

# The Weekly Almanian

VOL. IX, NO. 1

TUESDAY, SEPTEMBER 28, 1915

PER COPY FIVE CENTS

## Dr. Barkley Delivers The Opening Address

### Acting President Gives Remarkable Talk To Students

Again the Chapel bell has sounded. With eager step and glad heart we have answered the summons to the first chapel service of the twenty-ninth year of Alma College.

After the usual preliminaries Director Vetch of the Music Department entertained us with a solo.

According to the established custom, the first chapel service of each semester is given over to an address by some friend of this college.

This year Dr. Barkley of Detroit, acting president of the college, delivered the opening address on the subject, "Some Things By The Way."

As this was one of the finest ever delivered at Alma, we have printed it entire. We believe it sets a new standard for Alma and a standard for

be, very unlike things. And yet, as I hope, you shall see, these things, dissimilar though they may be, shall be found to have their principle of unity in the fact that they all belong to our College, and to its life and peace and power in itself; and, through itself, to you who are so vital a part of it.

I. May I, at the risk of triteness, venture to remind you that, in coming to college, you have come to one of the high places of life?

You have left the secondary schools 'supposedly because you have practically exhausted them. They have given you what are called the fundamentals of education. I hope this fundamental work has been so wrought as to prove both broad and deep and enduring. For though, like

preciation of the vast content of knowledge that rises to meet you; a sentiment that glows with gratitude at having the keys to immeasurable mysteries placed in your hands;— all these and many other exercises and emotions of heart and mind and soul and will, are the things that carry you up into the heights. You may wrestle alone some of these things. But like the storms you will come.

Not merely to make translations of the classic languages; not merely to get the answer to mathematical problems; not merely to stumble through syllogisms in logic or to memorize symbols in chemistry or facts in history or principals in government are you come hither. These you are to do of course. But beyond these you are in quest of powers to deal with practical problems that shall front you in the after world, so to clothe you with these powers that at the present time you are in the presence of. Seizing opportunities, "rejoice in the Lord" as you run a race.

strong in oratory and debating. At Erie High School he had a freshman team which defeated all upper class teams of the school and took part in the interscholastic debates with the large high schools of the east. He is very anxious to build up the department of debating and oratory and wishes for the co-operation of the

We will give a full account of President Crooks and his visit to the college. He will be here on Monday morning. He will be here on Monday morning. He will be here on Monday morning.

Oratorical Contests at Hillsdale next spring.

Miss Mary Lucile Hitchcock is to assist Prof. Hedges in Public Speaking and have charge of Physical Education for Women. Miss Hitchcock comes from the Northwestern School high place as a reader and teacher of expression. She is very pleasing, greatly interested in her department. Miss Hitchcock has been a great worker in the Y. W. C. A., being a member of the Cabinet during her year spent at Northwestern. The Physics Department this year is under the instruction of Prof. Charles A. Maney of Williams Bay, Wisconsin. Prof. Maney received his



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**EDITORIALS**

It is with pleasure and a real sense of responsibility that we, as members of the staff of a college paper, enter into the duties and opportunities of giving the students and alumni of college activities and alumni news.

We hope with the help of the student body, alumni and friends to make this year's Almanian one which Alma College may well be proud of. But we repeat, success can only fall to our lot provided we, as a staff and student body, cooperate.

We have returned or perhaps entered college this year with many things changed. Old faces have gone and new faces greet us. Our whole college atmosphere has in a degree altered. But in all this change there remains firm the true Alma Spirit of loyalty to college and college interests.

It is because we are fully confident of the loyalty of "Alma Students" to that which represents the whole college that we have determined to do our best in making this one of the greatest years in the history of the Almanian and of Alma College.

**FALSE ALARM**

Friday evening last, just as the college men were partaking of, and enjoying an exceptional treat, given by The DeLuxe Candy Co., at their place of business, a telephone call was received, supposedly from Miss Waite requesting the fellows to "Hurry up to Wright Hall as some one was trying to force entrance." Upon arriving at the Hall it was learned that the alarm was false as Miss Waite had not called.

What is the general opinion of such an act? Need we put it in print? Do we not all realize what this, if

continued, will lead to? Do we not remember a discussion regarding false fire alarms? Are not these acts practically identical? Kindly let this simple discussion suffice. We all realize why.

**FOOTBALL SCHEDULE**

October 2nd, Notre Dame at South Bend, Indiana.  
October 9th, M. A. C. at Lansing.  
October 16, Hillsdale at Alma.  
October 23rd, Kazoo Normal at Kalamazoo.  
October 30th, Albion at Alma.  
November 6th, Open.  
November 13, Olivet at Olivet.

As there are a great many students at the beginning of each college year, it would assist the postoffice force considerably, and avoid error or delay in the delivery of your mail if each and every student would have their mail addressed to Wright Hall, Pioneer Hall, or their correct Street and Number.

**OPENING ADDRESS**

(Continued from page 1.)

same class, were the "successful" men of the class. And an experienced educator, commenting on these facts, says "From that and other indications it is pretty certain that the popular notion that high marks are no indication of promise of success is not correct. The same qualities which bring one bring the other." So I call, today, to you all for a ready response to this summons to the high things of college life.

II. May I go on to remind you that the height to which you are come implies a breadth at which you have also arrived. In Physics the height of the perpendicular determines the diameter of the circle described with its top as its center. The greater our elevation, the wider our horizon. The height of college privilege widens the vision. The collegian should be a broad-minded person. Indeed he cannot be anything else and yet walk in the spirit of the college. It is an institution of "liberal learning," and that phrase means learning of a broad and generous scope.

At the risk of raising a question or a protest, I am going to assert that in its relation to life, the College is our broadest institution. Unless the university be cultural, and not wholly a vocational institution, the college is the broader in this aspect. If the university be cultural, then it is but an expanded college.—the college carried to a little higher power. If the university be vocational only, it may be,

it is very likely to be, much narrower than the college. I think we have all seen and heard men with university degrees who plainly showed the lack of a finished education, even in their own mother speech. What was the matter? Just this: In a university with an educational bill-of-fare so broad that it would take a man 250 years to go through all of its courses, these persons have elected studies so narrowly for professional purposes only, and so neglected what Edna McChesney would call the "Roast Beef Medium" college course with its substantial ministries to the strong and cultured life. They have taken the "get rich quick" course.

To show that this is not merely the opinion of a tyro, let me quote from a veteran educator (Sharpless 50-51) who says, "The purpose of a college is to train men in a broad way to assume the duties of life.—It prepares for all vocations and for very sphere." "The university," he goes on to say, "has a different purpose. Its objects are (1) to take the college products at some stage of their development and give them a professional training in preparation for a definite vocation, and (2) to engage in scholarly research." In the former case, the college is the broader. Another scholarly educator, says the former, the collegiate culture, gives a life; the latter the professional university training, gives a living. The one broadens manhood. The other sharpens it. The one teaches effectiveness by thinking. The other by cutting.

In accordance with this broad college ideal, I hope you will be broad minded men and women. I hope you will be generously hospitable to the largest meaning possible to you. I am frankly favorable to what is known as the classical course in college. I believe that both culturally and practically this course is the strongest, finest and wisest. Among the ancients there were three types of thought, language, history and government that have all wrought together to influence and liberalize all succeeding times. These were the Semetic, the Greek and the Roman. When the world fell back into the barbarism of the Dark Ages it was these old literatures, arts philosophies etc., that were invoked to produce the Renaissance and the Reformation. Out of them, after the barrenness of centuries, was born as a sort of grand-child, the Golden Age of English Literature; and this in turn shed its lustre on our burning Western World and awakened

(Continued on page 3.)

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**ALUMNI ROUND TABLE**  
Where we are and what we are doing.

We had intended to publish alumni notes this issue but in order to publish Dr. Barkley's address verbatim we had to postpone the notes until next week. Further, we did this believing that the alumni would appreciate this address more than anything else we might publish in this space.

**OPENING ADDRESS**  
(Continued from page 2.)

that desire for education that founded the first institution of learning in America,—the Colonial Colleges.

The reaction against the classical courses was started, in part at least, by Thomas Jefferson first in connection with William and Mary College; and, then, after failure there, in connection with the University of Virginia which he founded. This reaction, for which much, it must be allowed, can be said, has, in these utilitarian times, run to its flood, perhaps.

But in this flood of reactionism, some of the strongest colleges have held their undisturbed way with the classical course, and men who have watched with the keenest and most intelligent discrimination Jefferson's experiment in contrast to Harvard's classical course as it earlier was, have come, at last, to say "It is not at all clear that, judging by the character of the graduates, the sons of Virginia were any more efficient in performing the duties of life, under the free system of Charlottesville, than were the New Englanders trained in the rigid school in Cambridge." Amherst College that, in the 20's, joined "Jefferson's flurry" and "pleaded so forcibly (as Dr. Sharpless tells us) for breaking away from the dominance of Latin and Greek," has been, since 1914, "leading a movement to restore them to a more important place in the course of study." The Harvard tests with the class of 1894, already referred to, lead Dr. Sharpless to say, "Insofar as statistics have a bearing on the sort of studies which precede success, the advantage lies with the classics." Thus, in the service of the state, in the practical relations of life and in the arena of business, the classical collegian with his broader culture, is at least as practical as his fellows of the other courses. If there is any difference as to the success of the two lines of culture, then, to put it into the phrase of Dr. Sharpless, "the advantage lies with the classics." I hold a brief for no course. We are as largely liberal here as to special courses as we dare to be. But, venturing to point to your pilgrim feet the way to the broadest collegiate culture, linked with the most practical of results, I speak freely my counsel to you. Yet, whatever your chosen course may be, I ask you to go up to its high places. Make the very utmost of it. And so strive to study here that there may go out from Alma a deserved reputation for scholarship and thoroughness in work.

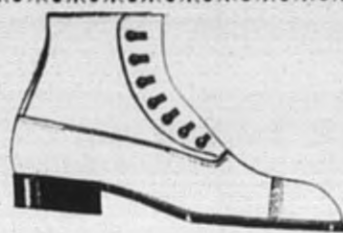
III. Somewhat abruptly let me turn your thought to a third "thing by the way." I mean what may be called the "fourth educational dimension," as education is adjusted to you. Education is development, the drawing out of the latent powers and possibilities of a man. Everybody agrees now that such development should be symmetrical. But it has taken men a long while to come to this conviction. It has taken even longer to put it into practice. The world has educated men in zones. It has at one time and place laid the emphasis on the intellectual training. Again, it has somewhere else laid the stress on the physical. Then somebody else advocated the unity of the two cultures to give "a Sound mind in a Sound body." And we went on that theory a long while. As late as my college days, my Alma Mater was thought to be exceptionally furnished to give a good, rounded training because she had "good lecture halls and a fine gymnasium!" She, in common with other colleges of her kind, had one other facility for training another faculty that she had recognized as part of man. But the general educational public—at least that part of it that talked loudest and wrote most—had not discerned this elemental faculty in man. Or if they had, they were trying to keep its presence out of the schools. And they are yet trying to keep it out. There is a great share of the so-called scientific and psychological education of today that is neither scientific nor psychological because it ignores certain basic elements and factors of man's nature. And all the while there has stood in

the gospel, written by an inspired physician who knew man better than his fisher fellows, that wonderful, simple pen portraiture that inspired Hoffman's "Boy Christ" and which reads: "And Jesus increased in wisdom and stature and in favor with God and man." Here is the model youth of all time, made like unto his brethren of this time and of all times, bone of our bone and flesh of our flesh. And he stands, not a two-sided, but a four-square man. He grew "in wisdom." That was the development of his mental nature. "And in stature." That was the development of his physical nature. "And in favor with God." That was the development of his spiritual nature. "And man." That is the expansion of his social nature. And every normal human being, as well as the "Iron Duke" of Tennyson's verse,

"Stands foursquare to every  
wind that blows."

And if we are to educate men symmetrically we must educate them on all four sides of their being. The man or woman who is not so educated is educated unto deformity. If it were something that sense could discern it would look worse than a highly developed body with a shrivelled arm hanging to it. In these late days, we have been discovering ourselves socially. The educational leaders have discovered that mankind needs social education. And now our schools are being made social centers, so-called. So far, well. But has this educational genius discovered or recognized the religious side of man as needing culture? Only spasmodically and sporadically. We are glad to acknowledge the blessed, saving grace in many teachers, in many communities and in many school boards that prevents a complete divorce of education and religion in the schools of the state. This "fourth dimension" of manhood and womanhood, the religious dimension, the last to meet recognition at other hands, has, from the first, had recognition in the American Christian College. That is the only place where, today, this fundamental and essential element in man meets its fullest and freest encouragement, emphasis and culture. It was with the purpose of providing sound learning in connection with religious training that the fathers of Alma College founded it nearly a generation ago. It was for this they prayed and poured out their treasures and dedicated themselves to this college. It is for this we still labor and pray and seek richer endowment for our college. There never was a louder Christian Leaders in America than today. They are needed not merely as ministers and missionaries of the cross, but as bankers, business men, lawyers, physicians, queens of society statesmen and as warriors too. We here are trying with all too inadequate means, to strengthen the religious forces of the college. We would have the English Bible as strongly taught here as the truth in any other department of useful and cultural knowledge is taught. With a solicitude that is personal as touching each of you; that is patriotic as touching our country beloved; that is academic as touching our College, we beseech you who make up this college community, you students and you professors and instructors, to emphasize with utmost stress the fourth and crowning dimension of education. Above every other distinction I wish it might be the distinction of this college that here is imparted to, and received by, every student a nurture that, while being finely intellectual, physical and social, is supremely spiritual in its regenerative power and attractiveness.

IV. I have in the last paragraph or two, touched upon one or two things that by association of ideas, suggest the fourth thing by the way, of which I should speak. I have alluded to the insufficiency of our means and to the fact that, as the fathers of the College prayed and paid money to endow the College, so their successors are praying and planning for a larger endowment. We are doing this for the generations of youth who are yet unborn, as you were unborn when the fathers planned for this college for you. We are doing this for your sake who are now here. And we want you who are here to help us as we are trying to help you. "What can we do?" you ask. A distinguished educator, famous for getting money, was asked what he did to inspire gifts. He said that "his duty was to 'create a vacuum' into which money would naturally flow." All of us Alma people,  
(Continued on page 4.)



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### OPENING ADDRESS

(Continued from page 3.)

President and faculty, students and Trustees, alumni and patrons, must conspire to "create a vacuum" here into which volumes of money may flow. The trustees are already enlisted in this cause. They have secured a President with a reputation for securing endowments. We expect much of him. But you, right here in college, can aid most powerfully in this respect. One who is experienced in this regard says, "To build up an institution worthy of support, with certain distinguishing features which commend themselves to solid men of means, is often the surest road to financial aid. To create a scholarly atmosphere, a high standard of morals, a modest, useful body of graduates, will in time secure the approbation of the public, and oftentimes its pecuniary contributions. Endowments for colleges, like happiness for individuals, come oftentimes as by-products." Students, in your hands, in the largest measure, lies the making of such a college atmosphere of morals and scholarship as shall aid its endowment. You can do it by your diligence, effectiveness and thoroughness of study such as I have already urged upon you. I want to emphasize the fact that you can do it by the manner and spirit of your sports. By dirty, disreputable sportsmanship you can damn your college almost beyond man's redemption. By clean, decent, high-souled sportsmanship, such as warms the blood of every man, no matter what his age, you can say to all the world so that it must hear "The College whence we come is the home of honor and right-mindedness."

In the annals of sport in my college three events live in my memory. One is the day in which Mac Mann, my classmate, and the first curved ball pitcher in the college world of sport, turned the strong Yale team down without a run, no man passing Princeton's second base in the nine innings. The second was Phil King's long run that won the football championship for our college.

And the third and crowning event was when one of our nine landed on second base by a steal and a very dubious decision. The umpire cried "safe." Yale with a score of 2 to 1 in her favor and with two men out in the ninth inning protested. The argument became fast and in a sense, furious. Amid it all, Ernst held his hardly gained base. At last the umpire—in those days there was but one—said, "I'll leave it to the runner." Everybody agreed, and a hush fell on the crowd to hear a decision upon which probably depended a championship. Ernst, authorized by his captain to speak, promptly and clearly said, "I was out," and Yale had won. That is what I call college honor.

By such clean honor, no matter what it loses, you will win for your sport, your club and your college invaluable credit. Fathers will say, "I want my boy to go where he may associate with such boys." Financiers and philanthropists will say, "We want our money to go where it will help to such highmindedness among the coming manhood of the nation." You women, and you men of this student body can help to create the vacuum." You, ladies and gentlemen of the faculty, can help create it. Out of antiquity comes the story of an old peripathetic pedagogue. He had grown weary. He wanted rest. He ordered his followers away. They refused to go. He drove them off with his staff. But they returned; and they said to him, "So long as you teach such truth as you teach and with such winsomeness as you use, we will come to you. You may beat us off with your staff again and again. But again and again we will return to sit at your feet." Friends of the faculty you, too, may help to create a vacuum into which women and men, as well as means, will flow. May there be such emulation as between students and faculty in this regard as that both shall win and the College also.

V. A fifth "thing by the way" is suggested by a single word in the preceding section—"by-product."

This hyphenated word stands for one of the most interesting and important facts in the industrial world today. There are in play a skill and science that is transforming waste into wealth. It is taking the fragments and making them more than the whole value of original materials. Main products have, in not a few cases, been sidetracked in favor of the by-products; and men, in their later days, have grown rich on that which they formerly cast out to be trodden under foot of man. And the by-product has its place in the mental world as well as in the material. It is in education, and I want to urge that you be alert to enrich yourselves and others, your fellows, with it.

You have probably come to college with a pretty definite idea of what you wish, in your course, to accomplish. You have gone over the catalogs of various institutions. You have for one reason or another chosen out of its offerings such and such studies. I hope you have chosen the broadest, cultural course, that you can discover, to deepen and enrich your life. I hope that you may get all that you expect out of this course; and that afterwards you may let a vocational university give you that special fitting and equipment that will enable you to go forward with the greatest facility in your chosen calling. But I would, as your friend and counsellor at the moment, remind you that you are in the region of the Olla-Podrida, of the "things by the way," of the by-products in Education. There are things here of this nature that cannot be nominated in the bounds of any catalog. And the more of these things you shall seize and incorporate into your years and processes of discipline, the richer and stronger will your training for life and character be.

You, if you realize these by-products are going to get more from your professors and instructors than they teach you out of your text books. The personal equation is going to count. There is a subtle something that they will impart, and you will imbibe, that is not "nominated in the bond." The older I grow, the more sensible I am of this fact in my experience. I could name a dozen men and women who impressed themselves upon me in a fashion that gave me something greater than the technical training of the branches they taught. Perhaps I could not now stand a very stiff examination in the "History of Philosophy" as given by Dr. James McNesh, my grand old President and Professor. But he gave me something before which I yet bow with profoundest reverence and tenderness. You, having come to a smaller college, will have better chance of this than we who went to larger colleges where we had less frequent opportunity to meet the masters. I am sure that those who teach here will strive and pray to be so used of God for you.

And here are your own classmates, perhaps a hundred of them. Everyone will be exerting a most sympathetic influence upon each of you, and you upon them in reflex power. And here is the whole college community doing the same thing. Every student here is a force cultural and disciplinary to every other student in college. This summer I walked the pebble strewn shore of a Michigan Lake. Every particular pebble had been rubbed and scrubbed and scoured till its quality and beauty stood out in conspicuous finish. They were as round and polished as the stones from the brook that helped a royal youth to master a braggart and boastful giant. Their faculty had been the winds and the waves of unnumbered years. But they had polished and rounded and finished each other. And that is a parable of life in a college community. Every member of it is helping to make every other what he or she shall be.

Under the process, if you yield yourself to it, you will emerge from

your college, four years hence, even one year hence, far other than what you were when you entered her. You will be yourself. But you will be yourself, plus. Plus what? Plus what uncounted influences, intellectual, moral, physical, religious, have put upon you; plus the by-product of your years of college training.

Some years ago, a college class photographer conceived the idea of a composite photograph of the class. The negative of every member of the class was imprinted on the picture's card. The dominant features of every man took its place in the picture. And the result was, not a picture of any one man in the class, but a picture of what every man had made every other man in the class.

This, too, is a parable of what you shall make of each other as you incorporate in your culture all that each gives you.

Dear young people! I feel the the mighty momentousness of this hour. I never stood in such a place as this before. I never attempted such an address as this before. It is more than a generation since I heard any such address at the opening of an institution of learning. I have read no model addresses as guide to this hour. I know not whether I shall ever attempt again such an address. Probably not. I know not whether what I have said conforms to standards, in such cases made and provided, or not. It may be far wide of the mark. It may not command either the judgment or the sympathy of any of you who have so patiently listened.

But one thing I do know, and it is this: I have tried to come to you with an unselfish and sympathetic spirit. I have tried to say something to you that seemed to me to fit the hour, some things that I would have valued years ago as illuming my way in the world.

I stand here appreciating, in some degree at least, the majesty of this hour in your lives as you face the future with your fresh, youthful powers and hopes and enthusiasm. I know that some of you are straining at the leash that holds you in. You want to be up and out into the magnificent things that wait to be done. We want to fit you for that hour when you may go out to do and achieve. We want you well fitted. We want you to go with a sense of sufficiency, efficiency and appreciation to bear your part in life, even as you realize with your high intelligence that

"We are living, we are dwelling,  
In a grand and awful time;  
In an age on ages telling,  
To be living is sublime."

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