

# The Student Record

VOL. XV.

University of Nevada, Reno, Nevada, March 12, 1910.

No. 24

## STUDENT BODY VERSUS FACULTY

Yesterday's general assembly can boast of a larger attendance than any other during the college year. There was a good reason for this large attendance, for the topic to be discussed was the subject, "Has any Student Been Done an Injustice by the Application of the Rules of the University?" The fact that the students were to present their side of the case in a paper to be read by their representative, and that the faculty were to give their reasons for suspending Mr. Dolan, proved an unusual attraction.

After preliminary remarks by Dr. Stubbs, Mr. Wilton, '11, representative of the students read the article that appeared in last week's Student Record on Mr. Dolan's suspension. Mr. Wilton then read a paper entitled, "An Appeal to Reason." This paper was drawn up by a committee of six from the students and contained their arguments why Mr. Dolan had been unjustly suspended.

At the conclusion of the reading of this paper the applause was loud and prolonged.

Professor Maxwell Adams then presented the reasons why the Scholarship Committee suspended Mr. Dolan. The opinion of the students in regard to the Scholarship Committee is that it acted all right as far as it knew.

The fault found by them is that the Academic Council was wrong in refusing Mr. Dolan reinstatement, and it is this latter body that they have been censuring.

After Professor Adams had concluded, Dr. Stubbs made some remarks in regard to the application of the university rules. He stated that the academic council would later take action on the argument of the students.

The arguments of the students and faculty follow. "An Appeal to Reason" reads thus:

### Students' Argument.

We, the Student Body of the University of Nevada, present these, our reasons why Mr. Dolan was dismissed from the University, unjustly. We shall prove that the record of Mr. Dolan's work for this collegiate year is better than the records of individual students for the same period who are still in the university.

Firstly, we shall take up Mr. Dolan's scholastic record in the university ever since he has been here. In dismissing a man from a university for poor scholarship, regard should of course, be had to his scholastic record.

Mr. Dolan entered the university in November, 1908, over two months after college opened, and had the courage to take a full course. He was unable to make up the work by the end of the semester which caused his total failure in everything for the first semester of the collegiate year of 1908-1909.

When he registered as a special student in the university for the second semester of the college year of 1908-1909, he was allowed to do so only on condition that he take certain subjects that semester, and on condition that for the collegiate year 1909-1910 he should pursue a regular course. For the second semester of last year he received this record:

Analytic geometry, 75 per cent.; plane trigonometry, 79 per cent.; drawing 2, 84 percent.; military 86 per cent.; physics I, W. O., which signifies failure on account of withdrawal from the course; civil engineering 7, 80 per cent.; civil engineering 11, 85 per cent.; civil engineering 1, he passed this course but needs the summer trip to get credit in it.

This is certainly a good record, not the record of a student who is not trying.

The first semester of this collegiate year Mr. Dolan took the course prescribed for him by the registration committee. The course was a hard one. He had ten hours of mathematics, algebra and differential calculus; also chemistry 1, chemistry 2 and 3, physics 1 and English 1.

According to the hours prescribed by the faculty for study Dolan was required to spend four hours a day to prepare mathematics alone. Besides these ten hours of mathematics he was carrying English, physics and two chemistry courses, which makes it evident that study alone would take

up all his hours outside the classroom. If you know what Professor Haseman's mathematics courses are (Dolan was taking two five hour courses under him); if you know what Professor Hartman's physics courses are; if you know what Mr. Paine's English course is; and if you know the amount of study two chemistry courses require you will realize that Dolan had the hardest of courses.

Besides this college work he was working twenty hours a week to earn his way through school, arising at five o'clock in the morning and regularly retiring at eleven o'clock. He was also a member of the Rugby team playing the whole season.

With these great handicaps, Dolan's record for last semester's work is: Chemistry 1, 70 per cent.; chemistry 2 and 3, credit; Mathematics 1b condition; mathematics 8, condition; physics 1, credit; English 1, failure.

It was on this record that he was put on strict probation at the beginning of this semester.

We will now compare some sample records of other students for last semester with that of Dolan, and for the sake of convenience we will designate these students Mr. A and Mr. B respectively.

Here is Mr. A's record for last semester: English 1, zero; chemistry 2, passed; chemistry 1, condition; Mathematics 1, condition; shop work, condition.

You see at once that Mr. Dolan's record is better than this. You see too, that this record represents a much lighter course than Mr. Dolan's. The student to whom this record belongs had nothing to do but study; he had no outside work, and did not play football. This student was allowed to register this semester. The scholarship committee were very lenient to him, and if Mr. Dolan should have been suspended, this student ought not to be still in the university.

Here is Mr. B's record for last semester: Mechanical engineering, 70 per cent.; civil engineering 5, condition; civil engineering, 8, condition; physics 2, zero; physics 3 zero; mathematics 11, condition.

You see that Mr. Dolan's record is better than Mr. B's. Mr. B was refused registration on January 11 and was allowed to register on January 23, on condition that seven hours of last semester's work be made up. Mr. B. took re-examinations in two courses in which he was conditioned, and made up 8 hours, and was allowed to register. Mr. B is on probation for six weeks, commencing January 29. Certainly the scholarship committee were very lenient to him. Why could not they treat Mr. Dolan in the same way?—especially since his records are far better than Mr. A's and Mr. B's. We were not allowed to see Mr. B's record for previous years or the record of any other student.

It will be remembered that Mr. Dolan received a condition in algebra for last semester but Mr. Dolan should not have received this condition for these reasons: Last semester the scholarship committee told him that his course was too heavy, and that if he thought he could not pass off everything he could drop either his algebra or his calculus, but it was their opinion that he ought to continue both mathematics courses, and should at least try algebra one week longer. If after one week he thought it necessary to drop one mathematics course he was given permission, provided his professor agreed to this. Professor Haseman not only consented to this but advised Dolan to do so. Dolan at the time said he would drop algebra at the end of the week, and at the end of the week dropped it as far as he was concerned. He made a mistake, however in not going through the red tape required by the university when one drops a course. At the end of the semester Dolan received a condition in algebra, but, in reality, he had dropped the course, for he had, with the consent of the scholarship committee actually done so. He only neglected to go through the red tape connected with dropping a course. It is evident that

(Continued on Page Four.)

## BASKETBALL AT CARSON TONIGHT

### U. N. Sophomore Girls Play Carson High Girls; Reno High Plays Carson High Boys.

The Sophomore girls' basketball team, which won the championship banner at the recent basketball tournament, left Reno this morning to play the Carson High School girls' team tonight. At the same time the Reno High boys' basketball team left to play Carson High. Both games will be played in the Carson opera house this evening. The Sophomores have lost one of their players in the person of Miss May Porter, who recently sprained her ankle. Miss Hauss of the Freshman girls' team will substitute for her.

The Sophomore girls line up like this: jumping center, Miss Ross; side center, Miss Winter; forwards, Misses Thompson (capt.) and Hauss; guards, Misses Schuler and Curler. Carson's feminine phalanx is as follows: jumping center, Miss Gwin Dacus; side center, Miss Florence Burlingame; forwards, Misses Farrar and Kaiser; guards, Misses Vieira and Adams.

The Reno High line-up is: center, Stephens; forwards, Lloyd McCubbin and McKinley; guards, Webster and Smythe; subs, Lee McCubbin and McPhail. Carson's lads will line up as follows: center, Williams; forwards, Heidenger and Lee; guards, Day and Whitaker; subs, McCreery and Burlington.

### Stung.

The lawyer (cross examining)—Now what did you say your first name was?

The witness (cautiously)—Waal I was baptized John Henry.

The lawyer—You were, were you? How do you know you were?

The witness—Waal, I was there, you know.

The lawyer—Huh! How do you know you were there?

The witness—Why, I couldn't have been baptized otherwise. And besides, I think I can remember it quite well.

The lawyer—Ho, you do, do you? The witness—Waal,—er,—yes.

The lawyer (deeply sarcastic)—Kindly explain to the court and jury my friend with the phenomenal memory, how an infant in arms came to remember that ceremony so well, will you?

The witness—Waal,—er,—you see, I wasn't baptized until I was 18 years old.—Central Law Journal.

### Another League Adopts Rugby.

That Rugby football is gradually replacing the American game in California high schools is shown by the fact that the California Athletic Association of the Lower San Joaquin Valley recently voted to play Rugby next year. This league has consistently refused to consider Rugby, and its sudden adoption of the game will probably force all of the schools of the valley to take up the new game.

### The Boy Critic.

Richard Croker at an open air luncheon at Palm Beach, told a George Washington story.

"A teacher," he began, "was conducting a lesson in history.

"Tommy Jones," she said, "what was there about George Washington which distinguished him from all other Americans?"

"He didn't lie," was the prompt reply.

### A little Fun.

Mrs. Bleeker (upstairs)—Bridget, have you turned the gas on in the parlor, as I told you?

The New Domestic Jewel—Yis, mum; can't yez smell it?—Selected.

"He is a modern Samson." "What! That little, bandy-legged freak?" "Yep." "You'll have to show me." "Wait until he removes his hat." "What will that prove?" "That his wife cuts his hair."—Houston Post.

## HAPPENINGS ON UNIVERSITY HILL

### Events of Interest Taking Place Upon the University Campus.

#### English Classes Hold Banquet.

Friday evening at six o'clock the students of Mr. Paine's two English 1 classes held, in the Domestic Science Department, their first annual banquet in celebration of the joys of theme writing. The excellent dinner which was planned and prepared entirely by members of these classes under the direction of Miss Bardenwerper helped those present to forget for two hours that English 1 ever causes any but pleasurable feelings. The dinner itself, however, served mainly as an occasion for the delivery of a number of witty speeches.

The speakers and their subjects were as follows:

Albert Rowe—"The Freshman Track Team."

Harland Heward—"The Prospects of the Freshman Track Team."

Edith Winter—"English Themes as I See Them."

Elda Orr—"Freshmen and Upperclassmen."

Marion H. Foss—"Reno."

Will Settlemyer—"College Life."

G. S. Paine—"The Advantages of Bashfulness."

Gilbert Tyler—"Education."

Eunice Cagwin—"A Ride in an Airship."

Helen Higgins—"A Word of Warning."

These speeches and the remarks of the toastmaster, Cecil W. Creel, were enlivened by pointed references to the various members of the classes and by stories which kept the revelers in an uproar of laughter. By a unanimous vote at the end, the class declared the banquet a most gratifying success and expressed their appreciation of the work of Professor Paine, Miss Bardenwerper and of all those who assisted her in making the affair possible.

### \* \* \*

#### Juniors Feast.

On last Wednesday afternoon at 10 o'clock Miss Linsea, '13, entertained the boys of the Junior table at a luncheon in the Domestic Science Department. The table was beautifully spread and the dining room was tastefully decorated with blue and white crepe paper. Miss Linsea proved an excellent hostess, and her hospitality was highly enjoyed by the Juniors.

### \* \* \*

#### Seniors, Attention!

There will be a meeting of the Senior Class on Monday, March 14, 1910 in room 6, at 4:30. Important. Everybody come! By order of Prex.

### \* \* \*

The Troy Laundry has placed its Lincoln Hall laundry in charge of Mr. Lent. All are requested to give him their patronage.

New Athletic Policy at Columbia.

Columbia has adopted a new athletic policy, whereby a sufficient sum of money is raised by voluntary annual subscriptions to maintain the various activities. Formerly this money has been raised by the manager of each team for his own team.

The subscription of \$10 to the general athletic association entitles the subscriber to the following privileges:

(a) To a ticket admitting the subscriber to all games and other athletic contests conducted upon grounds under control of the association. This will admit to all contests held in the gymnasium and on South Field, including all home basketball, baseball and football games and track meets.

(b) To exercise all the privileges of the members of any of the separate athletic associations, including membership in the Rowing Club and the right to use the boat house and boats.

(c) To regulate and supervise the expenditure of all moneys for athletics. This is to be done through a graduate manager. The undergraduate managers will be his assistants.—Tiger.

## NEWS OF ALL THE COLLEGES

Esperanto is being taught at the University of Illinois.

Pennsylvania's new school of architecture will be second only to that of Paris.

A new mineral called "groutite" has been discovered by a member of the Minnesota faculty.

A gymnasium, as completely equipped as any on the coast, is to be built at the University of the Pacific.

Pennsylvania's debating teams were victors last Saturday over Columbia and Cornell in the triangular league contest.

A Rifle Club, an affiliated organization of the National Rifle Association, will be formed at the University of Wisconsin.

Under direction of the Boston Athletic Association an indoor meet for Eastern colleges was held in Mechanics' Hall, Boston, today.

Seven of the best men on Michigan's baseball squad were disqualified by the board of control on the grounds of being professionals.

The students of the University of California are working for the adoption of the honor system of conducting examinations at that institution.

The senior class at Illinois has initiated a movement looking to the abolishment of the final examination in the second semester of the senior year.

Charley Mullen, the star first baseman of the University of Washington baseball team last year, left school last Friday to join the Chicago White Sox at San Francisco.

The Prohibitionist Club of the University of Washington will carry on practical work this semester. Members will visit down-town districts in Seattle and endeavor to render practical aid.

If the matter can be arranged, a triangular meet between the University of Utah, Brigham Young University and Oregon Agricultural College will be held in Salt Lake City on May 21st or 28th.

Stanford has raised \$36,000 by vigorous campaigning among students and alumni toward the establishment of the Stanford Union, a club where students and faculty may meet upon common ground.

Five colleges and two universities have received gifts and appropriations made through the Rockefeller fund by the general educational board, at its seventh annual meeting, February 2, in New York.

Thirty-seven athletes were awarded the college letter for football, baseball and track at O. A. C. for the last year and their sweaters were presented to them on Wednesday during the Idaho-O. A. C. basketball game.

It is probable that football playing will be resumed at the United States Military Academy next fall. The West Pointers have requested the Tufts management to reserve a date for them on their 1910 schedule.

President Benjamin Ide Wheeler has commenced a series of lectures before the Rhodes scholars of Oxford University. He will remain there only a short time, as he will return to Berkeley in time to be present on Charter Day.

Prof. John D. FitzGerald of the University of Illinois has been elected a correspondent of the Real Academia of Spain. This honor was conferred in recognition of numerous publications on Spanish literature and philosophy emanating from Prof. FitzGerald.

An offer of \$500,000 for the establishment of a graduate school at Princeton was withdrawn by the donor when a controversy arose as to the site of the new department. As a result of this withdrawal new regulations will be drawn up relative to

centralizing the control of the university.

Prof. David Starr Jordan of Stanford lectured at Palo Alto last Wednesday to the College Equal Suffrage League on Woman's Suffrage. Dr. Jordan is a strong believer in equal rights at the polls for women and men alike.

Washington's baseball squad has been ejected from her gymnasium and is now temporarily quartered in the Miners' building. Lack of accommodation for a large track turnout brought about the discomfiture of the ball players.

Through recent action at the University of Washington it has been decided to allow the 'varsity woman's athletic letter only to women who make final teams in four different sports, or in three different sports with a gymnasium honor during the junior year.

Smoking in Memorial Hall, Harvard's big student dining room, is being given a two week's trial, smoking to be allowed only during dinner. After the trial, decision as to permanent establishment of the custom will be made. Smoking has never before been allowed in Memorial Hall.

By the will of Charles Alfred Hasbrouck his old homestead at Forest Home, about a mile from the campus, is given to Cornell University for use as a lodge by women students of Sage College. It will be known as Hasbrouck Lodge. Mr. Hasbrouck died recently in the West, but was buried here.

In an agitation at Washington over the wearing of caps and gowns by engineering students, Dean Miller Roberts of the College of Engineering in a recent address has said that the wearing of caps and gowns is an old academic custom as significant as the granting of diplomas, and as necessary to retain.

The trustees of the University of Michigan have voted down a proposal to establish a department of journalism. The proposed new department was held to be an unnecessary adjunct, in view of the opportunity for work on student journals. It is announced that the faculty will hereafter grant collegiate credit for work on the Michigan Daily.

Pennsylvania will not have a race with Yale as part of the preliminary training this year. There will be no competition with colleges except the usual second crew race with Cornell. Ellis Ward has hit upon the plan of frequent races with Schuykill Club crews, and these will make up the greater part of Penn's training for the competitions at Poughkeepsie.

Harvard and Amherst have dropped basketball; Brown is contemplating doing so; Yale cut its schedule down to eight games, and may quit the game after 1911; while contitions at Columbia and Penn seem to indicate a lack of interest. Columbia looks like the champion in the East, while the Western title hinges on the Minnesota-Chicago game at Chicago.

The trustees and president of Wooster University (Ohio) are facing rather a difficult proposition. Louis H. Severance of Cleveland has offered the university \$500,000 for the purpose of building a dormitory and two club houses, provided that fraternities and sororities are abolished in the school. Mr. Severance has been a friend of the university for years and has contributed liberally to its support in the past. His antipathy to fraternities has been known before, but has not been brought to the public eye. If the trustees accept his offer, the following fraternities will be discontinued at the school: Phi Gamma Nu, Phi Gamma Delta, Delta Tau Delta, Alpha Tau Omega, Sigma Chi and Theta Delta Chi.

A Suggestion.

The Board of Regents of the University of Oregon donated \$100 to the Junior Annual.

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# The Student Record

Published Weekly During the Collegiate Year by the STUDENTS OF THE UNIVERSITY OF NEVADA

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### TELLS OF NEW EXPERIMENT.

#### Article in School Review by Head of Industrial School at Fitchburg Tells How Problem of Industrial Education Has Been Solved There.

The problem of fitting young men for immediate entrance into the business world from school and college is being solved by the system of industrial education in the Technical High School of Fitchburg, Mass.

This system, "The Fitchburg Plan of Industrial Education," is the subject of an article by Mr. W. B. Hunter of the Fitchburg High School in the March number of the School Review. Co-operation in service between the school and the many industries of the town, according to the writer, is the keynote of the success of industrial education. Such co-operation has been brought about by the manufacturers of this industrial center of Massachusetts.

"By the system in our school," says Mr. Hunter, "we are answering the question of the industrial world, 'Can the public schools of our country be so vitalized in purpose and methods that their graduates may be of immediate service to business men and to manufacturers, instead of necessitating two or three years more of special training in order to properly perform their duties?' This is the question that is today agitating the educational and industrial world and causing the directors of educational effort to examine their curriculum and methods with unusual care and discrimination. The tremendous growth of our industrial plants and products, and the consequent competition of rival manufacturers, are calling for a greater number of trained workmen than the market can supply."

The system is the result of the work of Mr. Daniel Simonds, a knife and saw manufacturer, and other business interests of the town of Fitchburg, who, according to Mr. Hunter, have seen the need of education in business. The writer says:

"The public school system, as operated in the past, has had as its goal the fitting of the pupils for the colleges. Those who must by choice or necessity go to work at a trade had to take the same course of study as the boy who expected to become a lawyer or a professional man.

"Our manual training schools tried in a measure to meet this objection, giving a certain amount of hand training, but as many wished to go to higher institutions, the fitting of students for these higher institutions still constituted their main purpose. Then as a further step the trade school was inaugurated."

Mr. Hunter believes that a strong feature of the course is the contact entered into by the boys with an employer at the end of his period of co-operative training. The reason given is the unstable condition of boys without apprenticeship agreement. The fact that work in the shop unfits the boys for the best work at school is denied by the boys themselves, whose ambition increases hand in hand with their increase in energy.

The curriculum is in general linked to the practical studies of business. Of the wholly business studies are "current events and industrial history," "mechanism," "first aid to the injured," "machine drawing" and "business methods." Business methods as applied to regular high school studies are seen in the English course, which includes forms of business papers, shop terms and spelling. The other studies are all closely allied to the conditions in the shops, as in chemistry tests applied to the tempering processes and the like.

The course offered in the schools is the same length as the regular high school course. The first year is spent entirely in school and the last three are spent alternately in the school and

the shops of the various industries. Wages are paid to the boys just as to the regular workmen, and since the adoption of the new system the scale has been raised by the manufacturers. "Here, then," says the writer, is a strong inducement for the boy to continue in school. He can earn some money; in fact, he gets more than he could get by going out and taking the ordinary jobs in stores or offices. Again, many parents cannot afford to keep their children in school under ordinary conditions. This furnishes them an opportunity for contributing to their support and a chance to continue their education. During the past year one of our co-operative students was the only support of a family for several months. When there is a vacation week in school, work is provided in the shops, so that the boy doesn't have to loaf around the streets with his hands in his pockets, looking for mischief. These periods add to the amount of money I have indicated as his yearly wage."

Mr. Hunter says: "The plan originated with Dean Herman Schneider of the University of Cincinnati, where a similar system is in vogue. In connection with the engineering department of the university there has been inaugurated a system of co-operation between the shops of the city and the university, whereby the shop takes charge of the practical training of the students and the university teaches the theory. By this method the university is relieved of the necessity of equipping its laboratories with expensive machinery which in the course of ten or fifteen years may become obsolete, and the students are getting a practical training such as no school can possibly furnish."—Daily Maroon.

#### College Rowing Dates Scheduled for 1910.

- April 21—Harvard vs. Navy, at Annapolis.
- April 30—Princeton vs. Navy, at Annapolis.
- May 7—Columbia vs. Navy, at Annapolis.
- May 14—Georgetown vs. Navy, at Annapolis.
- May 21—American Henley at Philadelphia.
- May 21—Syracuse vs. Navy, at Annapolis.
- May 30—Harvard vs. Cornell, at Boston.
- June 4—Washington vs. Wisconsin, at Madison.
- June 2—Intercollegiate regatta at Poughkeepsie.
- June 30—Harvard vs. Yale, at New London.

#### The Athlete the Better Student.

From statistics compiled by Colonel George Edwards of the University of California, who for years has taken the deepest interest in the athletics of that institution, the athlete is a better student than the collegian who eschews the track, the gridiron and the diamond. Colonel Edwards' statistics show that of all the men who entered the university with the freshman class for the last 15 years only 35 per cent of those who did not go in for athletics graduated, while 65 per cent of the athletically inclined students won their sheepskins. Prof. Walter E. Magee has also prepared statistics showing that the brawny man is also the brainy man.

#### Rhodes Men Are Winners.

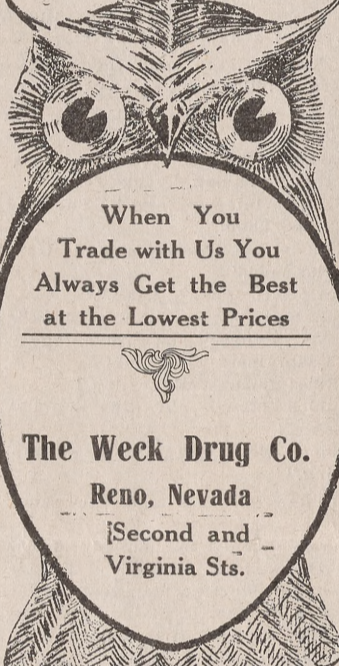
A dispatch from Oxford, England, says: George E. Putnam of Kansas and L. C. Hull of Michigan, both Rhodes scholars at the university here, won the hammer throwing and quarter mile events, respectively, at the varsity meet held here this afternoon. Putnam threw the hammer 151 feet 5 inches. Hull ran the quarter mile in 52 1-2 seconds. Putnam's throw breaks the intersarsity record of 138 feet 10 inches, established in the Oxford-Cambridge meet in 1909.

### DR. ROLLER ON ATHLETICS.

#### Wrestler Tells Nebraska Students That Character Is Fundamental Element.

Students of the University of Nebraska were addressed recently at chapel exercises by Dr. B. F. Roller, the noted wrestler, who spoke on the subject of college athletics. He said: "It is not necessary to be delinquent in school work because of athletics. This may be an astounding statement, but it is nevertheless true. It is not merely a matter of physique, but the character which attends it. Before entering school one should establish a goal for himself. Then, if the march toward this goal is rigidly adhered to, there will be no danger of excessively indulging in athletics. In addition to this, there is no logical reason why the athlete cannot easily surpass the book-worm in school work. The latter is not practical, and anything that fails in practicability fails in the most essential part of one's education."

"Football has been discussed pro and con. Not wishing to implicate anyone who has opposed football, I wish to declare that football occupies one of the most beneficial positions in the university curriculum. There is a quality of self-sacrifice, gameness and self-control in every student, but football is the only course in the entire university that will bring forth this hidden virtue and develop the athlete to the highest degree of manhood."



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**EDUCATION AND THE NATION**

Oration Delivered by Governor Hughes at Pennsylvania.

The following are extracts from the oration delivered by Governor Hughes of New York at the University Day exercises held at the University of Pennsylvania on February 22. The theme of the oration is the relation of the university to the nation. It is well worth the consideration of every college man:

In a free country the pursuit of knowledge must be ennobled by devotion to the common weal, and the discipline of culture must be reinforced by the recognition of public obligations. The first purpose of education in free society is not to furnish equipment for strife or to sharpen the swords of selfish warfare, but to secure the benefits of peace and the enlightened co-operation of those whose equal opportunity is made to serve the prosperity of all.

The test of the success of a university, and of its standards and efficiency, is a simple one. These must be measured by the number of wise and good men whom it furnishes for the world of effort. To the extent that its graduates are found among schemers against the public interest, among corruptionists and tools of unscrupulous cunning, or among those who spread the cynicism of counterfeit culture, or in lives of ostentatious worthlessness, merely seeking opportunities for the display of vanity, it lamentably fails of its purpose, however rich its resources or complete its apparatus or extensive its curriculum.

But so far as, in equipping generous youth with power of knowledge and with the long result of struggle and research, it teaches sound philosophy and inspires a democratic sympathy and unselfish patriotism so that men go forth from its halls prizing the honor of manhood above wealth, holding the obligations of duty superior to private advantage, and imbued with a sincere love of country as pure and faithful in peace as in time of war, to this extent school, college or university fulfills its highest purpose and insures not only the advancement of learning but the larger enrichment of mankind.

It is the distinction of this university that it is able to trace its foundation to the wisdom and farsightedness of the illustrious American sage who was the foremost of his day in learning and wisdom; and that with fitting liberality of scope and management it has continuously reflected in its distinguished history the aims of Franklin and so nobly accomplished the purposes which he cherished. And the faithful historian of your origin and development has well said that of all services Franklin rendered, none "surpasses the service of the great University which he and his associate founded."

Devoted as Franklin was to the pursuit of knowledge and to the inquiries of science, his fundamental object in seeking to make this provision for education was patriotic. His practicality did not incline him to any narrow view of the relations of men or of the objects of conduct, and the chief design of his educational plan was undoubtedly to develop "the strength of the State" which he said lay in "wise and good men" rather than in "riches or armies which under the management of ignorance and wickedness often draw on destruction instead of providing for the safety of the people."

It is peculiarly fitting that the University so founded and so directed should commemorate this anniversary. In no better way can the patriotic purpose of Benjamin Franklin be appropriately emphasized than in culminating reverence for the memory, and obedience to the example, of George Washington.

This does not fade the lustre of the leadership by which liberty was won, or dim the distinction of the first President of the Republic. Our children, if they learn little else of our history, know of his campaigns, his defeats and his triumphs, and of the honors which he received at the hands of the people when the Nation was securely established upon the foundations which his heroism and his sacrifices had so well laid.

The United States of the twentieth century, powerful among the nations, strong with the talent and resourcefulness of a vast population spreading over the continent, needs the leadership of the spirit of Washington as much as did the feeble and scattered colonies of the revolutionary days. We are here not to lay offerings at a shrine or simply to pay tribute to a hero of a past epoch, not merely to recount military exploits or the victories of battlefields, but rather to be inspired by the ideals of Washington, and thus to evoke the spirit of public service, to be recharged with devotion to the public interest, and to

receive an endowment of power for the performance of duty in every relation of life.

The problem of America today is to secure honest and faithful performance of public obligation. The demands of administration grow, but human capacities and frailties remain unchanged. In our villages, cities and States, and in the Nation, the burdens of governmental duties increase and the opportunities for the neglect and betrayal of the interests of the people multiply. Important questions constantly claim our attention, and it is easy, in the zeal of political controversy and in the debates of policy largely to lose sight of the simple requirements of fidelity in administration. But we cannot afford to forget that whatever the merit of legislative proposals, the final test must be found in the character and purpose of public servants. We have been sickened with corruption that rots public enterprise, and with the spectacle of legislative halls and administrative offices, turned into market places where the exercise of governmental powers is made the subject of barter and sale.

It will always be the glory of this Nation that at its very beginning it was demonstrated in the character of Washington that the ideals of representative government are not unattainable. That for which Washington must be most admired is that in which he can be most easily followed, command, or the majesty of his peribit his military genius, his power of command, or the majesty of his personal dignity, but it is permitted to every public officer, great or small, whether in narrow or wide range of official activity, in village board, in common council, in legislative body or in administrative or executive place to illustrate that conception of public duty and that unflinching fealty to the public interest which was the dominant characteristic of Washington's life.

It should not be supposed that Washington merely conformed to the better standards of a period superior in virtue to our own. The truth with respect to that period, and as to the corruption and lack of patriotism which was exhibited when so strong an appeal was being made to the patriotic ardor of the country is thus told by Washington himself in his letter to Benjamin Franklin in December, 1778: "If I was to be called upon to draw a picture of the times and of men, from what I have seen, and heard, and in part know, I should in one word say that idleness, dissipation & extravagance seems to have laid fast hold of most of them. That speculation—peculation—and an insatiable thirst for riches seem to have got the better of every other consideration and almost of every order of men." And a little later he said: "But, alas, virtue and patriotism are almost kicked out! Stock jobbing, speculation, engrossing, etc., seems to be the great business of the day & of the multitude, whilst a virtuous few struggle, lament & suffer in silence, tho I hope not in vain."

It is not the hour of triumph of the powers of darkness, but of the regenerative influence of light. Education is winning its victories for the common good, and each year the armies of truth, justice and fidelity are reinforced by vigorous young manhood well disposed to follow the counsels of self-restraint and to earn the substantial rewards of earnest and sober living. The most significant feature of our present life is not the widespread existence of evil, but the organized efforts to check it; not the regrettable display of avarice but the determination to protect the public interest against over-reaching cupidity; not the waste of lives in luxurious idleness, but the magnitude of fruitful endeavor; not the prevalence of vice and misery, but the extension of reformatory agencies and the organization of philanthropy; not civic indifference, however lamentable may be its scope, but the widening demands of public spirit and the more emphatic assertion of community rights; not political manipulation, but the indignation of the people at its abuses; not faithless legislators, and administrative officials, but the resentment which they arouse and the narrowing range of their illicit activities.

Malign power, entrenched in well-fortified citadels, may here and there successfully resist attack, but gradually its strongholds will be reduced. We should not be blind in the wrongs and excesses of our day, not omit justly to estimate the strength, or to measure the achievements of the destructive forces which are constantly active; but we cannot fail to be encouraged when we consider the generous impulses, the worthy aspirations, the patriotic motives and the wholesome lives of the great majority of our fellow countrymen. And today we may compare the present and the past with national self-respect and with

honorabie pride in both accomplishment and purpose.

Washington's conception of public duty was not a narrow one, but rested upon a broad understanding of the conditions of our national prosperity. His was not the ebullient patriotism of occasion, but the ever-abiding love of country, expressing itself in steadfastness and the consistent application of principle. Fundamental in his thought was respect for the Constitution and the laws.

The people are naturally restive under known abuses and may be impatient in demanding a remedy, albeit divided as to the nature of the remedy which will prove effective. But the expression of a strong public sentiment with respect to disclosed wrong is not to be confused with hysterical excitement, nor should demand simply for needed correctives be thought an evidence of revolutionary tendency. The people of this free land are competent to govern themselves by reason of their essential conservatism and because their sober judgment in critical emergencies may be trusted. They know that prosperity depends upon stability, and they are unwilling to follow the products of disorder. But this does not imply a willingness to surrender public rights or to acquiesce in their non-enforcement.

We shall not avoid mistakes, but in the main, neither inflammatory and demagogical appeal, nor the dishonest arguments of special privilege will control the final outcome. Of first importance is it that we should respect the institutions of our country and love the ways of calm reason. This despite "the occasional effervescences" which Washington foresaw, is after all the American habit.

We have achieved the consciousness of national unity which Washington so earnestly desired. The existence of the Union is no longer endangered by sectional rivalries and the sentiment of unity has become the dominant sentiment of American people. Through the expansion of settlements, the growth of commerce and the facility of exchanges we have been drawn so closely together that the thought of separation has become impossible. As Washington urged, we do "properly estimate the immense value of our national union to our collective and individual happiness," and we "cherish a cordial, habitual and immovable attachment to it."

This attachment, while removing the danger of disunion, should evoke that patriotic pride which will promote action and support our local as well as our national endeavors. In the ef-

iciency of both we rest our confidence for the future.

And resolutely determined to end the evils which may afflict us in Nation or in State, and to secure the supremacy of public right and thus buttress the just freedom of individual opportunity, we shall advance with the sure step of intelligence and conscience along the path of progress so clearly defined by the wisdom and patriotism of Washington.

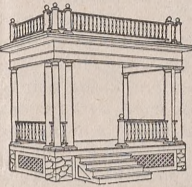
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**STUDENTS VS. FACULTY**

(Continued From Page One.)

the condition in algebra is no condition for the course was dropped.

This leaves Mr. Dolan a record for last semester of one failure and one condition, and his record becomes still better than Mr. A's and Mr. B's.

At the end of last semester Dolan took a mid-year examination in calculus which was not a final examination, as the course had not been completed. He failed in this examination. When he went to register for this semester he was told that he had failed in calculus, when in reality the course was not completed until six weeks after this semester started. On this supposed imagined failure he was put on probation. As you know his official record shows a condition in calculus, not a failure.

After the six weeks of Dolan's probation were up, he was suspended for being deficient in English 1, chemistry 2 and 3, physics 1, mathematics 8, and mining 6.

We shall now show the peculiar injustice done Mr. Dolan.

Mr. Dolan failed and received zero for English 1 the first semester. How does it happen that the registration committee allowed him to re-register in that course. Mr. A did not re-register in English 1, for which he received zero the first semester. If a man flunks a two-semester course the first semester, he is certainly not qualified to go on with the course the second semester. He lacks a foundation in the course. No wonder that Mr. Dolan was reported deficient in English 1 after six weeks. It was not his fault but the fault of the professor conducting the course and of the registration committee. He should not have been allowed to re-register in English. It was absolutely absurd for the registration committee to allow him to do so. Truly an injustice was done Mr. Dolan here.

In chemistry 2 and 3, Mr. Dolan had received 85 per cent. and 75 per cent. for this semester in his laboratory work. He was deficient in the monthly examination in qualitative analysis. Certainly we find no grounds for suspension here.

On the afternoon of his suspension Mr. Dolan and a friend interviewed his various professors. Professor Hartman, on being consulted, said words to this effect: "That if it had not been by special request he probably would not have reported Dolan at all in physics 1. Mr. Dolan, he said received credit in the course for last semester and was at the present time up in his laboratory work, but was a little behind in his problems and was low in the monthly examination. Certainly if Prof. Hartman would not have reported Dolan as deficient but for a special request by the committee, we can find no grounds for suspension here.

Mr. Paine, on being interviewed on the afternoon of Mr. Dolan's suspension, said words to this effect: "That he had handed Mr. Dolan's name in as deficient in English as a note of warning only. He complained that Dolan was drowsy in his classes. The man who works from five in the morning to eleven at night is apt to be drowsy. We have already shown the injustice done Mr. Dolan in his English course and can see no grounds for suspension under the circumstances.

Professor Haseman, on being consulted, after Dolan's suspension, said words to this effect: "That Dolan was attending class regularly, was doing as good work as could be expected under the condition of carrying calculus without sufficient preparation in algebra, and that as far as this semester's work was concerned, Dolan's work was quite satisfactory. We find no grounds for suspension here. If Dolan did not have sufficient training in algebra to take calculus, a just man will say that the scholarship committee should have had Mr. Dolan drop calculus and take up algebra. We see no reason why Mr. Dolan's work in mathematics should result in suspension. It might be well to state that but three students in this calculus course passed it.

When Professor Huntley was interviewed after the suspension in regard to Mining 6, in which Dolan was reported deficient, he said words to this effect: "That Mr. Dolan did not seem to grasp the work, but that he had only been called upon once to recite, and that time was right after the text books for the course had been obtained. Mr. Dolan failed to recite. Up to the time Mr. Dolan had been reported deficient in Mining 6, there had been no examination or written papers in the course. On the strength of one recitation, Mr. Dolan was reported deficient in mining 6. Certainly this was unfair to Dolan. We can see no grounds for suspension here. Besides, Professor Huntley stated that after his report regard-

ing Dolan's work had been passed in, Mr. Dolan had been called upon to recite and had done better.

It has been stated that Mr. Dolan was carrying work in which he was not registered, and that he had no right to do so. A few words in regard to this will not be amiss. Instead of taking up integral calculus for this semester, Dolan, with two others was taking private lessons under Professor Haseman in order to remove his conditions both in algebra and differential calculus. Professor Haseman thought that Dolan and the other two students would be able to remove both these conditions by the end of the semester, and that next semester he would be able to continue the regular mathematical course. The two students referred to have since handed in a petition to the scholarship committee to be allowed to do this, instead of taking integral calculus this semester. The petition was granted and had Mr. Dolan not been suspended he would have enjoyed the same privilege.

In conclusion, we, the Students of the University of Nevada, summarize the facts that we have presented by stating that Mr. Dolan should not have been suspended, because his work averages up better than students on the probation list who are still in the University, and because the reports handed in by his professors to the scholarship committee were plainly not sufficient grounds for suspension when all facts are considered. We believe and know these facts to be true and we, the Students of the University of Nevada, can arrive at but one conclusion, that Mr. Dolan has been unjustly suspended from this University.

Respectfully submitted by  
**THE COMMITTEE FOR THE STUDENTS.**

**Faculty's Answer**

Owing to your interest in the welfare of a fellow student, the executive committee and the president, have requested me to read to you his record as it appears in the registrar's office. Mr. Dolan entered this university the first semester of 1908-9 as a special student. He presented no record of any high school work. At the end of his first semester he failed to receive credit in 14 out of 15 hours, which would have precluded his registration under the rules of the university, which requires that a student must carry at least one-third of his work. But because it was his first semester in college and further, he had registered late, the committee waived the rule and allowed him to register in special work, with the understanding that the failed work must be taken regularly in course the first semester of 1909-10.

Last semester this work was again attempted and he again failed to receive credit in more than two-thirds of this work. At the beginning of this present semester the rule was again waived in his favor and he was allowed to register for 18 hours on six weeks' probation, with the understanding that he must make a creditable showing in that time. On February 21 he was reported as failing in all his work. The committee on scholarship recommended that he be suspended for the remainder of this semester. The president approved the recommendation and Mr. Dolan was so notified. He then petitioned the academic council to reinstate him. His cause was presented by his major professor and his record as a student fully discussed. The council upheld

the action of the president and committee and refused his petition.

Many times during the past year, as can be shown by the records of the committee, his instructors have reported him for deficient work, failure to hand in assigned work, sleeping in class, etc. On March 24, October 11, November 15, 1909, and January 11 1910, he was summoned before the committee and warned that his work must be improved.

At the end of last semester sixteen students failed to make satisfactory records in scholarship. Three were allowed to register on six weeks' probation. Of the three who were refused registration, the committee was induced to allow two of them three weeks' time, or until January 29, to make up at least 7 hours of deficient work. They met these requirements at that time and were then allowed to register on six weeks' probation. Of the thirteen who were allowed to register at the beginning of the semester, three were reported satisfactory in all their work and their names were removed from the probationary list. Seven were reported satisfactory in at least one-third of their work, and retained on six weeks' further trial and two were asked to withdraw.

At the present time there are fourteen students on probation, each of whom will receive the committee's careful attention on April 4.

**DR. JORDAN TO RETIRE.**

**Stanford President Will Accept Benefits of Carnegie Fund.**

The statement which Dr. David Starr Jordan made to the University conference of Stanford at its last meeting, to the effect that at the end of six years from now it was his intention to retire from the presidency of Stanford University and accept the benefits of the Carnegie Foundation for the Advancement of Learning, was made public last week by Dr. Jordan.

In making this step the president is not only acting on his own volition but is carrying into direct effect a policy which the Board of Trustees favors. When the Carnegie Pension project was first broached the trustees made application that all Stanford professors be included in the benefit. This has been granted to the local faculty.

A desire to be relieved from active administration work is not Dr. Jordan's only motive in retiring from the presidency. For many years he has wished for the opportunity of carrying on research work of his liking, which the pressing duties of his office have prevented. The president is very desirous of spending the latter part of his life in carrying into effect and working for those ends in which he is primarily interested. When asked as to what special line of work he could enter, he stated that he could give no definite answer, as his plans for the future were entirely unsettled, and that he would wait to see what the coming six years would bring forth. However, he stated that the subject which interested him most at the present time was a study of the biology of war, and that he might make an exhaustive study of this, traveling in Europe if necessary to establish to the best of his ability the direct and indirect effects of war upon mankind, and upon the conduct and development of nations.

The Carnegie Foundation for the Advancement of Learning was established by Andrew Carnegie for the purpose which its name signifies, but

its immediate benefits is the pension fund which provides for the support of university instructors and professors who have reached the age of 65 and who have been many years engaged in educational work. It is designed not only to support those who desire to retire from active work, but to benefit them at a time in life when they are not yet able to make extensive study of their particular branch of research.

An educator to be eligible for a pension must have had not less than fifteen years of service as a professor, and who is at the time a professor or instructor in an accepted institution. No retiring allowance is permitted to exceed \$4000, and for active pay greater than \$1200 the retiring allowance shall equal \$1000 increased by \$50 for each \$100 of active pay in excess of \$1200. For an active pay of \$1200 or less, an allowance of \$1000 is made, provided no retiring allowance shall exceed ninety per cent of the active pay.—Daily Palo Alto.

"Before I married," said Mr. Henpeck, "I didn't know what it meant to support a wife." "I presume you know now?" "Yes, indeed, I looked up the word 'support' in the dictionary and discovered that one of its meanings is 'endure'."—Birmingham Age-Herald.

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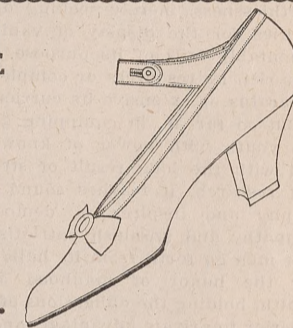
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