

Old Days and New

A Few Remarks From An Old-timer To Some of His Class-mates.

by Dr. Oscar Watson

SECTION FOUR

IN addition to honestly believing that undergraduates were human beings, Professor Stockley had other genial qualities. He came from Dublin with only hazy visions of the North American Continent, he confessed, and after he was settled in the new land and felt safe, he related how when he was about to take steamer, a friend, bidding him farewell, said: "I have a brother living in Texas; I wish you would drop in and see him some evening." And the Professor replied: "I shall gladly do so, when I have a spare moment."

Dr. Dyde was a man of surprises. He was stern and unbending, and paid his compliments to the Freshmen almost immediately by flunking the entire Class in mathematics, with the exception of five men. You may remember, James, in what manner the Freshmen responded. Dr. Dyde was probably right about it—but you know what Freshmen are. You've got to win them if you wish to live a happy life.

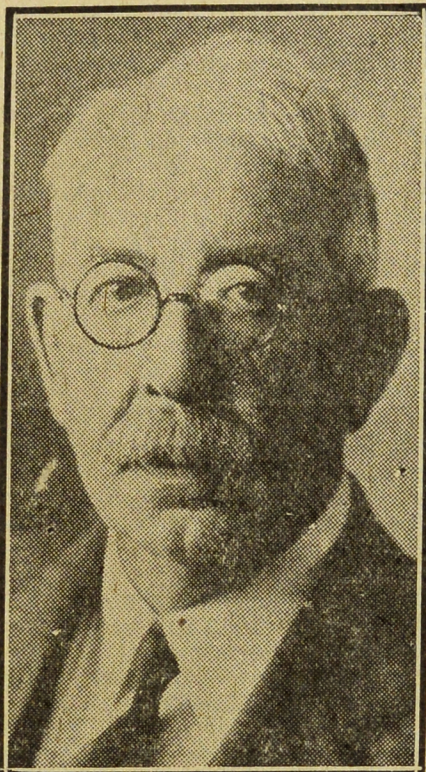
In the course of time the intricate formulae, which the Professor was endeavoring to demonstrate, and which he actually expected the unfortunate students to learn, were eased off a bit; the shuffling of feet lessened; men went up for examinations without shuddering; Dr. Dyde began to mingle with his fellow creatures, and suddenly blossomed forth as a sturdy advocate of Sports. He went so far as to proclaim just before the Thanksgiving football game the next year, with an Exam. pending, that he would deal lightly with the men who showed up on the battle-field, but would be very likely to place a heavy hand on those who failed to appreciate the importance of a College victory. He was the Referee, and soon after appeared as the central figure in the picture of the victorious Football Team, which still hangs on my wall.

This is what is known as "getting along". Before we had finished with Dr. Dyde we made him Honorary President of the Athletic Council—considered then a high honor—and, by that time, his lectures in Philosophy had become the most interesting, and, incidentally, the most effective, of any of the whole course, and he was one of the most popular men in the Institution.

He had an uncanny way of picking out men who really possessed brains, but had failed to use them. His art in this direction can best be illustrated by his methods in the Philosophy Class. Every week a thesis must be written by each man, and the outstanding thesis, in the estimation of the Professor, was read aloud, and discussed. It was the more interesting because Dr. Dyde permitted the writer to say anything he pleased, to ascend to the stars, if he wished. He was a virile writer, and he liked a man who could express himself in an original way.

There was considerable rivalry for this desirable first place, although some displayed little concern in the proceedings. Then one day, the Professor, surveyed the Class

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grimly, his white teeth gleaming, his eyes dilated through big glasses, his sparse black beard pointing forward, and said: "A—l, Mr. X—." Mr. X— had always been in the D—3 Section. He looked up now with a startled glance, flushed in hot embarrassment, and moisture began to steal down his cheek. The Class applauded. The thesis was read; it didn't appear to be so profound, but the Professor helped it along with his learned interpretations. After that, Mr. X— was always near the top—and by merit alone.

We speak a different language than we did in the old days, and perhaps we write differently, too. University Monthly, 1885—88, is in part my authority for so saying. Within its covers I have unearthed essays, dissertations and discourses for which I, along with other members of those Classes, and here and there a contributing Alumnus, must bear the responsibility. They deal with Life in the Larger Sense, if you know what I mean. Latin phrases and quotations from the Poets abound; they don't seem to fit in anywhere now. To those of the present Classes, who have a mind to take up writing as a profession, I would say: "Write as you think. Write a tale as you would tell it, as you would like to hear another person tell it. Don't bother about Life in the Larger Sense—for the present."

Survey Reveals Most Students Are Pecuniary Minded

Morgantown, W. Va., — Interesting results are reported in a survey made by the psychology department of the University of West Virginia on vocational guidance. The survey was occasioned by a change in the university system which results definite courses from the students instead of the former system of free electives.

The survey revealed the fact that 65 per cent. came to college to learn how to make a living; 36.2 per cent. because their parents desire it, or because it is a family custom; 32.7 per cent. came for the social advantage; 12 per cent. came because others were going; 12 per cent. because they felt they were too young for business and felt it was natural to go to college after leaving high school and 10 per cent. to broaden their outlook on life or to prepare themselves to meet life's difficulties. Another 10 per cent. stated they came for culture; 8.6 per cent. came because of a special interest or because they liked to be away from home; 5.1 per cent. thought college would develop their self-reliance; 3.4 per cent. think it is a pleasant episode which will be a nice memory; 3.4 per cent. admitted they came because of an interest in athletics. Another 3.4 per cent. came in order that they might be of value to the world and do their part in the advancement of the world. Finally 1.7 per cent. have come to find out what life work will be most successful for them.

Almost the entire group are here to earn a living. That being the case, the problem of the college seems to be just how to give the student the guidance he wants and needs. The deans and faculty advisers are the persons in most colleges who give the guidance demanded, but in order to guide wisely there are certain fundamental principles which they must follow.

First, the student must be studied. Second the various occupations and industries should be studied well, and special vocational guidance classes conducted for the freshman and sophomore.

Provision should be made for individual counseling and the gap bridged between the student and his vocation.

If such were the case, the college student would leave his schooling with something more than a college degree. He would know what he was going after. Many students today reach their senior year only to find that their special subject is not what they are most fitted for.

Since the student pays well for his education and since 65 per cent. come to learn how to make a living, it seems only just that our colleges should provide courses in vocational guidance.

Who Did Discover America Anyway?

Montreal, Que.—Just who did discover America? Christopher Columbus got away with the honor for a long time but the claim of John Cabot cannot be set aside. Christopher Columbus discovered the West Indies but not the continent of America. John Cabot, in 1497, bumped into the island of Cape Breton on the eastern Canadian shore at the tip of the province of Nova Scotia, thereby establishing a claim as the discoverer. Then along came claims on behalf of the Norsemen who also, it would appear, made landings in the province of Nova Scotia, about the year 1000 A. D., leaving behind them stones with runic inscriptions, one of which was found at the head of Yarmouth harbour and is now to be seen in the public library in that town. Now, states the Tourist Bureau of the Canadian National Railways, the Egyptians are being put forward, one of the basis for the claim being that when Christopher Columbus arrived he found the Indians calling the constellations of heavenly bodies by names similar to those bestowed by the ancient Egyptians. In Mexico there were pyramids, hieroglyphs and sculptures in which the hair on the human figures portrayed is dressed much like that shown in Egyptian paintings.

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