

cle to widespread practical application of the airship idea. Even if we project all our inflating gases, all our mechanical contrivances, all our special devices for speed and windstreaming fifty or a hundred years into the future, we can find no hope that there will be any startling improvement over what we have now.

In 1852 the French built and flew a dirigible 145 feet long. In seventy-five years we have increased the length to four times that, but have done nothing to overcome the helplessness of the airship in a current of fast-moving air.

And now the question of flying in the future, can be answered a little more conservatively. From all these records of past accomplishment in aviation, from all this information obtained from hazardous flights and by experiments, certain conclusions are forced upon us. Airplanes will become safer, pilots more competent, and passengers more numerous. But there is no indication that planes will, in the next twenty years, become as fool-proof as railways or as numerous as automobiles. The dirigible remains a doubtful experiment.

LOAN LIBRARY

At the Corner Drug-Store

MOLLY ANDERSON HALEY

No trick of chance assigned to it a place
Between the tonics and the beauty creams,
This shabby slowly-turning shelf of dreams!
The tired heart as surely as the face
Has need of make-up—crippled pride its brace
As much as shattered limb. No lotion seems
As potent as romance—sheer magic streams
From the scuffed circle at its creaking base.

That girl who measures ribbons fold on fold,
For whom from its unending bolt of gray
Night measures loneliness—he whom the sting
Of failure taunted, tottering now and old,
For them this is no shelf, but the sure way
To all the lost white wonder of the spring.

WHAT'S RIGHT WITH THE COLLEGES

If This Be a Dream, It Is at Least a Noble Dream

ARTHUR HOBSON QUINN

IF WE are to judge by the amount of criticism printed in the last few years, the colleges and universities of this country are in a bad way. Much of this criticism has the peculiarly fresh and spirited quality which proceeds from the writer's complete detachment from his subject. One efficiency engineer with a delightful disregard of ventilation complains that the class-rooms are not used continuously; and another critic, with more justice, fulminates over the "unit system" which is the root of all evil. But most insistent is the cry that goes up from those who paint the halls of learning as centers of corruption, which must be passed only at the dire peril of the boy who wishes to be exposed for a time to education. According to these critics the college student, like a certain family who did not have the advantages of higher education, learns nothing and forgets nothing. Meanwhile some of the colleges, and all of the universities, are crowded to the doors.

It is not to be supposed that the influx is due to the lurid pictures of college life, or to the destructive criticism so freely offered. There has never been a lack of such destructive criticism. Emerson, who was a product of a régime at Harvard which

apparently was free from some of our modern problems, was rather bitter about the matter. "The Good Spirit," he says, "never cared for the colleges." Earlier still, Cooper felt called upon to express himself about Yale, which had expelled him; and still earlier, Franklin was stirred to write an essay upon the results, disappointing to him, of his trusteeship at Pennsylvania. But cannot we proceed from another point of view? Let us acknowledge that things are not perfect by any means, but instead of inveighing against conditions which are apparent even to educational "experts" or to reporters for a newspaper, writing with an eye to sensation, let us see what qualities in the American college are fine and permanent. Then let us attempt to strengthen the forces which have made and preserved these qualities, for one constructive effort is worth a hundred wails over the by-products of college education. We may find that the material is already at hand, needing reshaping rather than destruction.

If there are influences which hinder the full development of these qualities, or if mistakes have been made which must be remedied, let us proceed with a view to fundamentals, and with a conviction that the col-