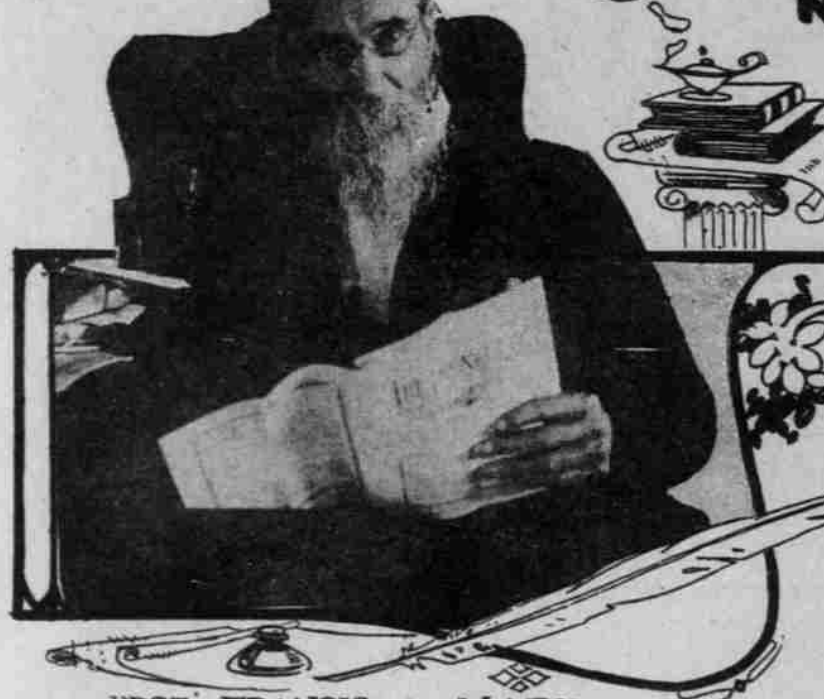


Grand Old Men of Education.

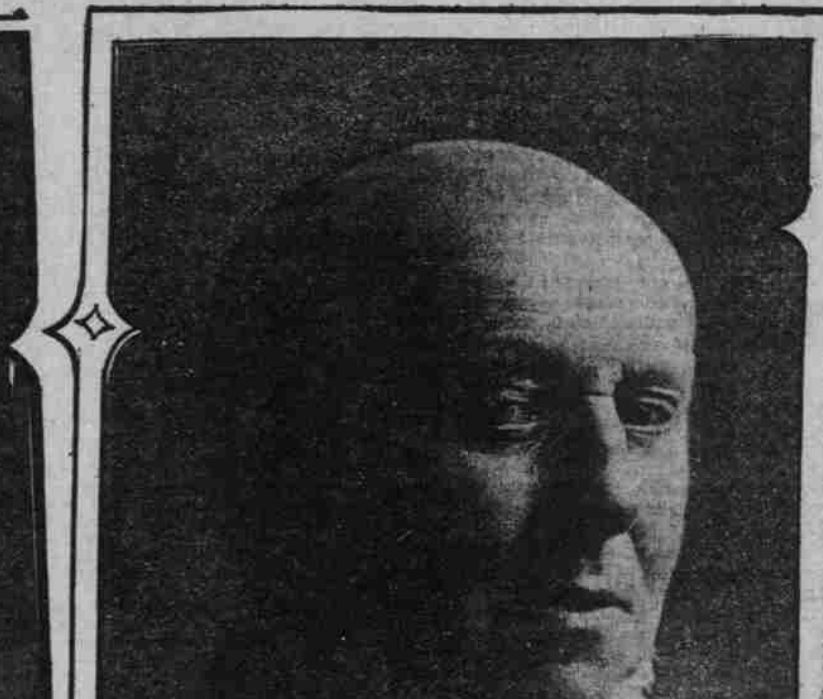
ELIOT OF HARVARD AND ANGELL OF MICHIGAN HAVE BEEN UNIVERSITY PRESIDENTS LONGER THAN ANY OTHER MEN NOW LIVING



PROF. FRANCIS A. MARCH, DEAN OF GRAND OLD MEN



PRESIDENT CHAS. W. ELIOT OF HARVARD



JAMES B. ANGELL, PRESIDENT OF THE UNIVERSITY OF MICHIGAN

(BY JOHN S. HARWOOD.)
THIS is distinctly the day of young men as leaders in education. Witness all over the land the youthful college and university presidents of forty or plus now engaged in assembling a quarter of a million students for another year's tussle with the various forms of the higher thought; also the great army of professors with only here and there a face showing the first marks of approaching age. Still, for all this, America is not without her Grand Old Men of Education, though it must be admitted that they are not nearly so numerous as they were before the fad for young and energetic business presidents and professors set in strongly. The Nicholas Murray Butlers, the John Finleys, the Benjamin Ide Wheelers have come to the fore in recent years only, so that whereas formerly a college president or professor 40 years of age, today he is a rarity and so, perforce, becomes a Grand Old Man of Education, whether he likes it or not.

The Grand Old Men of today divide themselves into two classes—those who are still actively engaged in the warfare against ignorance, and those who have retired from the front lines of the struggle, but still continue to take part in the fight in the way of a collegiate seat of learning for as much or more than three decades.

It has been given to Dr. Angell to have had under his direct personal influence more young men and women than has fallen to the lot of any other university president now living—in all probability, of any university president of modern times. As head of the University of Michigan he has left his personal impress, to a greater or less degree, on more than 100,000 students. Counting in his whole career as an educator, which may be dated from 1868, when he became assistant librarian of Brown University, it is safe to say that he has come in direct personal contact with at least 150,000 students after higher education. Were it possible to assemble all of these men and women, many of whom have gone to the great beyond, and to ask them their opinion of James B. Angell, it is a safe guess to make that the entire eighth of a million population of the city of Columbus, O., or Worcester, Mass., would about as with one voice, "He's all right!" and then there proceed to give their college and university presidents the thumbs up.

Two Presidents of Wide Influence.

Resides "making" the University of Michigan and in doing so making it the model for most of the other state universities that have attained more or less fame as educational centers in the last quarter of a century, Dr. Angell has been a man of large influence beyond the confines of his campus and the world of education in general. In this respect being like unto Dr. Eliot, in a marked degree. He has frequently been the advice sought by Presidents and other National leaders in various walks of life. His career as a diplomat embraces a mission to China and another to the court of the unrepentant Turk, and his services have been drafted several times when important treaties were to be drawn up by this country with some of the Powers. In brief, for a great many years now (just as in the case of Dr. Eliot) Dr. Angell has been considered by those in a position to judge accurately, as one of the truly broad and influential men of the country. The average man is aware of the fact that whenever Dr. An-

sell or Dr. Eliot says anything publicly by word of mouth or type, each has the country for an audience.

A good many more parallels could be pointed out in the careers of these venerable educators. Each is down East born and reared. Each received his collegiate education in his native state, and got his educational polish in Continental universities and by Continental travel. Each attained a university presidency by beginning his teaching career as a tutor and climbing up rung by rung through the power of his own initiative and ability. His president neighbor has allowed himself to be fettered by that often-held-to-be sacred thing known as college tradition. Though both men are now well past the three score and ten mark, they are still to be classes among the go-ahead. Indeed, ever since Michigan got Angell as its president and Harvard elected Eliot to a corresponding station, neither institution has experienced a lethargic moment; there has always been something doing for it and by it. Though a minor parallel, it is also interesting to note that the country's two oldest and best loved universities are not as fond of the great college game of football as most of their young men would like them to be. President Angell, however, has not gone so far as President Eliot in his attacks on the game. The former's chief objection to football is that the average college student attaches too much importance to it and thereby neglects to an appreciable extent in the Autumn the real object of going to college. To illustrate his point the doctor is fond of telling the following story, which you may or may not have read before:

The Doctor himself and a friend were dining at a university club. As both are interested in literature, it was but natural that the conversation, in the course of which should drift around to the subject of the game. Said the friend, with a sigh: "I reverse the passing of Arthur." Close at hand, at another table, sat a college youth, who chanced to catch the remark about "Arthur's" notice he turned to his companion. "Who's Arthur?" he queried. "Does he play quarter or half? And what team is he on?"

When Eliot Became Harvard's Head

Immediately following his inauguration, in 1869, as Harvard's 23d president, Charles W. Eliot, then 34, set about remodeling the college curriculum, with the result that he soon became the father of what is now known as the American elective system of college study. Oliver Wendell Holmes has recorded the fact that in the first days of his presidency Dr. Eliot proved something of an educational sensation and a veritable hustler. He made the corporation meet in the same fashion he has directed the meetings of every faculty, and not infrequently kept them in session until midnight while pushing his plans for a revised curriculum and other reforms.

"I cannot help being amused," wrote Holmes to his good friend Motley, "at some of the scenes we have in our medical faculty—this cool, grave young man proposing in the calmest way to turn everything topsy-turvy, taking the reins in his own hands and driving as if he were the first man that ever sat on the box." Still further along in the same letter, Holmes told of a passage-at-arms between a member of the medical faculty and the new president. The professor inquired of the president why he proposed to change the medical school's methods, which had been in successful operation for upwards of 30 years. To which the president naively replied: "I can answer Dr. Blank's question—there is a new president!"

Chancellor MacCracken of the University of New York.



CHANCELLOR MACCRACKEN OF THE UNIVERSITY OF NEW YORK

I appointed President Eliot there would be only one member." Dr. Eliot is said to have laughed heartily when the hands of the committee of the faculty waited on him to restrict what he called his unalienable right of free speech led to his resignation. The trouble began when the committee of the faculty waited on him to restrict what he called his unalienable right of free speech led to his resignation. The trouble began when the committee of the faculty waited on him to restrict what he called his unalienable right of free speech led to his resignation.

Benj. Andrews, Civil War Veteran.

Another down-East born and reared grand old man of education who is still active as the head of the University of Nebraska, is B. Benjamin Andrews, now in his 85th year. Of all the grand old men he was graduated from college later in life than any other; he was 26 before he got his sheepskin. This was due not to lack of mental ability on his part, but to the fact that when the Civil War broke out he dropped his studies—he was then preparing for college—and enlisted as a private in a New Hampshire regiment. When he was mustered out he was a Second Lieutenant and minus an eye, lost in '64 while fighting before Petersburg. Though a scrag of paper containing the news of his discharge was in his pocket, he was old enough to take up arms when the war broke out. Dr. Andrews alone responded to the call for volunteers.

W. Harris former, Commissioner of Education.



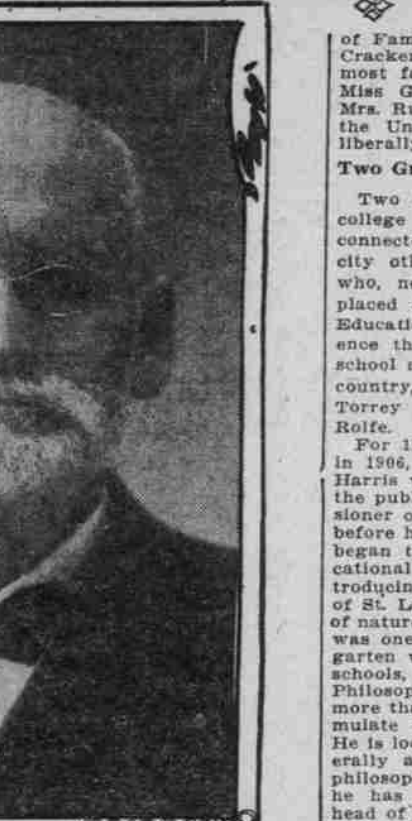
W. HARRIS FORMER, COMMISSIONER OF EDUCATION

country, he found himself president of Brown, and there he remained until the year of the Spanish-American War, when the attempts of some of the educators under him to restrict what he called his unalienable right of free speech led to his resignation.

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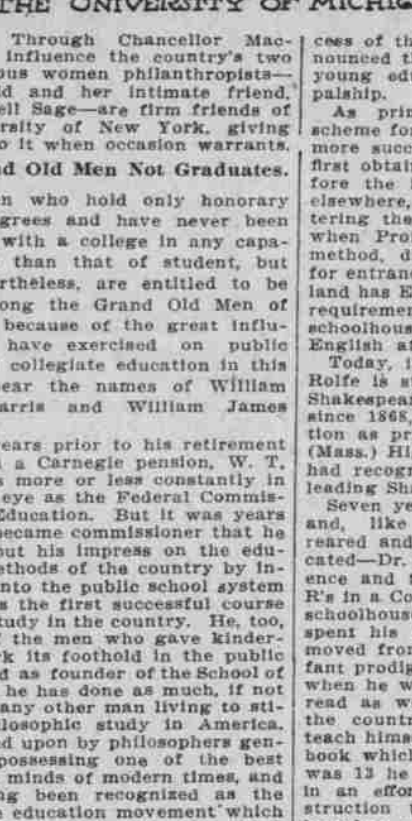
JAMES B. ANGELL, PRESIDENT OF THE UNIVERSITY OF MICHIGAN

of Fame. Through Chancellor MacCracken's influence the country's two most famous women philanthropists—Miss Gould and her intimate friend, Mrs. Russell Sage—are firm friends of the University of New York, giving liberally to it when occasion warrants.

Two Grand Old Men Not Graduates.

Two men who hold only honorary college degrees and have never been connected with a college in any capacity other than that of student, but who, nevertheless, are entitled to be placed among the Grand Old Men of Education because of the great influence they have exercised on public school and collegiate education in this country, bear the names of William Torrey Harris and William James Rolfe.

William James Rolfe, of the University of Michigan.



WILLIAM JAMES ROLFE, OF THE UNIVERSITY OF MICHIGAN

For 17 years prior to his retirement in 1896, on a Carnegie pension, W. T. Harris was more or less constantly in the public eye as the Federal Commissioner of Education. But it was years before he became commissioner that he began to put his impress on the educational methods of the country by introducing into the public school system of St. Louis the first successful course of nature study in the country. He, too, was one of the men who gave kindergarten work its foothold in the public schools, and as founder of the School of Philosophy he has done as much, if not more than any other man living to stimulate philosophic study in America.

William James Rolfe, on the other hand, has been credited with having created the English department of the public school system and greatly increasing the study of the mother tongue in the colleges. When he began a teacher in a bankrupt academy near Boston, after leaving college at the end of his third year when his money gave out, he introduced the new universal, but then unheard of, method of teaching English by employing the works of standard authors, such as Shakespeare, as text-books. The suc-

cess of this innovation was so pronounced that it secured for the daring young educator a high-school principalship.

Seven years Professor Rolfe's junior, and like him, New England born, reared and educated—largely self-educated—Dr. Harris learned of the existence and the importance of the three R's in a Connecticut backwoods district schoolhouse, the farm on which he spent his boyhood being 30 miles removed from the nearest town. An infant prodigy, he began going to school when he was 4, and a year later could read as well as most grown folks of the countryside. At 6 he began to teach himself Latin, out of an old textbook which he found. By the time he was 13 he had been at five academies in an effort to find the course of instruction that he wanted to pursue, largely a mixture of science and nature study. Because the curriculum of Yale would not permit him to devote most of his time to such study he withdrew from that college when he had about half completed the regular course of study, and from then on educated himself while he filled various positions running from teacher to superintendent of public schools in St. Louis.

After he left St. Louis that he got interested deeply in philosophy. For a year he spent the greater part of his waking hours in a study of Kant. At the end of that time he says he began to understand what the philosopher was driving at, and, pleased with this partial success, he determined to make philosophy one of his mental fields with what result has already been told. (Copyright, 1908, by the Associated Literary Press.)

Replacing Our Oaks From New Zealand

Far-off New Zealand is the country to which forest experts have turned, seeking substitutes for the valuable American woods used by the furniture, cooper, implement, and similar wood-using industries.

Manufacturers in this country have been facing a constantly decreasing supply of available hardwood timber for a number of years and the time is at hand when efforts must be made looking to the preservation of the American species most in demand and to scour foreign lands for trees which may prove valuable as substitutes.

Seven different New Zealand hardwood trees have been put through a series of tests by the United States Forest Service, in co-operation with the University of California, in the timber testing laboratory at Berkeley. The trees showed up remarkably well in comparison with white oak, which is one of the strongest woods in the United States, developing under test when in an air dry condition a crushing strength of 6000 pounds to the square inch and a bending strength of 12,100 pounds to the square inch.

Four Woods Excel Oak.

Four of the seven New Zealand woods tested developed a bending strength even greater than white oak, and three of the woods showed a greater crushing strength. The New Zealand woods found to have a bending strength as high or higher than oak were the black maire, matai, puriri, and silver pine, while the first three of these have in addition developed a greater crushing strength than oak.

An idea of the true strength of these woods is given in the technical report which shows that with white oak at 1.00 the compressive or crushing strength of the New Zealand woods is as follows: Black maire, 1.18; matai, 1.06; and puriri, 1.12. The woods which developed an equal or greater bending strength are as follows: Matai, 1.22; silver pine, 1.00; puriri, 1.41, and black maire, 1.56. The last figure shows that this wood has more than one and one-half times the bending strength of oak.

Some Woods Weaker.

The woods tested which fell below the strength of oak (1.00) were rimu, .88 for compression or crushing strength, and .82 for bending; totara, .79 for compression and .70 for bending. The showing even for the last three woods is not bad when it is considered that the compression is made with clear straight-grained white oak.

These strength tests of seven of New Zealand's most valuable timbers may prove of great benefit to American manufacturing interests. If experiment shows that the woods can be introduced into this country and planted with the same success as the eucalyptus of New England and Australia, or if it is found that the islands have enough of the various species to import a little to this country.

Cannot Depend on Imports.

The United States will not be able to depend on imports to any great extent, for wood users realize that there is an approaching shortage of timber in other countries as well as this, and each nation must cultivate and protect its own forests. It is, therefore, likely that planting experiments will be made with many of the valuable foreign woods, in view of the success made with the eucalyptus in California.

American hardwoods are in a constantly descending supply, and if foreign trees are found to meet the same uses to which white oak and hickory are put it will afford an opportunity to replenish the native supply by well-directed planting. The hardwoods practically all grow in the Eastern and Central Western states, where there are no national forests, although a plan has been proposed in the White Mountains of New England and the Appalachians in the South. For the present the protection and conservation of the country's hardwood resources depend upon individuals and corporations which own the land.