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That at about the middle of the nineteenth century any group of men planning to found a great school of applied science should have deemed it proper and appropriate to join to departments devoted to the teaching of Engineering - Civil, Mechanical, Electrical and Mining - Chemistry, Physics, etc., a department wherein Architecture should be taught seems in many ways in arranging their programme a very quaint eccentricity in the evolutionary progress of education in the United States.

But it is this very curious adjunction that the founders of the Massachusetts Institute of Technology planned and carried into execution, thereby insuring the success of this potentator element of their undertaking and making its successful happy outcome depend, far more than anyone at the time suspected, on the character rather than on the formal mental qualifications of the men who might be selected to conduct the department. — ^{extra neeges} ~~to~~ ~~its~~ ~~sur-~~ ~~roundings.~~

Architecture, as a result, is generally defined as the product of the art of design and the science of construction, and it is altogether likely that the promoters of

The new institution conceived that the
if not the sole, function of the Depart-
ment of Architecture would be to give in-
struction in the "science of construction" and
^{that, with them,} it was altogether a minor consideration
whether or no the arts of design should
be paid ^{much or} any respectful attention. But
Mr. W.B. Rogers and some of at least of his
associates were men of vision and ⁽⁵⁰⁰⁾ it does
not seem possible that, eventually, many of
the founders of the Institute and those who
were associated with and under them as
members of the faculty could ^{many times} have approached
and passed into Proctor's remarkably
outfitting building — now known as the "Rogers
Building" — without something more than
vaguely comprehending that Architecture involved
something more than ~~than~~ the science of
construction; that it was in reality one of
the free and noble Fine Arts, and that the
instruction in the arts of Design was a
conditio praecedens — not subsequens — even if
it was not of paramount importance. But there
were enough amongst those in authority
who never did ^{and} never could grasp this
fact to cause much hampering delay in
the bringing of this new experiment in edu-
cation to a fairly successful issue.

The last ~~half~~ of the nineteenth century

good sense and good-will must depend
in the main the success of the new Dep
ment. Even those of shrewd vision could
hardly have foreseen how important the
decision they were about to make was to
poor - and very shortly - not only to them-
selves and the new institution whose fate
was in their hands, but to Boston itself
and further to the United States at large.
To agree to this conclusion one has merely
to look about him as he travels about the
country and regard the ~~old~~ and appraise
the character of the buildings to be seen
on all sides, and then recall that the
~~decision~~ appointment about to be made in
Boston dates from a day ten years prior
to the extraordinary movement forward and up-
wards entered on by the Fine Arts and
the Industrial Arts ^(that was) stimulated by the
observation of our national shortcomings in
these lines of endeavor that was forced on
our attention at the time of the Centennial
Exhibition. where it was perceived that our
efforts ranked not with the best results,
but with the worst.

In many ways and for justifiable reasons,
the establishment of the Department of Architecture
at the M. I. T. may be most be considered
of the epochal events of the last half

was, so far as the Fine Arts are concerned,
a period of phenomenal growth and ³
extraordinary activity in this country, while
the first half of the same century was,
in the same fields of human endeavor,
a singularly barren and arid epoch. And
this is the more remarkable seeing
that during the same years the field
of letters was cultivated with such assidu-
ity and marked success. Now, the gen-
eration of men to which the founders of the
Massachusetts Institute of Technology be-
longed passed the most impassioned
years of their life in the early part of the
century, and what did they find ^{found} about
them to create artistic impressions? Speak-
ing in terms of furniture, they found them-
selves living ^{at the end of} the "horse-hair period",
amidst furniture and ^{decorations} interiors that belonged
to a nobler time, a time becoming to these
coked-hatted and short-clothes-clad grand-
fathers that some of them doubtless could
remember, as did a few of the oil portrait
that looked down from the walls, when they
kept company with the mezzotints their
own fathers had provided, for companions
for the "animals" and "ladies' books" that
were laid out on the parlor-table. The
illustrated journals, such as they were,

longer better than could improve the taste, as may be conceived when one recalls what sort of people the crude wood-cut that, at a somewhat later date, Hooper's Wreck laid before its readers during the Civil War.

One of the peculiar features in the architectural evolution of this country is the way in which the men of the generation in question, when it came time to build houses for themselves, deliberately turned their backs on the serene decorum of the early Colonial work and the refined elegance of the late Georgian and ~~erected~~ ~~surrounded~~ ~~themselves~~ ~~surrounded~~ completely to the vulgar seduction of the scroll-saw, erecting houses for themselves decked out with all manner of uncouth wooden gew-gaws, while later again they crowned their new homes with that architectural abomination the American interpretation, in wood, of the Mansard roof. In the rooms below this pretentious sheltering wandered their wives and daughters arrayed in that other abominable product of the Second Empire, the awkward and ungainly corset and hoop-skirt, while upon the walls brilliant chromolithographic prints replaced some of the pictures handed down from an elder time. The cast-iron stoves, dogs,

lions and other wild beasts served as satisfactorily & decorate the lawns and steps outside, as the black-wood furniture ^(sculpture) designed in such the grotesque forms and decorated with the strange and uncouth ornament affected by the German wood-carver of the period, promised to provide comfort. It is only fair to exempt from this rather disparaging appraisal the wooden Gothic cottages that Downing scattered here and there in the suburbs of Boston and along the banks of the Hudson River. However uncomfortable these Gothic cottages may have been to live in they certainly provided an agreeable variety in the landscape effects. The worst of it was that much of this depressing architectural output was provided by the architects of the period and it is not to be wondered that the better-informed, amongst the laymen as well as in the profession itself, felt that it was high time to do about doing something to help the coming generations of designers to produce results of greater intrinsic worth; and ^{since} if no better means could be found, it was very fortunate that the founders of the M.I.T. elected to add architecture to their educational curriculum.

It is not intended to suggest that all or

even any of the little group of actual
 founders of the M.I.T. had taken any part
 in adding to active part in forming the public
 & nearly gone on mistaken and mischievous
 triumphs of the skill of architect
 active part in burdening the land with
 unneeded samples of mistaken and mischievous
 architectural design. It is merely intended to
 intimate that they, or any other similar
 group, may not have been indisputably
 qualified to discharge the function of
 censorship in such a matter as education
 in one of the Fine Arts.

It is fortunate that the greater part of
 these men, besides having had the advantage
 of more or less frequent trips to Europe
 where they could become conversant with
 architectural monuments of unquestioned
 worth, had been for the greater part of
 their lives permanent residents of Boston and
 so had been reared in an atmosphere a city
 that had a higher and more distinctive
 architectural character than had any other
 large city in the country, ^(possessing) a quality and
 flavor of refined and understood purpose
 that is shared with some of the smaller
 places, such as Newport, R.I., Portsmouth,
 N.H., Annapolis, Md. and a few others. Of
 course, the Boston here referred to is the

The "Great Fire" and

quiet somewhat somnolent city of "before
the War" days, of the time nearly half a century
before the extraordinary awakening caused by
the Centennial Exhibition in 1876. The Boston
whose streets were cobble-paved and made stridently
real by the occasional omnibuses that straggled
in from Cambridge, Chestnut or Roxbury; the
city as it was when the merchants and
one-time merchant-captains spent the
greater part of their time in leisurely gossip
in their warehouse offices along the water-
front, to compensate for the few weeks of
formal activities that followed the rare
arrival of one of the deep-sea ships laden
with the choicest spoils of the Far East, is
the city which helped to form the artistic per-
ceptions of our little group of founders, a city
over which Bulfinch's State-house ^{dome} (painted in
those days, not yet gilded) ~~rose~~ rose fittingly
up of and crowned the clearly defined outline
of Beacon Hill, when seen from any point of
the compass. In those days the Public Garden
was not, the Common upon ~~the~~ ^{top} of its sides
was surrounded by the dwelling-houses of
wealthy citizens who of a Sunday were as
likely to worship in the Old North, as in the
Old South Church, or Park Street Church,
Brattle Square Church or the later structure
on Church Green, Franklin, Sumner and

South streets were still devoted wholly or
 in part to the same class and type of
 dwelling-house that today are left standing
 on Beacon Hill: Just why there should
 have been such an "air" is rather hard to determine,
 for strangely enough much the same odor of
 fetters and neat propriety exudes from
 some of the, seemingly plain, ^{little} two and three
 story ~~brick~~ brick buildings that can still
 be found in the vicinity of Dock Square and
 along the water front old!

At the time when our group of founders
 decided it was the right moment to
 put its hand under the chin of the
 architectural profession and try to keep
 it from drowning itself in the backwaters,
 eddies and whirlpools of its own irrational
 enthusiasms, Boston was already falling
 into the hands of the Philistines, as
 witnessed the recent destruction of the
~~Hancock~~ ^{John} Hancock house, in spite of
 public endeavor to accomplish its
 preservation, and was succumbing to
 some of the ailments that marked the
 Mansard-roof period, as witness the
 present City-hall ^{and Park St.} On the west the building
 was still going on between Adlington and
 Berkeley Streets while, as beyond, the Water
 Power Company's gravel-trains were still

filling in the marsh-lands running ^{west} towards Southwood. Trinity Church, ^{the} Old Museum of Fine Arts were not; the foundations of the Central Church ^{just} being in and Abington Street Church was hardly finished, while Copley Square did not exist, even as a name on a map.

The Boston of Today, the city when men of less than four score years have seen on many a building-site two and three buildings successively erected, following the removal of the one families to their neighbor, consists of a considerable number of buildings erected in the eighteenth and early nineteenth centuries, and a much larger number - vastly larger if the comparison should be made by floor-areas - of ^{quite new} modern buildings and these modern buildings in the main are the architectural output of the young men who acquired their architectural education, in the main, at the new school about to be ^{founded} ~~founded~~ - 1861-5, under the guidance of the teacher - and that teacher's several successors - all to be appointed by no group of friends.

✕

1861-5

It having been for good and sufficient reason, then, it was determined that to the new school of applied science in Boston there should be attached a Department in which Architecture should be taught. But the teaching of Architecture was, if not altogether a new thing at least an undertaking for which in this country there were no precedents of any kind. Passing over the question: What is Architecture? and admitting only that there was such a thing or branch of learning, the questions now to be determined by our group of founders were: What actually shall the new Department undertake to teach, and where is the man to be sought the man competent to conduct this new undertaking, and who is he? And first, and most important of all decisions, what shall the new Department undertake to teach? Shall it teach the "science of construction"? Why, yes, of course, that before anything, since this is to be a school of applied science. Will, then, shall it teach the "Arts of Design" — the other component part of Architecture as defined by the dictionary? No — I think, perhaps. But this matter can be determined later, for what would be the sense of undertaking to

teach something when, after all, it might
not be possible to find the right man to teach
it? The ~~first~~^{next} essential was to discover the
man competent to teach the thing - if it
really was desirable to teach it, and if it
was a thing that could be taught: Poeta
nasitur, you know. As to the science of
construction, which of course must be taught,
it was easy enough to provide for that,
since it involved much the same kind of
mathematics, physics and so on, that
were comprised in a course in Engineering.
In fact it would be easy enough to find
suitable and well-fitted occupants for
most of the professorial chairs in the
New institution, since there were ~~still~~
numerous older schools of applied science
in the country - at Cambridge, New Haven,
Yong, West Point, Annapolis and so on -
and ~~even~~^(if it proved impracticable) to ~~take~~ away from their present
positions in these older schools any of the
teachers then employed, it would ~~be~~^{still} ~~easy~~
possible to find among the graduates of
these schools well trained and competent
incumbents for the ~~new~~ several chairs of
applied science. But to find the right
man to ~~serve~~ for a Professor of Architecture
was an altogether different matter and an all-
important one, since upon his abilities, ~~and~~

of the nineteenth century since it first put architectural education in the path way of logical growth and development, a development in which the later-established Schools of Architecture have fully played their part. in other parts of the country No one in those days could have believed it possible that within their own lifetime they would see the country expending annually ~~more~~ more millions of dollars on buildings than there were at that time being expended for the same ends hundreds of thousands ~~dollars~~, nor that there ^{also} could be, through the creation of new opportunities, a good expansion in the thin ranks of American sculptors, ^{and} the development both and development of two entirely new branches of art — mural painting and Landscape Architecture. Whichever it was who actually conceived the idea of adding to the Departments at the M. I. T., one devoted to Architecture deserves well of his country and a proper memorial record in a suitable place.

But who was the man — the right man — to whom to entrust the fate and welfare of this experiment in education? Whom was he to be sought, on this side of the Atlantic or upon the other side? If upon

this side, was he to be looked for in New York or in Boston? Obviously not in Chicago, for at that time Mrs Seare's crew had not yet done her beneficent work and cleared the ground in Chicago, ^{there} whereon shortly there were to be carried out so many thereafter interesting experiments in construction and design, some of them actually ^{by} pupils at one time in this very school about to be founded. Possibly the right man might be found amongst the architects of New York, but what had the New York of that day - it extended hardly beyond Fiftieth Street at that time - ~~to~~ to possess the prowess of its architects other than the old Custom-house on Wall Street, and Trinity Church nearby and a wilderness of similar, if not identical, dwelling-houses carried out in the gloom-dyed sandstone of Portland, Conn.

No, Boston itself stood higher, architecturally speaking, and professionally the leading architects in the city ranked as high as any in the country, and the new school was to be established in Boston. It was therefore only becoming that inquiry for the right man should begin at home.

Of Mr. Rogers and his associates

before setting out on their inquiry ever formulated that the qualifications and characteristics the desired teacher should be possessed of. They must have put down near the head of the list ~~that~~ as ^aprime desideratum ~~was~~ that he must be "a man of character", as the phrase has it, no matter what ~~the~~ mental, ~~and~~ educational and professional qualifications he might prove to have.

Every educated man who, on his way through school and college, has passed under the hands of many masters realizes that the men who had the most influence with and on himself were the men of character, and not the men of mere scholarly acquirements; and we may feel sure that whatever else was sought in the head of the new Department, character weighed as much in the scale as, if not more than, any other qualification whatsoever.

At this time there were in Boston some eight or ten architectural firms which whose members were generally ~~recognized~~ ^{acclaimed} and ~~admired~~ ^{loved} by their fellows and by the public as large as the "leading architects" of the city. Some of these

men, but not all, had received and benefited by a liberal education, some had followed by a technical education in some post-graduate school at home or abroad; some had had the benefit only of instruction in the engineering courses of a school of applied science and a few had "come up from the bench" and were self-taught, but not ill taught for all that.

We can imagine the anxious care with which Mr Rogers and his advisers, having as it were eliminated architects practicing elsewhere, canvassed the merits of these men, how they in one protest or another questioned their fellow architects and their former clients and how, in the cases of the most promising, they cautiously summoned them men under consideration, at first asking them what they thought of a given neighbor as a suitable man for the place and later perhaps, in the case of the final few, asking them point blank whether they would like to be considered as applicants for the vacant chair. Perhaps one or several of these unconscious competitors for the place were actually invited to take charge, but declined to do so on the plea that they were unwilling to abandon the active practice of their profession in favor of the doubtful and untried joys of an educational

career. However this may be and whatever
 may actually have been the method of in-
 vestigation adopted, it is fairly certain that
 the investigators always encountered the name
 of one man as amongst those best fitted for
 the place and that man was William
 Robert Ware, A.B., Harvard '52, for not only
 was he held in good professional esteem by
 his fellow academics and the community at
 large, but he had already shown by the active
 interest he had displayed in educational
 matters that he had many of the qualifica-
 tions that fitted him for the new position.
 Moreover in addition to a college education
 he had received a degree as Bachelor of Science
 from the Lawrence Scientific School at Cam-
 bridge and because of this should be held
persona grata by the founders in their search
 for a desirable head of the new Department.
~~Further than this, he had actually done a
 certain amount of teaching in the Lawrence
 Scientific School itself for during the year
 1862 he served for a time as a sort of
locum tenens for Col. Henry S. Ernst, the
 head of the school, ^{thereby} enabling that gentleman
 to "go to the front" at an earlier date than
 would otherwise have been practicable.
 Unfortunately the annual salaries that the new~~

Eventually the position was proffered to and
promptly accepted by Mr. Mason after certain
conditions named by him had been considered
and accepted

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~~institution~~ was able to offer
 Unfortunately the funds at the command of the ~~new~~
 organizers of the new undertaking were needed
 for so many ends that salaries were not invitingly
 large, particularly when offered for the consideration of
 an architect whose practice was growing and at
 a time when the country was beginning to recover
 from the depression of the Civil War. For this
 reason it was finally understood, stipulated
 and agreed that the new Professor of Architecture
 was not expected to devote all of his time to
 his professorial duties, but was to be free to
 continue the active practice of his profession
 under such partnership readjustments with his
 partner Henry Van Brunt as they might be able
 to effect. As was to be expected this obviously
 makeshift ^{arrangement} proved, in operation, in some ways a
 cause of friction and imposed an undesirable
 amount of physical and mental wear and tear
 on the man who thus undertook to ride two
 horses, either one of which was, normally, fractions
 enough to require two hands in the guidance.

however.

It was one thing to launch a school of Architecture on the limitless educational ~~the~~ seas; it ~~was~~ quite as serious a matter to find a proper skipper for the new ship, particularly if, for a time, he must be not only skipper, but crew, ~~and~~ and pilot as well; ~~and~~ ^{but} it ^{was} no less difficult and quite as important to provide the passengers who ~~are~~ ^{were to} sail in it and - most important point of all - pay its running expenses. The founders had provided a Department of Architecture and had appointed a professor to conduct it, but would there be any pupils to avail of the new opportunities? It was a serious question. There was no normal source of supply, no feeding preparatory schools, and it was little likely that this most novel of departments in a brand-new school of applied science would appeal to any large number and by its ~~very~~ mere existence suggest to more or less dubitative youths, undecided as to their future career, that it might be worth while for them to become architects. Of course, architects, so far as they could be reached, and the leading contractors and builders ^{as well} ~~were~~ duly circularized and the advantages of the new school ^{were} ~~duly~~ advertised, but there were in those days no ~~advertisements~~ and built

of architects and builders 1886

printed directories, and the circulars were in consequence very inadequately distributed and were almost wholly ineffectual. But students must be had, passengers must be induced to embark or else the ship would prove but a profitless investment. The uncertainty of the outlook was ground for real misgiving and something must be done to insure success, and as the institution was incorporated in Massachusetts and the scene of its actual operations was to be Boston, it was obvious that support for it must in the first ~~instance~~ place be sought near home. Accordingly Boston architects, who were most interested in the new undertaking, mobilized as a sort of press-gang and, by conducting an active propaganda amongst the draughtsmen and students in their own offices, explaining the new opportunities and urging the young men to avail of them, achieved a modest but satisfactory result.

When the Department actually opened for operation a small handful of students was found ready to enroll. But at this point was disclosed a difficult and perhaps ^{possibly} unforeseen condition of things ^{case} which perhaps affected other Departments, but none so materially as it did this of (somewhat)

Architecture. The new institution was em-
powered by charter to confer degrees upon
its graduates and these degrees, as in
the case of similar educational institutions,
could be awarded only to those who
successfully prosecuted the four
year's course laid down and proscribed
in the curriculum. It was discovered
that none of the new architectural students
was inclined to pass up the line in a manner
to enter for a degree and follow a four-
year course. For one reason or another these
new students, who had by their more or
less unguided efforts already progressed
to within sight of the bread-and-butter-
earning stage of their careers, were found
to be willing to enroll for but one or at
most two years. The dilemma was clear,
the doors must be closed against them
or means must be found through which
their status should as students in the school
be legitimated, and they enabled to
receive the partial instruction they craved.
The difficulty was overcome by ordaining
that students might be either "Regular,"
enrolled that is for a degree, or "Special"
^(type letter to by one)
~~who were~~ to pursue their education in
one Department only or by following selected
courses in each of several Departments. This

device nowadays recognized and ^{quite generally} adopted by institutions of learning as a proper extension of the elective system was at the time of its adoption by the M. I. T. distinctly a novelty. It was entirely wise and proper because of the circumstances to adopt the method, but it is far beyond dispute that the working of the system occasioned a notable amount of friction and discontent both on the part of the students and that of the instructors as well. Confining our attention entirely to the Department of Architecture, we find things working out

Only the Corporation was satisfied, since by the adoption of the new grade their difficulties were measurably lightened, seeing that the aggregate of tuition fees was increased by a considerable sum in this way: As the early years flowed by and the number of students in the Department increased, and by their presence betokened ^{for it} coming success, more and more students enrolled as "Regulars" and it was observed with regret that between the two grades a certain antagonism began to manifest itself that created an unfortunate amount of friction. The Regulars rather looked down on the Specials as being not really serious, if not actually men idlers, while the Specials came to regard the Regulars

as mere "grunts" and "grinds" hardly to be considered as human, so closely did they adhere to the stated programme, the printed schedule of carefully adjusted hours. This attitude was a little uncomfortable for everyone for the teacher, too, could discern it. As there were no dormitories & there could be no dormitory life, and athletics had not at this time even entered on the early stages of their present vogue, there seemed to be no esprit de corps about the place nor much likelihood that there ever would be among the student body consisted of ~~a~~ wide pendant and isolated particles mechanically mixed and refusing resolutely to coalesce. This situation generally was not ameliorated by the attitude of ^{some of} the instructors who were rather inclined to regard Special students as a class, as mere drones and loafers whose only object was to pick out the "softest soap" in the way of studies and thus acquire for themselves the greatest amount of leisure.

This Graduate of colleges coming to the M.I.T. as to a professional school greatly missed the wide and free social atmosphere of the dormitories and the campus.

This thing was not confined to any one

Department, it was all-pervading, common
to all. In fact very many years had to
pass before the M. I. T. found itself
willing to accord their proper need of
praise to the Special students, not before
until it was ~~to be~~ observed that these Special
students were making their names as
high up on the wall of Fame as the
most capable of their Regular contemporaries
and were acquiring quite as many
dollars. Indeed fair and decent recognition
did not come until the authorities found
it needful & in prosecution of projected
developments & appeal to former students
for pecuniary contributions and then appeals
of course they made to all former who
had been connected with the institution.
Now such appeals are habitually addressed
to "the alumni" of the institution in question.
But the Special students not being
alumni yet being persons to whose help
was acutely desired, it became proper to
make open avowal of their existence and
former connection with the school. Accord-
ingly in 1909, for the first time, the
["Annual Register"] printed contained the
names and brief records of the very large body
of Special students. One effect of this
ingenious attitude towards the grade

to which they belonged was that for more than thirty years the good will of the ^{former} architectural students, always largely "Specials", were denied public acknowledgment of their connection with the school.

~~Besides the friction~~ The cause of friction was fostered by the eventual appearance of a certain feeling of jealousy on the part of the Regulars as towards the Specials, for when it came to the all-important matter of the work in the drawing room, the former party found that the requirements of their now stated studies took so much of their time that the work they were able to turn out in the drawing-room usually appeared at a disadvantage, when brought into comparison with the work of the more leisurely employed Specials.

To some degree a similar feeling of jealousy, a sensation of dissatisfaction, on the part of some of the teaching force seemed to be apparent to the Forelocker in these early years. The Department of Architecture was obviously self-contained; with only a few of its students did other members of the Faculty than the Professor in charge ever come in contact. It was seemingly that obnoxious thing an imperium in imperio and the students

them had a somewhat and haughty
manner of comporting themselves towards
the rest of the world. Really, the Depart-
ment seemed alien and unnecessary in
a school of applied science, and why it
[that was quite irritating] should be
accorded somewhat of the license of
what might be styled "studio manners",
when similar freedom did not obtain in
other departments, was not very clear.
These feelings grew and manifested them-
selves ^{clearly} only after the lapse of time, ~~mean-~~

¶ Meanwhile the proper way in which to handle
the first students to present themselves
gave the new professor ample food
for study and experiment. These stu-
dents, so various in their provenance,
so difficult of classifying because of
the differences in the amount and kind
of [Knowledge] architectural already acquired,
presenting themselves for ^{various} instruction,
~~but of just what kind they needed and~~
~~hoped to find with an irritating~~
ingenuity of description of their needs
and expectations, gave him plenty of work
and worry. To do justice to each of them,
to fairly enable them to profit by such
advantages as there were, it seemed as
if the professor in charge must adopt

Towards each of them the attitude of
an individually employed private tutor.
But by one device or another means were
devised which overcame the difficulties
and lectures were framed in a way to do
justice to ~~all~~ ^{most} and injustice to few, if
to any, and the year work was ~~not~~
felt in all hands to be rather success-
ful than otherwise. The "impressed"
students in the main dropped out at the
end of the year; but they had served their
purpose, they had enabled the opening
and the actual operating of the new Depart-
ment.

The first few years proceeded haltingly,
in many ways, but still always showing
steady gain. The new opportunities had
caught the attention of the young men al-
ready engaged in the pursuit of professional
training and of a rather larger class of
young men who, though they were not sure
they had any special fitness for it, felt
the Architecture must be "a nice, clean
profession" and that it must be rather
fun to spend one's life making pictures",
and as a consequence the Department began
to wear a really healthy air. But growth
did not in any way lessen the strain on
the man in charge and he felt the need

both in number and
in quality of performance

of relief and made this feeling known
to those in power. It speaks well for
the good-will of the Corporation, while it
equally proves their satisfaction with the
way the Department was developing, that
they found themselves willing at this juncture
to concede the justness of his representations
and voted him the aid and relief he
asked. They might justifiably have said
that relief could be obtained by his
abandoning his professional practice, ^{altogether} and
devoting his entire time to school work, but
they valued what he was accomplishing too
highly to allow them to take such a position,
and showed their wisdom in voting ^{to employ} for a
subordinate instructor for the Department.

Mr. Mann had by this time very distinct
views as to the sort of man fitted that
would fit the occasion: experience had
only confirmed his ~~earlier~~ original belief
that his own capacities needed to be
complemented by another's at several im-
portant points, and he felt sure that the
man needed, ^{or when} could be sought with so much
likelihood of success as in the ranks of those
who had obtained their education at the
École des Beaux-Arts. As he could not be
spared long enough to make a special trip
to Paris for the purpose of discovering a

Frenchman willing to expatriate himself
and forge, even for a few years, the joys of
impecunious existence in Paris. He ~~so~~ he
~~conferred~~ put the matter into the hands of
Alfred Greenough, at that time a member of the
First Class at the Ecole des Beaux Arts - and,
by the way, Greenough was the first American
who found it worth while to spend time and
effort enough to ~~make the step up from the~~ ^{take the first class course in full.}
~~Second to the First Class.~~ Greenough made
enquiries and investigations on all sides and
finally decided that a certain "ancien" of
the Atelier Vandremere, where he was
himself an élève, was endowed with many
of the qualities and attainments it was de-
sirable the new incumbent should possess.
Accordingly he made his report and recom-
mended that an invitation should be extended
to M. Eugène Sétang. As it appeared from the
report that M. Sétang was the only man
who had been found willing to entertain the
mere thought of migrating to America, for howso-
ever short a period, the situation seemed to
have resolved itself into a species of Hobson's
choice and accordingly the proffer was
made and accepted and late in 1871 M.
Sétang entered on his new work.

A more fortunate selection could hardly have
been made or a man found in so many ways

fitted for the work at the precise point
it had actually reached. Although this tall,
shuffling, awkward man with the thick gutta
al Southern accent was as far as possible in
outward seeming from the type of the vivacious
and light-hearted student of the Quaker Station, as
depicted by French writers, his new charges
"took to" him from the start, discerning in the
kindly bearing and serious aspect of the man
a desire ~~and~~ to be really helpful to them. They
found him distinctly likeable and did what
they could, to help him to cope with the greatest
awkwardness of the situation, his absolute ignor-
ance of the English language. Fortunately his
work was intended to lie mainly in the draw-
ing-room and at first it was confined absolutely
to that domain and as, like music, the
language of graphic expression acknowledges
no political, ethnical or geographic bounda-
ries, his inability to speak or understand
English was less of a handicap than
might have been expected; besides, there
was usually at hand in the drawing room
some student who could serve indifferently
well as interpreter.

Of course the necessity of ascertaining the
exact nature and extent of the qualifications
of his new assistant and of devising ways
and means of best taking advantage of the

$$\begin{array}{r} 12 \\ \hline 63,360 \end{array}$$

$$\begin{array}{r} 52 \\ 200 \\ \hline 10,400 \end{array}$$

$$\begin{array}{r} 22 \\ 8 \\ \hline 176 \end{array}$$

5,000

$$\begin{array}{r} 1907 \\ 1876 \\ \hline 31 \frac{31}{100} \end{array}$$

for a time greatly added to ~~not~~ Prof
G's burden of care and anxiety; but as
he gradually discovered how well-trained
M. Sétang was, how seriously minded, how
logical in his reasoning processes and above all
how ~~not~~ safe and little flamboyant in
his theories of design, a spirit of good con-
tent and thankfulness descended on and
took possession of him. He felt that at last
the depressing burden of never-ending drill-
master tasks could be safely shifted
to other shoulders, while he could devote
more time to planning and preparing the
lines of educational endeavor and progress.

The students quickly felt the new
impulse and responded to it noticeably.
The constant presence in the drawing-room
of an instructor ever on the alert to warn
them away from the worship of that false god
of American designers - over-elaboration, whose
incessant exhortation, "Oh, simplifiez ça", was
so often heard, had a most beneficial
tendency and a greater zest and interest in
the day's work was felt by everyone. To
cope with the situation just as it stood
at that time, to develop its ^(such as they were) opportunities,
it would have been difficult to find a
more competent man than M. Sétang. Un-

$\Phi \beta \kappa = \text{Phi Beta Kappa}$

fortunately, because of his ignorance of English a deficiency very imperfectly overcome in time, and because of the narrow range of his education, his usefulness was practically restricted to the drawing-room. No direct help in the lecture-room could be had from him; but he was so well grounded in the theory and of architectural design as expounded at the Ecole des Beaux-Arts, so thorough a master of the mathematics of the profession, and was possessed of ^{so} a logical mind that he was able to afford in the drawing-room some part of the teaching that normally belongs in the class-room. He had one incurable defect, a tendency to hover over the men who were doing good work and ^{were} really capable of making progress particularly if they were able to speak, or at least comprehend, French, which naturally he much preferred to use. This habit of course was not admired by those who received less of his attention and caused and gave rise to some complaints. Still his qualities were properly appreciated by the Government of the school and when Mr. Poiré resigned in 1867 he found little difficulty in securing to M. Sétaing a suitable and permanent position in the

scholar and also assuming him the
understanding and sympathetic support
of those who succeeded to his own
functions

~~The~~ Milton Scholarship

The Department ^(of Architecture) having been established and who
was hoped would soon see the right man secured
as its future head, the time had now come for
the latter to consider what he should under-
take to teach and how. Should he set out
frankly with the determination to track,
hunt down, secure and drag out into light
the open that shy and ever evasive abstraction
the great "American Style of Architecture", of which
the keynote was understood to be picturisque-
ness, and for which many newspaper writers
and some architects were constantly clamoring?
Should the point de mire be the "Gothic
Revival" as it was being contemporaneously
worked out in Great Britain and exhibited
weekly in the English architectural journals?
~~and the later modification~~ Should an American
rendition of "Victorian Gothic" be the aim? Or
should Classic Architecture ^{be} made the
main subject of study and the
Five Orders be something more than the
mere corner-stone of the future edifice?
And the tools, the text-books that is, the
all-important utensils in all other forms
of educational instruction, what were they?
Where were they to be found? A careful
examination of the shelves in the "North
Room" the

and lists on three hand-books in the Reader Series

skultered at that time one of the best and largest collections of architectural books that could be found in this country, disclosed the fact that, practically, there were ^{practically} no American text-books dealing with Architecture. Hatfield's "American House-Carpenter" standing out as, perhaps, one of the most usable. Amongst English books Gwilt's "Encyclopaedia of Architecture", and Ferguson's "History of Architecture", were the most promising. Amongst the French and German books there was a greater number of books that would form excellent text-books, but for two or three important obstacles: first, they were printed in a foreign language and it was not to be expected that American pupils when enrolled would be found to have the desirable mastery of those languages; secondly, they were based on the metric system, although this was but a minor defect; and thirdly they dealt with methods of construction not in use in this country, methods not enough better than our own to warrant the belief that they would ever be imported and adopted. In any case it was plain that these foreign books could be of no use as text-books until they had been edited and translated, and this would take much time, if ever undertaken.

The outlook in this direction was unexpectedly disconcerting and to an unconcerned man the

fibre of whose character was not firmly knit would
then proceed distinctly discouraging. It was
plain at the outset that Text-books are from
the teacher's standpoint desirable since, they en-
able him to set amongst other things, lessons
and later "hear recitations", in this way securing
for himself relaxation mental and relief from
the physical strain of delivering prepared oral
lectures. But here was a case where it was
plain that, there being no text-books available,
the entire burden of instruction must fall en-
tirely on the instructor and so he must pre-
pare himself to deliver, not a single lecture
each week but practically a lecture, or even
two, each day and this too upon a
rather wide range of subjects, when it is
considered what might to be the
range of a four-year course, such as was
to be the standard of the institution as
a whole.

It became needful at once that the new
appointee should take stock of the con-
sider the entire field, take stock of
his own attainments, review the studies
he had already pursued, combing out the
tangles in his knowledge as he turned over
familiar books and much-handled note-
books, and then proceed systematically

To "look up" on less familiar topics which obviously must be dealt with at some time during the course.

There were, of course, in existence and for many years many valuable and useful books on Architecture issued by English, French, German and Italian publishers. But these were large and costly, not at all suitable for use as text-books and being, at any rate, altogether beyond the means of the average pupil. It was evident, however, that if the pupil could not buy such books for himself, he ought to have ^{ready} access to them, and that the facilities for such access which might be afforded by public libraries would prove to be altogether inadequate. It was clear then that, lacking suitable text-books, it was all the more desirable, imperative even, that the Department of Architecture should have its own special library where these valuable but costly books should be kept at the service of the pupils.

In these later days, when there is almost-supervacuousness of architectural text-books, good, bad and indifferent, when not only are there several publishers, who make a specialty of in this country publishing

technical text-books, but when such books
may be found sporadically in the cata-
logue of any of the leading publishers,
it is hard to realize what an entire death
of such books there was at the time, now
fifty years ago, we are now considering. But
there was unquestionably such a death
and it affected the field of Architecture
and the Fine Arts rather more inti-
mately than any other. Indeed it is
open to question whether any other
Department in the new school found itself
hampersd by any ^{insufficiency} death of text-books.
Text-books dealing with Mathematics,
Physics, Chemistry, Engineering in its several
varieties seemingly always had been, and
the publishers who surveyed such
material were able to keep abreast
the educational progress of the times
by issuing revised editions of old
works or printing books on ^{new} ~~old~~ topics
by new thinkers. But with Architecture
the case was entirely different: there
was not in existence even a good Archi-
tectural dictionary, although the Architectural
Publication Society of London had already
begun the publication of its important
"Dictionary of Architecture" which is this

time had proceeded in its halting way as far, ~~per ha~~ perhaps, as the letter G. Really, about the only things that promised to be serviceable were the series of articles published from time to time in the English weekly architectural journals, notably the Building News, that were especially prepared to meet the requirements of ~~a~~ architectural draughtsmen and students, but as these were addressed to a British audience they were not altogether useful to Americans.

It is more than likely that the lack of architectural text-books accounts for the entire ineffectiveness of architectural education in this country up to the middle of the last century. So far as there was any system of education in general use, it was based on a modification of the English system of "pupillage" or apprenticeship: that is a student, through his parents or guardian, paid down a lump-sum to the practicing architect selected for permission to enter his office and there acquire an education in architecture — if he could. The education he actually ^{did} acquire consisted in the ~~most~~ modicum of information

that the, presumably, busy architect was
willing or able to impart at irregular times
& intervals, while the greater part of it consisted
in the acquisition of such odds and ends
of fact, principle and theory as might be
picked up through sheer observation while
taking more and more active part daily
in the routine-work of office practice. In
consequence of defects inherent in this
system, if system such irregular pro-
cedure deserve to be called, it may
properly be said that architects who
attained their education in this way
were as properly "self-made" as were
any that "came up from the bench"
as the common phrase has it.

To the new appointee and those of the
organizers or founders who with Mr. Rogers
considered the situation it was plainly
that the Department of Architecture must have
a good and therefore a costly architectural
library for general use by the future stu-
dents. But this was not the only educa-
tional aid it was desirable to procure.
It was known that schools of architecture
in other countries and schools of Fine Arts
everywhere found great advantage in having,
in addition to their libraries, a more or less

(and at the Crystal Palace at Sydenham
there were certain Architectural Casts which were
installed many architectural and sculptural casts)

well furnished museum of plaster casts, and
that such collections were even held to have
a value for the general public was shown
by the fact that at ^{the} South Kensington
Museum there was also already being ^{gathered}
together a very interesting collection of archi-
tectural casts duplicates of which
could in all probability be obtained.
And there were doubtless other casts
to be had, since the current repairing
of ^{some} the English cathedrals had
called for the making of many
moulds. ~~Such~~ As in the case of books
which being costly to produce and so
issued in but small editions and
not likely to be found "in stock" long
after the date of publication, and con-
sequently to be found only after prolonged
search ^{and then} mainly in the form of second-hand
volumes, the plaster casts must be
secured by personal selection. They could
hardly be ordered en bloc. But at
the very least, casts of the capitals and
other details of the Five Orders must
be procured. Of these and other casts
~~It was no less evident that~~
were found of value in European schools
where the originals ^{or their no good} might be found on

on every side within a couple of days' journeying, they must be of greater value in America where such signals were not to be found just round the next corner, or in the next town, or any where else for that matter.

It was no less evident that the man who was undertaking to teach Architecture should have a personal acquaintance - the wider and more intimate the better - with the monuments of Architecture then extant in Europe at least, and this personal contact with the chefs d'oeuvre of architecture the new Professor had not yet had. save when as a boy he had seen a few of them in England. This deficiency in his qualifications should be removed as speedily as possible and the present time was the time to do it. There was an inevitable delay in making the various ~~for~~ Departments of the new school fit and ready for work at the time set for opening the doors to the expected pupils, and it was rather a relief to the officials to discover that the Department opening of the Department of Architecture could

advantageously be postponed for a year. Therefore the new Professor was granted a year's leave during which, in the interest of his future work, he might visit Europe for the purpose of ^{inspecting} ~~visiting~~ the various Architectural Schools then to be found and making himself familiar with their methods of construction instruction, at the same time taking advantage of the opportunity to visit and examine as many of the most interesting architectural monuments as ~~that~~ he could bring within the scope of his itinerary. In his spare moments, too, he could haunt book-shops, print-sellers and moulders for the purpose of getting together the needful of the very necessary special library, the equally needful collection of photographs and prints and so much of a gallery of casts as might prove to be within reach. But although it was found possible to provide the needful funds for travelling expenses, the most scrupulous search could not disclose any money that could be expended for books, photographs and casts, and yet it was at last agreed that these were of the utmost importance to the new undertaking. What could

be done? Whence and from whom could the needed funds be obtained? In the solution of these vexing questions there was soon at this time the seeds of a very simple serious misunderstanding which later developed unpleasant consequences.

As is generally known, the conception of the Massachusetts Institute of Technology was due to the ^{prescience} ~~vision~~ of William B. Rogers and it was largely his energy and effort that brought about the State's gift of a building-site and an annual appropriation in aid of the maintenance of the school. Naturally Mr. Rogers had been elected President and as such became the chief executive officer in control of the educational ^(and other) activities of the institution and it can readily be conceived that, as his crowning work was about to flower, he was a very busy and preoccupied man and that many of his ~~discuss~~ instructions, to and agreements and authorizations with those who were to assist him must have been given orally and not always reduced to writing and put on the official records.

Because of this, we ~~to~~ may imagine that the final solution of this vexing matter of funds for the library came, after long discussion, in the shape of an opening question when either

began with: "I wonder the new President broached it with: "I wonder if it would not be possible for you yourself to raise this money?" or the new Professor of Architecture began it by saying: "If you are willing, I think I could myself raise the needed funds." Whoever had the merit of devising the means, it was (then and there) understood between Mr. Rogers and Mr. Van agreed and that, ~~for~~ for the purpose of securing ~~providing~~ funds to provide an architectural library and other needed collections, the latter should undertake to secure from his personal friends and other public-spirited citizens ~~the~~ of the Town of Milton the sum of five thousand dollars, and that in acknowledgment of these benefactions the M. I. T. should agree to establish a scholarship in perpetuity for the benefit of a graduate of the Milton High School.

That no written record of this agreement was made by Mr. Rogers turned out later to be the cause of chagrin and embarrassment to several people. Time was so short before the day for sailing that the entire sum could not be raised. But some \$3000 were pledged and it was clear that the remainder could easily be raised by a later effort, so the Milton Town authorities were advised

that the proposed scholarships would be established in favor of a High-school graduate.

During his forthcoming trip to Europe in 1866 Mr. Van expended for books, photographs and casts not only the \$3000 already raised but made engagements for future deliveries that would call for the expenditure of more or less of the unpledged balance. Later, in 1867, when perhaps the Town of Milton began to inquire when it could take advantage of the promised scholarships, the governing body of the MIT, the Corporation, looked into the matter and found there was no record of any promise to such effect. This led to prolonged explanation and argument which occurred at an unfortunate time as, meanwhile, Mr. Rogers had resigned because of ill health and was then absent in Europe. The ~~at~~ immediate outcome was that the Corporation declared that it would not consent to establish the Milton or any other scholarships unless there should be paid into its Treasury the full sum of \$5000, the income from which would serve to offset the tuition-fee normally chargeable against a student. From this stand no argument could move the Corporation, its members simply ruled that they were bound to observe only their duly recorded votes

and there was no such record, a perfectly legal and business-like decision, but hardly one conformable with good ethics. It was unfortunate, of course, that the testimony of one of the parties to the alleged agreement could not be had, because of sickness and absence from the country; but there seems to be no very good reason why the veracity of ~~the other~~ the other party & it should be challenged. The residents of Milton could prove the terms upon which they had made their subscriptions, and here were the books and collections obtained by ~~3000~~ three thousand dollars worth of Milton money, and here were vouchers accounting for the dispersing of those dollars in full. The business men in control preferred to be bound by their own "red tape" and shut their eyes to the fact that a valuable library and collections were ^{actually} in use by their students - needed and useful adjuncts of instruction - although the conditions under which these had been acquired had not been carried out. They were seemingly oblivious to the fact that they had acquired something for nothing and had no right to do so. The discussions and correspondence ^{relating to} this matter continued at intervals for over a considerable period

of time. Indeed the whole disagreeable
matter was not finally adjusted until after
Professor Mann had severed his connection
with M.I.T. in 1881. ~~a step~~ But before that
date the Corporation, which had perhaps had
an infusion of new blood meanwhile, on being
once more urged to recede from its position in
the Milton Scholarship ^{matter}, at length voted that
it establish such scholarships would be established
provided the unsubscribed balance (understood to
be about \$2000) should be collected and de-
posited as cash in the hands of the Treasurer
of the Corporation. Accordingly ^{Professor} ~~Dr.~~ Mann
once more approached his Milton friends, at
length secured the needed subscriptions
and, having done so, informally notified the
subscribers as a whole and the town officials
that the scholarship had at length been secured.
At this point an extraordinary thing occurred.
Having raised ^{this final instalment of} the required sum Professor
Mann, instead of turning it in to the Treasurer
as required to do by the Corporation's recorded
vote, did with it just what he had done
with the preceding \$3000, that is he
procured more books and photographs for
the Department's library! In short he had
now carried out integrally the agreement as
made between him and ~~Mr.~~ ^(President) Rogers, though

President

it is open to question whether Mr. Rogers was legally empowered to make any such agreement. What occasioned this curious misunderstanding it is not possible to determine; perhaps it was due to the temporary mislaying of the Corporation's vote, or to some confusion of mind due to overwork. At any rate the result was deplorable, for the Corporation finding no \$2000 in its treasury to credit to the ~~account~~ ^{account} of the Milton Scholarship men were refused to establish such a scholarship. It seemed to them a matter of no consequence that a Milton High-school graduate was at that moment receiving instruction in the belief that he was benefiting by free instruction, and had been greatly shocked when he found a tuition-bill presented to him for payment. After a long time and much further explanation and correspondence the matter was finally adjusted by transferring to a Milton Scholarship Account \$5000 from the contribution originally made to the general endowment fund by a wealthy citizen of Milton. In this way the great god of Book-keeping was at length satisfied. Milton secured a scholarship, while most important of all the Department of Architecture secured the valuable nucleus of a library much needed.

New York.

These written copies in Folio & ~~the~~ abbreviated prewritten by E. W. in Notes E.

In 1880 or 1881 it occurred to Mr. Frederick Augustus Schoenewald, Jr., a Trustee of Columbia College, New York, ^(gentle) a man greatly interested in the arts, & suggest to his colleagues and to Dr. Bernard, the President of the College, that it might be desirable to establish a course of instruction in Architecture in conjunction with the School of ~~the~~ Mines. After due consideration this suggestion was adopted and acted upon and, to the great surprise of the party most personally concerned, an invitation to take charge of the new Department was ~~in April 1881~~ extended to Professor Ware. in April 1881

The invitation was flattering and the opportunity thus ~~afforded~~ was alluring, but Professor Ware was too loyal to ~~his~~ duties, too devoted a Bostonian by conviction, too actively and interestedly engaged in the fostering of many promising ^{in this city} undertakings, ever to have thought seriously of accepting the offer, with its generous provision as to salary and its forshadowings of wider usefulness, if it had not been for the consciousness of the internal friction to which allusion has been made, and the keen sense of malaise growing out of the Milton Scholarship affair.

Even at this, it still is doubtful if he would have accepted the offer, as he did after his resignation had been accepted by President Rogers, May 11. '81, had it not been for one additional cause of discomfort.

It is beyond question that in the early years of its existence the financing and administering of the affairs of the Massachusetts Institute of Technology were very arduous and difficult matters, and doubtless produced a certain effect on the nerves of the men who had the tasks in charge, and generated which at times exhibited itself in the guise of a perhaps excusable "shortness" or peevishness of word and manner towards those subject to their jurisdiction. Not only did there have to be met and provided for the first costs of installation ~~entirely~~ ~~at~~ ~~all~~ ~~in~~ ~~common~~ to all such undertakings but, because of the rapid changes ^{and advances} at that time ^{making} in the varied field of industrial science and the opening of new fields of investigation, further large sums of money had to be secured for an ever increasing amount of new apparatus and supplies, and ^{for} the salaries of an ever growing body of instructors, ~~but~~ because of the very costly

Very soon, in fact early in 1873

numerical increase of the students by the space available in the original building ~~was~~ proved inadequate, and it became needful to enlarge the original building or build a new one. Fortunately, the first of these alternatives was now ~~scarcely~~ ^{scarcely} entertained. Everybody concurred and the citizens generally took ^{too much} pleasure in the ten fine ^(on the Back Bay lands) buildings of the M. I. T. and ^{that} of the Natural History Society, with their spacious surroundings. To be willing to ~~endure~~ ^{endure} the ~~thought~~ ^{thought} either of alteration or of crowding by new buildings.

Recourse then, was once more had to the State Legislature, and a ^{new} grant was made to the ^{Institute} ~~School~~, subject to use and occupation ^{thereof} by a suitable building or ~~or~~ before a fixed date, of the small triangular area lying in what is now Copley Square, just to the westward of Trinity Church. Copley Square, as a civic and topographical possibility of great worth had not begun to be understood and the legislators were hardly competent to value the wrong that would be done to Trinity Church by crowding ⁱⁿ a new building in front of it. Moreover Bostonians were quite used to see their churches fronting upon narrow streets.

Having secured a site for the new Chemical Building, for such was to be its destination, the governing body congratulated themselves that in their own Architectural School could be found all the professional aid needed in the solution of their new problem. On being consulted, Professor Mann explained that ^{as to} ~~so far~~ as studying and developing the problem to a successful solution so far as the "sketch" drawings were concerned, it would please him to give as much time and thought as was desirable and ^{he would gladly} ~~would~~ consider this work as part of his professional duties, but that when it came time to prepare quarter-scale drawings and specifications for the procurement of estimates of cost and later possible execution, the work was of such a nature that it could be ^{carried on} ~~prepared~~ only in his own office, in conjunction and collaboration with his partner, Van Broun, ~~and he re-~~ ^{mind} reminding them that it was a condition of his engagement that he should not be deprived of the opportunity of continuing the practice of his profession in reasonable within limits, and that work so done would be chargeable against the institution under the ordinary rules regulating architectural practice.

On this understanding the building

(in the sketch stage and brought to a satis-
factory solution)

was studied by the professor in charge of
the Department and then the work was
transferred to Max Van Brunt, through whom
estimates were finally secured from responsible
builders; but these unfortunately were too
high to be accepted. New drawings and speci-
fications were prepared, the revision causing
the elimination of one story besides other
alterations, and the second bids, come
fairly within the range of the institution's
exchequer. But in the passage of time
doubts had arisen as to whether the
site and the building that could be thereon
erected would be found really adequate
to the needs, and these doubts gave
rise to hesitations and delays and final-
ly the whole scheme was temporarily
shelved, then finally abandoned and
at length the grant of the site lapsed
to the State, because of non-fulfilment of
the stated conditions. All this, while
regrettable, was entirely normal to ^{the} ordinary
experience of architects in practice. But,
for one reason or another there was
delay, discussion and vexation following
the presentation of the architects' bill
for professional service, although at
last this was drawn in entire con-

Approved in Jan 1874

proximity with the established rule govern-
ing change for ~~about~~ "abandoned work".
Settlement of the claim was reached
only after the severance of his relations
with the Boston school.

In the fall of 1881 ~~once more~~ ~~to~~ ~~was~~ he
found himself established in New York,
and more to attempt the establishment of
a school of architecture almost, it may be,
said, since there were no other instructors
appointed exclusively to the new Department,
Single-handed once more to endeavor to graft
the scion of - Fine Art upon the trunk of
a School of Science. But the outlook was
promising, the horizon seemed wider, the
opportunities due to location and ~~surrounding~~
physical environment promised to be
greater. Columbia College was a liberally
endowed institution, its governing Board
of Trustees and the faculties working
under them were not new to their several
tasks, and he was glad to feel that less
of his time need be taken up with devising
ways and means of overcoming the many
difficulties of administration and good daily
proceedure that must arise in setting in
~~opera~~ operation a new organization. The
foundation-work was already ~~done~~ ^{laid} and was

Nearly ten years after the work change for
was first undertaken

good and sufficient and he had only to explain to his coadjutors new laws and in what degree he would like to take partial advantage for his own students of the fully developed courses in Mathematics, Mechanics and Physics designed and arranged to meet the requirements of students of Engineering. (and what)

How he prospered in his new field, how the Department grew and flourished under his administration could be made clear only by a detailed and tiresome rehearsal of the experiments made during twenty years of well considered effort. It is enough to say that, as a rule, each new experiment resulted in a distinct and beneficial advance, while the doubtful successes and the failures were quickly detected and abandoned. The ~~whole~~ resulting methods and purposes developed patiently during this twenty-year period are stated by himself in a paper published in the ^{Columbia} University Quarterly in 1840-1900 a date sufficiently late to be held to cover the entire period of his labors in New York and this report here follows:-

1900 Report follows

their opportunities, while at the same time it throws light on his aims, hopes and expectations ⁱⁿ developing his ever progressing theory of ~~educational~~ Architectural education. Incidentally, too, this correspondence shows that the old art of letter-writing is not altogether a lost art, but is still patiently cultivated by here and there a few.

W. D. S.

6 F. D. S., Oct 11, '03

" I may interest you to know that I have, by good luck, been able to prevent the Columbia Fellowships being given my name. When they were founded some fifteen years ago, it was mysteriously given out that their title was to last only until the Trustees had determined upon some other, and it was borne in upon me, I don't know how or why, that I was the cat in the meal, a position in which I was apparently as helpless as a cat in a bag. But when I went to bid Butler good bye he, happily, intimated that Mr. Schoenborn would now propose this designation. It would have seemed ungracious to refuse on the spot; but after a due interval I wrote to him requesting him to prevent it, and if necessary to say that it would not be agreeable to me. This brought a letter from Mr. Schoenborn confessing that this had, as I supposed it had, suspected, been his plan from the beginning. But I explained to him that I had the same dislike to seeing my name around that I had to having my picture in the papers, an honor I had always sedulously declined "

#

Non-Fellowship

Of this Report he wrote [T. M. M. May 30 '00]: "I have been writing a screed about the School for the University Quarterly in which I have finally contrasted our ways with the 'modes de Paris'. I was a little nervous about it and read it to Hornbostel, Hamlin, Partridge and Pope, to make sure of my facts and to make sure that the tone of the thing was what it should be. Pope objected - I think without reason - that it was too apologetic. 'It's a great deal better place than the École', he said, 'Why not say so?' There are plenty of reasons for not saying so, and indeed for not thinking so, but I was pleased and surprised that, with all his satisfaction in his Paris opportunities and desire to go back and finish, he should cherish these sentiments. At his instance I added a paragraph about the value of the University 'atmosphere' which he said was what he valued most. It is what we had had in mind, but I hardly had supposed it was so noticeable as he had found it."¹¹

[FDS.]

"What troubles me about the school is the lack of intellectual activity, such as a college incites. I think I was quoting to you the railroad president who said he wanted no more Technology men. He wanted men with a liberal training, men who could think. Now a mechanical occupation like drawing, or painting, or playing a musical instrument is not favorable to the intellectual life and if we want, as we do, to give our men, so far as possible, a liberal culture we must take extra precautions. One way is to do as you do and as I fail to do myself in spite of my good principles, and make the men solve their own problems, and to present things in the form of problems to be solved. Another way is to make them write and upon subjects that require thinking. Nominally the writing of themes and compositions is an exercise in rhetoric and the papers are criticized from that point of view, and to this the objection may be made that literature is none of our business. The answer is that in the first place a decent command of speech is useful for everybody, and, in the second place, that it is not the form but

Liberal Culture

The objection we really can give: We have no other means of obtaining these fellows' minds."

? Sherman

[F.D.S. Sep. 90]

"I have always had the notion, though I have been neglectful in applying it, that not only in general are problems more interesting than theorems, and more stimulating to the mind, but that, especially in ^{our} work, it is the active and not the receptive powers that should be cultivated, the faculties ~~in invention~~ involved in invention, this being the architect's special function. But as there is nothing absolutely new, this means arrangement and combination, and this implies something more elementary, and already familiar, to be arranged and combined. That this invention can be taught, and may properly make a part of disciplinary work I am the more ready to believe, from inclining to the opinion that what is called originality is not a special gift but a method of procedure, a particular way of approaching things and handling them, a habit of mind, which can be taken up and practiced just as well as any other intellectual method. Every body is, as Mr. Emerson teaches, a man of genius, in his degree, if he could only find himself; ~~while, in turn, not.~~ It is free and independent thinking that discovers him to himself, while in turn, it is self-knowledge and self-confidence that pro-

✓
Originality

[FDS, Dec 25 '94]

✓
P.H.S. books
"One thing I am sure we ought to do, among us, is, as I have lately said, to put our methods, so far as we have already shaped them into the form of hand-books. The publishers would be glad to undertake a series, I am sure. I could figure as editor. Pray consider this seriously, for it is the sort of thing that prospers itself indefinitely. Talk to Hamlin about it."

X

[FDS, '94]

✓
Progress
"Things certainly improve, we do make progress. But it is like ascending the Rockies. The first journeys are over the plains. Progress is rapid and considerable altitudes are reached by just going ahead. But when we get near the end of the journey, the road suddenly becomes almost vertical. It is not now a question of further advance, for we have virtually reached our destination, but of attaining higher levels. The only improvements now before us are in the quality of the work, and the artistic and intellectual temper of the place. Que faire?"

X

B. S. [Sherman]
[F.D.S. '98]

✓
Letters
"All this is rather discouraging and I do not quite understand how, if in vacation all my time is taken up with answering letters, I am going to get time for anything else in term-time, when letters are more frequent."
X

✓
Beary Art Soc
I made the speech I had summoned them [the Architectural League] to hear and criticized, I think, to say just what I wanted them to know. If I could get the ears of the Beary Art Society in the same way, it would be a good thing. But they are a more difficult company."
X

[F.D.S. '97]

✓
Propos
"Somehow things seem to grow more and more difficult every year — naturally, if we really succeed in raising the standard of our performance."
X

✓
Mr
My own contribution to the gaiety functions is only this command: How do you kill a locust from a fire-fly? Answer: Soave, a non lucendo.

[F.D.S.] '88

✓
But
"Stevenson's sacred recalled - phrase
of Chauncey Wright's that has long
lain in my memory: 'The fragrance
and flavor of fruits and flowers are the
product of a delicate decay'. This is
just the idea. All the charm and
beauty of the world is an exhalation
from this rotting earth."

X

[F.D.S. '88]

✓
Competitors
"I am certainly am getting to understand
the business [of 'expert adviser'] pretty well,
better than anybody, I guess, nobody
else being in it"

X

[F.D.S. '88]

✓
Generosity
"When we see how little we do or
can do for ourselves and how much of
what we are comes from our condition of
life, for good and for evil, it certainly
behoves us to mind that little well. Also
so far as we are contributing to
others' environment, to give freely of
our best."

X

✓
Mathematics

"One of my divisions at Chassat was to teach Mr. Luy Jack, who is going to the Scientific School, the theory of Trigonometry — in three lessons!

✓
Milkies

"I have been ^{at} the White Mountains for a fortnight trying to rest my head by fatiguing my legs."

✕

17 Dec. 1903

✓
Thinking

"All these things I should like to talk about with you, to find out what you think and also to find out what I think myself, which is a main purpose of conversation."

Copied - ~~revised~~ abridged
rewritten by EHW
note A

It was his good fortune to visit Europe five times, the first time, in 1845, as a boy of fourteen years, making the passage in a sailing packet ^(the "Columbian") and spending some six months in London and a few of the smaller towns and villages of the south of England.

The second trip, the longest and for him the most fruitful and interesting, came just twenty years later and was undertaken for the purpose of informing himself as to the educational methods in vogue in the European architectural schools and supplementing by a Traveller's observation the professional studies already pursued. This trip covered with great thoroughness England and parts of Scotland, while on the Continent he covered with far less thoroughness parts of France, Italy, and the Swiss Cantons. During the Continental portion of his tour he had the benefit of the companionship of his friend Prof. J. M. Peirce and a younger companion T. Sergeant Perry, but in England he worked and studied alone. The English portion of this trip was particularly profitable, not only because of the compactness and great fruitfulness of the field open to his examination, but because of the way in which his letter-of-introduction was honored

The one upon which he
was most successful

by a really large number of the leading architects and especially by those interested in or occupied with promoting architectural education. It must be kept in mind that up to this time the English architectural weekly journals constituted the sole means of contact with the architectural movement of the day throughout the world that American architects enjoyed and, consequently, that the humble cis-Atlantic practitioners inevitably looked up to English architects and their doings with the greatest respect.

As to this attitude of the American architect Mr. Wm. Ralph Emerson, himself one of the masters of Boston artistic expression and picturesque design towards his English confrere gave one evening before the Boston Society of Architects a very dole exemplification. Circumstances ^{and} a busy career, had prevented the speaker's visiting Europe until he was poetically through with his active life and about ready to retire. He declared that he landed in England quivering with excitement and expectation, eager to observe, applaud, even venerate, the achievements of this superior race. Firmest of all his beliefs was the feeling that he should

find each and every one of these leading lights contentedly living on the top of a lofty and imposing pedestal in the full public gaze, coolly tossing off gems of architectural design and composition. He easily found the pedestals and they were quite as tall and magnificent as his fancy had painted them. But, somehow, as he travelled about, observing and studying the ^{executed} work of English architects and contrasted the accomplished result with his recollection of the promises held out by the original designs, as published in the English architectural journals, and then turned back to make his acknowledgments to the exalted authors, he seemed to find that the pedestals had shrunk and each time he saw ~~the~~ ^{them} afresh they had become smaller, lower and less overbearing. Finally when the time came for him to leave England he found that he, humble American architect and most modest of men, actually looked down upon and toward above these English demi-gods of his unimpaired eyes.

But Emerson's trip to England was made thirty years some later than the time of which we write. At this

time English artists were very well
worth cultivating and their works, the
results of a new Renaissance, ^{well} worth
studying — in short the "pedestals" were
still in the rearing, and the letters of
the traveller written at this time amply
prove it and ^(extracts from them) are worth reproducing
here at some length and in some variety.
First, however, attention should be called
to one individual proclivity which made
this trip so successful. Every traveller
visiting Europe has letters-of-introduction
thrust upon him by earlier travellers; these
are accepted with effusion, stored safely
at the bottom of a trunk and left un-
used throughout the trip, this ^{treatment} ~~course~~ oc-
casioning in the aggregate a great waste
of actual effort and the aborting of kindly
intentions. The now use of letters-of-intro-
duction is due to two things, first the
traveller feels that he wants to see and
observe things, scenes and customs and
not to make temporary and useless ac-
quaintance with, presumably, stupid
fellow-beings. In the second place, the
average man is diffident and
prefers to take soundings before
making a new port in the island of friendship.

But having very definite ends in view which could only be satisfied through meeting certain men, ^{Professor} ~~the~~ ~~man~~ ~~proceed~~ sought on every hand and procured, before he embarked, a goodly supply of these passports to acquaintanceships and service. Not only did he procure them but he used them, almost to the last one; not only that, but having made new friends of the strangers he met he procured from them other letters of introduction & addressed to ~~of~~ other potentates in the fields of Science, Art and Literature. Of this practice he writes:-

"I finished the day at Dr. Beecher's who gave me five letters of introduction. I saw as I go and reap a plentiful harvest, you see, of this ephemeral literature."

This use of such letters illustrates his alert determination to get the utmost profit out of the passing opportunities than no better than it does his gregariousness and vital interest in his fellow men.

Settes follow

The third trip, made in 1883 in company with the son of his friend J. C. Bancroft as travelling-companion, was made advisable by the state of his health which had suffered seriously in consequence ~~there~~ ^{of} having been knocked down by a cart ~~driven~~ ^{by} driven goods delivery-wagon. Except from a hygienic standpoint the travels of a valetudinarian are not apt to be of very great interest and this trip made no breach in the rule. It was in the main ~~confined~~ ^{largely} restricted to a ~~visit~~ ^{visit} to Egypt and a short trip up the Nile, taking in also for the benefit of his travelling-companion ^{young} brief tours through

^{expedition}
The ~~trip~~, however, was otherwise profitable since it facilitated and made more enjoyable ~~the~~ ^{his} his next trip abroad which was made in 1890 in company with his sister Harriet. Foreign tours should, ~~always be~~ ^{to be} fully profitable, always be made in duplicate, the first time for the sake of discovering what there is worth seeing and how to get access to it, while the second

trip enables me to seek a man who
is most profitable and with the least
~~expenditure of fatigue~~ greatest avoidance
of fatigue, cost and worry. This
trip, which was of the nature of a "Sabbat-
ical year", was probably the one that
brought him the most direct personal
pleasure, for not only did he have
agreeable companionships, but the route
again lay through Egypt, Syria, the
cities of the Aegean and Greece, and
this time they were being visited by the
fully ripened scholar.

It must be acknowledged that, how-
ever great ^{Professor} Mr. Waris' interest was in
the storings and accomplishments of
the practicing architect, he had in
still greater degree the scholar's interest.
In the book love, the literature of the
art, in the book its history, in the valuing
of accomplished results and above all in
the archaeology of past times he was deeply
interested through natural attraction and
of course his interest in these departments
of the composite art had been greatly
developed and strengthened through and
because of his professional occupations
during so many years. and so this

It was while the little leisurely passage through ^{the} Classic and historic scenes and remains he uns^{so}fully prepared to appreciate and understand afforded him some personal pleasure.

It was while the little party was known to be in the neighborhood of Greece that the present writer was surprised by the receipt from Athens of this brief and cryptic cablegram: "Mail open fireplace". The signature was authentic and genuine and there seemed no reason to suspect a cipher or code despatch, but what or whose fireplace was wanted, where it should be sent and, of all things, how any open fireplace could be mailed to anyone anywhere was not at all clear. After long puzzling it was recalled that, years before, we had published a book, now long out of print, called "The Open Fireplace", by J. P. Putnam. A copy of the book was finally hunted down in the market and mailed at a venture. Fortunately the puzzle had been solved correctly. The fact was that one of the reasons for visiting Greece at this time was that he might have the pleasure of seeing the school building he had recently designed

(of Classical Studies)

for the use of the American School at Athens sitting in modest companionship with the impressive remains of an ancient architectural grandeur. On reaching Athens he was dismayed to find that the winds eddying over the bleak hillsides adjoining caused an apparently curable smoking of the open fireplaces in the building. Finding that all of the devices of the fronisti art that he could recall proved unable to effect a cure and as a last hope he despatched his cryptic cablegram. Fortunately a study of Patruari's book enabled him to detect the cause of the evil and apply a cure.

The last trip to Europe was made, again in company with his sister Harriet, in 1907, to take his part in the international jury selected to decide the Carnegie Peace Palace competition. The trip was a short one and only covered a few places in the Low Countries, France and England, most of them old friends he was glad to revisit.

Re-written & abridged by C.H.W.
Sittler & Sons. Note D

Copies
Jules +

in bound and published form

Friends, pupils and acquaintances often wondered how it was that his literary output in men's bulk compared so unfavorably with what other men no better equipped seem to find time to produce. It seemed as if there must be some special reason why a man with so well stored a mind, so obviously fully informed in all the facts and theories relating to his art, so occupied daily in their discussion, a man moreover whose work clearly evidenced the capacity of the able writer, whose literary style was clear, perspicuous and - at need - concise, some reason why such a man should neglect to avail of his opportunities, ~~to~~ shrink from fulfilling his clear duty to his contemporaries and to posterity.

should

There was such a reason or rather there were several. It might be enough to allege that, though a great lover and of books and that ~~was~~ an worth while and holding the writers of such in the greatest esteem, he held in greater abhorrence the larger number of books of commonplace or neg-

ative value and had no fancy
for increasing the amount of what is
really mere literary rubbish. If at any
time he had anything in mind that he
felt would be really desirable to share
with the public, he preferred to put
it into the shape of the pamphlet
or the even briefer tract. Moreover
the writing and issuing of even of really
valuable books is a matter of involving
great wastefulness of mental effort. Many
an excellent book, wise, profound, able,
deserving of winning a permanent place
in literature, and accomplishing the
ends ~~these~~ ^{its} author hoped to attain
has fallen flat and ~~is forgotten~~ ^{at birth}
because it chanced to be issued at an
unpropitious moment, or because its
publisher did not bestow on it the
proper amount of fostering advertising.
Consideration of these facts may
disclose one of the reasons.

But another and more valid reason is
to be found in the fact that his personal,
professional and professional correspond-
ence was of large volume, and always
increasing, and he felt obliged to give
to it as much time and energy as he

in any way ^{could} Marshall for its handling, actually devoting to it a greater part of his spare time than was right and proper; ~~But~~ And the draft on his strength and health because of this was the greater seeing that he always refused to avail of the services of stenographer and typewriter. Actually, it is hardly too much to say that he liked letter-writing more than any form of occupation; he was in fact a letter-writer enragé, and he knew it, knew that he was rather gleaning a vice than practicing a virtue. In one of his letters he defends his attitude in these words: "After all, there is nothing so satisfactory as writing letters. Here, at least, there are some results for time and labor spent."

At another time, obviously dismayed by the way in which his correspondence had got ahead of him, he exclaims: "Settles! letters! letters! They are the burden of life, & neither sleep nor food because of them."

Much of the advice, suggestion and encouragement these many letters contain was of course of general applicability and might, perhaps possibly, have

been incorporated in a book, but there is always a great uncertainty whether the wisdom and help that is enclosed between the covers of a book may ever be discovered at the propitious ^{moment} ~~moment~~ by those who stand in need of their assistance. He seems to have felt that he could render a greater moral service, ^(better satisfy the moralities of life) by applying balm to the actual open wound, encouragement to the bruised spirit at the moment of its greatest soreness; that it was more the part of the humanitarian to place his hand under the chin of the struggling swimmer ^(at the very moment of need) than to leave him to accidentally find, or miss, the salvation ~~carelessly~~ ~~sternly~~ afforded by the life-buoy ~~carelessly~~ ~~sternly~~ thrown toward him, in the shape of a published book. Whatever the reasons really were, he unquestionably preferred to expend his time and energies in writing letters rather than books.

The earliest of his book-making ~~undertakings~~ occupations were involved in two or three serial publications undertaken by S. Prang & Co of Boston and consisting largely in the preparation

and arrangement of their illustrations in ~~the~~ which lay the great value of the undertaking. ~~None of these publica-~~ tions, we believe, was ever carried to completion. The times, early times so to speak, were not yet ready for such books, a sufficient demand for them could not be discovered or stimulated.

His next and most important book, "Modern Perspectives", was a success, has achieved a place as a standard and authoritative text-book and is still to be had in the market. Equally useful and successful was his "American Figural", a very model of simplification and lucidity of expression, a most useful text-book for beginners and a constantly serviceable reference-book for the practicing architect. His last book "Shades and Shadows" had many of the good qualities of its immediate predecessors; but its usefulness is less general, being confined intended mainly as a text-book for draughtsmen and students.

Late in life he found amusement and mental occupation in writing - Latin grammar - not exactly the normal

occupation we would expect to find
a retired architect resorting to. His
grammar was projected in novel and
very interesting lines ^{and was} intended in the
main to enable adults of fair general
education to acquire a good reading
knowledge of the language without having
to go through the preliminary drudgery
of mastering paradigms and conjuga-
tions. Essentially, it sought to teach
Latin as a still living language, encour-
aging the student to feel that he was
moving about daily amongst Latin ^{and women} ~~men~~
and picking up the language by
word of mouth. Although the heads of
the Ancient Languages departments in
several universities to whom the manu-
script was submitted for criticism
all admitted the ingenuity and to enter-
priseness ~~and possible~~ of the method
advocated ~~adopted~~, neither they nor sundry publishers
of text-books to whom the manuscript was
later submitted could discern a sufficiently
large and promising field of usefulness for
the book to warrant its ~~work~~ publication.

As an indication of his mental vigor of mind
the undertaking, as a mental relaxation, in
old age of a work of this sort, one not

glance to his new life work the inci-
dent is instructive.

About the same time he became deeply
interested in the Baconian ^{cyphers} controversy
and — short, of course, of Shakespeare's ori-
ginal folio editions — procured, read
and studied every book dealing with
the matter that he could find in this
country or import from abroad. The exam-
ination was as full and as judicial
as could, probably, be made by any one,
and the conclusion he reached seems
so well supported by his arguments that
it seems worth while to reproduce here
the concluding portion of his paper, in
spite of the fact that in its entirety it
may have already been published else-
where.

Baconian paper follows.

A

Applause

[Chas. Matthews to W.P.M. Nov. 29, '06]

"I do hope you will visit New York some time before long. I miss my Perrochio (he of the true eye) very, very much. Indeed I often wonder if you know how much sentiment we older pupils feel for you. For, when everything is said and done, none of us know anything except what you have taught us. It was you who taught us that 'Aesthetics is the distribution of mass and the harmony of proportion'. It was you who taught us to 'compose with sunlight'. It was you who taught us to be tremulously sensitive to beauty in all its forms; and that we were all too-prone to look on ~~the~~ a work of art in the role of judges, when really it is the work of art that is judging us. For it is appreciation that shows cleverness, not the ability to pick flaws. In fact, were it not for you, we would all be wallowing in 'l'Art Non Beau', or possibly worse, if there is anything worse."

X

Applause

Special Students

[1901] Columbia

It is now twenty years since the school was founded, the first class graduating in 1881. There have been altogether 253 graduates, 83 of whom are now in independent practice of their profession. About 200 others have been in the school for a shorter time, of whom 80 have been Special Students. There are not young men, such as sometimes go by this name, who take part-time work because they are too ignorant to pass the entrance-examinations, but men of such age and experience that they can be admitted upon the strength of their professional record to take such studies as they are found qualified to pursue.

✕

✓ [Jan 30. '93]

The announcement of our University Course in History and Design, in the Spring of 1891, brought in last year four students. Three of these had just graduated in this Department, and they received the degree of Master of Arts in due course at the last Commencement. The fourth was a Special Student who having spent three or two years in an architect's office

was considered qualified to pursue these studies.

The success of his experiment was so marked, and the advantage, both to the School and to the profession, of opening no instruction to mature men of approved skill and capacity was so great that a lively interest was excited among this class of young men, and this year a dozen Special Students have presented themselves under these conditions, nine in the University Course of History and Design, three in the University Course of Construction and Practice. Work has been assigned to each according to his choice and his previous attainments, and they have largely profited by the permission given them to occupy such time as they could command in attending other exercises within the Department. They have, as might have been expected, shown great diligence and made rapid progress. The presence in the School of so large a body of men who have relinquished office-work in order to learn what officers cannot teach, can not fail to give a more serious and manly tone to our military society.

Under the title of Special Students in the University Course in History and Design, we have this year ventured to admit, also, three or four graduates of colleges or scientific schools who have had no special architectural training but whose general education and personal culture seem to qualify them to pursue it, thus meeting the requirements of the statutes. There has been no reason to regret this interpretation of the rules, and it will probably be best to follow this precedent with discretion in the future. These men have been among our most satisfactory students.

✓
[From IX Year Circular June 25 '98]

I hear on every side from those best qualified to speak that if we really make the most of our opportunities, we shall presently have as good a school as any in the world, turning out men as skilful and as well-informed as any, and, it is to be hoped, with the cultivated taste and sound judgment which the profession needs, and which only such a liberal course of study as ours can give. Each Class seems to me to get a step nearer to this end, and thereby to make the School a better and more useful institution.

July 1900

really

The dominant factor in the main character was his sheer humanity, his ever active and boundless and long continuing interest in his fellow man, particularly ⁱⁿ the undeveloped but developing ^{able} portion of them. In the developing of boys and to a less extent girls. In nothing did he take quite so much delight as in the discovering of perhaps unsuspected abilities in the young people with whom he came into contact and then actively and continuously aiding the possessors to bring their powers to full fruition. This precious gift, which through constant association with the young kept him mentally and physically youthful throughout a long life, is one of the best that can fall to the share of a teacher.

It is doubtful whether, relatively to the total number of men who embrace the calling, as great a number of narrow-minded and bigoted men can be found in any other profession as in that of the schoolmaster. This, of course, is due mainly to the constant and enforced intercourse of the schoolmaster with the immature and undeveloped minds of his pupils and the consequent abnormal growth in the mind of the former of a belief in

the splendor and incontrovertibility
of his own omniscience. But the teacher
instructor, the real teacher is something
very different from the mere schoolmaster
and ~~Mr. Judge~~ ^{Mr. Judge} was distinctly a teacher
and perhaps a great one. At any rate
he was cognizant of and on his guard against
the deadening effect on both pupil and
master of dull routine and was ever
on the alert to vary or change his methods
before the danger-line was reached. Whatever

Many a pupil can change be made we
had but one prime object in view - to be
helpful to his pupils and in the shortest
and most direct way.

Many a pupil can still recall the words
he often used and hear again the sound of
his voice as in class-room or dining-room he
exclaimed: "Oh! Don't you know that? Why, I thought
everyone knew that? Here! Get me help [show]
you how easy it is". These ^{same} words uttered with
the sarcastic accent and with the deprecating
smile so often used by some schoolmasters
would have very painful effect on the hear-
er. But those who actually did hear
them also caught their real intent and
meaning and knew that they should be
translated into "My joy! Here's a fellow

and untroubled

stumbling over a pitiful letter note-book
Let me show him how easy it is to get
over or around it." Because of this
invariable willingness to manifest a
feeling of human interest in and helpfulness
toward the young fellows under his direc-
tion there was always in each of his
classes a considerable number between
whom and himself grew up the
most cordial of personal relations. It was
his delight on a Sunday or holiday
to get together for a "constituted"
a small party of these more or less
promising and congenial youths and
spend the day with them tramping
and conversing. During such tramps
he was wont to impress on his companions
the desirability of securing the broadest
education possible, pointing out that the
an architectural school did not and
could not undertake to give what is called
a "liberal education", but merely a technical
one, and the tendency of a technical edu-
cation alone was distinctly narrowing.
That, even if it could not be maintained
that a liberally educated architect was a
better performer than one merely techni-
cally trained, it was certain that the

former seemed to have a better comprehension of the refinements of the arts and sensed their beauties and possibilities more keenly. And many young fellows observing during these tramps how the elder man could draw from his well-stored mind a seemingly endless amount of information took heed to his ways and began to supplement his technical studies with as much general reading as was practicable.

He was not a closet philosopher, he was distinctly gregarious and the fact that he was throughout life a bachelor enabled him to keep in touch with his friends, both old and young, in an unusual degree and for a longer time. He dearly loved companionship.

Writing late in life to me of his early pupils in the autumn of 1880 to E. H. G. — one of his early pupils, to induce ^{the latter} ~~them~~ to share with him the toil and pleasure of a White Mountain tramp, we find him saying: "Now I am all right for a week's tramp, but though measurably fond of my own society company, I confess that a whole week of it walking around these mountains seems pretty dismal."

than done it before and know just how
it is. And now the novelty is worn off
I need company worse than ever. -----
As to the Museum, besides that I
think you will be enough better through
the winter & more than make good
your absence. I think they owe me
something for services rendered, and
choose to get it out of them in this way.

And in the following autumn we
find him returning to the charge in this
vein: — — being really resolved &
& lead a rational and well-conditioned
existence, it has occurred to me to
take another week presently and give
myself what I may never get a
chance at again, an Indian Summer
vacation. The only thing I dread is the
solitude of it. The wretched time I had
before W — came warning me not to
go off alone again. If sometime within
a month I can contrive to get a week
in Berkshire or the Catskills will not
you come too? The third time never
fails' and your having twice been on
the point of starting, last year and this,
encourages me to what otherwise
might seem like importunity. But I

am indefatigable in the pursuit of
health and pleasure for myself, and
when I can involve the health and
pleasure of my friends, I am indefati-
gable in pursuit of theirs."

Then are some men who are gregarious because of a sense of their own emptiness and go about seeking how the void may be filled at least trouble to themselves, men who like to have ideas come to them ready-made in the morning's newspaper. Other men, feeling ^{well} ~~forced~~ to overflowing with acquired knowledge, seek an audience upon whom they may discharge it to the relief of their selves and the adornment of their listeners.

These men may be men priests and pedants or they may be true pundits. Finally there is a third category ^(comprised) the students and seekers who have resort to their fellows for the sake of comparing notes and taking benefit from intellectual friction with the minds of other students and seekers. It was to this third class that ^{A Professor} ~~Dr. Moore~~ belonged. He delighted to observe and analyze the manner in which his fellows exercised their reasoning powers and he relished highly the glow of satisfaction that follows when one finds ^{oneself} ~~himself~~ able to keep pace with good company, and felt a modest ^(self-approbation) satisfaction when at times he found he need not hold to the place of student and seeker but might properly assume that of teacher.

There was something gallantly courageous in his willingness to seek the society of all sorts and kinds of intelligent men, no matter whether their normal interests were germane or not to his own. He was willing to discuss philosophy with William James as well as with Charles Eliot Norton, to consider fiction with W.D. Howells ^{as} ^{probably} ^{as} the paper pronunciation of Satin with J.M. Swan or history with John Fiske, or mathematics with Chauncy Wright, or politics with E.S. Godkin or almost anybody else upon almost any conceivable subject, for he was ever on the watch to advance his knowledge along any path he had once travelled and ^{was} ^{far} ^{from} ^{averse} ^{from} ^{entering} ^{on} ^{to} ^{those} ^{of} ^{he} ^{had} ^{heard} ^{but} ^{had} ^{not} ^{yet} ^{had} ^{the} ^{chance} ^{to} ^{tread}.

In all the converse he had with men of superior attainment his attitude of approach was neither too modest nor too jaunty. He had the air of saying: "My good sir, I gladly acknowledge your superior knowledge, but I have a real interest in the subject and if you will kindly discourse thereon for a time, I think you will find I can understand and assimilate what you say, and so you will not have

the sensation of wasting your time altogether". Again and again, in his letters from abroad, he joyously recounts how such and such ~~was~~ a shining light toward his letter of introduction with indifference and doubt, only to change his attitude completely before the interview had reached its end, turning it rather into the beginning of something more than a casual acquaintanceship.

Naturally, with the passage of time his own attitude toward others had to advance from that of student and seeker to that of guide and teacher, but even then, while he was trying to help others along the upward path, he never forgot the need of making progress himself. To the very end of life he was continually expressing the hope that he might find time to "complete my education" - a hopelessly unattainable ideal aspiration, of course. But the yearning expressed perfectly his understanding of what was due to his own intellectuality.

Kinsey Jefferies

Amongst the man's personal and characteristic attributes there was only one more pronounced than was his constant and overflowing generosity, a generosity that was satisfied not only out of his slenderly filled purse, but also through the expenditure of physical energies that should have been husbanded for the sake of his own work. The amount of "ret side work", work not connected with his professional or his personal professional work, that he undertook and accomplished was simply amazing and of many kinds, and its undertaking was due in great part simply to a generous willingness to do desirable things that no one else seemed willing to attempt.

As for his pecuniary generosity ^{it} was indeed rather a vice than a virtue. He always seemed to have some protégé at hand whose limping progress he ~~seemed~~ ^{appeared} to feel he must sustain, and did. ^{Generally} ~~In most~~ cases the cases were deserving, the beneficiaries though needy were honest and the loans were repaid. Sometimes though need and honesty of purpose were equally patent accidental circum-

status intervened and the loan had to be charged off to profit and loss. In a few cases he was rankly taken advantage ^{of} and his "leg was pulled" by petty scoundrels. One case there was - there is no evidence as to which category it belongs in - that is intrinsically so interesting that it is worth while on that account to ~~give~~ recount it at some length, and this may be done without fracture of the proprieties since all the parties concerned have passed over the stage.

omit:

Amongst Mr. Travis' papers was found a considerable packet that looked both unusual and interesting. Written on heavy cream-laid, black-bordered, note-paper - such paper as would be used only by one who could appreciate and afford the niceties of the writing-table - the packet was found to consist of ninety pages written by an ~~obviously~~ ~~obviously~~ ~~obviously~~ by a foreigner covered closely by obviously foreign handwriting. The manuscript was signed only with the initial K - and it was undated. A reading of the paper disclosed that the latest date mentioned therein was 1877 while the

one
~~instance~~ exemplification of his generosity
is provided by the manner in which
he came to the aid of the American Architect.
For a considerable time before the actual
beginnings of the phenomenal awakening
in this country in Architecture and the
allied arts, the profession had felt
the real need of some vehicle of intercom-
munication on the one hand, some means
for getting into touch with the general
public - future possible clients - on the
other. He was particularly zealous in
his efforts to induce James R. Beard to
to undertake the publication of a first-
class weekly journal under the conduct
of W. P. Snyffellow, and rejoiced
greatly when these efforts proved
successful, and ^{later} played his part by
contributing drawings and sundry papers
to it. When, after the lapse of
years, bankrupting - not because of, but
in spite of the operations of the "American
Architect" - finally overwhelmed the succes-
sors of the original publisher, the architect
in Boston ^{together with} and a few in New York and
Ashebur had to come to the rescue and,
by purchasing the stock from the assignee
prevent the discontinuance of the journal.

Still in any event, because of the importance
he attached to the publication, he would have
contributed of his means more eagerly than was
right

To this movement ^{Prof. Rose} was the most
generous contributor, he investing ~~some~~
~~of his~~, practically his entire life's savings.
Of course the fact that a nephew was, and
for years had been, the editor ^{of this journal} had an
influence on his action and so, too, did
the hope that the journal would well
soon become a paying property. But
owing to the disturbed commercial condition
following the Spanish War, the "silver scares"
and other panic-making disturbances
this expectation was never realized and
after the passing of a dozen more years
the American Architects affair became
so precarious that it was necessary
to sell the journal into other hands.

When duly informed of the state of
the case and the consequent total
loss of his investment he comforted him-
self, like the gentle philosopher he was,
with writing thus to his nephew, the man
really responsible for the making of the in-
vestment and ^{for} its loss:-

"No wonder you feel a little strange,
now that the long expected has come to
pass. I hope it has come in a more ac-
ceptable shape than when last I had
knowledge of it. At any rate the last

[not meaning his own]

Two or three years ago, I suppose, justified themselves. But the strain [not his] has been excessive and I am glad it is over. The whole enterprise is a great and good thing to have done and is everywhere recognized as such. Nothing can alter that. And that was all, no rebuke, no reprimand; simply sympathy. The incident admirably exhibits how well he knows how to apply a healing balm to an open wound.

But he was generous not only ~~with~~ in his means, his time and the expenditure of his means, his time and his strength, he was also a generous ^{co-}worker, a most loyal collaborator, always on the quiet least praise and applause might be bestowed on himself at the expense of deserving but less conspicuous fellow-workers. In particular he was always careful, in the letters and Reports addressed to the governing bodies ~~which~~ which employed them, to do full justice by name to the several assistants who so intelligently aided him to conduct the Department. Of such commendation the following extract will serve as specimen:—

Extract follows

#17

Biography, Draft.

WARE MC14

1795.7

"I suspect that I am getting into my old habit of spending what little time I can command, in term-time, on outside things. No wonder then that the main interest suffer. It is not that the outside things take much time. They do not. There is not much leisure to give to them; but they take all the leisure there is, and deprive the main interest of those little extra services that it needs to make it really prosper. I shall plainly have to reform. For besides managing the affairs of the Archaeological Institute and so doubling its members, and putting through the interminable correspondence about the Prix des Architectes Americaines, the circular for which is about ready for issue, and making a beginning on the Supplementary Fund, of which I think I spoke to you, and writing letters all over the Union about the Kansas City competition. I have had the School of Athens on my hands. A week ago I finally managed to send the sketches to Mr. Norton, much improved from when you saw them, and a set of drawings to Mr. White. Now, so far as I can see, I shall have to set

✓
Outside
activities

It will not raise the money for the
Norton's subscription but been a
sad failure - 1500 - when we
wanted 15,000.

Journal

The recital of the activities a man
undertakes on outside the confines of his
regular and stated occupations ~~are~~ is
likely to be as uninteresting as an
enumeration of the clubs in whose
membership he is enrolled. But as a
large amount of part of his labor in these
outside fields produced fruitful results
they ought to be considered here, all
the more because they concerned matters
cognate with the normal architectural
field.

Probably none of these outside occu-
pations gave him a greater personal satis-
faction than the efforts and time he expend-
ed in ~~presenting~~ ^(helping to bring about) ~~putting~~ in as full a
degree as possible, a recognition of the
merit and capacity of that remarkable
master of anatomical drawing and
modelling, Dr. William Rimmer. Probably
few men ever succeeded in penetrating
the brusque reserve of that insensitive
and unsuccessful genius, and Mr. Bran-
portably experienced as many rebuffs
as any one, but nevertheless he persisted
in his attempts to procure a wide loan of
art through the ignoring of this man's

unusual knowledge and great

ability. In urging his friends, male and female, to attend Dr. Rummer's classes at the Lowell Institute in Boston or the Cooper Institute in New York, and in the formation of private classes he was not in his attempts to procure private commissions for the self-taught sculptor, he was untiring. His last official service was ^{the} securing for the School of Drawing and Painting of the Boston Museum of Fine Art of Dr. Rummer's services as lecturer and instructor in Art Anatomy.

[in 1877]

The last ~~work~~ ^{task} which this most prolific of workers was able to undertake. But interest in Dr. Rummer and his work was not extinguished by his death and more than thirty years after that death Mr. Don interested himself actively to raise the money needed to cast in bronze Rummer's most notable work in sculpture the "Falling Gladiator", modelled in 1861, and successfully and now in the Boston Museum of Fine Art. (and development)

In the foundation of the Museum of Fine Arts itself he was much interested and most actively concerned, being one of its Trustees from 1875 to 1881. And ~~later~~ he also was largely instrumental in bringing about

Scientist

"C"

How his services and advice were appreciated is shown by the following extract from the School's annual "Report" for 1882 :-

"One serious loss the school has felt during the past year, - the loss of its former secretary. Prof. Ware was among those who first planned the school. He helped secure the contributions that were subscribed to set it on its feet; has been its secretary and zealous friend from first to last; lent his time, wisdom, and experience to shape and direct it; did more than any other man, and more than most men could have done, to make it excellent and to give it success. Fortunately, he still keeps his place on our committee, and we have the benefit of his counsel; but his personal supervision of the school is *always missed.*"

He remained a member of the Permanent Committee till 1891."

Andreas A. P. Ties

(Insert "C")

the establishment of the School of Drawing and
Painting of the Boston Museum of Fine Arts
and for several years ⁽¹⁸⁷⁵⁻⁸¹⁾ filled the office of
Secretary, that is the chief executive official.
About the same time he was brought into
contact with the important matter of the
introduction of instruction in drawing into the
schools of Boston, conjointly with a similar
movement throughout the State, under the
direction of Mr. Walter Smith.

Serving from 1885 to 1903

Later, after his transfer to New York as
a scene of operation, and because of his
experience at the Boston Museum of Fine Arts,
he naturally interested himself in the affairs
of the Metropolitan Museum ^{of Art} and eventually
was elected one of the Trustees. In this
position he, being a man of convictions and

It must be kept in mind that whatever
official position he was elected to he never
filled it as a mere ornamental "dummy":
he was always a most conscientious and
industrious worker, disregarding the
amount of time and labor the proper
discharge of his functions required of him, so
long as the duties of his office were fully
and properly performed.

establishing of the American Academy of

upon another undertaking, the founding and
establishing of the American Academy of
Art in Rome he expended much time
and thought, filling for some years the
post of secretary. The corruption of this
institution was due more to Charles F. Mc
Kim than to anyone and its survival
through the early years of tribulation was
undoubtedly due to McKim's determination
that it should not die and his willingness
to produce from his own purse the needed
financial support when that could
not be had elsewhere. In the working
out of the various problems involved in founding
and operating, differences of opinion naturally
arose between the two active officials and,
after pro discussion, there were some
times as one man advocated and at another
time as his ^{coadjutor} ~~opponent~~ advised. It was not
at once so easily apparent, seeing that
Rome and New York are on opposite sides
of the Atlantic, that ^(at times) the arrangements actually
made and orders given were those which
McKim had originally advocated, not those
which, ~~had been~~ seemingly, had been
mutually agreed. That this was the
case was usually ascertained accidentally,
though the arrival of some report or
letter from Rome that reached the secretary
officially. Perhaps McKim's way was

upon after discussion

actually the better one, still it was not agreeable to her, his recommendations disregarded and ^(seemingly) mutual understandings brought to naught; the situation was not tolerable and much to his regret Prof Wm found it best to sever his connection with the enterprise. To be sure, he had later the negative satisfaction of observing that his recommendations had been justifiable and that experience in operating was bringing about the adoption of the very methods of procedure that had originally been advocated by him.

Naturally, because of his ^{previous} connection with the School of Drawing and Painting in Boston, he concerned himself greatly with the work being carried on in the Art Schools of the Metropolitan Museum, which had been established in 1880, finally being elected Chairman of the Committee on Art Schools in 1893. These schools which were established to give practical instruction in various branches of ^{the} arts and crafts had a somewhat uncertain and not too effective career, being hampered in their growth and development by the contemporary but not coordinate strings of similar educational undertakings set afoot by the National Academy of Design, the Art Students' League and finally ^(by) the Architectural League. Finally, although the schools had had an abiding place in the Museum building itself since 1889 they were finally discontinued in 1895. At the time of the abandonment of the school he had for some two years been ^{so} directing the teaching and lectures that so far as architectural pupils were concerned these Metropolitan Museum classes might in time become a recognized "feeder" for the Architectural School of Columbia University.

Outside Sa Farge

Metropolitan

In connection with the Museum of Art Schools, he ~~undertook~~ embarked on another undertaking, incidental but promising to be useful, prompted to do so by much the same feeling that caused ^{him} ~~him~~ to take an active interest in Dr. Rimmer's work. He felt that the community, through the painters and amateurs of art, was not profiting as ~~fast~~ ^{it} should and could by the critical knowledge and very unusual capacity of expression possessed by his long-time friend John Sa Farge. What he did in these premises is told in the following letter which he addressed to the Royal Cortissoz, art-critic of the New York Tribune, after reading that gentleman's book*.

* "John Sa Farge". By Royal Cortissoz. Houghton, Mifflin Co. 1911. Price \$4.00

Dictated.

Copy.

Milton, Massachusetts/

June 19, 1911.

My dear Mr. Cortissoz;

I have been reading with the greatest interest what you have written^{*} about La Farge, whom I first met when I was in Mr. Hunt's Studio on Tenth Street in the Summer of 1859, and whom later I saw a good deal of, at intervals, in Boston, at his house in Newport, and afterward in New York. It was, indeed, I and not Van Brunt that suggested his working with glass. I had already when in England in 1867 obtained the Windows for the First Church, which are still I think the best English windows in this country, and the negotiations and correspondence about these in Memorial Hall was always in my hands. Glass seemed to me to be a material which La Farge would find especially congenial, ~~congenial~~, as the event proved. But all this is of no consequence.

What is of more importance was the work in which we ~~we~~ were both engaged twelve or fifteen years ago at the Metropolitan Museum, a matter which seems to have escaped your knowledge. It had to do with the Travelling Scholarship which Mrs. Lazarus and her daughter offered to establish for the best students in the Schools of the Museum. But it had been the policy of the Trustees to discourage these Schools and no such instruction was given as would prepare men for foreign travel. Of all this I heard in detail from Mr. R. W. de Forest, who reported that the Executive Committee were on the point of declining the gift, as they had no desire to develop their School to that point. Since it seemed to me, as it had seemed to Mr. de Forest, every way undesirable for such an Institution to decline such an offer, I suggested that the Museum might, omitting the intermediate stages, establish out-of-hand an Advanced Class in Painting, whose business it should be to make a serious study

of the Masterpieces at the Museum. Such a class would naturally take precedence of those at the Academy, and of the Art Students League, and would presumably be made up of their best graduates, young men who would be glad to take up a line of study to which those Schools did not aspire and which offered a chance of Foreign travel and study at the end of it. The Artists who were consulted were Millet, Turner, Mowbray, Ward, W.H.Low, and La Farge himself, with some others whose names I do not at the moment recall. They were all eager in their approval of the scheme, and seemed cordially to welcome the idea of putting the Class into La Farge's charge an arrangement however, which he himself deprecated, saying that he had supposed that we should summon some eminent person from abroad, though admitting that it was the most interesting prospect that had ever been opened to him. He was given time to think it over, and it was finally arranged that he should meet the Class once or twice a week in the Galleries of the Museum, and as most of them ~~perhaps~~ would probably be young Artists with studios of their own, that they should do their work in them each by himself, and that he should visit them there, one by one, giving each separately his criticism and advice. Although women were not eligible for the Scholarship, it was agreed that they should be received as members of the Class. The Scholarship was to be awarded for the first time at the end of two years, and every alternate year thereafter, and to be held for two years, the value, I think, being a thousand dollars a year.

As he said that there were a number of things of a general ~~and~~ ~~general~~ preliminary ~~interest~~ character that he had better say once for all to the whole Class together, La Farge proposed to begin by meeting them, for half a dozen successive Saturdays in October and November, for informal talks. When one of the Class asked whether it was permissible to bring a friend, he rather took my breath away by saying, oh yes, it made no difference to him whether he talked to four or to forty; he knew what he wanted to say. So it was made known that anybody could come that ~~was~~ wanted

wanted to, and the Saturday audiences numbered four hundred.

He made careful preparation for these occasions, always bringing with him a handful of manuscript. But it constantly happened that he laid aside his papers and began to talk. Then he looked and sounded like an angel, just come down. I never knew anything like it. These discourses were afterward printed as the little book called; - Considerations on Painting. But they do not read exactly as they sounded.

When the Class began work they numbered just four, of whom three were women. The New York Artists, it seemed, had after all rather acquiesced in the scheme than agreed to it, and did nothing to promote it. They said that La Farge did not know how to draw and that in spite of his exceptional gifts they did not care to have other people paint pictures like his. But of this he took no notice, and drove about Town diligently in his cab from house to house. His pupils said that they had never conceived of such instructive instruction.

This was but a sorry story to tell the Trustees of the Museum, and when the end of the year came, I kept back my Report for a month, so as to be able to chronicle two men instead of one.

The next Winter the number ran up to six or eight, which seemed to show that though the younger artists did not care for La Farge, the prospect of two years abroad with all expenses paid was attractive. When the Spring came, and La Farge proposed a Nymph and a Fawn as the subject of a painting, six or eight were sent in, measuring I should say about forty inches by seventy, which were exhibited for a week or two at the Museum, and the successful competitor was started on his travels.

Thus the experiment finally achieved a nominal success. But the Trustees refused to repeat it. They wanted to know how many hours a week La Farge devoted to these duties, and on what days, and whether in the morning or the afternoon, questions which nobody could answer. This seemed to them altogether unbusinesslike, and some of them said that they

had had business relations with him and would not trust him to carry out any mere general understanding. So they refused again to vote the twelve hundred dollars a year he had been receiving, and the Lazarus Scholarship was handed over to the care of the Society of Mural Painters, in whose hands I believe it still remains. The School at the Museum presently ceased to exist, and the endowments by which it was supported were, as far as possible, diverted to other uses.

All this I say for your information, taking it for granted that if you had known of it, you would not have omitted to mention so characteristic and creditable an episode.

I think your book partly explains this story, for it is quite clear that La Farge's likes and dislikes in nature and art, were quite different from most other people's, who did not care for what he took so much pains to put into his pictures. They found his compositions unintelligible and ugly. I think there was more liking for his water-colors and Glass work, than for most of his paintings.

I am writing to Cass Gilbert to see if I can get photographs of the Minnesota decorations, but I do not suppose the compositions will seem very decorative with out their color.

Yours very sincerely, and much obliged to you for your book.

W.R.W.

These activities plus, as can be noted, were all concerned with Architecture, Painting and Sculpture as living and even freshly rejuvenated arts, but he was hardly less interested in their dead and forgotten remains whose existence and whereabouts could only be traced through the study and decipherment of the more or less fragmentary writings of ancient authors. So, for this reason and because of his natural scholarly taste, it was but nature that he should take a lively interest in the doings of the American Schools of Classic Studies both at Rome and at Athens, particularly the latter for which, as explained elsewhere, he designed and built the building at Athens which is now occupied by the School. In 1885 he was made a member of the Managing Committee. Of course, his interest in this undertaking was less that of the Professor of Architecture than that of the scholar and educator, and in these capacities his aid and advice was welcomed by his colleagues.

His active interest in Archaeology dates from an earlier day when in

1878-9, Messrs J. T. Clarke and F. H. Bacon — the latter one of the earliest of those especially sympathetic young men whom Mr. Ware delighted to speak of with warm affection as "my boys" — made a trip, at the instigation of Mr. Charles Eliot Norton, down the Danube and along the coasts of Greece and Asia Minor. The fruits of this expedition were ^{interesting} so ~~fruitful~~ and promising that Mr. Norton and his friends, amongst them Mr. Ware, were induced to found the ~~American~~ Institute of Archaeological Institute of America.

The first undertaking of the new Institute in its adopted field was the despatch of an expedition, under the charge of Messrs Clarke and Bacon, to attempt to uncover the remains of the little city of Assos in the Troad, an expedition that, when the means are considered, proved to be signally fruitful and interesting. Though today, thirty-five years after the date of actual work, the final volume of the Report still awaits publication, a fact that rather suggestively indicates the actual length of the road even after Ant has long been dead and buried.

Insert "A" A

In addition to these activities he gave much time and thought to the ~~over~~ proper organization and conduct of the ever-growing series of schools of architecture established in many places throughout the country, all always looking upon them not as rivals but as companions and coadjutors in the general field of education. To the Massachusetts Institute of Technology he, naturally, was always loyal being able to keep in touch with and informed as to its doings through frequent visits to Boston and the summer vacations spent at his home in Milton. He was ever willing and eager to assist ^(immediate) his successors and their followers with suggestion and counsel, and enjoyed "comparing notes" with them as to passed and present experiences. But even at this oldest of all the schools as well as in the schools at Ithaca N.Y. and Urbana, Ill. experiences and traditions had accumulated that were almost as venerable and respectable as his own and though he was always interested in their doings he did not feel like expressing an intimate concern as he did in the case of the schools of the second

flight or generation. Probably he followed
with most interest the development of
the schools at Philadelphia Pa and
Cambridge, Mass. & ~~As the~~

As the years passed and schools
of architecture multiplied his interest in
them was only made more lively through
finding that ~~the~~ many of the appointed
heads of these schools and their selected
assistants were former pupils of his
own, either at Boston or New York.

The advent of these many schools and
the ever-increasing throng of architectural
students kept alive and gave strength
to one of the chiefest of his aspirations. Though
he never hoped to see it realized in his
own life-time. This dream of his, fostered
through many years, growing ever less
diaphanous and more articulate, ~~was~~
simply this becoming^a more substantial
possibility as he foresaw the time when
it would be proper to advise students that
it was no longer needful to seek in Eu-
rope educational advantages not to be
found in their own country, was simply
this: he longed for the coming of the
time when it would not be needful
for the leading architectural school in

and this longing became the popular motto
of these schools. Names of Saint and H.S. from
change manifestly general when a President
organizational was receptive after made.

The country to putter away me in two
years of its two country time in drilling the
few two year men in the rudiments of
their profession, in the a. b. c. of their
art. He longed for, he believed there was
surely coming, the time when the doors of
such leading school ^{would} be opened
only for the admission of students fitted
to pursue a really advanced course
of study, the equal or superior of any
course to be found in any country. He
hoped that the Columbia University school
might be able to take this enviable posi-
tion and he now saw in the notable
increase of architectural schools a real
promise that before long these younger schools
would be ^{conting} ~~able~~ to assume the entire task
and burden of giving the useful ele-
mentary studies and be ^{willing} ~~content~~ to act
as "feeders" or "preparatory schools", sending
their graduates by normal procedure
to enter the higher institutions for
the prosecution of advanced study. Such
a post-graduate school as he contem-
plated could advance its standing
in time soon beyond the highest mark
set by any European school.
Two things however, tended to dim

this radiant vision. In the first place Columbia University was largely merely a local institution and, though not statedly so, was in very large degree merely the last step in the general educational system of the city. Its students in very large part were residents and the educational product of the city's high-schools so that the standard of admission to the University had to be set at a level that could be reached by the graduates of such high schools, although a higher standard had been set and successfully maintained for the proper graduate schools of Law and Medicine. Moreover the increasingly polyglot composition of the great city's population seemed to suggest a constituency for the University's admitted students that might ^{not} even in this democratic country, have made a very successful appeal to graduate students reared in other communities.

In ~~second~~ the second place there was the undesirability of ^{the} duplication of essentially similar undertakings which must tend to bring about a lowering of the standard of performance that was inherently possible to the situation. Harvard University had recently established a fairly endowed

post-graduate school of Architecture, conceived
on lines essentially parallel with those
along which the elder graduate schools of
the University had been successfully
operated for so many years. Mr. Morse
was too faithful and convinced a son
of Harvard, ~~not to desire to~~ too firm a
believer in the kind of liberal culture there
to be acquired, not to desire to see all
its undertakings carried to a successful
issue. and he came to believe that the
interests of the profession could be better
served by helping the Cambridge school
to attain this alluring primacy in the edu-
cational hierarchy than by expending the
same energy in behalf of the New York
school. As to the oldest school of all, the
Boston school, he seems to have felt
that, though and because of its position as
part and parcel of a school of applied
science, an institution devoted almost wholly
to technical education, it was and always
would be ~~too nearly~~ debarred from ^{the} close and
daily contact with the interests and
processes of that liberal education which
he always felt to be so desirable, a close-
ness of contact which the New York and
Cambridge schools could so easily and
naturally profit by.

These views are somewhat expressed in
Sundry letters of counsel which he addressed
both to the President of Harvard University
and to Professor W. C. Sabine Dean of the
Lawson Scientific School to which the new
department was at first attached. These
letters are worth quoting in full, as follows:-

Sabine & Small letters follow

(A)

As he was very genuinely interested in
the work undertaken by this new society
he, as ~~was~~ a director of the general body
and later as President of its New York
branch, gave much of his too scanty time
to promoting its interests and ^{so} greatly increased
the ever-growing burden of his personal cor-
respondence.

Included in this record of his outside activi-
ties place must be found for the many
lectures he delivered before clubs and
societies in various places, most of them illustrated
with the stereopticon and almost all
quite unremunerative, so far as income is
concerned, exception must be made however
in the case of the Small Institute, of

Boston, whose world-famous lectures on
distinctly "blue-ribbon" affairs: it was
his fortune at different times to deliver
two courses of these lectures.

Other men, in the educational field
or in other walks of life, have filled their
working-days as fully as he did, but it is
questionable whether many can be found
who ~~but~~ have the great satisfaction
of ^{having taken} ~~taking~~ part in the founding and
conduct of as many useful organizations
which to this day have lived and in
most cases have greatly grown and
prospered. It does not fall to many
men to find that the "odd minutes"
of their ~~days~~ spare time have been
hardly less well spent than the
intramural time & expended in their
regular and stated avocations.

¶ Of the time-consuming qualities of these
outside matters he once wrote thus:—

Insert "K."

If he did not actually originate the idea of repaying to the French Government some portion of the debt due for the generous treatment by it of the many American students it had allowed to enter the French schools and profit, gratuitously, by the education therein to be obtained, he was certainly very active in bringing about its establishment and in procuring subscriptions to the fund endowing the Prix de Reconnaissance des Architectes Américains.

This prize was founded by those Americans who actually had entered the Ecole des Beaux-Arts conjointly with those who had not passed the entrance-examinations to that school but who had studied in one or another of the recognized semi-official ateliers in Paris. To these who constituted, as it were, the first generation of beneficiaries of the French Government was added, the far greater number of, as a second generation, the ^{far} greater number of those who had studied, ~~under~~ though only on American soil, under those who actually had studied in Paris. In this category he was glad to enroll himself as having once been a pupil

of R.M. Hunt's thus being in the same category ~~as~~ with many of his own pupils who had [also] [been] the pupils of M. Sétang at the Mason Russell's Institute of Technology, himself an original graduate of the Ecole des Beaux-Arts.

As for the many smaller undertakings which helped to consume his time and strength it is doubtful if he himself could have recalled them, as is shown by the following enquiry he once addressed to Mr. Sherman's—

(F.D.S. Jan. 5 15)

"Do you remember, ~~for instance~~, my going to Philadelphia somewhere between '85 and '90 and persuading some fellows to come and repeat in New York some sort of theatrical performance? I cannot remember what it was or who they were, only recalling that I hired the Academy of Music in 14th St. for them, and myself sold pretty much all the seats. I remember, also, that I sent for Mr. Jas. ^{mes} Russell Lowell and persuaded the ~~Country~~ ^{Century} Club to give him a Reception. I think it was the craziest thing I ever did. But, fortunately, it was a great success and paid for itself."

But ^{his} ~~the~~ "Fables" are quite another matter, those whimsical products of mental ingenuity which he had a habit of concocting at times when he was ~~resting~~ convalescing from an illness, times when he felt, ~~still felt~~ he began to feel the need of coaxing his mental functions ~~to~~ once more ^{to} undertake the burden of their normal load, of their moraines it seems ~~almost~~ ^{now} allowable to introduce a few here.

(Fable follows)

In like manner, as showing a cleverness that was entirely characteristic, there is added the following riddle:-

(Seven word follows)

Wit

[F.D.S.]

✓
Wit
"It is mere vanity to glorify the im-
promptu. Besides, the wit of the moment
is likely as not a reminiscence of the con-
templations of a previous, happier, hour. How
foolish is the disparagement of Trollope
because he carried the habit of a man
of business into his novel-writing; and
resent Mr. Emerson just as methodical, walk-
ing and talking to himself so many hours
a day, and writing it down when he got
home, so many other hours?"

"Get repartee is amusing. But so is
any wit."

For example, in the search for an in-
scription for the new Emerson Hall
at Cambridge, some lady suggested:
'Ein Minsterberg ist unser Gott'
She probably thought of it while leaning
her hair down."

[F.D.S. '89]

X

Godness
"Trowbridge is delightful, even more so than I
supposed. His experiences have done him good,
every way, and he comes back as bright and
gay as he is good and capable. Godness is
a good thing after all, and how many
good men we know!"

X

Fable

Treasure Island

The stories of galleons foundered in the Spanish Main could not be verified, and the slender-witted people who, beguiled by these fancies, have fitted out ships and sailed for ports of which they knew neither the longitude nor latitude nor the longitude, plainly deserve no consideration.

The circumstance that they have come back with cargoes of gold and silver does not redeem their folly.

Moral. The Fable teaches that the Cypher writings which some people attribute to Lord Bacon are not worth reading.

✕

[FDS]

"I did what I could for twenty years according to my own light. But it is now all past and gone. I am pleased, and surprised, every now and then to find that it means something to the men of this generation"

✓
Petersen

FD 97

✓
Bits
"It seems wicker not to do as well as we know how. If we had only the idea, that is the more reason for putting it out at usury and seeing what it will bring"

✕

✓
Frank Art
Beast Art
"He [Hornbostel] told me some significant things about the Ecole des Beaux-Arts which I never knew, namely that most of the men in the ateliers go there merely to escape military service, not meaning to practice, and few ever do. He added that there are few private practitioners in France, almost all the work and all the public work being in the hands of the Prix de Rome men. Of these men, he added, that their four years in Rome was notoriously a mean loaf (Panem et Circenses) and circus."

✕

✓
Mathematics
[FD 95]

"But I have enlivened the dullness by reading a few pages in a curious discourse on the calculus!"

Competitions

Insert "X"

Copied John VII

One topic of professional interest which he made peculiarly his own, the vexed matter of competition the proper conduct of competitions. In the early years of his active practice, he of course came into contact with the iniquities and injustices of the competition practices then in vogue and at once set about seeking the means and method by which the desirable reform might be wrought. Then, even more than now, the matter was the subject of continual discussion both in articles and before the professional societies of the day, and in all these discussions he took an active part, both with tongue and pen, doing much committee work and writing many tracts, pamphlets and papers on the subject. Thus was thereby winning the reputation with his fellows of a man who had really studied the question and deserved to have his views respectfully considered.

Later on, the fact that he was the Professor in charge of the only established school of architecture in the country added weight to his value in the eyes of practicing architects and to a far

greater degree in those of the promoters
of competition, who easily accorded to
his advice an official value which
practising activities as readily conceded,
and his reputation and influence with
the latter increased ^{just} as those who had
been his one-time pupils took their places
in the ranks of private active partici-
pation. A competition in which it was
known that Prof. von ~~had~~ ^{was} in any way
to be concerned was sure to be an affair
honestly and properly conducted and so
worth while to spend one's time over.

Moreover in the lapse of time it had be-
come the rule generally adopted that a
competent "assessor", as the official was
known in English practice, an "expert
adviser" as he is now generally called in
our own, should be employed in pre-
paring the programme and advising
— and to some extent controlling the
promoters of the affair, the owners of the
prospective buildings.

More and more than he was called on
to fill the place of expert adviser and
so came to occupy a position that was
almost unique and it was good good
fortune for every one that his previous

Considerable experience enabled him to satisfactorily to fill it. The enormous increase of the sums that promoters were prepared to invest in their buildings involved the fact that a considerable item in the way of profit and loss was concerned in the proper deciding of the competition. For their part ^(also) because of the actual large amount of the architect's commission on the proposed work it was each competitor felt he would be more the grievously wronged by an improper decision. The general public, too, had its interest in the affair, because of the greater permanence of the proposed building because of the improvements that had been made in materials and methods of construction. The role of the expert adviser had become a very important one and it was his good fortune during the twenties to fill this position in a series of unusually important competitions, amongst which may be enumerated those for the New York City-hall; the New York Public Library; the Cathedral of St.

John the Divine, New York, N.Y., the
Sady Chapel in St Patrick's Cathedral,
New York, N.Y., the County Court-house,
Baltimore, Md., the State-house of
Olympia, Wash. and several others
Throughout a considerable period he
had an important competition on his
hands about every two months.

For a considerable time the main thesis
of his argument had been that the
true object of a competition was &
not so much to secure the actual
design as it was to pick out the
right designer to whom the work could
safely be entrusted. At the same time,
and particularly from 1890 onward,
he introduced various ameliorating
methods, all tending to diminish the
wasteful outlay of time, energy and
actual cost on the part of the competi-
tors, while at the same time there was
maintained for the promoters all
really useful benefits. To these ends
he gradually brought about the elimination
of the [costly & extravagant] water-color
or pen-and-ink perspectives — the one
drawing the promoters felt they could
wholly understand and appreciate —

and the substitution for it of a skeleton perspective, in outline and unshaded, taken at 45° and from a stated station-point; the reduction of the scale of drawings and of the number of drawings, even in some cases he called, in the interest of economy, for drawings rendered in pencil only. As a final refinement he required all designs to be submitted in the form of mounted photographs of modest size so that they might be more easily handled and compared, about a table, by the judges than could be in the case of large drawings hung upon the walls of one or several rooms.

Come now one of the most gratifying incidents of his career, the same taking shape at Pittsburgh during the annual convention then of the American Institute of Architects, ⁽¹⁸⁹⁹⁾ a meeting over which his granddame partner Henry Van Bronck chained to rule as President. This meeting was the first to be held under the newly adopted system of delegate representation and unusual care had been taken to make the meeting a success, the programme was carefully considered, well-

[that year]

balanced and full. On the second day, the reading of stated papers was taken up and prosecuted with great success, as the topics were both varied and interesting, and the session proceeded to the evident satisfaction of the delegates and their possessors ^{who} ~~they~~ looked around and fairly beamed on one another, as who should say: "This is the real thing. At last we are listening to ~~real~~ ^{real} ~~worthy~~ contributions & architectonic thought" and they continued to beam blissfully until certain papers ⁱⁿ reminded them that the luncheon-hour was approaching. Shortly before the programme's stated hour for this necessary function, the president looked at his watch then at the programme and evidently seemed puzzled what to do. Finally he called for the next paper and Prof. Von stepped forward and began to read; the audience glanced at their programmes and groaned in spirit when they read that the topic was "Competition", and settled themselves to endure with patience the same tedious old discussion of ailments they were satisfied never could be cured. But the reading had not continued very many minutes before the audience began to ~~revive~~ ^{revive} come to life, not only to sit

up but actually to lean forward in their seats, manifesting a desire to lose no single word. This was not what had been expected, this was something new. The subject was approached from a new standpoint, the views presented were based on recent experiments with important competitors more or less known as to their conditions by everyone present. It should be of the greatest value to learn what conclusions had been reached, what recommendations would be made. The audience listened contentedly enough, and the reader's words flowed on. But the Committee of Arrangements became uneasy, then agitated and at last alarmed. The afternoon programme, which covered most interesting excursions to Pittsburgh's great industries, could not be disarranged since railroad timetables were involved; but the delegates and others must be fed and they evidently would not go in search of food to the adjoining room before this interesting paper should come to an end, and from the way in which the reader held his manuscript no one could guess whether the end would come in five minutes or in half an hour. The Com-

matter of arrangements were ^{however} men of
resource and they at once procured an
extra force of waiters and had the luncheon
quietly served to the too-interested listeners, who
were now more than content seeing that
their mental and alimentary needs were
being satisfied at the same time, and
though a half hour more lapsed before
the paper reached its end they were
fully content with the situation, and
a most unusual situation it was, too.

It may well be doubted whether any
other speaker ever achieved so emphatic
a succès d'estime personnelle. At the
banquet the same evening, when called
on to speak, he appeared in unusually
good form, full of reminiscence ^(and wit) and witty
sayings, the beau idéal of the speech of the
old master to his one-time pupils, for
time had so far fled that he was sure
to find in any audience a considerable
number of his former pupils. In spite of
his light hearted vivacity there was
apparent a sort of undercurrent both tender
and miseful, as though he were becoming
conscious of advancing years and doubted
whether he might ever be present at
another similar gathering.

It is doubtful whether at this day nearly twenty
years after its delivery it would be worth while
to reprint here this valuable but lengthy treatise.*

*It was published in the American Architect for Dec 3, 1899

The arguments then advanced and the procedures
then advocated are no longer novelties for
to a very large degree both have been accepted
and become embodied amongst the common-
places of standard practice. But there is
no question as to the abstract value of his
conclusions.

As to these Herr Max Jungkündel, architect
and author of the well-known work on
Spanish architecture, "Die Baukunst Spaniens"
wrote to him as follows:-

"I beg to thank you sincerely for your kind letter.
Your nephew whom because of the similarity of
names I believed to be the author of the excellent
essay on 'Competitions', has indeed greatly obliged
me by referring to you my request in respect
to its translation into German. I am thoroughly
convinced of its being the most valuable
contribution in any language to this
important subject. x x x x x I fully
vindicated my stand in regard to the
conception, conduct and result of
the California University competition. I

was indeed, as you say, cruel and
heart-rending to see good men wasting
~~time and~~ energy, time, and money in
chasing after a phantom "pro majorem
Phœbe's gloriam"[?] x x x x x It is to

* a play on the given name of Mrs
Phœbe Hearst.

your credit & have expounded in so masterly
a manner the value of competitions and the
dangers of their abuse. Every upright
man who is interested in the welfare of the
profession must side with you, and it
surely will have a good effect that the
American Institute of Architects fully endorsed
your views and propositions. I will do my
level best to bring them before the German
profession because, as you rightly remarked,
it is the same story everywhere, perhaps
even more in the old countries."

Although he afterwards conducted many more competitions, the Pittsburgh meeting may be held to mark the apogee high-tide of his connection active with competitions, the evils of which he had done so much to ameliorate.

What may be considered as the crowning of his career as expert adviser came in 1907 when he was invited to represent America on the international board of jurors ^{selected} ~~invited~~ to decide the competition for the Carnegie Peace Palace at The Hague, one of the most elaborate competitions ever devised and yet one that resulted no more satisfactorily to most observers - ~~do~~ not to mention the competitors themselves - than many a competition decided by jurors far less distinguished than those who acted at The Hague. As to what actually occurred there, he wrote as follows to the present editor:

Peace Palace letter follows,

There was one corollary of his connection
as expert adviser ~~with~~ these important competi-
tions that gave him the utmost pleasure.
Most of them occurred ~~at~~ when he was
somerewhat advanced in years, when his
non-friend ~~old~~ and contemporaries were
passing on to their reward or had become
sluggish with years and inclined to restrict
themselves each to his particular orbit
which more and more rarely intersected
his own. The consequence was that more
and more he was forced for ^{intellectual} companionship
& depend upon the somewhat immature minds
of the pupils about him. He was as fond of
them as of you, but he began to feel the
a satiety; he understood the deadening
effect of having always to talk de haut
en bas, and rather ^(to enjoy again) longed for the friction
with more fully developed minds.

These competitions gave him in a very
interesting form just the stimulus he
needed, for they brought him for a short
time into close contact with a considera-
ble number of men of rather a new type
in different and widely separated parts
of the country. Amongst these
building committees he found many
cultivated and agreeable men who

for the publisher
Rural & mental
Pabulum

it was a pleasure to meet. Knowing the United States as he did, he was not surprised that, often times, the most cultivated and intelligent of these committee men pretended to be nothing more nor other than plain men of business. Further, contact with them speedily convinced him that the average business man is not necessarily the lighted and narrow-minded man he is often described to be, in spite of his loudly asserted veneration for "practical" methods and contempt for theories. It particularly pleased him to find, when there arose differences of opinion between him and his the committee, that in the main these men intended to be, and were willing to be, entirely fair in their dealings with the architects whom they invited to compete for the prize they offered. He discovered that the average business man was not as obtuse and self-centered as is commonly supposed, that once the logic of the situation was clearly laid before him he was willing to abandon his "practical" views and adopt those that were more logically equitable, even to the foregoing of the elaborate

and costly colored perspective drawing
which his soul hankered for - the
one thing he felt sure he could
really comprehend and appreciate.

Copied Appraisal - Appraisal.
John - VI

In attempting to appraise the absolute worth of his life-work, & measure the magnitude of his success, due weight must be given to the fact that there was no beaten track for him to follow. Although in New York he at length gathered about him a capable team of huskies, his assistants of various kinds, who actually pulled much of the load, his nevertheless was always the responsible ~~task~~ task of "making trail" ^{ahead}, and at Boston, in the early years, he not only had to break trail but had to draw almost the entire load himself. His real rôle was that of a precursor rather than pioneer, for a pioneer wanders along somewhat at haphazard and though he does make progress has no very sound reason for making it. The precursor, on the other hand, ^{not only} knows ^{where} the goal is that he seeks ^(but) where it lies, and so leads as directly towards it as circumstances permit. in one direction rather than in another

Unless one is of sufficient age to have a first-hand personal knowledge of the conditions that prevailed during the period 1861-7 - the years that marked the inception and incubation of the Massachusetts Institute of Technology - the resources, educational

financial, commercial and technical that the community had at its command, it is very difficult to appreciate how great has been the change and progress and how large a need of praise is due to ~~those whose~~ those whose instructed and intelligent initiative has brought about this remarkable change. For the change - transformation, if you will - has been astounding and the entire world acknowledges it to be such.

The forces that have enabled this development seem to be, in due order, the exercise of the orderly processes of ^(industry and) commerce which brought about the accumulation of wealth, in the first place, and in the second place the vesting of this wealth in the hands of financiers who, individually or collectively as corporations, were endowed with active imaginations and clear vision, or at least men intelligent enough to comprehend the advice and suggestion of students, thinkers and political economists who could point out how these hoards of gold could be dispensed to the greatest gain of the body politic. But unless there ~~should~~ ^(had been) found a hand trained and skilful hands to

which the execution of these desirable adventures ^(the field of) in progress could be entrusted the ~~spec~~ functioning of these two primary forces would have been productive of but little of permanent value.

As one travels through an elderly man travels about the country and notes how many absolutely new towns and cities have come into being and how the face and texture of the towns known to his youth have altered and improved, as well as grown in physical extent, it ^(can) not for him to perceive that amongst the most active and benevolent of the secondary forces engaged in effecting the development he notes are the great building industries of the country. But it would have been almost worthless for these great mill-machine-crowded mills, factories and plants of every kind to turn out their vast and varied product if there were not ready to assemble and combine them in proper order a countless host of trained and skilful mechanics of many kinds, whose actual manipulations were directed by efficient and intelligent executives, the master-builders, and these could have brought into existence but

inferior monuments of constructive ingenuity, if there had not been, higher up in the hierarchy of building, the creative minds, ~~and~~ ^{the} trained intelligences and refined artistic comprehensions of a considerable but, relatively to ~~the~~ other classes in the community, a very small, body of men, the architects who provided the designs and schemes which prevented the senseless, mischievous and degrading dissipating of acquired wealth. There can be no question but that this country, as it exists in this year of grace, and the people who inhabit it owe their present rank in the scale of civilization as much to the work and influence of the small body of architects as is owed to any other class of men, even if a hundred fold more numerous. And, be it emphasized, the architects are quite conscious of the fact. But while it is not to be disputed that architects stand at the head of the building industry, and though they would like to be accepted of men on the same plane as poets, as having been born artists, the fact is that they are but the products of an educational and evolutionary process: they

in these particular fields

have been "taught their trade" as truly
as any mechanic who carries on their de-
signs. Now a very large proportion of the
architects practicing in this country today
received their education, in full or in great
part, in the one or another of the architec-
tural schools which have come into being
in this country ^(since 1866) ~~today~~ so that in the first
instance acknowledgment must be made,
in "honor-that-Jack-build" order, to the
men who ~~taught~~ devised the schemes
of architectural instruction and administered
them - the teachers in these schools; though
above and more remote still comes the
credit due to the common-school
system, the dame-school and the
mother's knee.

The fact that some other men
might have been found to discharge these
functions in a more thorough and accept-
able fashion does not alter the fact
that no such persons were found, and
the work that was done was actually
done by those who did it, and
holding the foremost place, not only
as the first incumbent of a chair
of Architecture in an organized educational
institution, but because of the quality

Among these men

and absolute worth)

of the educational methods and processes he patiently evolved. It was his signal and peculiar fortune that a good and unique opportunity was brought within his reach and he did justice to it, worthily and fully. Nothing more can be demanded of any man than that he be the faithful steward of his opportunities must always stand the name of William Potts and if to expend every fibre of one's mental and physical strength upon the matter entrusted to his care is to be faithful, then he deserves to rank with the best stewards in any walk of life.

Modest man as he ^{was}, he ^{was} too intelligent
and honest-minded to be either unwillling
or unable to apply the touchstone of success
to his own career, and so we find him just
after his retirement from the active direction
of the School of Architecture of Columbia
University writing as follows to his
young Fides Achaetes: -

~~Dismissal~~ Retrospect.

7
[F D S. July 14, '03]

"Saying good-bye the other day, at the top of the stairs, seemed a simple ceremony, but it carried me right back to 35th St., that evening you first came to see me about the Perspective plate. All my New York life lies between and it is already beginning to look like a dream. It seems such a queer rig to have run, for me, of all persons. I should have been glad to be allowed to close it up decently and do not yet understand why I was not. But ~~this~~ ^{there} is of course a sense of relief in being rid of it all, in no longer having to strain night and day to play a part for which I never had any proper training. One gets tired of living on his wits, interesting as it is, and ~~longs~~ ^{longs} for work he is really up to. Doing nothing seems about to fill the bill, for there is nothing and there never was anything that I could do as it ought to be done. It is something of a relief, accordingly, not to ~~have~~ ^{have} anything expected. No more duties for me. Whatever I do I mean to do for my own satisfaction, and not to be hurried into doing it with one hand, because the other hand is busy. It is ~~curious~~ ^{(paradoxical,} and ~~practical~~ but I recognise that it is nevertheless true, in a sense, that out of twenty years of daily failures has come a twenty-year success. I think it is really a good school, and what is more to the purpose, a good kind of a school, and I cannot deny that it is in kind and degree my own achievement. It is really something to have done, and the acclaim is not without reason. This helps to reconcile me to myself, even though I am denied the satisfaction of bringing the work to the end which seemed just in sight. It seems as if there was some efficiency in a lofty aim, even though all the means of attaining it are lacking.

"I think I feel very much about the sixty or seventy years as I do about the twenty. I am disposed to forgive myself, and not to take it too much to heart that things have miscarried. When one makes up his mind to 'accept the world' he may as

#2

well accept himself as part of it, and not worry too much over his deficiencies and shortcomings. Goodness and wisdom are rather beyond one's reach, but one can generally manage to behave properly. and this course, if persisted in, is not without result, as one finds when he is nearing the end.

" I have enough things that I want to do, to keep ~~one~~^{me} occupied and I do not expect to be homesick or to miss my accustomed food and drink. Indeed ~~this~~^{there} was just a drop of bitterness in the final draught that suffices to spoil the taste ~~for~~^{of} the whole thing. It was all very nice, but I feel no wish to return to it. The best part of the recollection is my affection for so many of these men, beginning at the beginning and continuing to the end, and the return it has met."

Sato still he wrote :-

Retrospect.

"I did what I could for twenty years according to my dim lights, but it is now all past and gone. I am pleased, and surprised, every now and then, to find that it means something to the men of this generation."

To/
(F D S . 1909)

"To be sure, according to what is nowadays said, forty-nine is the extreme limit of efficient performance. But this was my age when I came to New York, and I was just coming into my inheritance, such as it was. The most active, intelligent, original and courageous years of my life ~~even~~ ^{were} those between sixty and seventy, and my last year of work was much the best. It is the only one that I now regard with any sort of satisfaction. No, you may hope for twenty years more of good work."

To/
(F D S. Feb. 1911)

"As perhaps I told you, there was a concert of action which nearly swamped me with Christmas letters from old students, nearly sixty. I have answered them all. What surprises me is that so many of them say that they got at the School a personal benefit as well as a professional one. I don't quite see what they mean, but it pleases me."

~~Applause.~~

It is the glorious and enviable privilege of ^{most} Physicians, ^{many} clergymen and not a few teachers to learn in their own life time, though the grateful outpourings of patient, parishioner or pupil, ^{now} have fully and satisfactorily they have discharged their duty towards their fellowmen. As the years flowed on and as his pupils passed into the workaday world, "found themselves", as Kipling words it, and came to a ^{mature} understanding of the value of the instruction they had received, ^{Professor} ~~Mr.~~ Ware had the pleasure of receiving many grateful acknowledgments of the wisdom of his conceptions, the judiciousness of his aims and the untiring fidelity with which he applied them to the development of the characters submitted to his care and influence.

These actions de grace, ^{car} approving as they do informally in letters mainly devoted to other topics, have about them a spontaneity, warmth, and ingenuousness that sets them as testimonials above the similar, but somewhat perfunctory, expressions of gratitude that poured in on him in 1910, when an organized movement to send him Christmas greetings from his former pupils was successfully carried out. As mankind in general is rather shy about exhibiting anything that smacks of sentimentality as affecting itself, it will be all the more interesting to quote here ^{some of} the grateful and gratifying words that ^{(from time to time) to him,} came often from quarters from which he would least have expected to receive them.

[From C.M.]

Applause.

(Chas. Mathews to W.R. Ware. Nov. 29th, '06.)

"I do hope you will visit New York some time before long. I miss my Verrochio (he of the true eye) very, very much. Indeed I often wonder if you know how much sentiment we older pupils feel for you. For, when everything is said and done, none of us know anything except what you have taught us. It was you who taught us that 'Architecture is the distribution of Mass and Harmony of proportion.' It was you who taught us to 'compose with sunlight'. It was you who taught us to be tremulously sensitive to beauty in all its forms; and that we were all too prone to look on a work of art in the rôle of judges, when really it is the work of art that is judging us. For it is appreciation that shows cleverness, not the ability to pick flaws. In fact, were it not for you, we would all be wallowing in 'l' Art Nonveau,' or possibly worse, if there is anything worse."

(From W.W. Jackson -- Dec. 24, 1909)

"I have always believed that the value of a true College or technical education is not in the things learned, but in the training of the mind and in the general refinement of the personality, which means that the men at the head must have, as you so especially did, culture as well as mental strength."

V. E. Maury

[From V. E. M.]

Dec 10. '10]

"It seems impossible that over sixteen years have gone past since I left the Architectural Department of Columbia, as the influence of the few years there is still so fresh. Never a day passes that the spirit there learned does not make itself felt.

"Perhaps of all your former students I can best realize the breadth of that spirit as I have never followed the profession of Architecture. The influence of your personality, however, was not confined to professional lines, and therein was your indefinite power over all your students. I am sure that we all regret that we have not had the inspiration and privilege of having you among us in New York.

"My time has been divided between business interests and what I hope are constructive philanthropic movements. My first efforts in this latter direction were made while I was still in the Architectural Department, when Stanton Coit came up to the School

Appolauze

me afternoon in 1892 and talked to us
on the [University Settlement] subject of the
which was then starting and which was
the first Settlement in America".

#

[From H.B.H.

Dec 22, '0]

Herts

"Pray believe me that you are ever in
our thoughts: the boys ~~feel~~ feel as if they
knew you well, as does my wife. I
pray that it may be the good fortune
of my own sons that when they, too,
take up their life work some man
as good of heart, as kindly of spirit
as yourself may guide them as
you guided me upon the right
pathway of life".

#

~~In this connection~~

Although there is no direct connection
with the foregoing extracts, yet because
it is appraisatory and is "praise from
Sir Hubert" indeed, it seems desirable
to introduce a note from Charles Eliot
Norton written after reading Professor
Davis' account of the manner in
which he was teaching History in
connection with the regular Architectural
studies. Mr. Norton writes: —

"I am much obliged to you for letting me see this excellent and convincing statement of yours, and I repeat my congratulations on the results you have brought to pass.

"You would do well to let your History paper be the first in a series which should set forth in order the whole work of your School of Architecture as it is now, and as you would like it to be. Nothing could be more useful to other Schools — or to your own. The public ought to be instructed as regards such work as yours. It is plainly your duty to do it, and you should throw off other work if need be in order to accomplish it. Let this paper be preceded by a short introduction, and by a promise to deal in similar manner with each main division of instruction.

"This really must be done."

X

Three years later Mr. Norton again writes:-

"As for my resignation of my Professorship, it was not because I felt old; but because it was time to be ready for feeling old. I laid to heart Dr. Walker's nice and humorous saying to the Committee of the Faculty with Mr. Felton at its head that visited him to induce him to withdraw his resignation. 'Why, Doctor,' said Mr. Felton, 'there is not one of us who sees the least reason why you should resign'. The Doctor looked up with that shy air and bright twinkle in his eye which was so familiar to us, and replied, 'Do you think I am going to wait until you do?'

"What you say of your work and of the method you have developed in your School is most satisfactory. It is a great happiness for a man to feel that the designs to which he has given the best part of his life have been successfully carried out. I wish you joy of this. You have good reason for satisfaction"

X

(From IV Year Circular June 25th, '98)

"I ^{hear} ~~have~~ on every side from those best qualified to speak that if we really make the most of our opportunities, we shall presently have as good a School as any in the world, turning out men as skilful and as well-informed as any, and, it is to be hoped, with the cultivated taste and sound judgment which the profession needs, and which only such a liberal course of study as ours can give. Each class seems to me to get a step nearer to this, and thereby to make the School a better and more profitable place to be in for their having been in it."

Apples

Apparance

"At the same moment comes an encouraging line from E - who, after two years in Paris, writes: 'After seeing the work here I am more than ever proud of the best school of Architecture in America. If men would be willing to stay at Columbia as many years after graduation as they spend in Paris, they would in the end accomplish fully as much. ~~I believe~~ ~~the~~ American schools. The American schools here, I believe, many things in their work superior to that in Paris."

X

Applause

Sam Houston College (Colony) Austin, Tex
Walker

[From J.T. Walker, June 25, '13]

"The end of your influence upon my profession is not yet and never will be, and it must ~~give~~ be a source of great satisfaction to you to think of all the fine things that have been accomplished by your one-time boys."

[From C.S.K. Dec 20, '13]

Kaiser

"I shall never forget to be grateful of the privilege of studying under you at Columbia. You have made the history of that place and they will realize the fact more and more, just as we fellows do. By 'they' I mean the authorities, who will look in vain for another like your inspiring self"

[From the Same - Nov 17, '14]

"I will not go further in this direction just now than to say how thankful I am for myself for the circumstances that led me to your teaching and influence - and to see the real you, the person you really were, not only wanted to be."

Goldstein

[From E.S.G. Feb. 3 '00]

"I tell my various interested friends who are shocked at my having 'told' Architecture that I really never had fully decided to follow Architecture, and had taken that Course at Columbia because I felt it was the broadest and best for a general education. ~~And~~ And this is true. I feel now, not in the world, among educated people, that a Scientific Course can not have too much academic work. The Course in English which you gave us, although it may not show itself in this hasty note, was proved immensely beneficial."

Start a new page
with this

See also 2nd
letter to Sabine

Reminiscence.

[Chas A Rich in W. Evening Post Jun 15, '15]

"I look back to one bright morning in May when, together with one of his "Tech" boys, we tramped down to the Providence railroad-station with knapsacks on our backs, to take the New York train to board the 'Devonia' of the Anchor Line, to take our first student-life trip to Europe. And it was a seven o'clock morning train, mind you, and just down came Mr. Tracy to see us off; and as the train started, he slipped a \$2 bill into each hand, saying: 'When you get to Angoulême, buy a little work in the churches of Southern France.

— and, so, we were off. But just analyze that little seven o'clock act for a moment, multiply it by hundreds and you can understand this side of Mr. Tracy's life; what it meant to us, sending us off with strong, hopeful, broadened hearts! And I know that his death will bring up many such a scene to the boys now grown up and scattered over the country.

I could not help reciting the above incident, because the very recollection of that morning, with that its simple act of affectionate thought for us, 'his boys', has come back to me often, and love for him has grown stronger as he has grown older, and has left the recollection of him sweet and tender.

(Reminiscence)

[C.H. Walker, Boston Transcript, Jan 11, '15]

"There are many to whom his death will bring more than the feeling of the loss of an able architect and educator, and of an idealist in his profession. They are the men who were members of his student family and whom he considered 'his boys', not all of whom had studied under him, for some he had gathered from the byways and had admitted into that serene and appreciative environment which was so characteristic of his life. His was a quiet but firm philosophy of life, lightened with the flicker of epigram, and permeated with the warmth of affection. With a mind that delighted in the intricacies and delicacies of supposition and enjoyed the labyrinths of speculative conjecture, he associated an ability to simplify and make clear to the student the basic elements of his art. He therefore had an unusual garnet of mental activities and those who were so fortunate as to talk with him intimately found coordination of thought upon all subjects and a constantly increasing vista of ideas. But it is his helpful friendship which will always remain his legacy, a friendship which developed intention and urged to effort and the best success. A refined idealist, who inspired not by forensic eloquence, but by a calm leadership, he was above all things a father to his boys."

in the

[A. D. F. Hamlin M. S. Prof. Nation]

To the great host of his former pupils and associates Professor War's memory will undoubtedly be chiefly precious by reason of his broadly sympathetic personality. He was less a pedagogue than an inspirer of men. His lectures were often rambling and discursive; they were never reduced to writing and followed no carefully prepared syllabus. But they were full of suggestion, mind-openers, breaking windows, in the walls of his subject, through which the as it were student glimpsed other and wider fields of knowledge. Philosophy, ethics, religion, literature, history, educational theory, in these and many other subjects he awakened new interest, and many a student has him to thank for revealing a world about him to whose beauty and majesty he would otherwise have been blind while treading the hum-drum path of professional routine.

Professor War was never married. The great stores of affection of his tender and unselfish heart found their outlet in friendships of a peculiarly warm and devoted character, not only with men of his own generation, but also with young men, whether his pupils or junior associates, to whom he was a father, a brother, a counsellor, a comforter, and a welcome companion. To all this host his death has come as a personal

affliction, an irreparable loss. It is not likely then will ever arise another to occupy a position precisely like his, to do a work like his, or to leave behind him in the profession a memory so fragrant, or the record of a life and career equaled to so many as the record of this strong but most gentle, pure and lovable personality."

X

[Prof J. R. Wheeler, ^{in the} W. S. Post.]

"For all these services [in connection with the School of Classical Studies at Athens], and for his presidency through many years of the New York Society of the Archaeological Institute, Classical scholars may well cherish Professor Travis's memory with sincere gratitude. For those of us who have had the privilege of being personally associated with him, this memory will be made still brighter through the recollection of much wise counsel - counsel often given often with a whimsical humor that lent to wisdom's goddess a truly benign air."

X

Aims

What, then, during the nearly fifty years of his magisterial usefulness were the aims that Professor Van had in view and towards which he strove with untiring zeal and interest?

First, to teach Architecture, in all its varied branches, with all the needful thoroughness that a patient and intelligent ingenuity could devise, seeking always to confirm or qualify his own opinion of the absolute value of the methods adopted by a constant consultation with the better educated architect in practice and a comparison of notes with his own assistants and with the conductors of similar Architecture Schools. He was no believer in one-man power.

Secondly, his next concern was make sure that out of the several possible ways of imparting the useful instruction those methods should be adopted that would minimize the narrowing effects of a purely technical training. He was ever on the alert to devise means of imparting instruction in a way to stimulate the mental curiosity of his students, encouraging them to a wider and more liberal

cultivation of their intellectual powers. It struck him to find in any of his pupils a mental sluggishness and an unwillingness to advance, so far as brain work was concerned, beyond the ~~school~~ High-school standard, in the plea that the time had now come when they must devote their time and energy to the training of their hands and fingers. His belief in the everyday value of "liberal culture" was to him a veritable profound and the phrase was no more in his eyes no unmeaning shibboleth.

Thirdly, conscious of one of the advantages and disadvantages the somewhat accidental alliance between a Department devoted to a Fine Art and Departments engaged in the teaching of Applied Science, he ~~consistently~~ consistently and constantly strove to take advantage of the former while he spent even more energy in devising means to minimize the latter. To this end he sought to avoid the waste caused by obliging Architectural students to follow ~~the~~ in full the courses in Mathematics, Physics and Mechanics suitable for Engineering students and substitutes for them simplified courses suited to the needs of architecture and conducted

by his men. His very full explanation^{on this head} furnished at request to me of the Trustees of Columbia University is interesting enough to quote at length.

~~Finally~~ Mitchell paper follows

Insert
Fourthly
here
See next
page

Finally, looking solely to the best and permanent interest of the architectural profession and advancement of the Art of Architecture, he aimed to bring about the establishment somewhere - preferably at New York or Cambridge - of a Post-graduate School of Architecture whose primary in the educational field should be acknowledged by the other Schools which, without slackening in their own efforts at advancement, should be content to act as feeders to ~~the~~ higher institution. This Post-graduate School in its turn would be able to advance its work to higher and higher ranks just according as it found itself justified in raising the standard of admission because of gains already made by some or all of these feeding schools.

Such

Fourthly, the considerable body of Special Students who at the Massachusetts Institute of Technology were found to be a somewhat disturbing element; hardly serious in their attitude, seeming rather free to come and free to go at will, he sought to exchange for a more promising more serious type of Special Student through the simple process of regulating their admission to and stay in the School by raising the standard and using a greater watchfulness and strictness. In this way these ~~the~~ the following extracts from deers reports show how these one-time detrimentals in Boston were converted to into benefactors in New York -

Special Students follow

Applause

It is the glorious and enviable privilege of physicians, deacons and not a few teachers to learn, through the grateful outpourings of patient, parishioner or pupil, how fully and satisfactorily they have discharged their duty towards the fellow men. As the years flowed on and in their own lifetime as his pupils passed into the workaday world, found themselves as Rippling words it, and came to a more understanding of the value of the instruction they had received Mr. Van had the pleasure of receiving many grateful acknowledgments of the wisdom of his conceptions, the judiciousness of his aims and the untiring fidelity with which he applied them to the development of the character submitted to his care and influence.

These actions de grace, appearing as they do informally in letters mainly devoted to other topics, have about them a spontaneity, warmth and ingenuousness that sets them as testimonials above the similar, but somewhat perfunctory, expressions of gratitude that poured in on him in 1910 when an organized movement to send him Christmas greetings from his former pupils was successfully carried

✓
Applause

nt. As ~~anything~~ that reveals the work
of the mankind in general is rather shy
about disclosing exhibiting anything that
smacks of sentimentality as affecting
itself it ~~may~~ will be all the more
interesting to quote here the grateful and
gratefully words of that came from
quarters from which he would least have
expected to receive them.

(A)

[From W. W. Jackson - Dec 24, 1909]

✓
I have always believed that the value
of a true college or technical education is
not in the things learned, but in the
training of the mind and in the general
refinement of the personality, which
means that the men at the head must
have, as you so especially did, culture
as well as mental strength"

Appreciated

718

Biography, Draft.

WARE MC14

Included in this record of his "outside" activities place must be found for the many lectures he delivered before clubs and societies in various places, most of them illustrated with the stereopticon and almost all quite unrenumerative, so far as income is concerned. Exception must be made, however, in the case of the Lowell Institute, of Boston, whose world-famous lectures are distinctly "blue-ribbon" affairs; it was his fortune at different times to deliver two courses of these lectures.

Other men, in the educational field or in the other walks of life, have filled their working days as fully as he did, but it is questionable whether many can be found who have ^{had} the great satisfaction of having taken part in the founding and conduct of as many useful organizations which to this day have lived and in most cases have greatly grown and prospered. It does not fall to many men to find that the "odd minutes" of their spare time have been hardly less well spent than the intramural time expended on their regular and stated avocations.

Of the time-consuming qualities of these outside matters he once wrote thus:

Re-copy p. 221

*Make this the final paragraph
of the chapter*

221
Outside Activities.

(F.D.S.)

"I suspect that I am getting into my old habits of spending what little time I can command, in term-time, on 'outside' things. No wonder then that the main interest suffers. It is not that the outside things take much time. They do not, ⁷there is not much leisure to give to them, ⁱⁿ but they take all the leisure there is, and deprive the main interest of those little extra services that it needs to make it really prosper. I shall plainly have to reform. For besides managing the affairs of the Archaeological Institute and so doubling its members, and putting through the interminable correspondence about the Prixes Architectes Américaines, the circular for which is about ready to issue, and making a beginning on the Supplementary Fund, of which I think I spoke to you, and writing letters all over the Union about the Kansas City competition, I have had the School of Athens on my hands. A week ago I finally managed to send the sketches to Mr. Norton, much improved from when you saw them, and a set of drawings to Mr. White. Now, so far as I can see, I shall have to set to work and raise the money, for the New York Subscription has been a sad failure--\$1,500--when we want \$15,000.

If he did not actually originate the idea, of repaying to the French Government some portion of the debt due for the generous treatment by it of the many American Students it had allowed to enter the French Schools and profit, gratuitously, by the education therein to be obtained, he was certainly very active in ^{carrying a desirable reciprocity} ~~bringing about its establishment~~ and in procuring subscriptions to the fund endowing the Prix de Reconnaissance des Architectes Americaines.

This prize was founded by those Americans who actually had entered the 'Ecole des Beaux-Arts conjointly with those who had not passed the entrance-examinations to that School but who had studied in one or another of the recognized semi-official ateliers in Paris. To these who constituted, as it were, the first generation of beneficiaries of the French Government was added, as a second generation, the greater number of those who had studied, though only on American soil, under those who actually had studied in Paris. In this category he was glad to enrol himself as having once been a pupil of R. M. Hunt's, thus being in the same category with many of his own pupils who had been, also, the pupils of M. Létang at the Massachusetts Institute of Technology, himself an original graduate of the École des Beaux-Arts.

As for the many smaller undertakings which helped to consume his time and strength it is doubtful if he himself could have recalled them, as is shown by the following enquiry he once addressed to Mr. Sherman:-

(F.D.S. Jan. 5, '15)

"Do you remember, my going to Philadelphia somewhere between '85 and '90 and persuading some fellows to come and repeat in New York some sort of theatrical performance? I cannot remember what it was or who they were, only recalling that I hired the Academy of Music in 14th St. for them, and myself sold pretty much all the seats. I remember, also, that I sent for Mr. James Russell Lowell and persuaded the Century Club to give him a Recep-

tion. I think it was the craziest thing I ever did. But, fortunately, it was a great success and paid for itself."

Generosity.

(F.D.S. '88)

"When we see how little we do on can do for ourselves and how ✓
much of what we are comes from our condition of life, for good and
for evil, it certainly *behaves* us to mind that little well. Also, so far as we
are contributing to others' environment, to give freely of our best."

Fable.

Treasure Island.

"The stories of galleons ^{ru} *foundered* in the Spanish Main could not be verified, and the slender-witted-people, who, beguiled by these fancies, have fitted out ships and sailed for ports of which they knew neither the Latitude nor the Longitude, plainly deserve no consideration.

The circumstance that they have come back with cargoes of Gold and Silver does not redeem their folly.

Moral . This Fable teaches that the Cypher Writings which some people ^{attribute} to Lord Bacon ^{are} ~~as~~ not worth reading."

Time.

"If only we could have more time, or get our First-year work done before hand."

Mathematics.

(F.D.S. '95)

"But I have enlivened the dullness by reading a few pages in a
curios discourse on the calculus!"

"One of my divisions at Cohasset was to teach W--'s boy Jack, who
is going to the Scientific School, the theory of Trigonometry ---- in
three lessons!"

Goodness.

(F.D.S. '89)

"Trowbridge is delightful, even more so than I supposed. His experiences have done him good, every way, and he comes back as bright and gay as he is good and capable. Goodness is a good thing after all, and how many good men we know!"

Letters.

(F.D.S.. '98)

"All this is rather discouraging and I do not quite understand how, if in vacation all my time is taken up with answering letters, I am going to get time for anything else in term-time, when letters are more frequent."

Beaux Art Society.

"I made the speech I had summonsd them (th Architectural League) to hear and contrived, I think, to say just what I wanted them to know. If I could get the ear of the Beaux Art Society in the same way, it would be a good thing. But they are a more difficult company."

✓
 (4) "Peirce and I spent five hours in the SistineChapel, saw the Pope and heard the choir. The name Sistine is ~~come~~ ^{derived}, I discover, from Sisto 'to stand much', we were nearly dead before the music began! "

✓
 (1) "Did I tell you that at Perugia I was joined by the Footes and visited with them the Etruscan tombs. Foote ^{père} ~~Pire~~ was a little afraid of a chill and found one sufficient, so that in the second I had the experience, so to speak, of going about with one foot in the grave."

✓
 (2) "I intended to have remarked that I had found the Footes quite hand-in-glove with the ~~Bootts~~ ^{Bootts}.

✓
 (3) "Mantua is par excellence a fortress and the railroad is not permitted to approach it.-----^{The} ~~one~~ town is almost as desolate as Ravenna and very unhealthy by reason of the well-known marshes round about. It is irregular in shape and the approaches very crooked, for the same reason, I ^{imagine} ~~imagine~~. You see, the Mantua - makers had to cut their coat according to the cloth."

✓
 (X) "Though all the ^a writers at the "Adler" [Heidelberg] spoke English and all their other guests were just such, I refused to speak or hear a single word of the kind. I trust I have too much proper spirit to use my own language in a foreign country."

Bootts

Wit

(F.D.S. 164)

"I amused myself a week ago with reading a dozen pages of easy Latin poetry, 'Prudentius'. It is very interesting. IV century, early Christian and all that. It is surprising to come across 'Noah', 'Ruth', etc. in Virgilian hexameters! One wonders how a Pagan-born could have learned so much Old Testament."

Wit

10551

"Speculating on the attitude of mind maintained by the faithful, I evolved this, which strikes me as both witty and true and as a fine example of the sort of logical snarl which the Greeks called "^t~~se~~ *'Crocodile'*. [The Greeks said; I won't eat you, if you will tell me truly whether I shall or not]. It is this:— 'A good God would never allow his worshippers to believe ~~him~~ to be good unless he really was so.' I think this is a perfectly fair paraphrase."

9 ✓
 trib
 " My own ~~constitution~~ to the gaiety of nations is only this conundrum :
 How do you tell a locust from a fire-fly? Ans.- Locust, a non lucendo."

10 ✓
 first
 "It is ^emore vanity to glorify the impromptu. Besides, the wit of the moment is likely as not a reminiscence of the contemplations of a previous, happier, hour. How foolish is the disparagement of Trollope because he carried the habits of a man of business into his novel-writing; and wasn't Mr. Emerson just as methodical, walking and talking to himself so many hours a day, and writing it down when he got home, so many other hours?"

"Yet repartee is amusing. But so is any wit.

"For example, in the search for an inscription for the ~~New~~ Emerson Hall at Cambridge, some lady suggested: "Ein Münsterberg ist unser Gott." She probably thought of it while having her hair done."

"Don't you think something might be done with negotium and negotium ?

Exempligratia:-

'Negotium cum dignitate'

11 ✓
 "So pray let me know just how things strike you, and remember that I have no feelings, 'Only chambermaids have feelings,' as a friend of mine said to her daughter."

French Beaux Arts.

"He ~~Pope~~ told me some significant things about the
École des Beaux-Arts which I never knew, namely that most of the men in the
ateliers go there merely to escape military service, not meaning to
practice ^{Architecture}, and few ever do. He added that there are few private practitioners
in France, almost all the work and all the public work being in the hands of
the Prix de Rome men. Of these men, he added that their four years in
Rome was ^{mere} a ~~mean~~ loaf (Panem et Circ) and circus."

notoriously

enses