

THE RING-TUM PHI.

BY THE STUDENTS AND FOR THE STUDENTS.

VOL. V.

WASHINGTON AND LEE UNIVERSITY, SATURDAY, JANUARY 25, 1902

NO. 15.

Enlightening the World

The young man sat with the girl of his choice
In the Battery Park that night,
And the two looked out on the beautiful bay
In a dream of sad delight.
"I wonder," he said, as his eyes fell on
The Statue of Liberty tall,
Which was like a ghost in the shadowy gloom.
"Why they have that light so small?"
"I know," said the girl as she blushed and tried
As hard as ever could be
To slip from his arms, "the smaller the light
The greater the liberty."

Graham-Lee Celebration

Monday night was the occasion of a celebration which reflected credit on the Graham-Lee Literary Society in every way. Not only did the speakers conduct themselves well but the audience was unusually quiet and attentive, with the exception of a row of small boys who should have stayed away from such deep subjects as were discussed. It was possibly significant that the majority of the speakers and officers were first year men, arguing well for the future of the society.

Mr. Pilkington's subject was perhaps a misleading one—"The Breaking of a Shadow"—but he showed it to be an appropriate one, the shaded part of it, at least, since his topic was on the Negro question. His thesis was the capability of the South to deal with the problem herself, without any dictation from the North. He pointed out the Northern errors and argued that the Negroes could continue to be helped by Southern people as they had in the past.

"Southern Literature and History" was the subject of Mr. King's admirable oration. His standpoint was the same as that of the orator proceeding, that the South is able to produce literature which will compare favorably with that of the North, and that northern critics had done an injustice to Southern literature. A good many Southern writers were named in proof of this, among whom were Thomas Nelson Page, Mary Johnston, and Dr. Henry Alexander White, the author of the best life of that hero of all

Southern heroes, Robert E. Lee. Mr. King also suggested the opportunities for literature in the South—the people, customs, landscape and history. The glorious history of the South is the chief basis for hope in the future of Southern literature.

While the question for debate—"Resolved, That the Monroe doctrine should be upheld," was a decidedly hackneyed one, it afforded opportunity for study which was not lost by the majority of the debaters. Of the men on the affirmative Mr. Atkins showed the least insight, his debate being practically an appeal to American patriotism to uphold the Monroe doctrine because it had become a tradition of the people. Mr. Witherspoon on the other hand, made a strong speech in favor of the resolution, his main argument being based on the necessity of the Monroe doctrine in the case of the Nicaraguan canal and the Venezuelan dispute.

Mr. Abernathy put up a good speech for the negative, gaining the interest of the audience at once by a direct delivery and a couple of pleasing anecdotes. His chief point was the inconsistency of the government in taking eastern possessions and not allowing eastern nations to take western territory.

Mr. McClure's speech was singularly clear and convincing and showed careful study. He showed that the original Monroe doctrine was a remedy for a particular occasion, and would only apply to similar occasions, while the present doctrine is a distorted semblance of the old one, in being applied to every attempt of eastern powers in the western continents, and this is nothing less than a breach of international law.

The judges, Dr. Currell, Dr. Howe and Professor Burks, gave the orator's medal to Mr. King and the debater's to Mr. McClure.

On the whole, the exercises were very interesting, notwithstanding the fact that some of the law makers of our state, who favored us with their presence, slumbered peacefully

through the speeches. Some day, we hope, the embryo orators and debaters of our literary societies will wake 'em up on their own battlefields.

Washington Society.

The meeting of the Washington Literary society on last Saturday night was one of great interest. The oration by R. R. Phelps on "The Rise of the Drama" showed great depth of thought and familiarity with this class of literature that is only had by wide reading. He traced its development from the time of the ancient Greeks to the present, and discussed the salient features in all the great dramatists. The next oration was by Mr. Lapsley on "The Battle of Waterloo," and in this he showed a thorough knowledge of the subject. His voice was well suited to public speaking, and his delivery was easy, and his delivery brilliant. We predict for him a brilliant career as an orator.

Mr. Gruyer then favored the society with an excellent declamation which he rendered in a very pleasing and natural way.

As is usually the case, the debate held the interest of all. Upon a motion being carried to set aside the appointed question the house was thrown open to a voluntary discussion of the often debated subject of "Woman's suffrage." Whipple, Duncan and Cave were in favor of allowing them this sacred privilege, while Glasgow and Ott waxed eloquent in opposing it. Personalities were indulged in freely on both sides but resulted in no serious breaches of friendship. The judges decided that women should be allowed to vote, but the weight of argument was apparently for the other side.

Mr. Salisbury was then elected a member of this society and after a brief discussion of some other matters the meeting came to an end.

The annual income of the University of Michigan is \$670,000.

But one out of every 33 students at Harvard receive Phi Beta Kappi honors.

The Chinese Boy and Girl.

BY ISAAC TAXLOR HEADLAND, OF PEKIN UNIVERSITY.

The Fleming, Revulle & Company have kindly sent the editor-in-chief a copy of Professor Headland's latest book on the Chinese. We are glad to give it a place in our columns on account of its excellence, and the publisher's kindness.

This book has several good qualities to recommend it. In the first place, what Mr. Headland says is true. He got the material for his book at first hand from the Chinese boys and girls. It gives us one side of the child-life in China, the veracity of which we need not doubt. In the second place, it gives us a very pleasing side of Chinese child-life. One not acquainted with Chinese children will no doubt be surprised to see so much that there is so much in the life of a child in China that is not all bitter, but even enjoyable.

In the next place, it shows us that the Chinese are fond of their children: To those of us who have lived any length of time in China this fondness is shown in various ways almost every day. But this is not always so apparent to one not personally acquainted with them. Some years ago in a leading missionary magazine published in this country there was a picture of a Chinese carrying a little child in his arms. The editor of the magazine added the remark that he knew this Chinaman was a Christian, else he would not show such affection for his child. The remark, of course, showed great ignorance on the part of the editor with reference to the Chinese.

Again, the book before us shows us that Chinese boys and girls are very much the same in disposition as our little American friends. The remark is often made that "a boy is a boy the world over"—a fact abundantly illustrated by our author.

But the book under review gives us only one side of the Chinese child-life, the most pleasing and the happiest side. There is another side

(Continued on fourth page.)

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Education versus Production.

Elsewhere in this issue we publish parts of a circular which was distributed by President Dabney with a request for publication. The importance of general basis for his argument ought to be felt by every Southern educator—that is, education does tend to train men to have greater powers in producing of commodities. But we think that in presenting a subject of this kind to the people he should have been more exact in using his statistics, and we are glad to publish his statement with a few comments which we think to be necessary.

In the first place, while it served admirably for illustration, his comparison of a Northern with a Southern state puts the case too strongly. For he leaves entirely out of account other factors perhaps more powerful than education that go to make production greater in Massachusetts, such as the developed condition of her industries, and the effects of climatic and other conditions that go to make up the characteristic Northern "push." Education has no doubt in some measure contributed to them, but he does not prove that education is the sole cause.

Thus, in the second place, he has used statistics in a faulty way by assuming the very thing he is trying to prove—that education always increases production. The truth of this does not depend on the

relative statistics of production and education, but on the relative nature of the education in Massachusetts and Tennessee. For education is calculated to have a different effect according to the nature of the branches taught. For example, a course in astronomy would not train the pupils to be producers as would a training in industrial method. Again, even if the branches were the same, they might have many different effects on different peoples. Soak a gosling in water and it will be delighted and thrive; there would hardly be any doubt of its being able to plow better after such treatment, were it the function of goslings to engage in agriculture. But soak a small chicken in water and it is not likely that it will ever be able to plow, lay eggs, or crow. There is just such a difference in people. Some thrive on water baths, others on dust baths, and either class would have a hard time if they exchanged.

Another thing Dr. Dabney has left out of consideration, in deducing from statistics is the efficiency of the Negro in production.

But we do not disagree with his general point of view, notwithstanding his misuse of facts. The South does need education and training in Northern lines in order to make them better producers than they are. The efforts of Dr. Dabney in this respect are most noteworthy, and we recognize in him a true educator of the South.

Notes from Our Exchanges

The Pennsylvania fencing club is arranging duel contests with Harvard, Columbia, Yale and Cornell.

Harvard, Yale, Pennsylvania or Princeton have never had a single fatal accident happen to any of her football players.

Since 1883 Yale and Harvard have played 15 games of football, of which Yale has won nine, Harvard four, and two have resulted in tie scores.

The members of the University of Wisconsin football team, at a banquet in their honor, presented a silver loving cup to Phil King, their retiring coach.

Harvard has the largest faculty of all the colleges in America. Her instructors number 337, a body nearly as large as the lower house of congress.

Education vs. Production

[By Charles W. Dabney, President of the University of Tennessee.]

One chief characteristic of the last century was the extension of the benefits of education to the masses of the people. Its chief lesson was that education increases the wealth-producing power of a people in direct proportion to its distribution and thoroughness. The relations between education and productivity are so well understood now that you can measure the wealth-producing power of a people by the school privileges which they have enjoyed. Statistics show, for example, that the power of the people of the different states to earn money is in direct proportion to the length of the period that the average citizen of each state has attended school.

To illustrate, the average school period in 1898-99 of each inhabitant of the United States was 4.4 years; of Massachusetts, seven years; of Tennessee, a little less than three years. The annual production per capita of the people of the United States in the year 1800 was less than 20 dollars a year, or ten cents a day, counting 306 working days in the year, for each man, woman and child; by 1850 the production had increased to nearly 92 dollars a year, or 30 cents a day; and in 1899 it was about 170 dollars a year, or 55 cents a day. The production of Massachusetts in 1899 was \$260 for each man, woman and child, or 85 cents a day. The most favorable figures make the total annual production of the people of Tennessee in 1890 less than \$116 a year, or 38 cents a day, for each inhabitant, or what the average of the country was in 1860. In other words, the people of Massachusetts earn \$403,969,824 more in a year than the same number of people in Tennessee. *Twelve million dollars invested in education yield 400 million a year.*

Another way to express it is to say that the average family of five in Tennessee must live on \$580 a year, counting everything produced on the farm and in the home, as well as sales and money wages; while the same family in Massachusetts has \$1,300 a year to spend, and the average family in the United States has \$850.

Put these facts together, and we at once see their tremendous significance. The proportion between the

school period in Massachusetts, the school period in the whole United States, and the school period in Tennessee is expressed by the figures 14, 8.8, and 6. The proportion between the productive capacity of each person in Massachusetts, in the whole United States, and in Tennessee is expressed by the figures 13, 8.5, and 5.8. This is a practically constant ratio.

Education is as 14 in Massachusetts to 8.5 in United States to 6 in Tennessee.

Production is as 13 in Massachusetts to 8.5 in United States to 5.8 in Tennessee.

This is not a mere coincidence in the case of Massachusetts, the United States, and Tennessee; it is the law the world over. The productivity of a people is everywhere proportional to their education—to their intellectual, physical and moral training. It is not the natural resources, the climate, the soil, and the minerals; it is not even the race, much as these things count in production; but it is education which above everything else determines the wealth-earning power of a people.

If the people of the South would compete in production with those of other states and of the world—and they must do so whether they will or not—they must educate all their children, not only their white children, but their black; and they must educate them all, not poorly for a few months in the year and a few years in their lives, but thoroughly through a long series of years. If history teaches us anything, it is the solidarity of all mankind, that "no man liveth unto himself," and "no man dieth unto himself," but that each is his "brother's keeper."

Our great resources in the South, climate, soils, and minerals, are useless in the hands of an untrained people. Moreover, if we do not educate our own people to use these resources intelligently, the trained men of other states will come in and do so, and make us "the hewers of wood and drawers of water" in their industries.

The senior class at Wisconsin University have adopted the cap and gown.

In the Indiana-Illinois football game the presidents of the two universities led the rooting.

John H. Hamilton, A. M., C.E.,
of Washington and Lee
University.

DIED ON JULY 4, 1900.

The current number of the Southern Collegian is dedicated to the late John H. Hamilton, who was an alumnus of Washington and Lee. We cannot refrain from commenting on his career as a "record breaker" for scholarship and collegiate attainments in relation to his after life. It has been said that the student who at college strives hard and wins all the honors open to him, does not achieve much after he leaves college. This is true in the majority of cases—not that the winning of honors is in itself a barrier to future success,

but the overwork connected with it often both impairs a man's faculties and trains him to achieve in only one line, to such an extent that he has done his best before he goes out into the world. The great majority of men who lead all their classes and get all the medals do not do so in after life. As a matter of fact, it has been pointed out by those competent to judge, these same men are strictly on the average in the competition when college days are over. Perhaps the fact may be explained on the ground that in a particular institution there is a peculiar spirit, as it were, among the prize-givers, and that only the man who falls in with this spirit, and comes up to the particular ideals of the governing body, is the one who receives the prizes; in this case the later success of the man may or may not be ascribed to the excellence of the education—in its broad sense—of the institution he attends. If this is so, Mr. Hamilton's undoubted success is an honor to his alma mater, showing that the education which Washington and Lee gives is one calculated to bring forth fruit.

We must not take too much of the glory to ourselves, however. The above may be true to a certain extent—it undoubtedly is, yet we must concede, and we do it with willing love and respect, that John H. Hamilton was a man of superior strength of mind and genius, and that he would have risen anywhere. Education in college is after all only an artificial training for an artificial world. The strong man will exert his strength wherever he is, and rise in any occupation or position into which he has been thrust. It is

the sublime mastery of a man over his difficulties that makes us cry out our admiration and respect, his sympathetic insight into the lives of those around him that touches the responsive cords of our hearts. Such a man is truly a man everywhere, and the right sort of education will only develop him to greater capacities.

Washington and Lee, then, does not selfishly claim the making of such a man as Mr. Hamilton, but joins with the host of others in honoring his memory, and rejoices that she had for a time the case of a precious word. May she always be faithful to that trust.

Personals.

J. P. Tribble left the University on Friday. He will not return.

G. R. Smiley spent a few days during the past week at his home near Staunton.

Mr. Chas. S. McNulty is representing W. L. U. at the meeting of the Inter-Collegiate Athletic Association at Ashland, Va., this week.

Mr. H. H. Wayte, '98, was in town Monday. Mr. Wayte is a prosperous lawyer in Staunton and has been recently appointed a colonel on the Governor's staff.

Communication.

Editor Ring-tum Phi:

Can you enlighten us as to the man who regularly swipes the Baltimore Sunday Sun out of the library? These depredations have only been recently instituted and they ought to be inquired into at once.
READER.

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Continued from first page.

to the lives of those little waifs that is dark and sad and cruel and loathsome—in a word heathenish—beyond description. Those little boys and girls live in the midst of surroundings that are physically and morally filthy far beyond anything that we would like to believe, and of course they are stained by this pollution. But of this side of their lives it is best perhaps not to speak at present.

The book is a valuable contribution to our knowledge of the Chinese, of their inner life as well as of the life of young China.

The joint committees of the general assembly of Virginia, senate and house, on education and public institutions, made their usual semi-annual inspection of the Virginia Military Institute Monday.

In the party were Senators Opie of Augusta, Claytor of Bedford, Lyle of Roanoke, Chapman of Green, Hobbs of Sussex, Ford of Loudoun, Byars of Bristol, and Bryant of Richmond, and Delegates Duke of Albemarle, Wilkins of Accomac, Featherston of Campbell, Ware of Amherst, Turpin of Bedford, West of Louisa, George of Smyth, Stafford of Giles, Owen of Prince Edward, Huff of Washington, Elam of Brunswick, Lyell of Lancaster, Powers of Caroline, Edwards of King William, Southall of Amelia, and Quisenberry of Rockbridge. R. E. G. Akers of the railroad commissioner's office, looked after the comfort of the party, who were also accompanied by several committee clerks.

The visitors spent more than an hour during the middle of the day examining Washington and Lee, accompanied by several members of the faculty. They visited the tomb of General Lee, looked at the rare portraits in the chapel and the collection of pictures in the art gallery, admired Tucker Memorial hall and took a look at the library and museum.

They had shown them both at the Institute and the University some interesting experiments in science by the professors of physics. Colonel Mallory in the one case and Dr. Stevens in the other showed them how wireless telegraphy was accomplished and other wonders of modern science.

The visitors in a body visited the tomb of General Jackson in the afternoon, and were entertained by Judge S. H. Letcher at a reception that evening.

Richmond Dispatch: Friends of A. P. Staples, the well known lawyer of Roanoke, are urging that he be elected to the law professorship in Washington and Lee university made vacant by the resignation of Professor Harry St. George Tucker. Mr. Staples is one of the ablest members of the Roanoke bar. He is well known here, having served in the state senate. Mr. Staples was in Richmond last week, arguing a case in the supreme court.

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