

foothold. When the literary societies said "We cannot agree; you go your way and we'll go ours," it was a great victory for white winged peace, a great victory for democracy, a great victory for the student who knows poverty, and a great source of good to the University. In my opinion there are few things more worthy of approving mention during this quarter centennial celebration than the barbarian revolt of 1884.

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#### THE UNIVERSITY AND ITS FIRST FACULTY

At first thought it sounds strange to speak of a "first-faculty" in connection with an institution that is only just celebrating its twenty-fifth anniversary. Yet it is true that the differentiation is practically complete, and that the characteristics of the life of the faculty of less than a quarter of a century ago are distinctly different from those of the faculty of today. The rapidity of movement in university life is commensurate with the age of the telegraph and the telephone. A few years now in the life of a western university mean as much as did a century to Harvard or Yale in the days of their youth. Not only are the personal characteristics changed, but the very ideals of the university life are transformed. The aims in government as well as in methods of instruction are revolutionized. The dynamic forces find vent, in general, in new directions; in thesis writing rather than in essays and orations for the societies; in library work rather than in society election contests; in laboratory investigations rather than in Hesperian fights; in social amusements, in foot ball, or in athletics rather than in hauling cannon by night from the capitol to the campus to be labelled "military department shot into the ground." Indeed it is almost as difficult for the young men and young women in the university life of today to put themselves in touch with this earlier life, although so recent in years, as for the people

of the nineteenth century to understand the age of George the Third. The environment is so changed that all our ways of looking at the problems around us are out of harmony with the University's earlier days.

But what was the educational life of the university twenty years ago? For an answer let us turn to the sources themselves, the faculty records. By the way, few students of that day ever heard of, much less ever saw or used, an original source. Second hand authorities of the rank of Anderson's United States History, and Shaw's Manual of English Literature, were the standards of the time, in subjects other than the classics and mathematics.

The records of the first faculty meeting, held September 9, 1871, show that, in addition to arranging for the hours of recitations, the attention of the faculty was given to the discussion of a resolution that there ought to be "a general uniformity of methods of instruction, and that special attention ought to be given to secure propriety of deportment from all students." At the second meeting the order of business adopted was as follows: (1) Reading of the minutes; consideration. (2) Of the attendance of the students. (3) Of their proficiency. (4) Of their deportment, and (5) miscellaneous matters. At this session a rule was adopted that all students absent from exercises must "make their excuses to the chancellor, and obtain permission from him before they are allowed to go on with their classes." The records of the faculty for the next few years show that much of its time in its meetings, generally held as often as once a week, was devoted to the discussion of cases arising under sections two, three and four of the "order of business." The consideration, adoption and repeal of petty rules for the regulation of the students' daily conduct occupied a prominent place in the faculty debates. The penalty for ten unexcused absences was suspension from the University. Each student had his assigned seat in the chapel. When roll call came—as it did every morn-