

Charles W. Eliot,  
Harvard University.



Seth Low,  
Columbia College.



W. R. Harper,  
Chicago University.



Wm. De Witt Hyde,  
Bowdoin College.



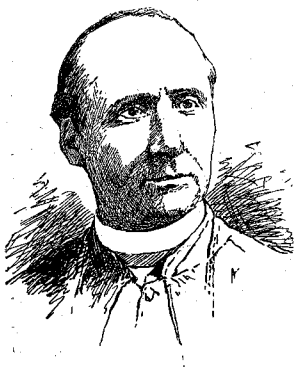
J. G. Schurman,  
Cornell University.



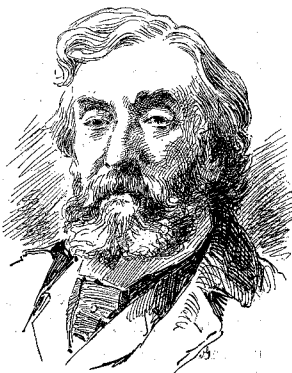
H. M. MacCracken,  
University of the City of New York.



Charles F. Thwing,  
Western Reserve University.



John J. Keane,  
Catholic University.



C. K. Adams,  
University of Wisconsin.



J. B. Angell,  
University of Michigan.



L. Clark Seelye,  
Smith College.

## The American College President

By Hamilton W. Mabie

**I** HAVE known," said Æneas Sylvius, afterwards Pius II., in 1444—"I have known most of the men of letters in our days. They gorge themselves with science, but there is nothing civil or polished about them, and they understand absolutely nothing about the management of affairs, whether public or private." These words, which describe so many of the Humanists contemporary with the accomplished Pope, may well serve as a background against which to place the figure of the modern scholar charged with executive function. The heads of American colleges are, as a rule, conspicuously free from pedantry and conspicuously effective in "the management of affairs." They do not "gorge themselves with science," although many of them are scholars of large acquirements; and so far from lacking those qualities of bearing and manner which come from wide and constant contact with men, they are, in most cases, men of the world, in the best sense. They have not lost the sentiment of scholarship, but they have gained in breadth of view, in sympathy with the life of the time, and in influence upon their contemporaries. There is no class in the community more influential to-day than that made up of the heads of colleges and universities. They are heard with respect on public questions no less than on academic and educational questions; they are credited with large intelligence, with disinterestedness, and with high aims. They are in a position to render notable public service by dealing with public questions with a breadth, courage, and freedom from party bias which are conceded to them on account of the position they occupy. When President Hyde, of Bowdoin, not many years ago, expressed himself with great frankness in a political campaign, there was some protest, but the better judgment even of those who differed from him conceded his right to speak. The position he held carried with it a larger liberty than most public men dare use. In a democratic community which pays little respect to office or station as such, but which has a growing regard for superiority of training and intelligence, the heads of our higher institutions of learning have great opportunities and are charged with heavy responsibilities entirely apart from the specific work committed to them. In community of interest, in numbers, and in dignity of station they constitute a class of sufficient solidarity to stand together against the lower tendencies of our civilization and to insist upon loyalty to higher ideals; and it is only justice to add that, as a class, they recognize their opportunity and are equal to its demands.

The purely academic idea of the college and university organization and spirit is at the best very inadequate; the entire seclusion of the student from his time involves great and permanent loss to the man and to society, and never prevails save in periods of intellectual decline. The stagnant Cambridge of Gray's time was not so prolific a mother of scholars as the Cambridge of recent and stirring years; while, on the other





Franklin Carter,  
Williams College.



Francis L. Patton,  
College of New Jersey (Princeton).



D. C. Gilman,  
Johns Hopkins University.



Timothy Dwight,  
Yale University.

hand, it did not approach the more active period in energy of mind and force of moral impulse. The college ought to be out of the turmoil, but not indifferent to the issues, of the day. Indeed, one of its highest functions ought to be its training of insight to distinguish the real issues from the sham ones, and to feel the impulse of the contemporary movement without being agitated by it. To accumulate knowledge, to inspire the love of learning for the sake of learning, and the pure devotion which makes the scholar indifferent to immediate rewards, must be the steadfast aim of the university; but the chief value of knowledge is its power to broaden and invigorate men and women under the pressure of actual experience, and the university can never safely become an enchanted island of perpetual calm in the sea of time.

"The man," says Cousin, "who, by his qualities and his defects, by the audacity of his opinions, the éclat of his life, his inborn passion for controversy, his rare talent for instruction, contributed most to increase and expand the taste for study and that intellectual movement from which the University of Paris issued in the thirteenth century, was Peter Abelard." The restless, impassioned teacher, whose name is associated with one of the romances of history as well as with the germinating influence which later called into existence one of the three earliest universities, was a typical scholar of the creative as contrasted with the purely academic type. He was distinguished by intense intellectual energy, by wide and genuine interest in affairs, and by force of temperament. His danger lay in his very vitality and in the gift of imagination. One recalls in this connection the restless activity of Petrarch, to whom nothing that touched human life was alien; the intellectual audacity of Erasmus; the eager and wandering lives of Scaliger and Casaubon; the patriotic fervor of Fichte. Scholarship of the vital sort has often been developed under monastic conditions, but it has rarely remained content with them. It has felt the need of a closer contact with society and of more direct channels of activity. It is scholarship on the executive side to which the college president is, in the nature of things, committed; and it is provincialism pure and simple which tempts the academician of the rigid type to classify the active scholar with the Philistines. The non-academic world suffers much from the narrowness of Philistinism; but the academic world suffers equally from that kind of provincialism which sets up one particular kind of proficiency as a test for men of all diversities of gifts and attainments. All honor to the scholar who gives his life to the mastery of Plato; but what shall be said of the pedants who hold that because this scholar has translated Plato with such charm and fidelity that the unlearned are won to read him, he is therefore less a scholar than before!

The range of interests with which the American college presidents are called to deal, and the variety of problems which they are compelled to study, are best suggested by recalling the work which many of them are doing, or have done during the last two decades. It is impossible to describe that work in detail, or to characterize even briefly the distinctive qualities of the men who have done it. Those only who know the revolution wrought in our educational organization and methods during the last twenty years can appreciate the difficulties with which these educational leaders have had to contend,



E. B. Andrews,  
Brown University.



Merrill E. Gates,  
Amherst College.



W. J. Tucker,  
Dartmouth College.



Cyrus Northrop,  
University of Minnesota.



J. H. Canfield,  
University of Nebraska.



W. G. Ballantine,  
Oberlin College.



W. F. Slocum, Jr.,  
Colorado College.

and the striking sagacity with which they have, as a class, given direction to the general movement and guidance



Miss H. A. Shafer,  
Wellesley College.

to the individual institution. During these years it is not too much to say that every American college and university has passed through a crisis; in some cases it has been a question of life or death, in others it has been a question of reorganization and adaptation to changed conditions. The country has undergone a rapid expansion and transformation, and the college has kept pace with, or preceded, the general advance. More than this, there has been a notable moving forward of the boundaries of knowledge; and education, which is modified sooner or

later by changes of thought, has not lagged behind the progress of investigation. This is not the place, if it were within the power of the writer, to point out in detail the great elaboration and subdivision of educational work involved in the adjustment of the college organization and curriculum to the needs of the student of to-day, and to the enlarged field of education opened up mainly by scientific investigation. It is no exaggeration to say that the most advanced scholar of fifty years ago would find himself sorely perplexed by the programme of work carried on at Clark University, so entirely is that work based on recent research and conducted on modern methods. The college president has been compelled to understand the intellectual and scholarly movement, to recognize the changes in national conditions, to modify and reorganize the institution in harmony with both sets of new conditions, and then to secure the vast increase of endowments made necessary by these enforced changes.

The most onerous work which has fallen to the lot of the American college president during this period has been that of obtaining funds to meet enormously increased expenses. Many men of sensitive fiber have shrunk from a task which is never otherwise than disagreeable, and doubtless all have at times rebelled against the necessity laid upon them. Under the conditions of college organization in this country the college must depend on the generosity of the community; it cannot depend upon that of royal or noble patrons, and, in most cases, it cannot ask help of the State. There are grievous burdens laid on the college president by the necessity of appeal to individuals, and temptations spring out of this necessity which some men have failed to resist; but, while the college president suffers, the community has profited by this state of things. There has been a notable increase in gifts dur-



Booker T. Washington,  
Tuskegee College.

ing the past twenty years, and the necessities of the colleges have been so constantly before the public that the sense of responsibility for the support of the higher education is not only keener but more general than ever before. Men are thinking less of the benefits they can confer on colleges and more of the benefits the colleges confer on the community. There is a dawning idea abroad that the colleges are not institutions for a fortunate few, who have leisure and means for prolonged study, but that they hold a very close relation to a sound national life, and are, indeed, the feeders of all that is noblest and safest in that life. The immense practical value of superior training grows more and more manifest to practical men who have to do

with manufacturing, mechanical, and agricultural pursuits, and with transportation; and the untrained man who succeeds in his vocation is more and more disposed to aid in the diffusion of that preparation for success the need of which he feels in his own career. The college belongs to the Nation, and the sooner the Nation recognizes the intimacy of the relation and the weight of the obligation, the better for the Nation. Wealth is made respectable by the tribute it pays to art, literature, and education, and the growing sense of responsibility on the part of rich men to these higher interests of society is one of the most encouraging facts of our present condition. If it



J. D. Dreher,  
Roanoke College.

be true that it has ceased to be respectable to die in Boston without making a bequest to Harvard University, so much the better for Boston. The oldest of American colleges has not failed in its duty to one of the foremost of American cities. The time will come when no man of means will be respected if he fails to pay his tribute to education, and in this way to discharge a part of his obligation to the community which has made the accumulation of his wealth possible. In all this there is an education of immense importance to the country at large, and we owe

it in no small measure to the fidelity and persistence with which the heads of colleges have enforced their claims upon the community. "The University of Paris," wrote one of its rectors nearly two hundred years ago, "finds itself reduced to the sad necessity of demanding a mean and miserable sum from its scholars in order to maintain its masters." At the end of two hundred years college heads and teachers are among the hardest worked and most inadequately paid men in America, and the endowments of most of our colleges must be doubled before teaching ability is even respectably paid as compared with the rewards of ability in other departments. "The sturdy beggar" has yet more work to do, and, distasteful as that work may be, it is, nevertheless, a great public service.

Not only is the work of the American college president very different from that of the rector of a German university or the head of an English college, but it is greatly modified by the varying social, intellectual, and industrial conditions in different parts of the country. The head of an old and well-endowed university in the older part of the country has very different tasks from those which fall to the lot of the head of a new and struggling college in the new West or the new South. So rapid are the changes in the social and educational status that each college president in this country deals with conditions peculiar to his own institution. Dr. Eliot has long been a leader of conspicuous force and ability in the academic field, and it is not invidious to say that in these transitional years of educational expansion Harvard has been the pioneer institution. Whether one accepts or rejects Dr. Eliot's views, it is indisputable that under his leadership Harvard has been the center of interest to all who have been studying questions of higher education. With greater means than are at the command of any other institution of learning in the country, Dr. Eliot has had opportunities at the command of no other American educator, and, whatever may be the final judgment upon some of the changes he



Albert T. Free,  
Yankton College.



has introduced, there is no question regarding the value of his service to American educational life. Dr. Gilman had a rare opportunity of giving education a new impulse in the organization of the Johns Hopkins University, and no modern university foundation has been more sagaciously used to stimulate educational activity and to train men



D. S. Jordan,  
Stanford University.

under the best university methods to advanced university work. The great number of professorial chairs filled by graduates of the Johns Hopkins is a striking evidence of the breadth, the vitality, and the fruitfulness of the spirit which pervades and the methods in use at an institution which, although only seventeen years old, has not only secured a foremost position here but has attracted the attention and won the confidence of scholars in all parts of the world. Dr. Stanley Hall, of Clark University, is another leader among university presidents; a man of unsurpassed acquirements as a scholar, whose mastery of the two departments of psychology and pedagogics gives him peculiar qualifications for the work he has undertaken at Clark—the work of conducting advanced education along experimental lines, of making all students investigators, and of training men to the most advanced and highly specialized work along scientific and philosophical lines.

It would be impossible within the limits of this article to characterize the work of the heads of our colleges, so extensive and varied is it. Drs. Eliot, Gilman, and Hall are representative of a large group of men not less useful and tireless in academic service. Dr. Dwight, inheriting the best traditions of Yale scholarship and manhood, is displaying great tact and sagacity in transforming that institution from a college into a university. Yale has a peculiar place in our educational system, and a peculiar force, generated by the faith of its graduates in their Alma Mater and their loyalty to each other. It is undoubtedly true that to a great multitude Yale is the most distinctively American and national of our colleges. Dr. Dwight has a great force of graduate loyalty and support at command, and he evidently understands its value. Drs. Hyde, of Bowdoin; Carter, of Williams; Gates, of Amherst; and Tucker, of Dartmouth, are dealing with the problems peculiar to the colleges often classed as “smaller” on the basis of numbers, but not less influential, and often not less thorough in their work and methods, than the larger institutions. Dr. Andrews, of Brown, more than sustains the reputation for force and individuality associated with the presidency of that university. Dr. Low is steadily advancing the standards and broadening the lines of work at Columbia; Dr. MacCracken is vigorously pushing forward the project of removing the University of the City of New York to a new and commanding location and adding to its resources; Dr. Patton keeps Princeton well in the strong current of growth set in motion by Dr. McCosh; Dr. Schurman, of Cornell, is one of the youngest and most promising of our college presidents—a man of clearness, force, and great intelligence, a delightful speaker and a strong and incisive writer. At Chicago Dr. Harper’s great powers as an organizer and teacher find a free field in the new university which has been developed with wonderful rapidity, and which promises to stand in the forefront of the most progressive institutions of higher learning. There are, indeed, elements in the new university of revolutionary significance. Such men as Dr. Thwing at Cleveland, Dr. Adams at Madison, and Dr. Angell at Ann Arbor, are dealing with the different phases of college work in the middle West; Dr. Canfield, with tireless enthusiasm and marvelous force of personality, is broadening the scope and influence of the University of Nebraska; while Dr. Slocum at Colorado Springs, and Dr. Jordan at the Leland Stanford University,

are energetically carrying forward higher educational work in the Rocky Mountain region and on the Pacific Coast. In the South, academic questions range from those presented to the heads of old institutions like the University of Virginia to those created by the new conditions of negro education. Still other problems press upon the hearts and minds of those who, like Miss Shafer, Miss Smith, Miss Thomas, and Drs. Rhoads, Taylor, and Seelye, are directing the colleges for women. This bare and imperfect recital of names and places must suffice, for the purposes of this article, to suggest the multiplicity, the variety, and the magnitude of the duties of college presidents in this country. No class of men is rendering more important service to the Nation, none commands greater respect, and none deserves heartier support.



## The Evolution of Text-Books

By Henry F. Clark

However possible for the Chinese to maintain a worshipful and unalloyed reverence for their remote ancestors, it is clearly out of the question for the American to do anything of the kind.

The superficial aim of the World’s Fair of 1893 is to celebrate the discoveries made by Columbus four hundred years ago. The actual method of the celebration is to display, with unexampled fullness and elaboration, every modern achievement. Were Columbus in person to witness the display at Chicago, devised nominally in his honor, he would almost certainly feel that the whole effect of the stupendous exhibit of modern knowledge and appliances is to belittle his own far-away discoveries.

In no part of the vast exhibition is the superiority of the present-day knowledge and working equipment more effectively shown than in that devoted to Education.

An entirely unique display is a collection of mediæval and modern school-books exhibited by Mr. George A. Plimpton, of New York City, to illustrate the continuous evolution of text-books since the time of Columbus. Though far from complete bibliographically, the collection numbers some five hundred volumes, on arithmetic, algebra, geometry, grammar, reading, penmanship, spelling, geography, and the art of teaching.

Many of these are of rare interest, not only to the bibliographer, but to any student of history who cares to see and measure the inferior facilities by means of which the men of older centuries equipped themselves—such men as Luther and Loyola, Francis Bacon and Milton, Thomas Hooker and Cotton Mather, Franklin, Jefferson, Washington, and the later worthies of constantly better times.

The most complete chronological sequence is found in the collection of arithmetics, beginning with two parchment manuscripts dating from about 1430, the first arithmetic ever printed (Treves, 1478), and the next oldest (Venice, 1491); a rare copy of Paccioli (1494) has wide margins, on which the “sums” were worked out by some diligent user, by way of key; this copy includes also the first distinct treatise on algebra printed; then follow a long succession, among which we mention “Record’s Arithmetic, or the Ground of Arts,” the first in English (1558), which held unrivaled sway for over one hundred years; Cocker’s (1677), studied by Franklin and several generations of his contemporaries; Pike’s (1788), commended by Washington in a letter of formal but positive praise, as an American product; Colburn’s (1822), whose hard tasks many who are now grandfathers will recall.

Another of “the three R’s” is represented by a host of readers and spellers, beginning with primers, some of them over two hundred years old. There is a facsimile of the still earlier “horn-book,” which consisted of a strip of thin board, tapered to a handle at one end, on which were drawn or printed the A B C’s, the Lord’s Prayer, and other sentences for memorizing; it was then covered with a sheet of translucent horn, to prevent defacement through the hard usage which it was sure to receive.

Only bare mention can here be made of the valuable col-