



Spectator

Y, SEPTEMBER 26, 1919.

FIVE CENTS

23 ATTENTION!

First class meeting will be held at noon in 301 Hm. E. Shaw '20, Chairman of Student Board will address meeting.

RUNS THRU OFF SCRIMMAGE

Players Sustain Minor Injuries—Dawson Tries Out New Linesmen.

Conducted by the largest crowd witnessed football practice yesterday, was the stiffest scrimmage of the season.

The second and third given the ball and pum- first to some advantage, University's showing brought a smile to Coach Dawson's face. Most enthusiastic over the all three squads and pre- Columbia would be rep- the next All-American

High scrimmages Grace, the is hip severely wrenched off the field with difficul- l be out of the game for . Many minor injuries ed by members of both is a whole, the men stood practice well.

Dawson is having daily ses- sion tackling dummy and is his men in an effort to up to form. The line men rimed for the first game front will meet with un- position from that direc- the backs are being drop-kicking and punting. given a chance at right e continued absence of who is still uncertain of

BUTLER AND ERSKINE MAKE SPEECHES AT UNIVERSITY'S OPENING EXERCISES

President Speaks on Changed Conditions of Education at Columbia—Organizer of Army Schools Discusses Present World Problems.

Officially opening the 166th academic year, Columbia University held her opening exercises yesterday afternoon in the University Gymnasium. The academic procession, which formed in the library, proceeded at three o'clock to the University Gymnasium, where the addresses of the day were delivered by the heads of the University.

The address of welcome was delivered by President Butler, who spoke of the changed condition of the University in meeting the new problems of the changed times. The opening address, which was delivered by Prof. Erskine of the English Department, dealt at length with the present day problems of the world, and the method by which they could be solved.

President Nicholas Murray Butler made the opening address of the exercises. He spoke as follows:

"Colleagues, trustees, alumni, and students of Columbia University; we are gathered this afternoon to make the opening of a new year and a long life of our University. Like the opening of every new year, it has some characteristics peculiar to itself and some in common with all that has preceded it. The contrast with one year ago is especially sharp and especially significant with this, and under the clouds of war we had become to all purposes a part of the apparatus that of the Government of the United States for the preparation and training of men to carry on that war and for the better organization of our natural resources to aid the combat.

"It is not strange that we are face to face with new and searching problems, and with new and great difficulty. It would be far stranger if we were to say face to face with far-reaching emotional problems. It is in an atmosphere of difficulty that we come here this afternoon, last year we were in an atmosphere of danger. That particular danger has

some advance in the condition of mankind—we like to believe that the war has indicated anew the power of the mind if rightly trained, and consequently the importance of education. Even in the midst of what seemed a trial by force, the play of mind was imposing the decisive. No wonder if the armies in the field began to cherish that oldest of deferred hopes, the vision of a world made orderly by intelligence. The war forced us all to think a little; it suggested at last what might happen if we all thought a great deal. Special skill, we observed, made possible the gathering and equipping of armies and navies, and reorganized society for the support of such armaments, and special training, brief but effective, raised up for us the kinds of training we needed; why then should not the problems of peace as well be solved by the trained mind, and why should not the training, brief but effective, be made available to all of us?

"Other wars before now have inspired this vision in other men, but hitherto, as I said, the hope has been

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it of the scrimmage, enabled to get a line on the second and third was especially pleased by of the backs who tore lines time after time for Wright, the Exeter up especially well and icks played good games, by the heavy lines. Col- this year, will be the has played at Morning- for a long time and all are absolutely certain ving will be such that will be permitted to take Cornell next year.

WORK REQUIRED CROSH AND SOBHS

the usual amount of to be placed upon the cation work this year. as been enlarged so that ces two years. As the of the work is to de- by the Physical Educa- ent will allow any stu- succeed in passing the ests to waive Physical favor of a sport.

some common with all that has preceded it. The contrast with one year ago is especially sharp and especially significant with this, and under the clouds of war we had become to all purposes a part of the apparatus that of the Government of the United States for the preparation and training of men to carry on that war and for the better organization of our natural resources to aid the combat.

"It is not strange that we are face to face with new and searching problems, and with new and great difficulty. It would be far stranger if we were to say face to face with far-reaching emotional problems. It is in an atmosphere of difficulty that we come here this afternoon, last year we were in an atmosphere of danger. That particular danger has passed, but difficulty with danger peculiar to itself has come to take its place. Our task one year ago was the task of established, well organized devoted preparation. Our task today may be stated in the same terms. We are here to gain a firmer message upon the realities of life, to get knowledge and to transmit it into wisdom, to find new understanding and to be guided to new interpretations, both of nature and life and of organized man.

"We were moved one year ago by the invitation to the task to which we had then to put our hands, surely, we can be no less moved today by the task which lies just outside our door. We are concerned with the whole understanding, with the whole application, and with the whole service of our country, and there is no form or kind knowledge which may not be compared to that application or that use, and there is no student however young or inexperienced who will not be affected. Our far reaching task in spirit, that of Columbia, which has lasted so long has just now begun this life."

Professor John Erskine, of the Department of English of College, who has returned from his task of organizing the Khaki University abroad, made the address of the afternoon.

He said:

"In this moment of recovery, when it would be a satisfaction to name some positive fruit of the war, not merely the checking of a foe but

gan to cherish that oldest of deferred hopes, the vision of a world made orderly by intelligence. The war forced us all to think a little; it suggested at last what might happen if we all thought a great deal. Special skill, we observed, made possible the gathering and equipping of armies and navies, and reorganized society for the support of such armaments, and special training, brief but effective, raised up for us the kinds of training we needed; why then should not the problems of peace as well be solved by the trained mind, and why should not the training, brief but effective, be made available to all of us?

"Other wars before now have inspired this vision in other men, but hitherto, as I said, the hope has been deferred. It is not easy to be thoughtful or intelligent, and human beings will not use the mind they have, much less train it, unless a strong active compels them. Such a motive has been supplied by a state of war but never hitherto by conditions of peace. When the nation is in great peril we will make sacrifices—that is, we will use our minds, we will cooperate intelligently with our neighbors, we will improve ourselves; when peace comes, however, we relax these and other forms of discipline. It is not a moral substitute for war that we need; for war there can be no substitute, as there can be none for peace. But we need a motive to become civilized, a motive to use our intelligence in the blessed years of tranquillity, a motive at least as strong as those which in the time of danger urge us toward good sense, imagination and sympathy. Until we have discovered such a motive, we must not expect as the fruit of the war just over any final installation of reason in the affairs of men.

"But we may note how near we came during this war to a permanent reliance upon intelligence, and we will retard as far as we can the failing of that reliance, if fail it must. It is something that for a time at least men in large numbers became aware of the mind, and a few of us dare believe that if the schools and universities put themselves at the service of this temporary regard for the

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**BUTLER AND ERSKINE
SPEAK AT OPENING**

(Continued from Page 3)

abroad, in Belgium for example, look toward liberal culture, toward raising the craftsmen to an intellectual equality with the capitalist, and toward making profitable his free hours.

Should Teach Dancing.

"The great need of us all today is skill to enjoy leisure. We shall have more free time, but what can we do with it? Recently Georges Duhamel wrote of the peril to French manners and culture, now that the laborer has an eight hour day—some extra leisure, that is, which the French poet did not think his countrymen were trained to profit by. If leisure is an embarrassment for the French, with their capacity for self-entertainment, their widespread proficiency in the arts, their love of ideas and their ability to express them, what is it for us, who have so few resources in ourselves! Even now our free hours bore us; we have many ideas but cannot exchange them, and though beautiful arts appeal to us, we are untaught to practice them. We particularly need that teaching which has gone from the curriculum—the teaching of the humanities, of the things that increase the enjoyment of leisure. No doubt

it is in vain to restore them in their old form; better to build them up again by training all the humane aptitudes of which we are conscious. If the university has lost its students of Greek, let it serve the large number who would study painting, sculpture, singing, writing, dancing. It takes courage to mention dancing before one's scholarly colleagues, but the truth is that American love dancing better than any other art—I had almost said better than any other occupation. If this is one of our talents, why should we not increase it? Serious it is now; why should it not be sufficient? If the graduate faculty hesitates to install practical course in dancing, how inconsistent of them to accept a documented thesis on the dancing the Greeks did some time ago. I speak of dancing, but the principal concerns all the arts in which we have made a beginning, and all the pastimes we genuinely love. If our use of leisure is to satisfy and make happy, we must learn to do beautifully and significantly the things we like to do—we must develop them into fine arts; and it is the opportunity of the university to lead in this development. In music we love ragtime; the opportunity is to build up out of those rhythms a national music, noble and sincere.

Ragtime As An Art.

"Other schools of music are far better developed but no other so well expresses us, our kind of humor, our kind of sentiment. If in a hundred years ragtime is transformed into the art it should become, and if we university professors meanwhile do not see the light, these may be written on the early symptoms of American music in 1919. But if the university is to be the leader, it will help create the art, not wait to glean in the footsteps of the creators. Let us say much the same thing of the

cinema. We are devoted to it heart and soul. The opportunity then is to raise it from an appetite of the nerves to an art. I admit I do not know how this is to be done, but that is only my ignorance. All arts develop out of a popular interest, whenever the leader appears to direct the interest; and what excuse shall we make, if the university is not equipped for such leadership?

"It is our inspiration to think of society as one—to dream of the worker as intellectually master of the whole plan in which he builds a section; to conceive of mankind at their tasks as differing only as to the tools and the materials, not at all as to the dignity nor the value of the labor; to conceive of mankind at play as differing only in their talents, but all alike trained artisans of happiness and beauty; and to imagine the community, at work or at play, finding its unity, its communion, its guidance in the university. This is true when the university says to us, a dream; but it will begin to come. Whatever you do, whether for use or for pleasure, can be done beautifully. I am here to show you the way. Whatever you do has a meaning also. I am here to tell you what it means. That I am here at all, after the centuries, is a sign that those long dead, who bade me say this to you, touched the work of the hour with the enduring mind.

JESTERS TO MEET.

Jester board meets this noon in 201 East Hall.

The following are to attend: Macy, Levy, Conant, Keller, R. A. Simon, R. L. Simon, D. Z. Andrews, J. L. Andrews, Schwarz, Gourlie, Kirkland, Fowler, Gillette, Stewart and Horan.



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