watch with bated breath. Only one life and yet so much excitement!

Under the waters waiting a submarine carries thirty men to their grave while an armada of rescuers works feverishly to rescue them, and millions pray through the night—Only thirty men!

Across the heavens streaks a youth in his aeroplane and millions watch through the night, trembling for his fate. Only a boy, yet the heart of the world is stilled!

But when like a thunderbolt the curse of war descends on man and millions perish, there are lips to prattle, "It is war. It has always been. It shall happen again—always."

How easily men submit. How quickly they forget. Even at this moment there are those who brag and taunt and the rattling of their sabres is heard on the very spot where the sacred dead are asleep, while out of the Unknown Soldier's tomb the eyes of a dead man watch—and wait—and wonder.

It is the month of the Armistice. There are those for whom it means the marching of men and trumpets. And there are those who shall weep silently.

But there are those too, who know that it comes like a powerful searchlight, peering into our hearts to see if we remember—if we spoke the truth when we said, "It shall never happen again."

♦♦

## 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 in the spectacle of those who barely miss—who lose by inches—who, with everything pointing to their ultimate success, somehow lose out and never arrive.

Any large employer knows such a man and often several such men. Far greater than the baffling problem of those who fail utterly, to employers, is the sight of those who just miss out. And many an employer has known sleepless nights pondering over just such a man.

It is true that most men can begin a job. It is also true that most men can go nine-tenths of the route. Very little happens in the far. What happens on the last lap is generally the difference between those who win and those who just miss out.

Millions of men have failed because the extra punch, the extra ounce of faith, the one 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 build false limitations which chain them. There are those who cry "enough" long before the last curtain is rung down. And there are those who never know when they are beaten.

It all sounds trite and simple. Yet the greatest laws of life are simple. We speak of good men and bad men, strong men and weak men, successes and failures. There are no such divisions. All men are a little of each.

Beginners are born with each new day. At high noon they begin to expire and dusk or crisis or emergency which call for that extra ounce find them spent and finished. It is those who know how to finish who write for Posterity.

♦♦

## Football and Industry!

There are two fields of activity in which the United States indisputably leads the entire world. These are sport and commerce. At first glance they appear to bear but little relation to each other. Close study reveals, however, that the same qualities, the same characteristics, make for victory or defeat in both and that it is natural for a people who excel in one to lead in the other.

Under the blasts of autumn winds King Baseball has gone to his winter sleep, and a new Emperor has come to reign in his place. Football is his name. Muscle, brain, courage, brains and pure grit clash and crash to place a pigskin behind a coveted goal line.

What is it that makes for victory on the football ball? Ability? Courage? Swiftness? Practice? Yes, each of these has its place, but there remains yet one quality which means more than all the rest. Its name is Teamwork.

Teamwork—the finished, well planned, carefully timed support of player for player. Teamwork—and the realization that if one man fails, ten other men and the cause for which they battle will pay the price in defeat.

Teamwork—the willingness of each player to forget the spotlight—to forget himself for his team—to know and to believe that what really counts is not the spectacular run which the crowd cheers, but the interference, the blocking, the obedience to orders of the ten other men, which make the long run possible.

And this is true in Industry, too. Nothing means more to the success of an enterprise than teamwork and the willingness of each worker to forget himself, his temperament, his pride, for the greater good of all his fellow workers—his team.

After all, is not each worker in Industry exactly like a player on the gridiron? And does not the play which means victory for all fail dismally, if a single one is indifferent to his job and its meaning to the whole?

The capital invested—how will it net dividends without the careful planning of the leadership to which it is entrusted?

The salesman rolling up earload after earload—how long will his orders continue if the team back home fails in its support?

A football team made up of eleven Red Granges, each thinking only of himself, would be snowed under without teamwork.

A company made up of a hundred Schwabs, each pulling his own way, would find for a mediocre competition which understood the magic of teamwork.

In football, one man kicks and another runs. One tackles and another blocks.

In business, every member of the force is a player. And the story which the inventory tells is not the work of any of these, but the sum total effort of all. No more and no less. It is as true as the law of gravity itself.

Football and business. Two battlefields. On neither is there room for the "prima donna temperament." Each calls for faith, loyalty, ability and brainwork—but above all, for teamwork.

♦♦♦

## Listen, Son

If all the man-made epigrams in all the world should prove false, if you are finding the race swift and the job difficult and there just doesn't seem to be a rung on the ladder for you—there is yet one thing which will survive all these and never fail you.

"Just as you dream—so you will be."

All the man-made power on earth—all the distilling competition—neither poverty, nor even disgrace—none of these can hold you and keep you if you dream big enough to conquer them.

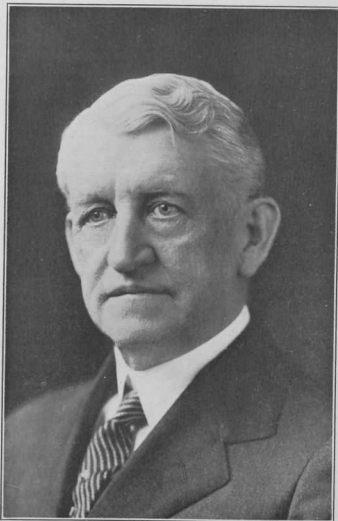
For the battleground is in your own heart. There is no other. The limitations are in your own soul. There are no others.

If only you can bring yourself to believe it, and then work hard enough to make those dreams come true.

The liar will tell you that you are licked, the fool will tell you that you belong away from the list, the idiot will tell you that the comforts of success are not for you—but history and living things all around you will tell you to dream—to dream of conquest—and then to go out and make it a living thing.

## In Memoriam

## "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 wroughtest in thy tasks with main and might.  
 This College stands a witness of thy zeal,  
 Where Youth, prepared for coming we 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 lureh,  
 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 dawn 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.

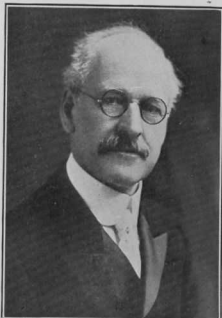
## Greater Western Maryland

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,  
 resistless tide,  
 And Hope glows 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 de-  
 nied,—  
 And thus the dreams of Prophets to fulfil.

On Sons and Daughters may God's Spirit  
 come,  
 That they, in this Great Age may pro-  
 phesy,  
 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  
 benumb,  
 Faith added, can the whole world glo-  
 rify!

## A Good Man



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

So Very, Very Small  
It SeemsBy 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 crippled be.  
 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 e'er 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, to the 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 are to be offered for those who have in mind the Christian Ministry, at home and in foreign fields, and for those who look forward to 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 human laboratory in which the work would be carried on.

The section of country 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 when 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 at Johns Hopkins, he assisted in some courses taught by Dr. Latane.

### To the Department of Mathematics

Clyde A. Spicer, 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 Elderdice, 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

Gwendolin 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, Jr., a graduate of the University of Toronto, 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 saw service in the recent war. Though only a high school graduate his knowledge of German was such that 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.

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. A. 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 had this aid to him and lived for him?*

Another week has reached its weary close,—  
Is duties done, I trust, to some avail.  
I love my students dearly, nor would fail  
To help them better meet life's joys or woes!  
And yet, my anxious heart within me knows  
Time's annuals will record full many a tale  
Of struggle dire, e'er found life's Holy Grail,—  
Great victories, please God, e'er unsown foes!  
That each the Truth may find, I humbly pray;  
Each triumph o'er the powers that fierce assail,  
And find his Life and Crown in Love's Highway  
Invulnerable, as knight in coat of mail!  
O Power Unseen, that rulest over all,  
Safeguard each soul,—nor let one warrior fall!

## 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,—  
That honors will come and stay!  
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 "Lab", or in Class-Room,—it's always the same,—  
You may count on us playing fair!

## President Elderdice and His Dream for a 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. Elderdice, was completed by Dr. Stephens the night before he passed away. It expresses 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 he 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 of his peace.  
His courage and his patience ye will own  
When he, exalted, stands before the Throne:  
His wisdom, too, ye will aloud proclaim,  
And say, "His works commemorate his name!"

But why await a day when he is gone?  
Why not, while he is here, help "carry on"?  
His burden, now, is pressing hard, and great;  
If I praise ye have to give, why longer wait?  
He gives his strength, his love, as Jesus gave,—  
And travails much in soul this side the grave.  
"Thine" of all who in their Lord abide,—  
Some day they shall awake full satisfied,  
And in His likeness stand triumphant there;—  
But may we not, e'en now, show him we care?

A hundred voices, yes, and many more,—  
Speak clearer now than they e'er spoke before,  
The message of God's love, because of him.  
Why then await until life's day grows dim?  
O help him now in his untiring search:  
For living men to lead a living Church:  
Help him the School of Prophets to endorse,  
And cheer his heart, and lift his burden more!  
In Christ's dear name, some worthy presence  
Bestow. Fulfill his dream ere he go hence!

<p>WESTERN MARYLAND COLLEGE, WESTMINSTER, MD.</p> <p>1929-30</p> <p>REBELIAN PLANS TO QUIT RECALL IN ALUMNI HALL</p>	<p>WESTERN MARYLAND COLLEGE, WESTMINSTER, MD.</p> <p>1929-30</p> <p>REBELIAN PLANS TO QUIT RECALL IN ALUMNI HALL</p>	<p>WESTERN MARYLAND COLLEGE, WESTMINSTER, MD.</p> <p>1929-30</p> <p>REBELIAN PLANS TO QUIT RECALL IN ALUMNI HALL</p>	<p>WESTERN MARYLAND COLLEGE, WESTMINSTER, MD.</p> <p>1929-30</p> <p>REBELIAN PLANS TO QUIT RECALL IN ALUMNI HALL</p>
--	--	--	--

One of the finest institutions on the Hill is the weekly publication by the student body, with faculty advice, of the College newspaper known as "The Gold Bug". The paper does not have to call for the help of student and faculty, and it is his loss and her loss who does not send the \$2.00 that brings back in return weekly all the news and activities about the College, the Student Body, the latest developments in athletics, good editorials, alumni news, club news and exchanges. This publication is a virile thing that overshadows any effort ever made in the old days. You had better obey that impulse now to do this little thing that will help you keep informed on many educational and other matters.

## Around College

### The Scholastic Year

The College opened for its sixty-third session on Wednesday, September 18, with the usual Faculty Convocation. The Freshman Week program followed.

This is the fourth session which the College has opened with a program for Freshmen. The first year students were required to register some days ahead of the upper classmen and in this period were given the psychological and placement tests, lectures on college work and college life, and a general orientation of Freshmen, before the Sophomores appeared on the scene. Dr. Berthoff, head of the Department of Biology, was chairman of the Freshman Week program.

The lectures given covered College Aims, Western Maryland Traditions, Clubs and Societies, Campus Problems, College and Religion, Budgeting Expenses, The Honor System, Year Marks, Health Talks, Vocational Opportunities, Choice of Courses, Use of Library and Student Government.

The student enrollment is about the same as last session, and runs to capacity.

The new Science Hall and Dining Room gives additional accommodations for recitation and recreation, but the dormitory facilities remain the same, limiting the number of boarding students which may enroll.

A number of the incoming Freshmen have had Western Maryland ideals bred into them, being the grandchildren, children, sisters or brothers of Western Maryland graduates. Among them are to be found the following:

Emilie Porter Brown, Landowne, Pa., daughter of Mrs. H. T. Brown (Sellew Stearns), class of 1896.  
Jean Caton, Acetown, Va., daughter of Dr. W. P. Caton, class of 1892.  
Hazel Cooling, Barton, Md., daughter of Gilbert C. Cooling, class of 1905.  
Rebecca Priscilla Holland, Walkersville, Md., daughter of Mrs. George A. Holland (Carrie Agnes Stone), class of 1897.  
Sarah Louise Mills and Marietta Mills, Birmingham, Ala., daughters of Mr. and Mrs. J. H. Mills, class of 1905.  
Mary Ellen Senat, Philadelphia, Pa., daughter of Mrs. H. D. Senat (Mary White Elgin), class of 1910.  
Jane Veasey, Orlando, Fla., daughter of Mr. and Mrs. Veasey (Miriam Lewis), class of 1896.  
Lloyd Martin Elderside, Westminster, Md., son of Rev. C. M. Elderside, class of 1904 and Emma Celastor Norris, ex 1908.  
John Elliot George, Sudlersville, Md., son of Mrs. J. M. George (Lillian May Nelson), class of 1907.  
Stoddard Smith Rounton, Barkersville, Md., son of Dr. Thomas Clyde Rounton, class of 1903.  
Dorothy Thornhill Johns, class of 1905.  
J. D. Johnson, class of 1926.  
Elizabeth Parker Matthews, Parkersburg, Va., sister of Mrs. H. C. Parkins (Satie Belle Matthews), class of 1925.  
Margaret Esther Strange, Annapolis, Md., sister of Miriam Strange, class of 1925.  
George R. Brown, Snow Hill, Md., brother of Maude Ewell Brown, class of 1925.  
Douglas Matthew Pickett, Mt. Airy, Md., brother of Emily Jones Pickett, class of 1925.  
William L. Roberts, Westport, Md., brother of Ebel Virginia Roberts, class of 1925.  
Woodrow Preston Taylor, Westminster, Md., brother of Lorylene Elsie Taylor, class of 1926.

### Athletics for Women

In the nine years in which Miss Faith Millard (now Mrs. Howard Rinehart), had charge of athletics for women, much was done to place athletics for women at the College on a par with athletics for men. The men, of course, still excel in the major sports, but, in systematic physical training for all students, the women probably excel. In the latter part of this period, serious effort was made to meet the need of the high schools for teachers of athletics and physical training for girls.

In the appointment of Miss Marie Parker to succeed Mrs. Rinehart as head of the Department of Athletics for Women, the College had in mind the continued improvement in physical training and athletics and especially in the female teacher training. It has been to meet in every way the requirements for physical education teachers and PAL workers in the State.

Playground activities, athletics and physical training, are fast moving from an unimportant place in the extra-curricular activities in the public schools to an important place in the regular school program, and many states now require courses in physical education for certification to teach.

Miss Parker has been connected with the Playground Athletic League of Maryland for the past three years, in charge of field work and has conducted the County Field Meets over the State. She knows the field and is exceptionally well fitted to train teachers for this work.

### New System of Personality Rating Inaugurated

The students at Western Maryland College are to have records not only of their intellectual attainments in the form of semester "grades," but also of their personality traits as well. This is a new plan recently adopted by the faculty after an investigation by the faculty and the Freshman Sophomore faculty. The plan calls for the reporting of estimates of selected personality traits by two to five members of the faculty for each student each year.

The aim of the plan is to obtain a more accurate estimate of the personality of the student than has been done heretofore, for two reasons: first, so that letters of recommendation, when asked for by employers, graduate schools, etc., may be made in a more intelligent and accurate way and, secondly, but of more importance, so that those who have in charge the advising of students may be able to point out to them their weaknesses and thus help them to improve their own personalities.

The members of the faculty are agreed that the improving of personality is of far more importance to a student than the learning of facts. This, therefore, is an effort to give an impetus to what has been called the supreme aim of education—the development of character and personality.

### Economics Department Strengthened

The department of Economics has been materially strengthened with several well defined objectives in view.

1. The life-values inherent in Economics for the average citizen were never so important as they are today. A knowledge of Banking, Investments, Insurance, Labor Problems, Business Administration, etc., are so essential to the man in the street, whether merchant prince or laborer, that economic sense and knowledge are essential.

2. Each year a larger number of graduates enter various types of business, railroad, telephone, insurance, salesmanship, administration, and the like, and the employment representatives of big business who visit the College each spring, ask for economics students. The new courses meet the need of the business world.

3. The need of Economics for teachers. If economic knowledge is essential for the man in the street, it is more essential to the high school teacher, and most essential to the teacher of History and Social Science. A while ago, the history teacher taught History with a little Civics and Economic problems were slighted or ignored. Today, the usual plan calls for two years of History and two years of social and economic problems. The history teacher must know Economics.

4. To meet the need of special commercial teachers, certification for commercial teaching now requires a college education. There are few schools, in or out of the State, offering four years of work of college grade function for commercial teachers. The added courses in Economics helps to meet this need.

### Harry Clay Jones Scholarships Awarded

On commencement day President Ward announced the awarding of the Harry Clay Jones scholarships in chemistry and physics. The recipients are Charles W. Willis, '30, in chemistry and William Hobbs, Jr., '30, in

physics. These scholarships are made possible by the bequest of ten thousand dollars from Mrs. Harry C. Jones and are named in honor of her husband. Harry Clay Jones was a student at Western Maryland College in the class of 1886, transferring before graduation to the Johns Hopkins University from which institution he graduated. Later he received the doctor of philosophy degree from a German university and received a doctor of science degree at Johns Hopkins. His researches made important contributions to physical chemistry and gave him international fame. The value of each scholarship is the income from five thousand dollars and amounts to between two hundred and two hundred and fifty dollars annually. The award is made to those juniors in chemistry and physics who have made an outstanding record in their major subjects during their three years of college work. The college reserves the right to call on the holders for assistance in instruction in chemistry and physics.

### The College Inn

The former John L. Reinsfelder property, south of the campus and bought by the college in 1922, and formerly known as the "Gray Gables Inn" has been remodeled into a very desirable college Inn under the management of Mrs. Louise F. Hamrick, the college dietitian.

Alumni and friends will find here exceptional accommodations, for short, long periods in all the seasons of the year. There are four chairs when the Open Air is chilly; and fountains, gold-fish, sun shades, benches, trees and breezes when it is warm; and good food at the right prices always.

The Inn is a much needed addition to the college structure, and already is being patronized widely.

### Fellowships to N. Y. U.

George Edward Shriver and Paul Howard, of the Class of 1929 have been appointed to be part-time assistants 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 institution were considered. The work consists of assisting with the instruction of undergraduate courses in chemistry at the Washington Square College of the University. This requires twelve hours per week of the assistant's time. The remainder is to be spent in graduate study in chemistry at the New York University. The appointments are for the student with the privilege of renewal. The stipend is adequate to meet the expenses of the student during his

### Greenfield at Yale

Kent Roberts Greenfield, '11, has received a Sterling Fellowship from Yale University and a Grant-in-Aid from the National 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. During the remainder of his life, Mr. Greenfield has been teaching European history at Yale during the past nine years, and has been devoting himself particularly to the history of the period of the struggle for national 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. His latest work, *"Fascism Interpreted,"* a review of Mussolini's *My Autobiography* and H. Nelson Gray's *Strenuous 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 on the subject at Yale, which is now 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

Algernon: Fawcett this: A chap here thinks that a football coach has four wheels."

Percy: "How! How! And how many wheels has the bally thing?"

The football "problem" is a hardy perennial. On one side are the complaints that scholarship has been "pushed aside" and "dwarfed" by a super-importance that has been given to athletics. 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 both in numbers and enthusiasm. On the face of things, the complaints contradict each other. Just how the under-graduate can be guilty both of indifference and of over-emphasis, 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 extra-curricular 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 rounds 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 Harwood Ward for twenty-five years!

With probably the greatest year in athletics ever had on the Hill, and all these anniversaries coming at once, it might be a good time to start and finish that 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 annual campaign five years ago. It was as follows:

"The strengthening of our colleges throughout the country is the most eminent necessity of higher education. The universities are already overtaxed and the best method of strengthening the whole fabric is to build up the college to replace the university, except for a 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 while-whiff 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 this 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 more non-athletes had been on probation 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 than did non-athletes, and that there was no substantial difference in the average grades 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 study did not form any fair basis either for indictment or laudation of athletics.

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 vague. The report makes definite allegations and puts the responsibility for improvement squarely up to the authorities of the institutions involved. Whether any considerable effect will be produced remains to be seen. The 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 one man sweeping in front of his own door."

There is nothing that broadens one like travel, unless it be too many hot fudge sundae.

We 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 and the college owes much, to "Bilby Mac", and this opportunity to get together will be sweetened a lot by the purpose. Make your plans now to attend the banquet this year.

How long will Dick Harlow remain on the Hill? Enough alumnus have asked this question to make me giving the answer. It does not depend on money. It does not depend on anything that money can buy. It does not depend on his having winning teams. It does not depend on any of the things which actuate him, and which 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 one of the finest ideals existing anywhere today. This includes learning how to be the right kind of a winner as well as a good loser. So the answer to 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 which I ever listened was that given by a Harmonica Band, composed of the champion Mouth-Organ Players of Philadelphia. Penn State is now organizing a Harmonica Band, and the Western Maryland school has organized a Girls' Bugle and Drum Corps. There is a similar opportunity on the Hill for the 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 serious essays on the Why's and the Wherefore's of the game. Columns have been given to it. The newspapers, of course, print what they think will interest their readers; and the readers become more interested in a subject as the papers give added attention to it. If a man could be found for breaking the news—we will not call it vicious—perhaps inter-collegiate athletics as a whole might assume more reasonable proportions.

Editorial congratulation is extended to the Board of the "Alumni Quarterly," whose first issue came out recently. May our contemporary be very healthy, and prosper much. We are sure the labor of love will be worth the great sacrifice entailed. The students, alumni, and friends should remember that the strength of the whole depends upon the strength of the constituent units, and that a little co-operation in this direction will help greatly a Cause dear to us all.

The alumnus that fails to attend the University of Maryland-Western Maryland game in the Baltimore stadium on December 7 is certainly missing one of the season's classics. This 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. Burdened by an unhappily arranged schedule, it had to take some October fixings which served to conceal the rapid development of some exceptional men. Their progress is a gradual crescendo that will culminate in this December battle. The Terros will have passed through a strenuous ten game schedule. Every psychological advantage favors Maryland. On paper, Maryland is the better team right now. The fur sure will fly, and bold, if not foolish, is he who predicts the outcome with any great confidence. Will see you at the Stadium 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. John's College, Loyola College, University of Maryland, . . . all will engage the Terros in one or more sports, including football.

Who is not delighted to have oack 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, "Grovers" Neal was a great back, but in the all time team of Western Maryland will be that 220 pounds of raring, tearing strength that for seven years dominated 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 create nervous egotism and arrogance. They create heroes 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 alumnus and friends.

The perfect college needs its Dr. Stephens in the balancing of its influences on manhood and womanhood. So long as a College 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.

# Western Maryland College Bulletin

Vol. 10

WESTMINSTER, MD., FEBRUARY 7, 1930

No. 2



*not simply a college - -*

*but a Spirit*

## Western Maryland College Bulletin

WESTMINSTER, MD., FEB. 7, 1930

Entered as second class matter, May 19, 1925, at the Postoffice at Westminster, Md., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917. Published quarterly.

Edited by Ralph Cover, '10

### A Rare Privilege

Usually, man's contribution to the progress of civilization ultimately resides in the historical record of the event. All that the designer of the first of stage coaches has to resigner of his contribution to the progress of transportation is the picture or model of his handiwork, and the inner consciousness of having helped to form one of the stepping stones to better things.

The evolution of the Educational System of the world has been along perfectly natural lines. From honorable beginnings, it seemed that the obvious step was to seek bigger; bigness in the physical; bigness in the vision.

And so have grown the colleges and universities that we now have; with buildings covering hundreds of acres; with staggering endowments of millions upon millions of dollars.

And then, it has been discovered that in the carrying out of the plan, something has been lost. In the attaining of bigness; in the standardizing of methods; in the organization and effectuating of the ever-increasing comprehensive plan—almost has been forgotten the very heart of the ultimate purpose.

The old sympathies flowing from intimate social contact between professors; their mutual understanding of their problems; their harmonized efforts to mould character; all are being ground under the heel of organization.

The close personal touch of the student with his professor; the understanding of his difficulties and requirements from personal knowledge; the influence of richly endowed character and high ideals on the adolescent;—all being destroyed by distance and numbers.

The sympathy between students; the rounding out of a full social life; the development of the qualities of leadership;—these are being crowded out by standardized methods.

Therefore, one does not wonder to find *Harvard University*, the oldest of all American educational institutions, with its hundreds of millions of dollars invested in physical properties and endowments, actually spending many more millions in creating a "Housing Plan", that in effect is the returning to the place from whence it started, by arbitrarily cutting itself up into the number of small colleges, in order to regain the precious values that have been lost over the years.

That the wide expressions of deep affection and honor which are being heaped on DR. WILLIAM ROBERTS Mc DANIEL in this hour, in grateful recognition of fifty years of unselfish service in a cause that is dear, will mean much to him, is not to be doubted. But greater than all the gifts of men in the heart of "Billy Mac" will be the consciousness that that which he has given his best and his all, for the small college, never will become "just a memory," and will never constitute just a stepping stone to anything greater.

His is the rare privilege of realizing that the ultimate ideal and goal retains in its completeness the form and the heart of that which he started with and stuck by for these 50 years.

### After Success..What?

What is it that comes after Success? What stirs in the breasts of those who have finally succeeded 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 pressing needs of life....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 achieves it. That it is a pot of gold at the end of a rainbow, luring men on to a struggle and to suffer for it—exactng a terrible price, and then mocking them when they do arrive.

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

And the answer is: "No—there is no end—for as life itself—it is endless.

For the leader who achieves success, there comes only the beginning of new hopes and new conquests, but they are no longer 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 lives, and we cry out: "How wonderful it must be in those heights. What comfort! Neither care nor disappointment must: Fame and power and wealth! How easy must life be on the heights of success....!"

And slowly we begin to crawl. And our hearts know first and our hands follow. Disappointment and despair! But we climb on until it is given us to reach out and seize a place on these heights. It is then we meet the giants—"Leadership and Responsibility", building the civilization of tomorrow. Cruel, relentless taskmasters—whipping the leader on, and enslaving him, beating down upon him, and lashing him. And in his ears there thunders the cry:

"You have achieved success and the day is gone when you think only of yourself. From today on, you will carry with you the hopes and dreams of other souls. Beginning 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 true leader accepts his lot, and learns 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 tact 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—always upward....

For the worker of today is the leader of tomorrow and it is for him to grasp the flaming torch which it drops 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 heights—for responsibility—for the hopes and the yearnings, and the hunger of these thousands after life...."

### And the Answer is Always the Same

Bring 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 handicap of "plenty", and the dynamic incentive of "little". He knows the softness and the danger of "comfort" and he knows, too, the strength and the driving force of "poverty." He knows that luxury is the spawning 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 knew, 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 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 built by him alone, out of his hopes, out of his fibre, out of his tears, out of the muscle and fire and the strength and the courage of his own soul."



## Dr. Ward Makes a Valuable Contribution

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 influences have 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 millions of dollars on new buildings and equipment, and the increasing of the endowment fund by over two additional millions.

The plan contemplates the enlargement of the physical plant in part by the addition of three Dormitories, the erection of a Home Economics building, a Gymnasium and Field House, and a new Social-Religious building which will also house the Department of Religious Education.

The increased endowment embraces special endowments for the Departments of Education and of Religious Education, the provision for Scholarship and Student Loan Funds, and a material addition to the existing general endowment fund.

The new "dream" will be much easier of realization than that of the last ten years, because with the awakened realization of those to whom the school is dear, both of their obligations and of the glory of the cause, there will come, as there should come, that co-operation of others, who likewise have faith in the small Christian College as the most effective instrumentality 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 booklet 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 small college angle showing the status 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 virtually 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.

Among 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 largest institutions is \$4,364.00. The average per-student endowment of the three hundred institutions is \$840.00. It is estimated that the average per-student endowment of the last five hundred institutions would average about \$400.00.

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 joined in a united effort to raise sufficient funds to endow for a sufficient service the smaller colleges that are wisely located, and which are really 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 rich background of 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 irrefutable. The document represents a great amount of work, and indicates a certain 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 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. 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 means 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 college 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 universities. 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 institutions? Or should there be a fairer division? A fairer division can only be brought about by adding substantially to the endowments of the smaller colleges. It is not a matter of taking from those who have and giving to those who have not. It is a question of giving more abundantly to those institutions which have not sufficient financial resources for the obligations society forces upon them.

"It is important in as small an area as a State to attempt to equalize the advantage of elementary and secondary education, so that all children of that area shall have equal educational opportunities, it is 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, it is not incumbent upon men and women of wealth to share the responsibility with the state, and thus lend their aid in placing before the youth of the nation equal opportunities in higher education?

"No consistent education is proposed where all institutions shall share and share alike. There will always be inequalities in endowments, in equipment, and in everything else that enters into the making of a college. But a university that comes into being requires that the small colleges, forced by society to carry such a heavy part of the college and university education of the land, should have the resources and facilities to do their work as society demands, and in the interest of that democracy in education which is the common right of all who wish to aspire to and who may have a right to a college education.

"In this paper I have tried to set forth the difficult situation facing the small colleges of this country. For five hundred institutions to present in 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 confident. That it is possible 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, I am not so sure.

"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 distinguishable contributions to the development of our country, and of other countries as well. And among the first hundred institutions of the United States of like character, here and there over the colleges. When I speak for my own college, I am speaking for five hundred other institutions. And in this new day which is upon us, the resources at the command of the small college 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 before, perhaps more so, if education is to continue to have a soul and its soul is to revitalize itself in heart-beats that seekers after learning and the higher things shall be able to feel and to understand. The 'small college' is a college of liberal arts. Its experience shows that it can best flourish 'under its own vine and fig tree' and in the face of all the temptations, but as a rule when the graduate school gets the upper hand, and the college blossoms out into a university, the small college is crowded out of place, and in some cases no place at all. Publicity and money are the two things that are needed to direct the direction of the institutions that carry the name 'university.' The graduate school has a great and a necessary place in education, but so do the liberal arts colleges. 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 substitute for the college of liberal arts. The high school 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 the university and college are essential. Each is dependent upon the other, and the one of either are to be fully realized.

"I am convinced that the small colleges must fight their own battles, and carry their own cross. It is easy for a college grown rich to forget its poor relations. This fight to the finish will reveal one of two things—either the small college will survive and can be dispensed with or modified to meet changing conditions, or it will show up as a thing of conningness that admits of no doubt, that the small college has a real and a vital place in higher education, and that the small college is the backbone of its work in the interest, not of the few gathered into a select number of institutions, but in the interest of every young man and young woman who has the ability to take and to use a college education.

"Here is my conclusion. If these five hundred colleges are needed, and if added resources are necessary to their highest efficiency, then something should be done about it. A convention of these colleges should be called, and the whole situation gone over, every phase of it, and a movement should be 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 education.

"I suggest that such a convention shall be called as soon as possible, and that every one of the representatives of five hundred colleges should meet in such a convention and give careful and comprehensive study to the situation. From every angle, something vital and inspiring. I am confident, would come forth, and would break down the barriers which impede the progress of the small college. It would rally to the support of these colleges such friends and such resources as would be needed to carry forward advance for our American colleges, both large and small."

## 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 learned 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 ever will receive at Western Maryland. Sooner or later everybody will learn that Dick is not actuated by the money which his efforts can bring in return. He states to all that he has been happier on the "Hill" and in Westminster than he ever has been 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 straight and hard. He never quits; never has an alibi; never gloats when he wins; never complains when he loses; never takes unfair advantage; never takes odds that he is unwilling to give; never underestimates his opponent; never over-estimates his own; always remembers that the building of manhood, and not just winning, is the ultimate purpose.

One only has to glance at the Western Maryland of today to appreciate that it has for its own a precious gem. And on the other hand, it is not to be forgotten that Dick, after four years, saw on the "Hill" his opportunity to give his best.

## Lacrosse

One of the outstanding developments of the present scholastic year, in so far as clear cut athletic progress is concerned, is the admission of Western Maryland to the Inter-College Lacrosse League. Among the members of the League are Yale, Harvard, Princeton, Dartmouth, Penn., Pennsylvania State, New York University, Syracuse, Navy, Army, Colgate, Lehigh, Maryland, 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 ranks 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 coached by T. B. MARJEN, former University of Maryland luminary, who handled the Terrers so successfully in their first year with the sport.

Last season the Terrers defeated Lafayette and others, losing only to Penn State and Maryland in wall play games.

From last year's squad, Norris, Machamer and Smith were lost by graduation, while VanBuren, The 1930 team will be built around the regulars remaining—Willis, Wilker, Tinsinger, Lawrence, Havens, Gotsnak, Wellington and Bates.

### 1930 LACROSSE SCHEDULE

April 12	Univ. of Md.	College Park
April 16	New York Univ.	New York
		(Pending)
April 17	College of the Holy Cross	New York
	City of New York	
May 3	Penn State	State College
May 10	Lafayette Col.	Westminster
May 17	Univ. of Balto.	Baltimore
May 24	Navy	Annapolis
May 31	Univ. of Balto.	Westminster
	(Commencement Week)	

(Games pending also with Mt. Washington and St. John's.)

If you were to ask any player of that squad of 1929, who was responsible for the success of any play, or the result of any game during the season, that player would not think even for a moment of the 16 or any other individual. He would think of the 16 as a whole and of the man who had that state of mind that they believed they could do it together.

**WESTERN MARYLAND'S 1929 RECORD.**

SEPT. 28	BALTIMORE	0
OCT. 5	GEORGETOWN	0
OCT. 12	ST. THOMAS	6
OCT. 19	TEMPLE	0
OCT. 26	ALBRIGHT	6
NOV. 2	ST. JOHN'S	0
NOV. 11	LOYOLA	7
NOV. 16	MT. ST. MARY	0
NOV. 23	ST. FRANCIS	0
NOV. 28	MUHLBERG	0
DEC. 5	MARYLAND	0
WON 11. LOST 0!		

**COACH DICK HARLOW,**  
FORMER PENN STATE AND COLGATE MENTOR  
WHOSE WESTERN MARYLAND ELEVEN  
HAS HAD THE MOST SUCCESSFUL SEASON  
OF ANY FOOTBALL TEAM IN THE COUNTRY

THEY BEAT  
GEORGETOWN  
WHICH BEAT YALE  
WHICH BEAT DARTMOUTH  
WHICH BEAT HARVARD  
WHICH BEAT ST. JOHN'S  
WHICH BEAT PENN STATE  
WHICH BEAT ALBRIGHT  
WHICH BEAT ST. FRANCIS  
WHICH BEAT MARYLAND

Metropolitan Newspaper Service

## 1929's Great Achievement

Those who followed the 1929 Western Maryland football team should have no difficulty in pointing at once to the outstanding feature of the season.

It was not the magnificent fighting spirit and head-up 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 held W. and J. to a scoreless tie; it was not the decisive victory over Maryland, whose great November team tied "Athe" Booth and Yale at their very heights, and overwhelmed V. P. I. and tore Hopkins to shreds; it was not the defeating of the strong Albright-Schuyler 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 Georgetown 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 consecutively; 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 of the above was possible of achievement.

And what is that reason? Charley Havens' in-

spiring leadership! Paul Bates' virtually perfect offensive and defensive end-play. "Goon" Doughty's great kicking when points were needed and his work of Western Maryland's strongest secondary of all times, Havens and Bakis! Three tackles that always seemed to meet the acid test! Extraordinary line coordination! An inspiring and able coach!

That all of these were contributing factors, of course, is true; but the main reason is to be found in these words:

If you think you are beaten, you are;  
If you think you dare not, you don't;  
If you think you're like to lose, you won't;  
If you think you'll lose, you've lost.  
For out in the world, you'll find  
Success begins with a fellow's will.  
It's all in the state of mind.

Pull many a race is lost  
Ere even a race is run,  
And many a coward fails  
Ere even his work's begun.  
Think big and your deed will grow,  
Think small and you fall behind;  
Think that you can, and you will;  
It's all in the state of mind.

If you think you are outclassed, you are;  
You've got to think high to rise;  
You've got to be sure of yourself before  
You can ever win a prize.  
Life's battle doesn't always go  
The way you want it, but  
But sooner or later, the man who wins  
Is the fellow who thinks he can.

## 1930 Boxing Situation

The fourth week of intensive boxing work is under way. The spirit is wonderful, and a larger squad presented itself to Dick Harlow than was available for football in the Fall. A visit to the boxing room will

In the 160-pound class, "Ted" Klepac should be a consistent winner. Last year "Ted" defeated Virginia Military Institute, Georgetown, Pennsylvania, Penn State, Manhattan and Temple, losing only to New York University and Navy—losing all meets in the 175-pound or light-heavy weight class. Hunter and Brubaker also are showing up well as 160 pounders.

In the Inter-collegiate, "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. O'Leary's brother) and Wallace are continuing a mighty fight. "Tiny" Pincura, 220 pounds of man, and Barnett are waging a great 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 theological students, who will be still greater inducements for, good through the lessons absorbed in the sacred ring. Some of the boys will lose consistently this year, but as in the case of Crosby and Klepac, will yield real dividends another year.

### TO DATE THIS SEASON

The clean-cut sportsmanship of the Terror'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 *Dartmouth* team from Hanover, N. H., was defeated by the close score of *four to three*. Baker lost the 115-pound bout in two rounds, Plater losing a very close fight in the 125-pound. Both on a Referee's decision. Crosby won handily, while Borchers lost on a close decision to the clever Capt. Alton from the hills of New Hampshire. Borchers, making his bow as a 160-pounder, ended his set-to less than one round by a technical knockout.

Kkatis, as light-heavy weight, won in three rounds, and "Tiny" Pincura settled the score by a favorable Referee's decision after full three rounds.

The following night, after traveling all day by bus in the snow, the same team met and defeated *Virginia Military Institute* on its home floor at Lexington, by the score of *five to two*. Baker again lost by technical knockout in the second round. Plater won on a close referee's decision in four rounds, the judges disagreeing. Crosby scored a technical knockout in the second round, the first of his career. Borchers also secured the referee's decision after a fourth round, the judges again disagreeing. Kkatis took his third round after a tough fight. Kkatis took his man handily. Tiny Pincura losing his bout by a close Referee's decision.

Last Saturday night in the local arena, W. M. faced out the strong *Virginia Polytechnic Institute* team, conqueror of University of Virginia, by the score of *four to three*. Plater, making the 115-pound weight, scored his first knockout, in the third round. Hastings, in his ring debut showed well, but lost the 125-pound bout on a decision after three rounds of hard fighting. Crosby took the 135-pound go with ease. Borchers lost a tough four-round fight in the 145-pound class by a hair-line decision that night

well have been decided the other way. Klepac was easy victor in the 160-pound battle. J. O'Leary, making his first appearance in the ring, showed well, but lost by technical knockout in the waiting seconds of the first round. "Tiny" Pincura, heavy-weight, again called on to break the tie, was equal to the occasion, fighting splendidly.



"TED" KLEPAC  
Inter-Collegiate Light Heavyweight Champion

nearby always show some veterans helping the novices with the rudiments of the game. But three veterans of last year's Varsity team remain, and of these only two—Crosby and Klepac were winners. Harvey Plater probably will be the 115-pounder, as he is only a couple of pounds overweight.

Last year, Plater boxed in the 125-pound class, winning from Manhattan, but losing to Pennsylvania, Penn State, New York University, Navy and Temple. However, he showed great improvement during the season. Should Harvey be unable to make the lower weight, only rookies remain, none of whom were the gloves before entering Western Maryland.

Among the 115-pounders is Murchison, one of the hardest workers in the squad, and who shows the same spirit that characterized his illustrious grandfather, when he was one of the eleven survivors of a whole company that returned from the immortal Pickett's charge.

All men are new in the 125-pound class, with all showing steady improvement. Hastings now has the edge, although "Bunny" Tuckerman, 16 year old tennis star, Chandler and Billy Hansen are coming along fast.

In the 135-pound class remains "Doug" Crosby of Annapolis, Md., who last year defeated Virginia Military Institute, Georgetown, Pennsylvania, Penn State, Manhattan, New York University, Navy and Temple, and then plowed through all preliminaries, semi-finals, and finals to an Inter-Collegiate championship. Doug's work this year shows even greater improvement than last year.

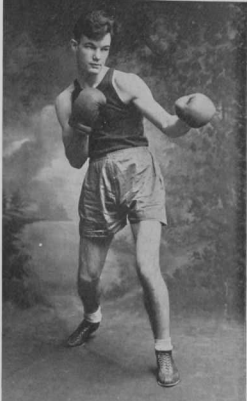
In the 145-pound class, in which were lost "Dicky" Norris, last year's captain, Casper Hart and Malcolm Fox, come Borchers and Crowther, both of whom are showing steady improvement.

### 1929 BOXING RESULTS

- \*Western Maryland 4-Y. M. 1-3.
- \*Western Maryland 4-Georgetown University-3
- \*Western Maryland 4-University of Pennsylvania-1
- \*Western Maryland 3-Penn State-4
- \*Western Maryland 7-Manhattan University-0
- \*Western Maryland 4-New York Univ.-3
- \*Western Maryland 2-Navy-3
- \*Western Maryland 5-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—Georgetown—8.
- 5th. place—Pennsylvania—5.
- 6th. place—Syracuse—3.



"DOUG" CROSBY  
Inter-Collegiate 135-pound Champion

### THE SCHEDULE YET TO GO

On the NEW YORK UNIVERSITY team to be met at *Carlisle* in Baltimore, on FEBRUARY 5th, are six veterans of the team of a year ago, which was the only one to defeat West Point last year. Stratis, boxing heavy-weight this year, having outgrown the light-heavy decision, was the only man to win a clear decision from our "Ted" Klepac last year. Captain Pinsky, a four-year veteran, with two wins over Doug-his 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 met turning on a foul in the last bout.

On FEBRUARY 15th, the "Terror" will journey to State College, Pa., where the Inter-Collegiate championship team of Dick's Alma Mater, PENN STATE will be met. Marty McAndrews, the Idol of Penn State, will be in the 175-pound class again, while Epstein, Inter-Collegiate Champion in the 115-pound class also remains, along with several other veterans, and a sensational newcomer, Sloops, in the 125-pound class. Casson, Nitany, 135-pounder is the man who so nearly defeated Doug Crosby last year.

Returning to Westminster, on FEBRUARY 19th, the UNIVERSITY OF WEST VIRGINIA with their giant football star, Hawkins, in the heavy-weight class. Hawkins has yet to lose an Inter-collegiate fight.

Our 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 Shaded, 125-pounder; and Saslaw, 135-pounder, both runners-up in the championships last March; and Capt. Horne, with a knockout over George Ekklatis to his credit.

On MARCH 8th, Western Maryland meets Georgetown University, a dark horse with a veteran team at *Carlisle* in Baltimore, leading the Georgetown team is Capt. Fish, the Inter-Collegiate 145-pound champion. Rumor has it that several new stars have already supplanted the Georgetown veterans of last year.

MARCH 15th, NAVY AT ANNAPOLIS. A year ago this meet was had before more than seven thousand people, 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-collegiate while Western Maryland has lost "Bowler, Reed, Capt. Norris and Ekklatis. Nevertheless the battle will be keen with the feature of being a renewal of the Klepac-Hawkins debate. Fitzgerald, the 125-pound champion also will be in action.

On MARCH 21st and 22nd, the INTER-COLLEGIATES will be fought at Philadelphia, with Army, Navy, Penn State, Syracuse, Pennsylvania, Virginia, Boston Tech, Western Maryland and several others fighting it out to the finish.

"TINY" PINCURA

## Around College

### Intercollegiate Debating Council

This council was organized for the current scholastic year in early October, and consists of the members of last year's Varsity Debating Team. 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 Council.

At the meeting, the questions for debate during the coming season were selected and these included the Kellogg Peace plan and the Wisconsin Experimental College.

The Debating Council has had a number of successful seasons and this year should be no exception. Not only are the members of last year's teams eligible, but newcomers from the literary societies and the debating courses furnish keen competition for positions on the teams.

W. G. Eaton and J. R. Hickie are the captains of the male teams and the Misses Victoria Smith and Viva Reed are captains of the women's teams. Miss Frances Raunigh and W. G. Dawson are managers for the female and male 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 Barch prize of \$1,000 offered by the United Daughters of the Confederacy for the best paper on some phase of southern history recently was awarded to T. M. WHITEFIELD, 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. Whitefield 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 Johns Hopkins University.

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

### Bish Travels for English Speaking Union

Charles E. Bish, '25, of Westminster, was the second scholarship recipient from the Washington Branch of the English Speaking Union of America. Mr. Bish was awarded the scholarship on competitive examination, and traveled extensively on the Union's behalf. The report to the Union of his travels recently published indicates the wisdom of the Union's selection.

In both forms of travel, Mr. Bish's work has much merit, and deals with a number of phases of the social, educational and industrial relationships between English speaking countries. Mr. Bish's conclusion shows somewhat the scope of the work involved.

The paper would indeed be an incomplete report if it failed to set forth something of the generous hospitality of the London and co-operating branches of the English Speaking Union. Mr. Bish, who, serving as hosts, so materially aided in making every phase of the entire visit a successful one. Whether value the preceding deductions may have is dependent upon this most hospitable spirit, for it was the foundation underlying the opportunities to visit and only in some of the best homes in England but also the places of particular interest to him. No scholarship recipient could help but feel greatly indebted to Miss Helena Mills-John for her intense in-

terest and desire to have him see the exact places and people which would be of most interest, and for the direct and generous way in which social events, dances, teas, visits to clubs and quiet weekends, for instance at Ipswich and the Lake District, were arranged to serve as a bit of relaxation to an otherwise rigorous program.

"Opportunities to visit many of England's educational institutions and their Chemistry Departments, to visit her industrial plants and learn of their problems, to see many of the historical places of interest to every American are, in themselves, everlastingly beneficial, and need no argument or detailed description to substantiate their value or interest. But instructive and pleasant as all of these experiences were, a somewhat deeper pleasure came from the unique opportunity of living as one of the folk, of being included in the family life of the few of the best of these most delightful English homes, and there, of learning and appreciating the wholesome and beautifully human side of the English people. And in addition being afforded the opportunity of sharing opinions with those most hospitable people.

"Every day was rich, filled with cherished opportunities, the like of which the tourist on his own could not hope to expect. The consideration and thoughtfulness shown by every host, at London, Manchester, Chester, Stratford, Oxford, Grassmere, Ipswich, Spaulding, Belfast, and Cardiff, was extraordinary, and new seems to have created a sense of duty or responsibility with an accompanying desire to in some way attempt to pay it all back. It is earnestly desired that the American hosts of English traveling scholarship recipients will measure up to the standard set by English hosts.

"The one prevailing note sounded, it seemed in every home, may perhaps be summarized as follows: England and America must co-operate in establishing world peace: with the coordinated efforts of the English Speaking People showing 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 of former years.

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 upon the secondary teacher who attempts to do this work.

A growing interest in physical education in the elementary and high schools has made ne-

### 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 on the "Hill" and a year later was named Dean of the Department of Chemistry. In 1925, he was released on leave to do graduate work in Chemistry at Princeton University, where he received his Master's degree. The degree of Ph. D. will be awarded to him shortly by Princeton. Returning to the college in 1928, he was made Dean of the College. Last June Dean Schofield married Miss Corinne Troy, who organized the Home Economics Department of the College in 1921. Dean Schofield has secured the respect and affection of his colleagues and students to an exceptional degree.

essary a fuller treatment of the subject. The increasing numbers of unselected children attending public schools make a health-physical education 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 and commonplace. In addition, the modern program provides greater opportunity for individuals to act in situations that are physically wholesome and mentally stimulating.

The additional courses offered at Western Maryland aid in training prospective teachers to meet these growing needs and demands of the modern public and private school. They cover 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 the full requirements for certificate as a high school teacher in this subject. It appears that this is the first time that Western Maryland has offered sufficient courses to meet this requirement. Members of the class of 1931 will be able to meet the requirements for certification.

Miss Parker has organized this with the advice and assistance of Dr. William Burdick, Director of the Playground Athletic League of Maryland, and the members of his staff. Miss Parker was associated with Dr. Burdick for several 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: the general or comprehensive tests of some *twelve hundred questions*, which cover the assumed elementary, high-school and early-college learnings, 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 elected by the students. The two parts of the examination call for about fifteen hundred separate reactions by the student.

The result of the examinations are used to stimulate 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. G. E. On the other hand, low grades in the class room, and a low score on the general examination, taken together, justify 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 it appear that the student is dropped as a flunk-out or a blank failure. And the college is considering the giving to the student a certificate stating the work done and aiding him to secure a position 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.

## Here and There

A sports writer says that a game remotely resembling football was played in America in 600 B. C. A game of this nature is still played in many of our colleges.

It is a curious fact that often a team's supporters applaud the hard, rugged play of their own team, but are not too keen about equal demonstrations of hard, rugged play on the part of the opponent. No one approves, of course, the action of an excited youth who, blessed with big hands, forgets himself for the moment and spreads over every face and eye of an opponent. That happens occasionally in every football game, whatever the team the man be playing for. It is a pleasure to Western Marylanders to see their opponents play clean, hard football, and they want their opponents to hit hard and to pack a punch in their every tackle and in every block. Western Maryland wants its representatives to play their hardest, and invites the same sort of play by the opposition.



CAPT. HAVENS



PAUL BATES

In virtually every selection of a mythical All-American Eleven after the last season, "Charlie" Havens and Paul Bates either were placed on the first, second, or third teams, or were given honorable mention. There probably have been more brilliant players than either of these boys in his position, but in all time there never have been two finer characters to step upon any field of play. Excellent athletes, exceptional leaders, ever modest and fully appreciative of the moral and spiritual values entering into make-up of real men, these two boys represent the highest type of college man of this day. And that means more to them than the fact that they were picked on mythical All-American and All-Eastern football teams by the country's experts.

### EACH MUST FASHION

Isn't it funny that princes and kings,  
And clovers that exude in dew-drops rings,  
And common folks, like you and me,  
Are all builders for eternity?  
To each is given a bag of tools,  
A shapless mass, and a hook of rules;  
And each must fashion, ere life has flown,  
A stumbling-block, or a stepping-stone.

Our own "Curley" Byrd, who guides the athletic destinies at College Park, has taken on a big order in playing Navy. Hoping Vanderbilt, ending Western Maryland in within fifteen days, that is an interesting experiment that, with a little good fortune, may turn out well. We all hope that Curley's boys will come through to the final game without a major defeat as their record shows that in that final game his team will face men who are doing much to elevate the standards of the great game, and who stand for the finest principles in true sportsmanship.

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

His Honor, Mayor William F. Broening, of Baltimore, behaved like a regular Western Marylander 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 kick-off by Frank Clark a few minutes later, missing by inches the making of a touchdown, was a little more thrilling.

After the last season, the United Press classified the football teams of the country with Notre Dame, Pittsburgh, Purdue, Tulsa, St. Mary's (Cal), Tennessee, Fordham, and Texas Christian, ending Western Maryland, and Southern California, Southern Methodist, Stanford, Colgate, California, Nebraska, Utah, Minnesota, Iowa, Yale, North Carolina, Dartmouth, Navy, Harvard, Pennsylvania and Michigan as trailing Western Maryland. All

such classifications naturally have their faults, but we do know that the assignment for our boys for 1929 involved the playing of eleven games, and that in each of these, one of the finest bunches of fellows that ever played the game came off the team. The coveted pigskin and the greatest number of points.

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

With the increased activities in Intercollegiate debating, it is quite natural that interest in orations among students should be revived. Now comes the psychological time to stage an *Alumni Oratorical Contest* at commencement. It would afford a splendid opportunity for the Old-Time boys whether they are slipping or stepping ahead, and would enable some valuable literary contributions. Everyone would enjoy a renewal of the notable battles of twenty-five years ago between Henry and Rathbun vs. Little and Webster, and would enliven the making of comparisons with "Charlie" Maylan and others of later days. It would be a packed Alumni Hall that would come to hear the prominent alumni present their 1929 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 of four years, winning the Freshman and Sophomore contests, the Society contest and the Inter-Collegiate Oratorical contest. He later graduated at Harvard Law School, and is now dispensing legal wisdom in the far northwest.

In explaining his accumulation of \$500,000 during the last 20 years, Hunt assigns the reasons that he has applied himself closely to duty; always heeding the mark, and to the most rigid rules of economy; never spending a cent foolishly; everlastingly keeping at his job with a whole heart; and to the fact that he inherited a fortune of \$490,999.99.

None of the facts of the last paragraph have been verified, but this modest young chap might have said it if he had the half million dollars to prove it.

Speaking seriously, one of the finest products that ever came from any college is to be found in this distinguished alumni of Western Maryland.

### JUST A MINUTE

I have only just a minute,  
Only sixty seconds in it,  
Forced upon me—can't refuse it,  
But I don'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 which much will be heard in the future is Roy ("Hoot") Chambers, who graduated last June. In school "Hoot" was the kind of a boy who was called upon one week to play end in football; the next week, at guard; next, at center; and on other occasions in the team. He performed creditably in 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 than himself. He is a son that the Chesapeake & Potomac Telephone Co. is lucky to get, and that Western Maryland College is fortunate to have. He will be necessary to apply any artificial stimulants to "Hoot" to increase his interest in all body men Maryland activities. It will be a great old body of alumni when "Hoot's" standard of loyalty, and his capacity to give of himself, become the average standards.

Why do old *Colgate* and *Penn State* alumni come hundreds of miles to see *Western Maryland* play? The answer is simple. One of the most powerful influences in the lives of those men was the contact for years with Dick Harlow, and all of us through life cling to the true values. And for the same reasons these same men try to get to meet to profit likewise by having them grow big with Dick at Western Maryland.

### FRINDS

Life is sweet just because of the friends we have made and the things which in common we share; We want to live on, not because of ourselves, but because of the people who care;

It's giving and doing for somebody else—that all things grow from; and the splendor depends;

And the joy of this world, when you've summed it all up, is found in the making of friends.

No great game of football is complete without a goal-line stand, and the Maryland game gave this thrill at its best. Ever ready to give his time and his best, "Bob" never once reserved the right to dictate a policy or to chart a course. He came when he was needed, most, and unselfishly. His tackling never faltered, and always gave credit for the elevation of athletic standards. No sacrifice was too great for him. The part played by "Bob" Gill in the lifting of Western Maryland to its high level is one of the finest contributions ever made by any friend of any college. "Bob's" greatest happiness comes from the realization of the accomplishment—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 this, what a pity it is that the "Prep" School had to be abolished!

Now that alumni participation in athletic administration on the "Hill" has about ended, words of gratitude should be spoken for all that Col. "Bob" Gill has done. Ever ready to give his time and his best, "Bob" never once reserved the right to dictate a policy or to chart a course. He came when he was needed, most, and unselfishly. His tackling never faltered, and always gave credit for the elevation of athletic standards. No sacrifice was too great for him. The part played by "Bob" Gill in the lifting of Western Maryland to its high level is one of the finest contributions ever made by any friend of any college. "Bob's" greatest happiness comes from the realization of the accomplishment—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 this, what a pity it is that the "Prep" School had to be abolished!

These cold nights one can be grateful that the styles in blankets 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 bonfire program before the school, they marched down town to give Dick's family a couple of cheers. Then, remembering that Mayor Matthews lives across the street from Dick, they turned to give the Mayor a yell. The Mayor, at the very same hour, finally came to the window, *appropriately garbed for the occasion*, and gave the boys a lecture on "Hush," telling them to go drink hot coffee and bed down. The boys had been warned and obeyed orders. Westminster's Mayor rarely falls 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 Hon. Albert C. Ritchie, Governor of Maryland, ever of Maryland, and gave the boys a lecture on "Hush," telling them to go drink hot coffee and bed down. The boys had been warned and obeyed orders. Westminster's Mayor rarely falls in the emergency.

### NO CHANCE

With doubt and dismay you are smitten,  
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 song hasn't been sung,  
The best tune hasn't been played yet,  
Cheer up, for the world is 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 mightiest rivers aren't planned,  
Don't worry and fret, faint-hearted,  
The chances have just begun.

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

The ending of last semester marks the completion of his college course by Orville (Greasy) Nease. As a student; as an athlete; as a coach; and as a friend, "Greasy" possesses those qualities of dependability to a degree rarely found these days. He has been one of the balance wheels of the student body, and enjoys the highest respect and the warmest affection. Richer will be the Company or man that needs loyalty and selects "Greasy" to secure it.

A company is known by the men it keeps.

Frank Clary, who does well everything that a good football player should do, led all scorers in the State during the past football season, even though he had to remain on the sidelines for a substantial part of the season, due to injuries.

Marriage is an educational institution where man loses his Bachelor's degree, without acquiring a Master's.

# The Last of a Gallant Crew!

by "Bob" Coyne



By courtesy of the Boston Post.

With the price of silver at its lowest point in history, now is a good time to have your hands refined.

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 boy good enough to be in Exeter is good enough to represent the Academy in athletic competition*, and therefore has announced the abolition of that key-instrument in college administration and discipline known as "probation." 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 proclaims to his academic world that he is a "lame duck," thereby attaching to the pupil a stigma that too often is apt to sway instructors into a stricter grading. In this day of changing ideals 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 crescendo. 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 Charley Havens 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 to Lamb was one of the most rugged and skilful players in the State. The result is history. Western Maryland need not worry about skill, and grit, and courage, and character in the center of the line while Gordon Lamb is around.

The next commencement marks the twentieth milestone for the famous (or infamous) class of 1910. College authorities are planning to chair the bells to seal away "Dickie" Englar, who holds the lid on the title, Guarantee and Trust Co., etc., and his cousin, Tom, of Hollywood fame; and Col. "Bob" Gill, who, while still unmarried, is credited with many valiant battles in the World War, and Clarence Wheaton, and the rest of us "put our heads together" again to give the old cheer.

Even the dictionary sometimes makes mistakes. For instance, it says that the drub can be milked.

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 line 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, gymnasium tennis, ice-hockey, lacrosse, rowing, soccer, swimming, 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 these other sports, which otherwise could not have been. Churches, 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. Mother was 20 when I was born, but now she is only 24."

A statistics hound has dug out the fact that during the past five years, which goes back of Dickie Englar on the Hill, Western Maryland stands *fifth* in the entire country in its percentage of victories in football. Trailing only Tennessee, Pittsburgh, Southern California and Utah, and leading Stanford, Notre Dame, Texas Christian, Georgetown, St. Mary's (Cal.), Southern Methodist, and Illinois. The record includes Ferror games with Xavy, Holy Cross, Washington and Jefferson, Georgetown, and embraces many notable victories. W. M. has lost but five games in the last four years.

Those 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 furtherance 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 building of character—things that are often completely lost in the relentless grinding of the big operations. And then, of course, few are 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 up 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 flowing in from the newspapers of the entire country. To date the rival has had little success in an undermanned effort. The clippings are tossed aside in a pile, while each precious egg reposes in its separate compartment, surrounded by cotton, and carefully indexed.

## The Magic of Liking

When you arise at dawning, kneel and pray;  
"Lord, help me learn to like someone today."  
No sweeter prayer than this may man contrive;  
For nothing finer may his spirit strive.  
Hate is a poison, hurting him who bears it,  
Far worse than he is hurt who merely shares it.  
So, at morning, bend the knee and pray;  
"Teach me to understand some soul today."

For Understanding is a twin to Love;  
Both had their origin with Him above.  
Infinitude of wisdom on His part,  
Infinitude of love in His great heart.  
Learn what has hurt the man whom you detest;  
Learn what has planted hatred in his breast.  
When ones 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 C. (Naivette) Harlow, whose life is wrapped up in Dick and his cause. No engagement is so important that the will not break it when some boy has to see a doctor in Baltimore, or when anything else is to be done for the good of the order. Mrs. Harlow has dug in deep with faculty and students and enjoys the wholehearted respect and affection of the folks in Westminster.

When one also remembers the conspicuous and able part taken by Blanche Murphree Ward in educational matters and in the vivification of the life of the college, where is he who dares to challenge the capacity of a *co-educational* institution to more completely round out character during those vital formative stages!

When Wilbur Clark, from down Denton way, sent "Groose" Doughty and Jones to Western Maryland from his New Jersey high school, he followed a splendid precedent that of hundreds of Western Maryland graduates, who are instructors in other schools, have copied.

Any one who remembers the enthusiasm of "Fat" Clark in his participation in athletics on the "Hill," will not be surprised at what he later did. And then he brought several hundred of the townspeople from around Cape May to see the boys 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 Elaktis will be felt more keenly on the campus than on the football field or in the squared ring. His constant backing up of the line will be missed much; the absence of sensational work will probably will turn the tide away from victory in more than one game. On in the hearts of his associates, the greatest loss will be that of the boy that everybody loved. It is hoped for his own sake, and that the school too may be benefited, that he will be able to return in the Fall to complete the work which he began. He is not the kind that starts things that he does not finish. If it is within his power to complete the job, whatever happens, Western Maryland is proud of George Elaktis and does not worry about the calibre of this particular constituent unit of our membership.

The hand that rocks the cradle rules the world!

## But Wait ! !

1. Be Temperate
2. Avoid bad habits and bad companions.
3. Keep away from saloons.
4. Attend divine service twice on Sunday.
5. Report each Monday the Church and Pastor and the Text.
6. Attend prayer meeting twice a week.
7. Never be out after 10 o'clock.

SURE FUNNY RULES FOR 1930, are they not? They are the rules of the employees of R. G. DYER & CO. in the year 1830. R. G. DYER is still the leader in the field 100 YEARS LATER.

MAYBE THEY ARE NOT SO FUNNY!

# Western Maryland College Bulletin

Vol. 10

WESTMINSTER, MD., AUGUST 30, 1930

No. 4

Entered as second-class matter at the Postoffice at Westminster, Md., under the act of August 24, 1912. Acceptance for mailing at special rate of postage provided for in section 1103, act of October 3, 1917. Published quarterly.



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 77,946 students, including undergraduates, graduates, and summer school students, or an average enrollment of 7,794. 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 \$3315,300. 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 endowment 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 28 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 over-taxed with student populations and do not intend to increase their enrollments if they can prevent it. But they do intend to increase their endowments, which is their right and is perhaps their duty. And—the 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 deserving 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 \$34,013,300 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 \$3,315,300 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 500 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 college 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 endow for efficient 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 colleges, so fast is the college population growing in the United States.

In some sections of the country junior colleges are helping 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 developed 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 institutions 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 universities because of the greatly increased taxation made necessary if the state had to go it alone.

Let the state assume as major responsibilities the building of high-ways and providing for necessary expansions in the elementary and secondary schools. Let private benefactions assume as major responsibilities the support of colleges and the building and maintenance of hospitals. And between these two major responsibilities, let the state universities and the privately endowed colleges find in cooperative effort a way by which the colleges of liberal arts may be adequately maintained.

Take Ohio for example. What would the state university 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 universities 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—highways—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 are state-aided, but state-aid to 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 better able to concentrate upon those activities most needed by the State of Maryland. Without her many colleges, 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 gifts of the mighty; and all backed by a concerted movement on the part of the colleges themselves, a miracle could be performed almost over-night in behalf of the small colleges of America which have a place to fill in education just as important 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 scholars and great statesmen and great citizens of all kinds come from the small colleges in as large a proportion 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 Europeanizing our scheme of education. The colleges of liberal arts exist to spread cultural holiness throughout 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 not less dependent but more dependent upon the smaller liberal arts colleges. As their graduate schools develop, they will shift more and more their undergraduate burden upon the smaller colleges. And so the responsibilities of the smaller colleges will be increased.

It may be good business sense for automobile manufacturers 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 providing the opportunities of a college education for 1,000,000 students can best be accomplished, not in a few great institutions of enormous size, but in a more even distribution of colleges 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.

## IV

## CONCLUSION

## 1

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 possible for them to get into college, is a far more important 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 college and university endowment funds in the United States. The remaining 875,000 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 universities. 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 and giving to those who have not. It is a question of giving more abundantly 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 opportunity, is it not important also to equalize the advantages of our 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 communistic scheme is proposed where all institutions shall share and share alike. There will always be inequalities in endowments, 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.

## 2

In this paper I have tried to set forth the difficult situation facing the small colleges of this country. For five hundred institutions 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 confident. That it is possible 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, I am just as certain.

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 distinguished contribution to the development of our country, and of other countries 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 before, 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 learning 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". The graduate school has a 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 substitute for the college of liberal arts. The high school 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 essentially 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 relations. 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 ascendancy among those who are called to leadership, whether in church or in state. The American people need to be taught how to live even more than they need to be taught how to make a living. The things of the spirit are the things out of which nations and individuals are made. Nations as well as individuals are redeemed out of the precious things of the spirit. The college of liberal arts, in its essence, stands for the redemption of the human intellect and for the redemption of the human soul.

Here is my conclusion. If these five hundred colleges of which I have been speaking are needed, and if added resources are necessary 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 education.

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 careful and comprehensive study to the subject from every angle possible, something vital and inspiring, I am confident, would come forth that would break down the barriers which impede the progress 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  
Princeton University  
Johns Hopkins University

Department of Modern Languages  
and teacher of French Methods

Miss Margaret Snader, A. B.  
Western Maryland College, 1927  
Graduate student, "The Sorbonne", France  
Graduate Student, Columbia University

## Department of English

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

## Department of Home Economics

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

## Department of History

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

## Department of Speech

Miss Esther Smith  
Bard Arvon School of Expression  
Advanced Student, Columbia University

## Department of Physical Education for Women

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

## Department of Military Science and Tactics

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

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.

HISTORY PROFESSOR PUBLISHES BOOK  
ON SOUTHERN HISTORY

The book, *Slavery Agitation in Virginia 1829-1832*, by Dr. Theodore M. Whitfield, 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 Barnard 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. Whitfield 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 Schedules 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 20, 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 26th. 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.

## 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 past 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. Gleichman, Marian E. Reifender.

**Anne Arundel County**—George C. Baumgartner, Wilmer V. Bell, Albert R. VanMetre, Charles W. Willis.  
Eliza Russell, Ruth W. Sartorius.

**Baltimore County**—Aesenth Bay, Nila V. Wallace.

**Baltimore City**—Clarence T. DeLaven.

**Caroline County**—Mary W. Moore, Henderson.

**Carroll County**—Joseph E. Bush, William G. Eaton, Geo. R. N. Hitechock, Albert M. Reed, Chas. H. Wentz.  
Mary Webber Broughton, Arvalene Hitechock, Alice H. Huston, C. Marie Lynch, Evelyn Mather, Virginia C. Merrill, Edna J. Nordwall, Catherine E. Read, Edith E. Rill, Matilda F. Thompson, Isabel Wentz.

**Cecil County**—Thelma C. McVey, Hannah M. Mace, Audrey R. Repp, Julia Williams, W. D. Phillips.

**Dorchester County**—Otis M. Trice, Helen Warren.

**Frederick County**—H. O. Smith, Eleanor A. Gunby, M. Louise Shipley, Minnie G. Strawbridge.

**Garrett County**—Calvin S. Warner.

Edna M. Johnson, Kathryn A. Speicher.  
**Harford County**—Helen L. Harry, A. Selina Pickett, M. Elizabeth Scott.

**Howard County**—Weldon G. Dawson, Urith 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. Leonard.

**Washington County**—Amanda K. Bell, Lucille L. Charles, Rebekah B. Stonebraker.

**Wicomico County**—Branch H. Phillips, Jr., James A. Stach,  
Maude L. Heath, Dorothy L. Holliday, D. Elizabeth Howard, Blanche M. Robinson.

**Worcester County**—Francis A. Belote.

**Montrose School**—H. Frances Hamblin.

**Delaware**—Gloria Jewel Thornburgh.

**Pennsylvania**—Charles A. Engle, Waynesboro. William C. Peltou, Bethlehem.

**Texas**—Frances C. Ward.

**Ohio**—Thomas D. D. Braun.

## DR. BERTHOFF HONORED

Lloyd M. Berthoff, 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.