

NOTES FROM THE LIBRARY

The Rutgers University Press

THE RUTGERS UNIVERSITY PRESS was established by the Board of Trustees on March 27, 1936, and was administered by a committee of which Carl R. Woodward, secretary of the University, served as chairman. This fall the Press has been incorporated into the program of the Department of Alumni and Public Relations, with Earl Reed Silvers, who is Director of the Department, as Director of the Press, and Earl Schenck Miers, who is Associate Editor of the University publications, as Manager. The following members of the University serve as an Advisory Board to the Press: Carl R. Woodward, chairman, Albert S. Johnson, George A. Osborn, Donald F. Cameron, Edward H. Brill, and Ernest E. McMahon.

Last year the Board of Trustees established a Committee on Rutgers University Studies with Donald F. Cameron, assistant professor of English, as chairman. The province of the Committee was to provide a medium whereby works of scholarship which were not adaptable to ordinary trade publication might be placed in print. This committee has sponsored three titles on the list of the Press, reviews of which follow this article. The Library has been supplied with three hundred copies of each title to be used for exchange purposes.

An earlier book, *Pedology* by Jacob S. Joffe, of the Class of 1918, was published under the imprint of the Press in June, 1936. The Joffe manuscript was a pioneering one—the first

full text on the subject to appear in English—and both its critical acclaim and its sale have been highly encouraging. During the past summer *Speech Is Easy*, by Richard C. Reager and Ernest E. McMahon, has been added to the list of books bearing the imprint of the Rutgers University Press. Five titles have been scheduled for the Spring of 1939.

A definite effort is being made to publish books that will bring prestige to the University not only because of their significance to scholarship, but also because of their faithful adherence to the highest standards of typography and craftsmanship. In this respect the Press has been assisted through the generous guidance of Philip Van Doren Stern, of the Class of 1924, and by the counsel of such other capable book designers as Richard P. Ellis and Peter Doblin. Lately the Press has benefited from the advice of Carl Purrington Rollins of Yale University.

E. S. M.

James Madison: Philosopher of the Constitution, by E. McN. Burns.

ALTHOUGH JAMES MADISON unquestionably contributed more than any other individual toward determining the original character of the Constitution of the United States, he left no systematic account of his political philosophy. As a result, scholars have been forced to depend upon reference to scattered sources in analyzing his ideas. Professor Burns has removed this deficiency

by reproducing in an even two hundred pages the comprehensive treatise which Madison might have written if he had ever organized his views. Beginning with a biographical introduction, which is significant because Madison's views frequently shifted with political currents, the author proceeds to a detailed analysis of Madison's main tenets—the origin of the state in a political compact; the threat of absolute majority rule to broad democratic principles; the possibility of dividing sovereignty through a federal system under which the general government should act upon individuals rather than upon local units; and the wisdom of a separation of powers. Many views which Madison derived from these principles are out of date. Yet there is contemporary as well as historical significance in his belief in the principal purpose of government as regulation of economic conflicts, his suspicion of unchecked power in the hands of any government or faction, his worship of stability. Fundamental political problems never really change, and Madison contributed a great deal toward their solution.

LORING B. PRIEST

An Index to Don Quijote, by Richard L. Predmore.

IT IS ADMITTEDLY unnecessary in this day to have to stress the importance of the position in the field of Spanish literature of Cervantes' *Don Quijote*, and therefore any justifiable work relating to it, be it a tool designed for its greater comprehension or a further exposition of the subject matter, becomes another welcome step forward in classical

Hispanic studies. Mr. Predmore's *Index* is based upon Rodríguez Marín's annotated edition of *Don Quijote* as published in the *Clasicos Castellanos* (Madrid, 1911-1913), and is explained as a work enabling one "to find at a moment's notice significant incidents and discussions and to trace interesting themes and opinions." In addition to fulfilling the function of its title, the *Index* serves to a considerable degree the purpose of a dictionary of proper names and at the same time offers bibliographical data concerning the books mentioned in the *Quijote*.

CHARLES H. STEVENS, JR.

Shakespeare's Influence on the Drama of His Age, by D. J. McGinn.

DR. MCGINN'S STUDY is an attempt to indicate the extent of the influence of Shakespeare on his contemporaries. Although the indebtedness of writers of later generations has been noted and carefully elaborated, until the publication of this volume Shakespeare's influence on his fellow dramatists was largely a matter of conjecture. The author has taken *Hamlet* as the most important of the Shakespearean plays and has traced imitations of it, not only in character, scene, and motif, but also in verbal allusions which seem to him conclusive evidence of direct imitation. The result is that present notions of Shakespeare's contemporary fame will have to be revised. While it is not Dr. McGinn's intention to prove that Shakespearean idolatry began in the seventeenth century, he has shown that the poet was admired and copied by many of the writers of his own generation.

DONALD F. CAMERON

A School Girl's Diary

WITHIN RECENT years the Rutgers Library has procured many manuscripts and printed books that throw light on the early conduct of education in New Jersey. One such acquisition is the fifty-page diary of Ann Eliza Fitz Randolph, a school girl who was enrolled at the Woodbridge Academy in 1826.

When the Academy was first established in 1793, it received only boys, but later girls were admitted. An advertisement in the *New Brunswick Fredonian* for May 4, 1826, announces the course of study of the female department of the school: "The female school, under the superintendence of the Principal, [Mr. Stryker] presents additional inducements to Parents at a distance. A Lady, (Mrs. Ricord), well qualified to teach the French and other higher branches, has opened a house for the reception of Young Ladies, who will have the advantage of the most approved course of instruction." The establishment of the female department of the Woodbridge Academy was consistent with the general trend of the development of women's education, clearly marked in the last quarter of the eighteenth century in our country.

Ann Eliza appears to have been a serious girl. On the night of October 6, 1826, she gave a full account of her activities and thought for the day: "After going through the usual exercises of the morning I took my books and went to the school house in the yard and studied till the bell rang for prayers. After breakfast I dressed for the examination, went down in the room to study my ancient geography with Margaret Ed-

gar. Mrs. Ricord heard us our French and ancient geography before we went; at nine we went to Mr. Stryker's seminary, the boys were examined in the morning on Latin, Greek, reading, geography. After dinner Mrs. Ricord heard the bible class. I attended the afternoon school; they were examined on philosophy, electricity; and after they went through their lessons there were several premiums distributed. Mr. Stryker addressed the children in a very feeling manner. The school was closed with prayer. I studied very little this evening, my thought is wholly directed on to-morrow thinking it might be the last examination for me, and if I should not pass a good one, I should feel very bad. We were all anxious to be equal to the boys. Some of the young ladies wrote very handsome specimens of poetry this evening. Being very much fatigued, also it is very late I have not time to write any more today."

Ann Eliza's seriousness, tinged perhaps by her reading of "melancholy" poetry, is shown when she wrote of visiting the graveyard with some companions: "we saw great many of our friends lying there; it ought indeed make us feel very solemn; we know not how soon some of us may be there; the hour of death is uncertain; we know not when the hour is coming; it is as likely to come to us and to some of our neighbors or friends; our life is not more certain than theirs."

In these passages and many others in her diary Ann Eliza gives pictures of the daily routine of her school; she also reveals her own conscientious, school-girlish nature.

ZORA KLAIN

The Laws of Yale-College

BY THE GIFT of Dr. Donald G. Wing, the Library has acquired THE LAWS OF YALE-COLLEGE, IN NEW-HAVEN, IN CONNECTICUT, Enacted by the President and Fellows. NEW-HAVEN: Printed by THOMAS AND SAMUEL GREEN. M, DCC, LXXIV. On page four of this pamphlet, appears the requirement that "Every Candidate for Admission must buy a Copy of these Laws, and keep it in his Possession, which being signed by the President, and one or more of the Tutors, shall be the Evidence of his Admission into College." We find from the endorsement on the last page that this copy of *The Laws* belonged to Thomas Chester, who on November 23, 1778, was "admitted a member of Yale College, & is of the Junior Class." The statement is signed, "Ezra Stiles President." Chester was graduated from Yale in 1780. He later became Clerk of the Court of Common Pleas, 1796, and of the Superior Court, 1806. The following passages will show the progress of an American college boy from matriculation to graduation.

The entrance requirements are not very different from those of the English universities of the late Middle Ages: "No Person may expect to be admitted into this College, unless, upon an Examination by the President and Tutors, he shall be found able extempore to read accurately, construe and parse Tully, Virgil, and the Greek Testament, and shall be able to write true Latin in Prose, and hath learnt the Rules of Prosody and vulgar Arithmetic." Having gained admission to the College, the student must first

of all "live a religious and blameless Life according to the Rules of God's Word." He must read the Scriptures and attend chapel regularly. He must also "shew all due Honour and Reverence both in Words and Behaviour to all his Superiors."

From the third chapter, "Concerning scholastic Exercises," we can picture the studious life of the Yale boys. The daily work was exacting. "Every Student," we read, "shall diligently apply himself to his Studies in his Chamber as well as attend constantly upon all public Exercises appointed by the President or his Tutor; and no Student shall walk abroad, or be absent from his Chamber without Liberty, except half an Hour after Breakfast, and an Hour and half after Dinner, and from Prayers at Night to Nine o'Clock, upon Penalty of two Pence, or more, to six Pence, at the Discretion of the President or Tutors." To prevent violations of this stringent rule, the next regulation provides that one of the tutors "shall daily visit all the Chambers of the Students, to observe whether they be there, and at their Studies."

The next regulation informs us as to the nature of those studies: "In the first Year the Students are principally to learn the Tongues and Logic; and thro' the two next following Years they are required to pursue the Study of the Languages in some Measure. The second Year they recite Rhetoric, Geometry and Geography; the third, natural Philosophy, Astronomy, and the other Branches of the Mathematics; in the fourth, Metaphysics and Ethics." Here is a course for a medieval scholar.

Chapter four is entitled "Of a regular moral Behaviour." One is

told that cards, dice, and strong drink are not conducive to the moral life, but one also learns that the crime of drinking is forgiven if the student be in the company of his father or guardian; "If any Scholar shall play at Dice or Cards, or even any lawful Play, for a Wager, or shall call for any strong Drink in a Tavern within two Miles of College, except in Company with his Father or Guardian, he shall be punished, for the first Offence, two Shillings and six Pence; for the second five Shillings." Youth has always loved the stage, but the eighteenth century Yale did not indulge this enthusiasm. "If any Scholar shall any where act a Comedy or a Tragedy, he shall be fined three Shillings, one Shilling if he shall be present at the acting of one; and if in acting he shall put on Women's Apparel, he shall be publickly admonished." Students were further warned against venturing "Money or Goods in any Kind of Lottery or chance Game, not allowed by the civil Authority." They were not allowed, furthermore, to keep guns, break the peace, "assault, wound, or strike the President or a Tutor," "publish any scandalous Libel about the President, a Fellow, Professor, or Tutor," or associate with "vile, idle, dissolute Persons."

From the beginning of time freshmen have given trouble either to the upper classmen or to the faculty. At Yale in 1774 every freshman was "obliged to do any proper Errand or Message, required of him by any one in an upper Class, which if he shall refuse to do he shall be punished." This service was called "sending." Even though the freshmen were kept in servitude, ap-

parently they sometimes got out of hand, for we read: "If any Freshman near the Time of Commencement shall fire the great Guns, or give or promise any Money, Counsel or Assistance towards their being fired; or shall illuminate College with Candles, either on the Inside or Outside of the Windows, or exhibit any such Kind of Show; or dig or scrape the College Yard otherwise than with the Liberty and according to the Directions of the President, in the Manner formerly practised, or run in the College Yard in Company, they shall be deprived the Privilege of sending Freshmen three Months after the End of the Year." Indeed, freshmen were evidently constant menaces to the good order and decorum of the Commencement season, for we learn further that "if any at Commencement Time shall make a great Noise or Disturbance, or exhibit any unusual Show, they shall be punished by the President and Fellows at their Discretion." What the punishment might be is not indicated.

Finally the day came when "All such Scholars as have resided at College four Years, and have diligently attended their Studies, and all public Instructions, and upon the Examination, appointed by the President, shall be found well skilled in the Latin and Greek Languages, Mathematics, natural and moral Philosophy, and the whole course of scholastic Learning, and have been guilty of no gross Crime or Transgression of the Laws of College, may expect to be honored with the first Degree, viz. Bachelor of Arts."

The cycle of a college course in the Yale of the eighteenth century was complete. R. K.