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### DOES IT PAY TO INVEST MONEY IN COLLEGES.

1. The college bred men of the United States have furnished thirty-two per cent. of all Congressmen, forty-six per cent. of our Senators, fifty per cent. of the Vice-Presidents, sixty-five per cent. of the Presidents, seventy-three per cent. of the Judges of the Supreme Court and eighty-three per cent. of our Chief Justices. But as only one man in seven hundred and fifty reaching twenty-one throughout our history has been a college graduate, a little calculation will show that a college education increases its possessor's opportunities of reaching political eminence in the United States from two hundred and forty fold in case of Congressman to six hundred and twenty-two fold in case of the Chief Justice of the Supreme Court. You will see also from Professor Fellows' figures that a college education increases one's opportunities of reaching the higher places in the government even more than it increases his opportunities of reaching the lower positions.

2. Soon after the *Cyclopedia of American Biography* was issued President Thwing looked up the educational record of every name appearing in the six volumes. Out of fifteen thousand one hundred and forty-two persons whose names appear in our national biography, five thousand three hundred and twenty-six, or thirty-five per cent., were college bred. In other words a college education gives a young person two hundred and sixty-two times as many possibilities of reaching recognition in a national biography as those persons enjoy who have neglected their early opportunities for culture.

A well-read person was handed the six volumes of this same *Cyclopedia* and was asked to select from it one hundred Americans whose names would be immortal. After much examination and study he furnished a list of one hundred and fifty Americans—authors, teachers, soldiers, preachers, statesmen, inventors, business men and reformers, whose fame in his judgment would be lasting. The early lives of these persons were examined, and seventy-five per cent. of them were found to be college graduates. This shows that as we pass from less eminent to the more famous Americans the proportion of college graduates increases, just as it increases in passing from Congressmen to Supreme Court Judges. It also shows that a college education increases a young person's possibilities of reaching the roll of American Immortals five hundred and sixty-two fold.

3. Several intelligent persons were asked recently to name the twelve persons who in their judgment had won the greatest fame in the recent war with Spain. After some discussion a list of sixteen names was agreed upon and submitted to the writer. The record of these persons disclosed the fact that fourteen of them, or eighty-seven and a half per cent. were college graduates. In other words the discipline and associations of the college increased the opportunities of winning fame in the late war six hundred and fifty-six fold.

4. The first wealthy Rothschild was trained for the Jewish priesthood and then used his disciplined powers for laying the foundations of that great banking house. James Gordon Bennett, Sr., studied ten years for the priesthood and then abandoned the sanctuary for the editorial sanctum and used his trained intellect in founding one of the great newspapers of the country. A. T. Stewart was educated for the ministry, became a teacher and then turned his keen, trained mind to business and accumulated a fortune of \$40,000,000. Samuel J. Tilden, who made millions and who left \$5,000,000 to the New York Library, was the son of a farmer and a graduate of New York University. Abram Hewitt—the incorruptible mayor of New York, the millionaire business man and partner of Peter Cooper, was a graduate of Columbia College. Henry Roosevelt, who made millions and left \$2,000,000 to the Roosevelt Hospital of New York, is another example of the graduate in business. John A. Stevens, a Yale alumnus, was for thirty years president of the New York Bank of Commerce, was the financial adviser of Chase

and Lincoln, and the chairman of the committee who raised \$150,000,000 for the government at the time of her sorest need during the Civil War. Theodore Roosevelt, Depew, Choate, Whitney, Fairchild, Lowe, the younger Astors and Vanderbilts are among the New York graduates who are successful business men. William B. Astor completed a college course and then used his disciplined powers to add \$50,000,000 to the Astor estates. A study of our commercial metropolis shows that some college graduates at least are men of affairs able to bring things to pass in the business world and to secure wealth. We have confined our observations to New York because New York is regarded as the financial but not the educational metropolis of the nation. But such eminent financiers as Corcoran and Bell of Washington; Biddle, Rush and Pepper of Philadelphia; the Tudors, Adamses, Durant and the Lawrences of Boston teach the same lesson.

5. It is not sufficient to mention names. Doubtless the opponent of college education can name many, like John Jacob Astor, Carnegie, Peter Cooper, Girard, Mackaye, Pullman, Peabody, Slater and Vanderbilt who never entered a college. But we must remember that as the colleges have furnished only one person in 750 of the men competing for wealth, they are entitled to only one representative in 750 among the rich. A list of 100 of the wealthiest men in the United States was recently compiled, and their early lives were studied so far as possible. Sketches of eighty of these men were found; and the sketches showed that thirty of them or thirty-seven and a half per cent. were college graduates, and that twenty-two more had academic or professional training, while only twenty-eight persons out of the eighty, or thirty-five per cent. were furnished by the millions of American people having only a common school education. So far from a college training acting as a bar to wealth, according to these statistics it gives the young college graduate 277 times as many possibilities of becoming rich as his less educated brother enjoys.

6. A still better test of the relation between higher education and financial success is found in our Secretaries of the Treasury. These names are already furnished us, and they represent the ablest American financiers. But out of thirty-seven men who have been called to the highest financial position in the United States, twenty-four are college bred, seven more have had an academic or professional training, while only six Secretaries of the Treasury have been furnished by the great mass of our people having a common school education. In other words a college education multiplies 487 fold the opportunities of a young man for reaching this eminent financial station in the United States.—BISHOP J. W. BASHFORD.

***Let us also remember that rich men without the college education are putting their money into colleges as the greatest investment of their lives.***

#### IS THERE A GREATER INVESTMENT?

In 1896 it fell to the lot of the speaker to prepare a survey of fifty years of educational progress in Iowa for the semi-centennial anniversary of the State Teachers' Association. No one of its colleges was at that time fifty years old. *Three of the so-called small colleges were selected*, and the lists of their Alumni examined. We found the names of men known the Nation over by their eminence in the pulpit, at the bar, in moral reform, and in statesmanship of the noblest type. With scarce an exception, *they were men of ideals so high and action so noble* as to entitle them to be classed in this very purifying element of which I have been speaking. Among them were two of the most conspicuous and high-minded members of President Roosevelt's Cabinet, the secretary of the Associated Charities of New York City, the editor of the *Review of Reviews*, the president of one of the most conspicuously successful normal schools in the Mississippi Valley, several of the most noted teachers in the country, and fifty clergymen who were holding thrones of power as conspicuous as any to be found in the largest cities of the Republic, with fifty-eight editors, fifty foreign missionaries, two Secretaries of State, over one thousand teachers, and sixty-three college professors. When these were multiplied by twenty-five, they represented only the six thousand persons who had received degrees of graduation. Over sixty thousand other students had been in these institutions for a longer or a shorter period, and many of these non-graduates had achieved a success and a prominence almost, if not fully, equal to that of the Alumni. I pause to ask: "Is any money expended yielding such a return?" If money is worth only what you can make it do, is there any investment which patriotic-spirited men can make which will give greater returns? Can any one measure the power and influence of such investments?—DR. THOS. NICHOLSON, *Secretary Board of Education.*

## TWO THINGS.

There are two things which each pastor can do to help the campaign for the Current Expense League. The League is striving to raise a fund of \$60,000 to be paid in five equal, annual installments to guarantee that there will be no deficit in the current expenses during the next five years. This is divided into 2400 shares of \$25 each. The taking of one or more of these shares confers membership in this organization. The taking of one share is a subscription of \$5 per year for the next five years.

We have made this arrangement for the Sunday School scholars of the intermediate and primary grades. If their Sunday School will take one share then each child bringing ten cents, or more, each year to help pay that subscription, is given membership in the Current Expense League, and is to receive a button or a little silk pennant (whichever we are able to get) each year. We are sure that this will interest the children and make them shout for the University and at last turn their attention this way. This is worth while. Pastors, bring this before your Sunday School Boards, persuade them to act soon and drop the Vice-President a letter asking for subscription blank and sample of badges.

Now for the second matter. We desire to organize a local Willamette Club in every town in the world where there are sufficient alumni and former students of the University. We must have the names of energetic persons who will serve as correspondents in every town and city. Will you send the name or names to the Vice-President immediately?

We must have students now and in the years to come. These two plans will go toward furnishing the right kind of enthusiasm and agitation to advertise and persuade young people to turn their steps intellectually toward this Christian school. In this kind of schools character is built such as in no other, else we would be out of business.

If we get the students and furnish the opportunity for them, we will need and we can secure the means, to furnish better equipment; to give better pay to our faculty; to meet current expenses, and thus retain the respect of the business and the educational world at the same time.—EDW. H. TODD, *Vice-President*.

## HOW TO BLESS POSTERITY.

When we consider posterity also the blessings of culture continue to the third and fourth generation. Just one hundred years ago David Dudley Field entered Yale College with Jeremiah Evarts as a room-mate. After graduation Field reached distinction as a minister and Evarts as a lawyer and philanthropist. Both sons brought blessings to their parents which cannot be measured by money. The value of their culture, however, appeared still more fully in their children. Jeremiah Evarts' son, William, also graduated at Yale and became one of the most eminent lawyers in America and the brilliant Secretary of State in President Hayes' Cabinet. David Dudley Field's sons—David Dudley, Jr., Stephen J., Henry M., and Cyrus W. Field, became the four most distinguished brothers in the United States. The father and three of the sons were college bred and the fourth was a man of remarkable mental discipline. More marked examples of the long continued influence of culture are found in the Quincys, Sewalls, Saltonstalls, Otises and Adamses of Massachusetts who have maintained their pre-eminence throughout our history. Generations of culture at last burst forth in the eloquence of Wendell Phillips and in the preaching of Phillips Brooks. The mental discipline of ancestors culminated in the insight of Ralph Waldo Emerson and in the literary skill of Hawthorne, Longfellow and Lowell. The consecrated culture of generations blossomed out in Henry Ward Beecher and in Harriet Beecher Stowe. The law of inheritance, owing to the prevalence of sin in the world, is usually regarded as an evil; but it is one of the mightiest forces working for the redemption of the race. One of the finest examples of the value of consecrated culture among our Puritan ancestors is found in Jonathan Edwards. How that brave, consecrated, intellectual giant must have delighted his mother's heart and fulfilled her holiest aspirations! But the richest rewards of his culture and consecration are found in his posterity. Of fourteen hundred and sixty-seven descendants of Jonathan Edwards, only six have shown the slightest criminal taint; and only one—Aaron Burr, became notoriously wicked. Two hundred and twenty-three of these descendants have been college graduates. Over sixty of them have been ministers of the gospel; eighty-eight have been eminent lawyers, many of whom were congressmen; four have been governors of states; three have been

United States senators, and nine have become famous college presidents. If, therefore, young people look not simply at their own personal careers, but are governed by a just love of their fathers and mothers and by a worthy ambition to make the names of their children dear to God and famous to all ages, the motives for higher culture become infinite.—BISHOP J. W. BASHFORD.

### NEEDS OF THE CHRISTIAN COLLEGE.

There is pre-eminent need of the Christian college to give the world the type of men it sadly needs—men who are not content to leave society as they find it, but who will carry it forward to nobler issues and higher attainments. Herbert Spencer says, "By no political alchemy can you get golden conduct from leaden instincts." No, by some process the "leaden instincts" must be made golden. But how? By no alchemy that science can command. Only by that higher alchemy with which the Christian teacher is quite familiar, the alchemy of the new birth. And the teacher of the school that ignores that higher alchemy of heaven will toil away hopelessly at the impossible task of trying to make "leaden instincts" produce "golden conduct." It is the glory of Christian colleges and especially the glory of the educational institutions of Methodism that they have had signal success in so transforming the "leaden instincts" of our poor humanity that beneficent streams of "golden conduct" have flowed therefrom to bless and gladden the world.—CHAS. H. PAYNE.

### MISSIONS AND THE COLLEGES.

I need only mention the work of the Student Volunteer Movement, which for more than fifteen years has been instructing Christian students concerning the world-wide nature of the kingdom of God, its progress, condition, needs, opportunities, problems, resources, and claims. Up to January 1, 1908, 3,500 volunteers, recruited from the student bodies, had actually sailed for the foreign field, an even thousand of these having sailed during the past four years. In the total not less than fifty denominations are represented; 826 went to China, 624 to India, 313 to Africa, 275 to Japan, 167 to South America, and about twenty different foreign countries in all were supplied. The colleges have led in the scientific study of Christian missions, the number of students in the Mission Study classes in 1907-8 being 23,495. For many years the colleges and seminaries have given annually from \$30,000 to \$40,000 to foreign missions; and in the year 1908 the reports show that 25,000 different students and professors in these institutions contributed \$116,712. Seventy institutions each gave \$300 or more. Mr. John R. Mott, the inspirer of this movement and a genius in the organization and propagation of far-reaching missionary movements, was trained in Upper Iowa University, later graduated from Cornell University, and a competent authority states that every member of the large staff associated with Mr. Mott in the manifold agencies of the Volunteer Movement is a college man.

Call the roll of our missionary bishops: Thoburn of Allegheny, Hartzell of Illinois Wesleyan, Warne of Albert College and Garrett Biblical Institute, Scott of our own Walden and Clark Universities, Oldham of Allegheny, Robinson of academic training and then of Drew, Harris, educated at Scio and Allegheny, E. W. Parker of New Hampshire Biblical Institute. The only noncollege man in the list is William Taylor, and he was the heroic genius of a flaming evangelism, raised up for an unique work. Add our two general superintendents on the foreign field—Lewis of Cornell College and Bashford of the University of Wisconsin and our own Boston. Then call the roll of the missionary secretaries: Leonard of Mount Union and Stuntz of Evanston Academy and Garrett Biblical Institute, J. O. Peck of Amherst, A. J. Palmer of Wesleyan University, Charles C. McCabe of Ohio Wesleyan, H. K. Carroll of Syracuse University, C. H. Fowler of Genesee College and Northwestern University, John M. Reid of Genesee, John P. Durbin of Miami, and Professor in Augusta, R. L. Dashiell of Dickinson, Joseph M. Trimble of Ohio University (Athens), William L. Harris, renowned professor in Ohio Wesleyan University, Edward R. Ames of Ohio University, Nathan Bangs, one president of Wesleyan; and it is not out of place to name here that princely giver and strategist of missions, John F. Goucher, graduate of Dickinson College.—THOS. NICHOLSON, LL. D., *Secretary Board of Education.*