

to acquire even foolish knowledge in itself trains the mind. The gulf between the educated Chinaman and the uneducated coolie and between all educated Chinamen and all uneducated Chinese women is as great and impassable in China as it is elsewhere. It seems to be a law of the human intellect that it develops only by genuine and continuous exertion and in *no other way*. That is what we mean by saying that there is no royal road to learning—rich man, poor man, king and peasant, each and every man and woman, white, yellow, brown, and black, born under the sun—must pass by this straight and narrow way into the company of the elect, of those who have learned how to think, of those whose thinking counts. If you want to convince yourself of this you have only to read of the kind of education given in Great Britain and Europe to the boys and girls who are expected to become kings and queens. It is infinitely more strenuous even than the education Bryn Mawr gives you. As far back as you go in history you will find that everyone who is expected to rule others has been subjected to peculiarly severe mental discipline. If the present intellectual supremacy of the white races is maintained, as I hope that it will be for centuries to come, I believe that it will be because they are the only races that have seriously begun to educate their women.

So difficult is this evolution from the physical to the intellectual that it seems to require not only a wise system of instruction for the youth of a given country but also favourable climatic conditions in order to develop marked mental ability. It seems to be only in a strictly limited temperate zone, only on a very small part of the earth's surface that men can maintain continuous intellec-

tual activity. Roughly speaking this zone includes Great Britain, Scandinavia, France, Spain, Italy, Germany, Austria, Belgium, Holland, probably the greater part of the United States and Canada, some parts of Russia and South America, and perhaps parts of certain other countries that have not yet been sufficiently investigated. So stagnant intellectually have the descendants of some of the ancient civilizations become that it seems certain that, for example, the climate of Egypt, Assyria, Babylon, and parts of Asia must have changed since the time when the wonderful prehistoric civilizations that flourished there perished. One thing we know beyond doubt and that is that certain races have never yet in the history of the world manifested any continuous mental activity nor even any continuous power of organized government. Such are the pure negroes of Africa, the Indians, the Esquimaux, the South Sea Islanders, the Turks, etc. Our own semi-civilized American negroes have shown in Haiti what they revert to when left to themselves. Even a people of genuine intellectual power like the Poles seem to have a fatal instability and infirmity of purpose that prevents steadfast organization. This was illustrated last winter in New York when an attempt was made to relieve the Polish war-sufferers. The Poles divided into two relief associations under two great Polish artists. They seemed unable to unite even to save their perishing kinsmen. If there emerges from this war a great Polish nation, as we hope, it remains to be seen whether the Poles have learned through adversity the indispensable lesson of union and coöperation.

These facts must be faced by a country like the United States which is fast

becoming, if it has not already become, the melting pot of nations into which are cast at the rate of a million a year the backward peoples of Europe like the Czechs, the Slavs, and the south Italians. If the laws of heredity mean anything whatsoever we are jeopardizing the intellectual heritage of the American people by this headlong intermixture of races. We are surely endangering our great position among the leading nations of the world. Our first immigration was made up of the dominant races of the world, the English, Scotch, French, Dutch, German, and the singularly gifted even if politically unsuccessful Irish and Welsh. Our present immigration is precisely the reverse. I believe that the time has come when for the sake of future Americans we must close our doors and let the great tide of the unprogressive races of Europe sweep into South America and the temperate parts of Africa. Lord Bryce says in his book on South America that there is room there for a century's immigration. Our New York and Chicago slums are now as bad, if not worse, than anything in the old world. The conditions in some of our mining towns in Pennsylvania where few words of English are heard are said to surpass anything in Europe. The diseases of European poverty and filth are brought here by our foreign immigrants, and like our present epidemic of infantile paralysis are propagated under conditions that we cannot control in the shockingly overcrowded tenements which disgrace our country. I understand from physicians who have studied the question that soon every epidemic known to older civilizations will ravage our American people. Surely the time has come for us Americans to change our childish happy-go-lucky attitude and address ourselves seri-

ously to saving ourselves intellectually and physically as a nation. President Jordan and other pacifists are vigorously pointing out that war by killing off the bravest and best of the manhood of warring countries compels the children of the next generation to be born from the physical weaklings and slackers. I wish you would all read his illuminating little book on this subject which I will place in the library. It may interest you to recall when you read it that the very first time that he spoke on this subject was at a Bryn Mawr commencement and that our then professor of French rushed from the platform in horror when President Jordan said that the long succession of Napoleonic wars had lowered the physical and moral stamina of the French nation. But inevitably as the terrible slaughter of war lowers the intellect and physique of a people, how much more insidiously dangerous is the lowering of the physical and mental inheritance of a whole nation by intermixture of unprogressive millions of backward peoples. Even a war god like Napoleon and the long succession of Napoleonic wars could impair only temporarily the great French race. The last two and a half years have proved to all the world that the new generations of French men and French women grown to manhood and womanhood during forty years of profound peace are able to win immortal glory by defending the sacred soil of France which is sacred also to every one of us who cares for freedom, democracy, intellect, and beauty. Men and women can be bred again after several generations from the same great stock, but if we tarnish our inheritance of racial power at the source our nation will never again be the same. Our intellectual and moral place among

the dominant nations of the world will be gone forever.

Our early American stock is still very influential but this cannot continue indefinitely. For example, each year I ask each freshman class to tell me what countries their parents originally came from and for how many generations back their families have been on American soil. It is clear to me that almost all of our student body are early time Americans, that their ancestors have been here for generations, and that they are overwhelmingly English, Scotch, Irish, Welsh, and that of other admixtures, French, German, Dutch largely predominate. All other strains are negligible. Our Bryn Mawr College students therefore as a whole seem to belong by heredity to the dominant races. You then, students of Bryn Mawr, have the best intellectual inheritance the world affords. You are studying in a college situated in one of the great temperate zones where the adolescent human intellect can best develop. We call upon you with confidence, you who are thus the flower of the fortunate youth of the great races of the earth, to make the stupendous effort every one must make to pass through the straight gate of the golden city of the mind.

You, all of you, have begun to learn how to begin to make this effort because you have met our requirements for admission. I believe that without it you cannot get into Bryn Mawr. I assure you that it is more worth while than anything else in the whole world to determine to do whatever may be necessary to make yourselves members of the glorious company of the intellectually fit. This absolutely necessary thing is to study seriously and hard—not *all* the time but a *sufficient* time—each day, each week, each year, so that at last

you may enter into and take possession of your splendid intellectual heritage. Your professors are here to help you in every way, but you too must do your part. Your professors are ready to assist you not only by lectures and class work but by advice and explanation in their consultation hours and in their laboratories. Your wardens have all of them gone through the Bryn Mawr discipline and are only waiting for you to talk over your work with them. Dean Schenck, Dean Maddison, the Secretary, and the President are in their offices for many hours each week and everything that they can give you is yours for the asking, but it is your duty to ask. You need not follow our advice if it does not commend itself to you but we beg you at least to find out what our advice is. It would be wonderful if we could really work out at Bryn Mawr some new plan of closer coöperation between professors and students. It is what all the college world is trying for. In the United States Harvard, Yale, Princeton, Dartmouth, Amherst, and other colleges are making every effort to honour scholarship and to select the intellectually ablest students. The Harvard freshmen dormitories are a great contribution made by President Lowell to college education. They mark a return to the earlier and better methods of personal touch and influence in education. This new interest in education is found not only here but abroad. All the countries of Europe are even now making ready to reconstruct intellectual ability after the war. The papers report that the Prussian Minister of Education has announced that in future Prussian boys and girls will no longer be separated at twelve or thirteen years of age into two groups—one group made up of poor children to go to the peasant schools and the other more fortunate