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THE WISCONSIN ALUMNI MAGAZINE



PUBLISHED AT MADISON
BY THE ALUMNI OF THE
UNIVERSITY OF WISCONSIN

VOL. 4

COMMENCEMENT
NUMBER, 1903

No. 9

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THE WISCONSIN ALUMNI MAGAZINE.

PUBLISHED BY THE ALUMNI ASSOCIATION OF THE
UNIVERSITY OF WISCONSIN.

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ARTHUR FRANZ BEULE ·

THE
WISCONSIN ALUMNI MAGAZINE.

JULY NUMBER
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BACCALAUREATE ADDRESS.

(June 14, 1903.)

THE UNDERGRADUATE AND THE UNIVERSITY.

Wisdom is Justified of all her Children.

The center of discussion in the educational world lies at the present time in the undergraduate college course. In no department of higher education is the practice of equally good institutions so various. In none is there so little agreement of expert opinion. In none are the results so doubtfully judged by those who are charged with the administration of college affairs. No subject calls out from educators expressions of feeling so diverse, varying from the wail of the pessimist, who sees before us only the entire neglect of culture, to the joy of him who hails the new education as a revelation from on high. It will not, therefore, be out of place if today I turn aside from those topics of university import on which I have spoken at the last two commencements, and discuss a subject which belongs to the college rather than to the university. Yet the subject is really of university interest, for the question of the nature of a liberal education is always the central question of higher education in any community. Technical training to a large extent determines the efficiency of the leaders of the present genera-

tion. Graduate study is a most important factor in the effectiveness of those who shall guide the higher and secondary education. But on the nature and spirit of the liberal education, of the undergraduate college course, depend the intellectual temper and spirit of the coming generation. On this education depends the way in which the representative men of the coming generation shall conceive their intellectual duties—those men who are in no technical sense the leaders of thought, the men who do not teach, who write no books, who are occupied in business, in politics, in the administration of affairs, not of ideas, but who for that very reason form the connection between the university and the world of affairs, and so transmit to that world the intellectual temper which they have drawn from their alma mater. What have they learned from her? How did she mould them mentally and spiritually while they were hers? What part in their lives do they trace to her as they look back across the widening distance of years? No question can be more fundamental in the world of letters or of life than are these.

I am sure that you will pardon me if I admit a personal reason also for the choice of this subject today. Thirty years ago this commencement season my alma mater sent me out from her home among the Berkshire hills. During all of those thirty years I have lived with college students and teachers. It has been my singular good fortune to see the university in which I have taught grow from a little-known institution to one of the leaders in higher education, and to take some part in the numerous reconstructions of its undergraduate courses of study which this development has made necessary. Under these circumstances, it has been inevitable that I should often bring to the test the lessons which I received from my alma mater, and that I should often feel both the strength and the weakness of the training which she gave me. And now that I sum up for my-

self the results of the old-fashioned college course which I pursued, and ask myself how I view it in the light which experience has brought, I am bound to say that I regard it with increasing respect. I feel for my alma mater an affection which grows with the years, based on an increasing sympathy with her aims and a more just recognition of the wisdom with which she pursued them, and I have a sense of obligation for her gifts to me, which deepens with every passing year. It was my good fortune in college to receive instruction from great teachers—from Hopkins, than whose name none is higher in the list of American educators; from Bascom, whom we here at the University of Wisconsin, at least, will not hesitate to place among the greatest intellectual and spiritual personalities. To these men I owe a debt of gratitude greater than I can well express. Yet as I look back to the college boy of a generation ago, I see other teachers whose part in his life is hardly less than theirs. I will not name them, since to you they would be but bare names, though to me they are influences still active in my life and stronger than when I parted from college. But above and beyond all of these individual forces in my education stands the alma mater—no less personal than they, with a broader outlook, a larger life, a richer personality than any of the men who partly represented that life to me. Hers is a youth freshly renewed with each generation of her children, a vision of the truth clear and serene, an unwavering faith in the things of the spirit, an unfaltering trust that she shall be justified of all her children, if only she can send them forth sharing to some degree in her vision and her faith. And because the alma mater transmitted to her children some part of those great ideas which she embodied, the ties which unite them to her grow stronger with the years, and her part in their lives becomes ever greater.

The ideals of the college course of a generation ago were sim-

ple and easily understood. The course of study consisted substantially of languages, mathematics, and philosophy. Science, in any true sense of the word, was not yet taught. Literature as a study, separate from language was hardly known. The use of the aorist was perhaps the most important lesson of Greek. History was taught in brief courses for information only. The ultimate aims of the course were personal and spiritual. A college education had no relation to a livelihood; it offered little direct preparation for life. It did not prepare its graduates for business, for the study of theology, of law, or of medicine. Its purpose was to hold the mind of the student for four years on matters of purely intellectual and spiritual import, dissociated from anything specific which was to come either in the world of affairs or of thought. Its effort was to add four years to the formative period of the mind, not to hasten its shaping, to postpone the time when the influence of professional study, or of practical affairs should begin to mould the mind. It turned, of set purpose, away from all that bore directly on those matters with which the student was to concern himself in his future career, in order that his mind might make itself at home in those large regions of the intellect into which neither the professions nor affairs introduce us—nay, rather, from which their absorbing interests tend to exclude those who have not already gained an entrance to them.

I do not propose either to criticise or to eulogize this ideal of the undergraduate course. I believe that I recognize its limitations as well as its strength; the disadvantage of its dissociation from life as well as the nobility of its aims. I recognize too, and this fact is of far more importance to us to-day, that the life of our country has so changed that this ideal with all of its excellencies and defects is no longer a tenable one for all institutions.

The causes which have produced this change are multifari-

ous, and far too complex for complete analysis within the limits of a discourse, yet some of the most easily distinguishable may be characterized. First among them I should place the changed ideal which has come to the college with the introduction of graduate study. I place it first because of its silent and pervasive influence upon teacher and student alike, altering the spiritual attitude of both toward the undergraduate course. I need not here emphasize the immense value to higher education which has come from the introduction of higher study. Of this I have spoken fully in earlier baccalaureate addresses. To-day I call attention to another side of this change—to the price of these advantages. The college teacher of a former generation had full responsibility toward his students, little toward his subject. He might be an investigator; if so, that was a matter of his personal choice. If not, his college thought none the less of him. He was judged, as a teacher, by his success in imparting the known facts—ordinarily the commonplaces—of his department so that they should elevate the mind and inspire the ideals of his students. To-day at least an equal share of the teacher's responsibility is toward his department. He must be an investigator. Still more, he must find among his students future investigators, and must at least begin to train them for research. The teacher of the freshman class has before him not the sharp termination of the college course of the past, but its continuation in graduate study and in research. There lie his own deepest interests; thither he would lead the chosen few for whom he is always searching as class after class comes under his instruction. In a word, his interests are primarily intellectual and only secondarily ethical. Those of the teacher of a generation ago were primarily ethical, in the widest sense of that word. I may be permitted to use the example of Mark Hopkins. Few teachers in the history of American college life can compare with him in their influence over students, nor do years dim the

grateful recollection of his instruction in the minds of those who were his pupils. Yet the professor of philosophy to-day would hardly call his knowledge of philosophy a broadly scientific one, or feel that the original contribution which his books made to the subject was at all commensurate with his reputation as a teacher. Nor should we wonder at this. Dr. Hopkins conceived philosophy rather as a means for influencing conduct than as a subject for research, or even for study. His teaching aimed to bring the problems of life and duty in a comprehensive form before the minds of young men—of college seniors—to guide them to think rightly on these subjects, and to inspire them to judge wisely concerning them. In his class-room men heard little of the various schools of philosophy, or of the grounds of the differences between them, but they saw from day to day that love of wisdom which is the foundation of all philosophy and caught some part of that broad and sympathetic view of man's nature and duty, which is the best warrant for a rational and sane philosophy of life. This was his purpose in teaching, rather than to make professional students of philosophy. Hence comes the pertinency of Garfield's oft-quoted definition of a college, as consisting of Dr. Hopkins and a student. It was the contact of man and man; the personal influence of life on life, which gave success to his teaching. His work is to be judged chiefly from the ethical side, from its effect on morals and on life. But the teacher of to-day is wont to feel himself justified, first of all, by his relations to his department of knowledge. He often becomes a teacher because he hopes for opportunity of research rather than because he desires to teach. His training is for research rather than for teaching. His chief interest in his students is with those who "take their major" in his department, and not rarely he is too little concerned for that great majority of students in every class whose main interests lie outside the department. Thus, gradually and insensibly the point

of view of the college course has changed from within. The ideals, both of the institution and the teacher, have altered—altered, on the whole, for the better. But that betterment has not been bought without price. For good or ill, the ethical ideals and standards of the old college course are giving way to the intellectual ideals of the university.

Parallel to the inner change in the attitude of the college are changes due to alterations in the formal course of study—to the introduction of new departments and of the elective system, which have necessarily gone together. The old college course had a definite aim, offered a certain educational product, well known and standard. It therefore attracted a certain class of students only—those who wanted that particular thing which the college gave. Those who did not want this did not come to college. Hence there was a selection of students antecedent to their going to college, and men were brought together in the college course who had a like preparation and who came with like purposes and habits of thought. Still further, the absence of the possibility of election bred a different spirit among the students from that which prevails in a course based on the elective system. The question of likes or dislikes as regards studies was settled before coming to college. After the course had been entered upon it was not a practical question, and hence was not often raised. There is a great difference between the spirit of a student whose aim in college is to study what he likes and that of him whose pleasure comes from liking what he studies. I am not concerned to praise or condemn either attitude of mind; least of all would I be understood as condemning the elective system, whose influence has done as much as any other one thing to strengthen American scholarship. I wish only to point out that the methods are radically different, and that a wide diversity in institutional temper accompanies them. The presence of a broadly elective system brings to a university man of

widely diverse spirit and aims, and its necessary emphasis of the likes and dislikes of half-educated and immature minds tends to increase the heterogeneous nature of the student body.

Another and more subtle change in the spirit of the curriculum has come in with the introduction of the so-called "new humanities"—economics, civics and history. The introduction of these studies as an efficient factor in higher education may be placed roughly at about fifteen years ago, as that of science teaching may be placed about twice that number of years in the past. Science, which came first, had a powerful effect on the teaching of the humanities, both for good and ill, but, on the whole, its aim and methods are so diverse from those of the humanities that it rather attracted a new class of students to college than took away from the former students of the humanities. But the new humanities appeal by their matter to him whose temper of mind inclines him to the study of man rather than of nature, and by their methods they appeal also to him whom the scientific method attracts. They affect most powerfully the former, and, in my judgment, constitute the most potent factor now at work to lessen the hold of the old humanities upon the minds of the college students, and to draw them away from the type of culture for which the old college course stood.

With the introduction of elective studies has come a necessary increase of the faculty, and the placing of each department in the hands of a specialist, and a corresponding increase of courses in each department. Hence the student has not merely a choice between studies in a large number of departments, each offering courses of the same grade as those offered in the college of thirty years ago, but an opportunity of specialization in all departments far greater than that in the past. This opportunity works concurrently with all the other forces named to modify the old ideal of the college course. Toward this end of specialization

other forces also tend, which exist outside of the college in the community, and to these we must turn for a moment.

While the attitude of the college toward the undergraduate course has been altering, that of the community has undergone an even greater change—a change perhaps more due to the introduction and development of applied science than any other educational factor. The old college course found its fulfilment in the temper of mind which it induced in the student. It frankly disclaimed preparing him for any particular work in life. Lowell's phrase is so just that it can hardly escape mention in any discussion of university problems: "A university is a place where nothing useful is taught." This flash of genius was born of the ideals of the old college course. But modern life cannot permit this ideal to remain unchallenged. It has come to demand in countless ways a technical training, which in grade and in its demand for time is at least equal to the college course. On this technical training the health, safety and prosperity of the modern world have come in large measure to depend. Technical schools have therefore grown up to great proportions as independent institutions, and as members of the older universities, they have often quite overshadowed the academic departments. Still more, professional schools have increased enormously their demands for training on the part of their graduates, reflecting in so doing the needs of the community. Law, which a generation ago demanded perhaps one or two years of study, now calls for three, and medicine, which a generation ago had two years of six months only, now demands thrice that time. The best schools of both professions agree in demanding a college degree as a prerequisite, or at least as something which is highly desirable for their students. Hence has come that postponement of the time of the entrance upon active life in the professions, and that demand for the shortening of the college course of which we have heard so much in late years. I do not

propose here to add to this discussion except to remark in passing that almost the entire lengthening of the preparatory period has come from the demands of the professional schools, and not from those of the academic courses. At least I think that it is true in general that the age of college students at graduation is very little changed from that of thirty years ago. It is the doubling and tripling of the demands of the professional school which has led, on the one hand, to the pressure of technical studies for admission to the academic courses, and, on the other, to the demand for the shortening of the academic courses.

In still another way there has come from the community a demand that the studies of the academic course should be shaped to practical ends. This is due to the increasing sense of the duties of citizenship and of the complexities of social and economic problems. Our fathers felt that plain common sense—that good sense which found expression in town-meeting—was a sufficient guide for right political action. Their sons are less confident, and tend to feel rather that a long, almost a professional training in history, economics and civics is needed to fit one for the wise exercise of duties in the state. In other words, for the first time in our history, the man who is not looking forward to a professional career, who expects to be only a citizen with others, is asking from the college a special training which shall fit him wisely to form his opinion and guide his actions in matters of public concern.

Technical training, in a word, has become a motto of the day—a motto which the universities must recognize. Those who would push aside this movement with a sneer at “bread and butter” studies wholly fail to understand the significance of the movement or to read aright the signs of the times. The demand means no less than an educational revolution. The community is coming to feel its dependence upon the training which the university can give, not merely for culture, but for the needs of

life. It is therefore calling for that training for which it feels the need. As former generations depended upon an academic training, so the present age is coming to depend upon that from the university. This relation necessarily means a closer connection of the university course with affairs—a relation of studies to life—though not merely or mainly to a livelihood. Those who see in this demand for increased technical studies a mere wish for increased future earning power are quite out of touch with the student, as they quite fail to comprehend the spirit of the age. It is not with a bread-and-butter spirit that the student of to-day asks for courses which shall prepare him for the study of law or of medicine. He is not looking for larger earnings by their aid. He asks them because he sees the great extent of the field of knowledge which he must explore if he is to gain that intellectual mastery of his profession which is the foundation of true happiness in its exercise. He sees that the three or four years of the professional school are quite too short for their purposes. He therefore asks a broad foundation of specific scientific knowledge on which to build his later professional studies. His demand is in its way exactly parallel to that for social studies at the university by him who is to be an active member of society. It is for success, for happiness in the practice of his profession, that he is looking; not for the wealth which may or may not come to him as the result of this success.

The public asks that the university shall not be a place where nothing useful is taught, but rather one where everything useful may be learned. This demand must be recognized and granted, not evaded. Yet the university may rightfully claim to decide two questions of supreme importance to her well-being. What things are to be considered useful to a college educated man, as part of his college education? Of these useful things, which can wisely be embodied in the curriculum and which should be omitted? These questions colleges and universities are dis-

cussing and answering to-day in a different spirit from that in which they met them at any previous time.

For a long time past modifications of academic courses have been made as a result of the educational and social changes which I have briefly sketched. The history of these modifications is similar to that of social progress in all times and places. First, studies for which there was a pressing demand were introduced into the college courses. Then, as new studies crowded in, electives were introduced, until often the aims and purposes of the old course were obscured. Then departments of the universities and new degrees were established until courses and degrees became so numerous as to demand reduction. There comes a time when the process of patching and fitting must terminate and a new aim and purpose be found for the academic studies. That time is now at hand. There is need for a new statement of purpose, for a reshaping of policy in academic matters. And in this reshaping there will come inevitably a differentiation between the work of institutions engaged in higher education; a differentiation which must not only be recognized, but avowed as part of our educational system.

Two possible policies are open regarding the course in liberal arts. First, the college may frankly disclaim any considerable effort to adjust its course of study to meet the changed conditions of life. It may decide that, as an institution, it shall stand for a certain type of education—perhaps a type which, not ignoring the present, shall be rooted essentially in the great traditions of the past. Such a policy of excluding much that is characteristic of modern life and learning implies no contempt for that which is omitted, but only the belief that a rigid selection is imperative if an educational product of a certain desired type is to be produced. If adjustment to modern conditions is attempted at all, it will be along certain lines only, which are chosen because of their harmony with the older type of culture.

Those institutions which follow this policy do so in the belief that this education develops powers which are fundamental in the human mind, and that if the student is well trained in these directions he cannot go widely wrong in others. They are confident, therefore, that no exact adjustment of college to modern life is needed. They may hold, with Oxford, that an education confined to the classics is not appreciably more remote from the life of to-day than from that of the pre-Darwinian era, and that as this training proved successful a century ago, there is no reason why it should now be changed in any essential respect. But in absolutely logical form, no college holds this extreme position. In all, something is conceded to modern thought by way of formal introduction of studies. In all, the older studies are taught from new standpoints and with new methods. Yet the aim of such a college is to do for the student of this generation essentially the same service as that which it gave to his father. It does not aim to give the new generation the opportunity of a new education, but to make effective for the students of each succeeding class that which is deemed of highest and most permanent value in education.

I have great sympathy with this method of solving the problem of the relation of life and learning, whether directly avowed by institutions or implicitly indicated in their policy. The preservation of an intellectual type of a finer grade, the maintenance of an intellectual temper, of a type of culture, is worth much to the world. It is difficult to feel that any price would be too much to pay for this result, or for the inspiring example of institutions which consciously choose among the educational types before them that which they regard as the best, and offer it alone to their students. Nor does it appear that any considerable sacrifice is made by the institutions which thus choose their type of culture, or by the students whose college training is in such an atmosphere. It is now the fashion to ask whether the

college course is not to be forced out of existence by the pressure of professional and technical studies. To my mind this fear is that of Mr. Despondency and of Much-afraid, his daughter. The college course—the old-fashioned college course—appeals to interests which are permanent in the human mind, and offers a training which many will always be eager to secure. A course of study much more narrow in its range than that which any American college would offer to-day would attract abundance of students if the teaching was well done. For there, after all, is the strength of the undergraduate course—in its teaching, rather than in what it teaches, and a college faculty of great teachers will always have plenty of students whatever may be the names of the chairs which they fill. I do not mean by great teachers, great investigators, or rigid disciplinarians, but men who know how to adjust the problems of learning so that they may serve to guide and to inspire youth. The manner of a student's education is so much more important than its matter that a course of study is of far less moment to him than is the way in which that course is administered. Those colleges, then, which choose to offer a course whose training comes mainly from letters alone need not fear that they will lack students, or that the change in the conditions of modern life will render useless their efforts for culture.

But this simple and successful evasion of the problem is not the way in which the universities, least of all the state universities, can meet it. They must be hospitable to developments in recent fields of learning. It is not their task to remain in the old ways and to improve them, but to devise means of adapting new truth to the purposes of education. This is their highest function as universities, as teaching institutions—to make available for the training of youth and the improvement of society not merely the tried and tested experience of the past, but also those revelations of truth which the present brings to each generation.

Least of all can this task be declined by state universities, one of whose prime duties it is to ameliorate social conditions by teaching the applications of learning to the arts of life. This social function the state university cannot decline without being untrue to the state by which she is supported and which looks to her for broad and wise service in return. A state university must therefore be widely catholic in its courses of study. It cannot set up a certain type of culture as its ideal and direct all of its efforts toward the incarnation of that ideal. Its work for the undergraduate must necessarily lose in singleness and concreteness of purpose as its courses of study become more numerous and aim to lend aid to different purposes. Nor can the state university escape, even if she would do so, the duty of providing certain courses of study which are adopted to specific, definite and practical ends.

It is therefore necessary to consider on what terms the never-ending readjustment of training and life ought at present to be made in such institutions. First, it must be conceded that the universities must furnish a connection between the college and the professional schools, must offer studies which shall be at once qualified to enable the student to shorten his course as a professional student, and which shall also be a part of the requirements for his bachelor's degree. The necessity for this adjustment may, I think, be assumed to-day without argument. The arrangement may be made in one of two ways. The college may turn the student over to the professional school at the end of the second or third year of his college course, or so-called technical studies may be introduced into the college course, which the professional school may accept as part of their requirements. Both methods have their advocates, and doubtless both will be followed with success. Yet I believe that the interests of the student and the college are decidedly better served by the second method. There is a fundamental difference in temper between

a college of liberal arts and a professional school. If not, both institutions are at fault. The professional school must be controlled by the spirit of its profession. It aims to imbue its students with that temper as rapidly and completely as possible. This is its chief and greatest work; but the professional temper, with all of its excellencies, is at once more intense and narrower than the temper of liberal education. It is strengthened by all the experience of later life, and will therefore easily crowd the more liberal temper out unless this has become fairly fixed during the college days. Four years of life in the atmosphere of college means much more to a boy than so much language or science. They mean the association with men whose ideals are those of pure scholarship. They mean the introduction to the intellectual life as it reveals itself to the student who is not controlled by considerations of the practical use of the knowledge acquired. Still more, they mean the continued association of the youth with his fellows in the college—men of diverse intellectual temper, with aims and purposes unlike to his own, finding their common term of sympathy in the desire for knowledge, each in his own field. Such an association is in itself liberalizing. It was not unwisely that the old statutes of Oxford required that the student should eat and sleep within his college. The intellectual life comes by contact with life. Scholarship comes from companionship with scholars rather than from mere study. Culture, if it comes at all, is more apt to be caught from surroundings than from the reading of books. The youth who has passed two years in college and four in professional schools may have studied almost the same branches as his fellow who has lived for four years in college and two years in the professional school. Each may be equally prepared for his profession; but the intellectual temper of the two men is likely to be widely different; their outlook on the problems of the profession ought to be diverse. The sophomore who transfers to medical school has caught so

little of the liberalizing influence of a college that he soon loses "even that which he hath." Two more of the formative years of life spent among the intellectual activities of the university send him to the medical school with a wholly different view of the field of knowledge; prepared to receive and interpret the spirit of his profession in quite another and higher way

I do not fear that the college will be narrowed and rendered illiberal by the introduction of so-called technical studies. The increase of length in professional courses has come more from the need of a broader scientific basis of study than the demand for greater time for teaching the practical applications of science. It has come as the professions have turned from rule of thumb to scientific method. The science which law and medicine desires from the college graduate is not different in essence or spirit from that which the departments of the college expect of those who are going on to graduate study in non-professional schools. The students and teachers who have not in mind professional study will always constitute the great majority of faculty and students, and their temper, if they are true to their ideals, is sure to control that of the institution.

The university must open wide the doors of the undergraduate course to elective studies of the most various nature and fitted for various purposes. How shall it at the same time maintain its character as a liberal institution? How prevent the too early shaping of its students by the professional spirit? The general principle which must govern the university's course of action is clear enough. Its practical application is difficult, and must vary with institutions and with time.

The university must have a mind of its own regarding its undergraduate courses, as in all other matters. If so-called technical studies are to be introduced, they must not drift into the courses; the university must decide what these studies shall be, how far they may be pursued, and for what purposes they shall

be studied. It must determine these matters in the light of aims of its own for its undergraduates—aims not so single as those of the college, but none the less clearly conceived and firmly held. It must adhere to the principle that the academic courses must stand for training, for culture. No private, narrow or traditional interpretation may be given to these noble words. Their meaning must broaden as life and learning widen. That meaning must be held in no rigid or fixed sense, but must be kept living and flexible in adaptation to changing conditions. But *some* definite meaning the words must have. Culture, a liberal education—these terms must arouse in the minds of those who control our universities more than sympathy or emotion. They must call up a definite idea; they must stand for an ideal which the university aims to develop in its children. The university must not permit its undergraduate course to be dominated and overridden by the professional spirit, but must insist that the professional school accept work done in the methods and with the aims of liberal culture.

But how shall this ideal be realized? Shall the university provide all possible courses of study and allow the students to select at will from them? Shall it provide opportunity for study alone, or shall it also offer guidance to its students?

In this matter also the principle can be stated in a word—the university must be true to her duty as *alma mater*. Hers is in essence the problem of the family. What measure of control, what opportunity of freedom are best for the child? No answer can be given of universal application, or of entire wisdom. Yet no answer will be wise which either forgets that the child is a child, or that he is to be a man. Many combinations of freedom and control will work well in practice, but none will succeed which fails to include both elements. In the past the college erred on the side of control; to-day she seems more likely to fall into error in the opposite direction.

I must confess that I do not believe in the wisdom of the system of entirely free electives, as applied to undergraduate students on their entrance to college. I am far from thinking that the Harvard system, so-called, is not wise at Harvard. But it seems clear to me that it is at present unwise under the conditions which obtain at state universities, especially those which result from the terms of admission. The eastern system of admission to college by examination has been described as "feudal;" ours, by certificate, as "democratic." The terms are not inapt, and I gladly accept them and heartily adhere to the democratic principle and method. Yet the excellencies of this method have their price and entail their own responsibilities. The student who enters Harvard comes from pursuing a long course of study, planned and prescribed as a preparatory course, and tested by a rigid examination. His efforts for some years had been directed to preparing for these examinations. Ordinarily his work has been done in company with students all of whom are preparing for college, in a school where the nature of the studies, the style of teaching, and the character of the work are all regulated by the fact that the student is expected to carry on college work. The students of our western universities come almost wholly from public high schools, designed primarily for youth who will not go to college. To these students the courses of study are adjusted, and the manner of teaching, the temper of the school, the amount and quality of the work done, are in great measure determined by that large majority whose formal education ends with the high school. These results are inevitable, and ought not to be otherwise. The high school ought not to be administered in the interests of those who go to college, just as the college course ought not to be administered for the few who are to carry on graduate study. Thus restricted, both would lose much of their real value. Yet it is clear that students prepared for college under these con-

ditions are less well fitted for a university course than would be the case had their studies been specifically shaped for that purpose, and had their years of secondary study been spent in companionship with those who expected to continue in college. They have not planned for the future work; their studies have not been specifically introductory to college; the main lines of college study have not been set before them that they may be ready wisely to select among them. If the university is to throw upon students so prepared for college the duty of choice among an unlimited list of studies, she abandons that care and oversight of the welfare of her children which the child has a right to ask and to expect.

Nor is this special relation of preparation all that weighs against unlimited freedom of election. I believe that no university can afford to ignore the fact that the first two years of college life, at least, ought to serve as an introduction to university work proper, and that the really significant choices of the course ought to be made not by the high school boy, but by the student who has oriented himself in the college world by living there for a time. During this period he needs advice; he needs guidance. He not only needs them, but has a right to them, which the college ought not to deny. I recognize the difficulties—departmental and other—which this responsibility entails; yet the university cannot evade her duty by shifting responsibility to the student. If she is truly to be justified of her children, she must justify herself to them as their mother, and her justification comes equally from the wisdom of the guidance which she gives, and of the freedom which she allows.

This is not the place to present in concrete form a wise division between these forces, yet at least one principle may be laid down. The university must so shape the early course of the undergraduate student as to make it difficult, if not impossible,

for him to enter at once upon a highly specialized and narrow line of study. Required work is required for the sake of the good student, not for that of the idler. It is of small importance whether or not the university forces into various lines of study those few who come to her careless or indifferent, anxious to reach the end of the college course with a minimum of effort. Guidance is of little worth to such poor souls. What does it matter whether the idle student idles in elective or required classes? But for that great majority of students who come to the university with intellectual tastes, eager, yet crude and unregulated, she should furnish guidance which shall prevent those tastes from drawing the student into a course of study too narrow to yield him the liberal results of culture which are his just due. The student of promise ought not to be permitted to mortgage his future intellectual strength and happiness for a more temporary and evanescent gain.

But guidance alone, as expressed in requirements of study or in advice from class officers, does not fulfill the whole duty of the *alma mater* toward her children. "A university is chiefly an opportunity and an inspiration" was one of President Adams' noteworthy utterances. How shall the university furnish that inspiration to her students? How give them not only intellectual guidance, but moral uplift?

Here lies that part of her task at once the most difficult and the most necessary. It is needless to say that the day of minute regulation of undergraduate life is happily a thing of the past. Moral inspiration and guidance must come in large measure from institutional temper, and it cannot be expressed in regulations or statutes. That code of rules, the "Freshman Bible," which the student of a generation ago received on matriculation, was even then obsolete. Freedom, with its accompanying sense of responsibility, has proved far more efficient than faculty oversight in controlling the lives of students. But in

granting freedom, the duty of the university is not fulfilled. She must be a positive source of moral guidance for her children. Universities too often lack a definite moral purpose for their students, or, having one, keep it as something distinct from intellectual ends, and to be attained by separate methods. Either course is fatal to the best results. A university is not a soulless institution for producing intellectual machines, nor is it a church or Sunday school, devoted primarily to religious and moral teaching. The university is, and ought to be, first of all, an educational institution rather than a place for direct moral instruction. Such moral and religious instruction she may give as she will, but if she is to present the spiritual life to her children in effective form, it must be in the routine of her daily work. If she cannot express her ethical principles, her outlook on life, in class-room and laboratory, in lecture and seminar, she cannot express them elsewhere. If her teachers regard their teachings as addressed to the mind alone, if in their thought books are books, and unrelated to life and conduct, then their teaching, dissociating instead of uniting learning and life, will have little moral worth. Nay, more, unless the problems of conduct as affected by learning are ever silently present in their teaching, it will bring little of guidance and less of inspiration. I do not mean that the teacher is to become a preacher. Nothing would be more destructive to his success than this change, but it is equally true that unless his learning has been translated for himself into the terms of life, it is of little value for teaching undergraduates, and, unless his teaching reveals the connection, his students are little apt to discover it for themselves.

It is not the duty of the university merely to teach things of the intellect, but to disclose the intellectual life, with its relations to duty and conduct, with its message of spiritual import, with its power to enlighten the obscure in life, to enrich its

poverty and ennoble its conceptions of duty. This outlook on life, this permanent elevation of the spirit, may not be profitably exchanged for any possession, even of learning. Here is the fundamental question for the higher success of institution and of teacher alike in their influence on undergraduates. Is it learning that the students receive, or is it life through learning? Is it life—and more abundant life—that her children draw from the alma mater, or has she for them only the gift of knowledge? Is the intellectual life so clearly disclosed to those who are her teachers, so plainly revealed in them, so much a part of their conception of morals and of religion that its touch can kindle a like spirit in the students? If not, the students may become learned through her instruction; but they will hardly become wise with the wisdom of the higher life. But if the alma mater so disclose that life to her children, they, in their turn, will reveal a life which shall abundantly justify her.

Such are the duties of a university—of the University of Wisconsin—toward her undergraduate students; a frank, ungrudging recognition of duty toward the community as represented by them; a recognition expressing itself in courses of study, both liberal and devoted to specific ends; a clear and positive conception of duty toward her students, and the carrying out of this ideal in the guidance and inspiration of the undergraduate in matters intellectual and spiritual. She must remember that it is citizens, not specialists or investigators, who are to graduate from her courses of liberal arts. She should not accept this result of her training with regret, but welcome it as the truest test of her success, since only thus will she be able to affect the intellectual life of the state and its attitude toward the higher learning. It is for her to impart to her graduates some vision of the meaning of that higher learning, whether this finds expression in the humanities or the sciences, and to send her graduates out to communicate that meaning to the

state. This is for her the result of the undergraduate course—not merely to train a certain number of students of letters or science, but in her graduates to furnish to the state a great company of men and women whose lives, enlarged through her teaching, with some share in the higher learning, touched through her influences to finer spiritual issues, shall make all men in the commonwealth see what is the inner life of the university, and how great her part in her children. This revelation of the university to the state, this penetration of the state with the spirit and temper of the intellectual life—this only is practical success in higher education; success in comparison with which all other gains are poor.

The glory of a university is in the scholars whom she produces, and if she fail to produce scholars, she wholly fails. But none the less, the strength of a university lies in that multitude of her graduates who look back to her with affection and to her teaching with gratitude, not because it made them scientists or philologists, but because it introduced them to the intellectual life, and so gave them a lasting inheritance in new worlds of thought and of duty. Her children must not only *call* her their *alma mater*, but must find, as the years pass, that the influences of their undergraduate course are permanent and potent factors in shaping their lives to nobler ends and wider purposes. They must feel that they are to represent the university in the community; that they who have shared her life and drawn so much of their strength from her have received this for no personal or private advantage, but that it has been given them in order that they in turn may transmit this life to the larger society of which they form a part. Only in her children can the university truly live in the state; not merely a great institution of learning, pursuing its own ends of teaching and research, but an integral part of the commonwealth; not only, or chiefly, a useful servant, an aid to the material prosperity of the state, but far more, the em-

bodiment and the source of its highest ideals and purest aspirations. This success—this, the only success worthy of a state university—she must reach through *all* her children, through those who return to her and to the state that life and inspiration whose sources lie in her inexhaustible life. "Wisdom is justified of all her children," and the children of the university must forever be the justification of her teaching and her ideals.

E. A. BIRGE.

DEATH OF ARTHUR F. BEULE.

A tragic occurrence of commencement week was the drowning of Arthur Franz Beule of Beaver Dam, of the senior law class, who lost his life Sunday, June 14, in Lake Mendota while sailing with some Delta Upsilon brethren. The breaking of a stay precipitated him into the water, and though heroic efforts were made to save him, he went down. The body was recovered a few days afterward and taken to the old home for burial. Appropriate exercises were also held in library hall Wednesday, June 17, presided over by John M. Olin, in whose law office Mr. Beule was employed. Prayer was offered by Rev. E. G. Updike of the Congregational church. This was followed by a hymn. Three addresses were given by members of the senior class. Henry Graas spoke for the senior law students, Paul Schuette for the other divisions of the senior class, and Charles Stevens for the "hill" class of 1901, with which Beule graduated from the general science course. A touching address was delivered by Dean E. E. Bryant of the law school in behalf of the faculty. The choir of the Congregational church sang several selections, after which a prayer and hymn closed the service. Appropriate resolutions were prepared by a committee consisting of Henry Casson, W. D. Buchholz and E. J. B. Schuering, and adopted.

Mr. Beule came to the university in the fall of 1897, entering as a freshman. He received his preparation for the university at the St. Johns Military academy at Delafield. Through all of the years of his university career he was known as one of the best students, being industrious, conscientious and able.

At the beginning of his freshman year he joined the literary society, Athenae, then beginning a brilliant career in debate and oratory, the climax of which was the victory as a member of the Wisconsin-Georgetown debate team, the debate taking place this year in Washington.

As a student Mr. Beule was uniformly of highest rank. For the excellence of his scholarship he was elected as a member of the honorary fraternity of Phi Beta Kappa, and received numerous honors from the student body. An unusually promising career seemed before him.

COMMENCEMENT WEEK.

As was the case a year ago, the commencement season was again saddened by a drowning, Arthur F. Beule, of the senior law class, losing his life in Lake Mendota the very day on which the exercises opened, Sunday, June 14.

The baccalaureate address was given Sunday, in the armory, by Acting President E. A. Birge, the full program being:

Invocatory prayer—Rev. J. E. Reilly.

Song—I will Magnify Thee (Mosenthal)—Miss Genevieve Smith and Mr. G. G. Glasier.

Scripture lesson—Rev. J. M. Naughtin.

Prayer—Rev. R. T. Capen.

Hymn—College Hymn.

Baccalaureate address, The Under-graduate and the University—Acting President E. A. Birge.

Hymn—My Country 'Tis of Thee (Carey).

Benediction—Rev. James D. Butler.

LAW SCHOOL EXERCISES.

Monday evening Hiram F. Stevens, dean of the St. Paul College of Law, delivered the annual address before the senior law class on the subject of Professional Ideals and Business Methods in the Law

"The true lawyer," said he, "is the one who, by that 'protracted patience' which Buffon has declared to be equivalent of genius, or as Carlyle expresses it, 'the transcendent capacity for taking pains,' has mastered the principles of the law as well as the tedious details that we make to their technical application to the affairs of life."

CLASS DAY.

Tuesday the usual class-day exercises were held, the pipe of peace ceremonies alone being omitted. The ivy exercises in front of university hall consisted of the following numbers:

- Address of Welcome — President E. W. Theurer.
- Ivy Oration — Voyta Wrabetz.
- Ivy Ode — Allesta F. Dean.
- Farewell to Buildings — James F. Dougherty.

The class-day exercises held in the afternoon in library hall were:

- Class History—Irving A. Fish and Josephine Wells.
- Class Poem—Mary F. Cunningham.
- Farewell to Underclassmen—Julia M. Anderson.
- Response—John I. Liver.
- Class Statistics—Theo. B. Pickford.
- Presentation of class memorial—Anna B. King.
- Response—Prof. John C. Freeman.
- Farewell to Faculty—Wallace B. Clark.
- Class Prophecy—F. W. Huels and Jane M. Goddard.

The school of music gave its commencement concert at library hall Tuesday evening, the program being:

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| Piano—Fantasie Impromptu | <i>Chopin</i> |
| Theo. Pickford. | |
| Vocal—The Spring has Come..... | <i>White</i> |
| Isabel Harvey. | |
| Piano—Scherzo in B flat minor..... | <i>Chopin</i> |
| Grace Munroe. | |
| Vocal—Lullaby | <i>Protheroe</i> |
| S. Irving Gilpatrick. | |
| Vocal—The Shoogy Shoo | <i>Ambrose</i> |
| Norma Wood. | |
| Piano—Barcarolle, Op. 39, No. 1..... | <i>Leschetitzky</i> |
| Daisy Hanson. | |
| Duet—The Wings of the Dove | <i>Watson</i> |
| Isabel Harvey, Alexius Baas. | |
| Piano—Valse Arabesque | <i>Lack</i> |
| Florence Anderson. | |
| Vocal—My Sweetheart's Coming Home Today..... | <i>Hastings</i> |
| Cordelia Bratrud. | |
| Piano—Siegmond's Love Song..... | <i>Bendel</i> |
| Meta Wagner. | |
| Vocal—Ernani, involami, Aria from "Ernani,"..... | <i>Verdi</i> |
| Lyla Ransom. | |
| Piano—Funeral March | <i>Chopin</i> |
| Eleanor Pineo. | |
| Vocal—Israfil | <i>King</i> |
| Alexius Baas. | |
| Two Pianos—Danse Macabre | <i>Saint-Saens</i> |
| First Piano—Meta Wagner. | |
| Second Piano—Olive Lipe. | |

ALUMNI DAY.

The alumni association was called to order at 10 o'clock Wednesday morning in room 16, University hall, by the president, Judge R. G. Siebecker, '78. Secretary F. C. Spensley, '96, read the minutes of last year's meeting, and the following committee on nominations for officers was named: C. O. Marsh, '83; C. E. Buell, '78; B. F. Dunwiddie, '74; Ida B. Fales, '83; Willard G. Bleyer, '96.

The committee recommended the following, who were chosen:

President—H. C. Martin, Darlington, '79.

Vice-president—Mrs. Lillian Baker Warner, Madison, '89.

Secretary and treasurer—C. E. Allen, Madison, '99.

Executive Committee—For two years, Prof. D. B. Frankenburg, '69, John M. Parkinson, '86, Annie Dinsdale Swenson, '80, all of Madison; for one year to fill vacancies, John M. Nelson, '93, and Mrs. Bertha Pitman Sharp, '85, Madison.

Treasurer Emerson Ela, '99, reported a total deficit of \$400, due on alumni fellowships chiefly.

R. M. Richmond, '87, of Evansville, of the special committee appointed a year ago to solicit pledges to maintain an alumni fellowship reported pledges to the amount of \$1,794. George E. Waldo, '85, of Chicago, and Magnus Swenson, '80, of Madison, are the other members of the committee. The plan is to secure pledges of \$10 each from alumni to be paid in instalments of \$2 a year. After prolonged debate it was decided to have the committee continue its work until \$2,000 were pledged, which would maintain a fellowship for five years. Another committee was appointed, consisting of Ernest N. Warner, '89, Miss Edith Brown, '94, and John M. Nelson, '92, to raise the deficit of \$400.

A. H. Bright, '76, of St. Paul, moved that a committee of ten, five men and five women, be appointed to solicit a fund for a permanent alumni endowment. The plan is to raise \$10,000 from among the wealthy alumni, and the committee is given five years for the work. Mr. Bright made a strong plea for college spirit among the alumni. Much debate was had over the various propositions, among the speakers being C. E. Pickard, '75, of Chicago; J. B. Kerr, '89, of St. Paul; E. N. Warner, '89; H. H. Moe, '90, of Monroe; and A. J. Ochsner, '84, of Chicago. Mr. Ochsner was given a round of applause when

he promised to contribute 1-10 of Chicago's share of the \$10,000 wanted.

On motion of C. E. Buell it was decided to hereafter invite to the alumni dinner all non-graduates who have attended the university one year or more.

Kate Sabin Stevens, '93, offered resolutions which proposed moral and financial support to the erection of a woman's building for the exclusive use of the women of the university, which were adopted.

The dinner was held in the armory at 1 o'clock. Nine tables were arranged in the shape of a star. The menu was served by the ladies of Grace church. Burr W. Jones, '70 acted as toastmaster. The following responded to these toasts:

- "Something Not Profound," D. W. Smith, '80.
- "Those Who Fell by the Wayside," H. C. Adams.
- "Obligations to the University," J. C. Kirwin, '75, law.
- "The University," Acting President E. A. Birge.
- "Just Arrived," William G. Hamilton, '03.

The following were the alumni and guests at the dinner:

- '60.—J. W. Stearns, J. B. Parkinson, Madison.
- '61.—S. A. Hall, Woodlake, Minn.
- '63.—P. J. Clawson, Monroe, Wis.
- '65.—Mrs. L. S. Winterbotham, Madison.
- '69.—Mrs. Helen V. Fleming, Madison.
- '70.—Burr W. Jones, Madison.
- '71.—George Raymer, Madison.
- '72.—William E. Odell, Des Moines, Ia.
- '74.—B. F. Dunwiddie, Janesville; Alfred H. Bright, Minneapolis.
- '75.—I. S. Bradley, Madison; C. E. Pickard, Chicago; Kate Dewey Cole, Washington, D. C.; Juliet D. Brown, Rhinelander.
- '76.—R. B. Dudgeon, May J. Hall, Madison.
- '77.—Grace Sterling Lindsley, Ridgefield, Wash.; Marie E. Elwell, Milwaukee.
- '78.—Frederic K. Conover, Madison; Helen L. Burhans, Superior; Almah J. Frisby, Milwaukee; Lewis E. Walker, Kansas City; Mrs. R. B. Dudgeon, Chas. E. Buell, R. G. Siebecker, Sophia Klauber, Madison; D. W. Telford, Mason City, Iowa; Byron Robinson, Chicago.
- '79.—John M. Olin, Susan A. Sterling, Madison.

'80.—Annie Dinsdale Swenson, Magnus Swenson, Madison; D. W. Smith, Milwaukee.

'81.—Mrs. Clara L. Bradley, Madison.

'82.—Lucy M. Gay, Mrs. Nellie Gray Dunwiddie, Madison.

'83.—George C. Comstock, Ida B. Fales, Martha M. Dodge, Therese S. Favill, Madison, Wisconsin; Lillian F. Hobart, Beloit; R. B. Steele, Nashville, Tenn.; H. Hart, Oneida, Wis.; Rublee A. Cole, A. C. Umbreit, Milwaukee; Alice Sanborn Brown, Freeport; Florian Cajori, Colorado Springs; Josephine Sarles Simpson, Minneapolis; C. O. Marsh, Antigo; C. M. Conradson, Warren, Pa.; A. W. Shelton, Rhinelander.

'84.—William H. Flett, Clara Baker Flett, Merrill; Mary Howe S. Shelton, Rhinelander.

'85.—Grace Clark Conover, Madison.

'86.—Stella D. Conradson, Warren, Pa.; Jno. M. Parkinson, Madison.

'87.—Dr. Clarke Gapen, Madison; Mary Knox Kreutzer, Wausau.

'88.—D. S. Clark, Mrs. Mary Sarles Clark, Eau Claire; A. B. Winegar, Madison.

'89.—A. W. Richter, Florence P. Robinson, Mrs. Mary Clark Brittingham, Ernest N. Warner, Mrs. Lillian Baker Warner, Madison; Mrs. Nettie Smith Dugas, Marinette; Mrs. Belle Flesh Johnson, Galesburg, Ill.; James B. Kerr, St. Paul; Zerlena Knox Winton, Duluth, Minn.

'90.—H. E. Andrews, Portage; H. H. Moe, Woodford; Walter M. Smith, Madison; Prof. and Mrs. E. R. Maurer, Madison.

'91.—Maybelle M. Park, Waukesha; Mabel Bushnell Kerr, Eau Claire.

'92.—Mr. and Mrs. John M. Nelson, Madison; Marilla Andrews, Evansville.

'93.—E. Ray Stevens, Mrs. Kate Sabin Stevens, Benjamin Thomas, Mary Oakley, H. H. Morgan, N. P. Stenjem, Madison.

'94.—Helen Kellogg, Abbie Fiske Eaton, S. Edith Brown, Madison; Charles O'Connor, Berkeley, Cal.; Dr. A. T. Lincoln, Urbana, Ill.

'95.—F. Marie Pomeroy Grove, Janesville; M. S. Dudgeon, Catherine Clauson Sumner, Elizabeth B. Mills, Madison.

'96.—Prof. and Mrs. Oliver B. Zimmerman, Walter H. Sheldon, C. F. Spensley, Madison; Franklin E. Bump, Wausau; Mr. and Mrs. E. A. Iverson, Chicago; Gerhard M. Dahl, Stevens Point.

'97.—Renette Jones, Leora E. Mabbett, Madison.

'98.—Harriet Stephenson, Jessie Nelson Swansen, Kate M. Corscot, Arlene Grover, H. J. Thorkelson, Madison; G. C. Vogel, Walter A. Zinn, John G. Kremers, Milwaukee; Grace A. Wright, Janesville; Ella K. Smith, New Richmond.

'99.—Frances M. Staver, Monroe; Louise P. Kellogg, Edith V. Gibson, J. W. Schuister, Mr. and Mrs. C. E. Allen, Madison; Max W. Griffith, Milwaukee.

'00.—Marie McClernan, Janesville; Chas. B. Bolender, Anna K. Weber, Monroe.

'01.—Grace R. Hastie, Poynette; Julia F. Smitt, Katherine P. Regan, Mary. Brahany, Madison; W. V. Clemons, Prairie du Sac; Cynthia E. Adams, Minneapolis.

'02.—J. C. Miller, Marinette; Julia C. Holland, Moscow; Bess Krape, Freeport; H. R. Dopp, Oconomowoc; Maud Stephenson, Anna M. Gapen, Rose A. Pesta, Madison; Harold S. Peterson, Deerfield; Bertram F. Adams, Chicago.

'03.—Lewis R. Brown, Schenectady, N. Y.; Benj. F. Lyons, St. Louis; B. C. Adams, Elizabeth Ticknor, Mary G. A. Stoner, John S. Dean, Madison; W. G. Hamilton, Marinette; S. Crawford Ross; Mineral Point; Mabel Odell, Des Moines; Prentice Conradson, Madison; Rev. Mr. Crawford, Black Earth; James R. Hastie, Poynette; Rev. and Mrs. E. G. Updike, H. C. Adams, Mrs. M. S. Dudgeon, Mrs. D. E. Carson, Madison.

Wednesday evening the senior class play, Charley's Aunt, was presented at the Fuller opera house with great success. The cast included:

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| Stephen Spettigue, Solicitor, Oxford | Paul R. McKee |
| Col. Sir Francis Chesney, late Indian Service..... | Harry C. Johnson |
| Jack Chesney, undergraduate..... | Tore Teigen |
| Charley Wyckham, St. Olde College..... | Jack H. Friend |
| Lord Fancourt Babberley, Oxford..... | Arthur L. Johnson |
| Brassett, College Scout..... | Edward G. Birge |
| The New Footman..... | Henry F. Carpenter |
| Donna Lucia D'Alvadorez, from Brazil..... | Callista English |
| Kitty Verduin, Spettigue's ward..... | George Challoner |
| Amy Spettigue, Spettigue's niece..... | Joyce Hunter |
| Ella Delahey, an Orphan..... | Beulah Post |

COMMENCEMENT DAY.

The commencement day exercises, held in the armory Thursday forenoon, were preceded by the usual parade. Three hundred and thirty-three seniors received baccalaureate degrees at the hands of Acting President Birge. Twenty-one received the degree of bachelor of arts; 115, the degree of bachelor of science; 38, the degree of bachelor of philosophy in pedagogy; 58, the degree of bachelor of law; 3, the degree of bachelor of science in agriculture. Six graduated from the school of music.

Before the conferring of degrees, the 2,000 alumni and friends of the university who had gathered heard the following orations:

- "A Tribute to Abraham Lincoln," Stephen J. McMahon.
- "Shaftesbury and Child Labor," Arnold L. Gesell.
- "The Motherh of Men," Seth W. Richardson.
- "Democracy," William J. Hagenah.
- "Our Old World Critic," George J. Danforth.
- "A Patriot's Reward," Eben R. Minahan.

After the conferring of degrees by Acting President Birge, Professor George C. Comstock presented the recipients of honorary degrees.

Dr. Birge delivered the final address to the senior class.

The honorary degree of doctor of laws was presented to William Morton Payne of New York, John Johnston and Edward Phelps Allis of Milwaukee.

The following were the fellowships, scholarships and special honors given:

University Fellows.

- Arthur Clinton Boggess, A. B. (University of Illinois), in American History.
- Arthur Sargent Field, A. B. (Dartmouth College), in Economics.
- John Walter Gannaway, A. B. (Iowa College), in Political Science.
- John Frederick Haussman, A. B. (University of Michigan), in German.
- Leonard Rose Ingersoll, B. S. (Colorado College), in Physics.
- Alfred Emil Kundert, B. S. (University of Wisconsin), in Pharmacy.
- John Peter Magnusson, A. B. (Gustavus Adolphus College), in Chemistry.
- Annie Susan McLenegan, B. L. (University of Wisconsin), in English.
- John Allen Moore, A. M. (University of Chicago), in Latin.
- Rose Alice Pesta, B. L. (University of Wisconsin), in Mathematics.
- Richard Frederick Scholz, A. B. (University of Wisconsin), in European History.
- Charles N. Smiley, A. M. (Harvard University), in Greek.
- Deane Bret Swingle, M. S. (University of Wisconsin), in Botany.

The Gustave A. Kletzsch Fellow in Bacteriology.

David Luther Barnard, B. S. (University of Wisconsin).

The Scholarship and Lectureship Fellow in Hebrew.

Louis Bernard Wolfenson, M. A. (University of Wisconsin).

General University Scholarships.

Milan Ray Bump, B. S. (University of Wisconsin), in Electrical Engineering.

William Ballantyne Anderson, B. S. (University of Wisconsin), in Physics.

The Scholarship in American History.

Homer C. Hockett, B. L. (University of Wisconsin).

The Scholarship in Economics.

Helen Laura Sumner, A. B. (Wellesley College).

The Scholarship in Political Science.

Chester Lloyd-Jones, B. L. (University of Wisconsin).

The Sheboygan Scholarship in Germanic Philology.

Frederick Bruns, A. B. (Wartburg College).

The Graduate Scholarship in Hebrew and Hellenistic Greek.

Arthur Louis Breslich, A. B. (Berea College).

Special Honors for Theses.

Harold Everett Eggers, in Physical Chemistry.

Stuart Jamieson Fuller, in Commerce.

George Julius Heuer, in Vertebrate Anatomy.

Homer C. Hockett, in American History.

Joseph Gerard Holty, in Chemistry.

Emma Gertrude Jaeck, in German.

George Addison Perham, in American History.

Peter Verner Peterson, in Commerce.

Adolph Pfund, in German.

Charles Harry Stone, in Economics.

Norma Curtis Wood, in Latin.

At 2:30, the supreme court met and on motion of Dean Bryant of the law school admitted the 58 law graduates to practice.

From 4 o'clock to 6, Dr. and Mrs. E. A. Birge tendered a largely-attended reception to the alumni.

The final closing features of the commencement were the alumni reception from 8 o'clock to 9 and the alumni ball, which followed. The ball program had 24 numbers, opening with a grand march. The attendance was very large, perhaps 500, and the event was a thorough success. The following committees were in charge:

Reception—Prof. and Mrs. E. A. Birge, Judge and Mrs. R. G. Siebecker, Mr. and Mrs. B. J. Stevens, Mr. and Mrs. Burr W. Jones, Judge and Mrs. B. F. Dunwiddie, Mr. and Mrs. H. C. Martin, Mr. C. O. Marsh, Mr. A. J. Myrland, Mr. and Mrs. J. B. Kerr, Mr. and Mrs. Fred W. Conover, Mr. and Mrs. C. E. Buell, Judge and Mrs. E. R. Stevens, Mr. and Mrs. A. H. Bright.

Floor—J. C. Miller, '02; H. H. Morgan, '03; W. G. Hamilton, '03; Robe Dow, '94; Walter Sheldon, '96; M. S. Dudgeon, '95; Nissen P. Stenjem, '93; Max Griffith, '99; H. T. Sheldon, '92; C. F. Spensley, '96.

CLASS REUNIONS.

'78.

The class of '78 had an unusually pleasant and successful reunion. The members, with the remaining professors of their day, and the latter's wives, met Wednesday evening at the residence of Judge R. G. Siebecker where the evening was pleasantly spent. Thursday afternoon all went to the president's reception. At 4:30 carriages were taken for a ride on Mendota drive. At 6 o'clock supper was taken at the home of Mr. and Mrs. C. E. Buell in University Heights, when the party went in the evening to the alumni reception in the armory. It was voted to have another reunion five years hence. The party included: Mr. and Mrs. C. E. Buell, Mr. and Mrs. F. K. Conover, Judge and Mrs. R. G. Siebecker, Mr. and Mrs. L. E. Walker, Colorado Springs; Mr. and Mrs. Daniel Telford, Ma-

son City; Miss Alma J. Frisby, Milwaukee; Mrs. Nellie Hatch Burhans, Superior; Mrs. Annie Dinsdale Swenson, Miss Sophie Klauber, Prof. and Mrs. J. B. Parkinson, Prof. and Mrs. W. W. Daniells, Mrs. D. E. Carson, Prof. Alexander Kerr.

'83.

The class of '83 held its regular "quintennial" reunion Tuesday, June 16, the fourth in its history.

"Twenty years" was spoken by one and another in a vain attempt to realize the meaning, so like "a tale that is told" did it seem.

Said one, "I know what we used to call those who returned to alma mater after twenty years; we used to call them 'fossils.'"

Then would the members look again from one to another, somewhat awe-stricken in the glare of this new search light.

They found, however, little to trouble them—perhaps one here a little stouter, another there a little grayer grown—but each kindly self a little kindlier, proving that the bugbear word, "fossil" is more to be dreaded as a future possibility than as a present reality.

The "girls" of the class met in the university woods, in the morning, taking with them a delicious lunch prepared by the members of the local committee.

"We are seven" they could have said, instead of the eleven out of the thirteen members, who had been expected, almost up to the time of meeting.

Letters from several of the absentees, and the class letter, which has passed the rounds of the ladies of the class each year since graduation, being read, gave the impression that all were really present in spirit.

After exchanging experiences and discussing subjects of personal interest informally, these seven women of '83 most reluctantly separated in the middle of the afternoon, to prepare for the general class meeting at 5 o'clock in the parlors of the Bap-

tist church. At this meeting were present eight out of the forty-three men of the class who had come from out of town—some of them from long distances. The wives of four accompanied them, and the husband of one of the ladies was present, but only three out of the seventy or so class children were in evidence. Many of these men had not been back to commencement since graduation.

After renewing acquaintance, a dainty supper was served by the ladies of the Baptist church. At the business meeting later, the following officers were elected:

President—Ida B. Fales.

Vice-president—Professor R. B. Steele.

Secretary and treasurer—Martha M. Dodge.

Historian—Lillian F. Hobart.

Two of the members had died since the last reunion, John T. Kingston, in the Spanish American war, and Edward W. Pryor, in Colorado, bravely fighting that dread disease tuberculosis. Appropriate resolutions on the death of each were adopted.

Letters were read from Lizzie Hoyt Reynolds, Cincinnati; James C. Wilson, Burlington, and later one was passed around from Professor L. S. Hulburt, Johns Hopkins University, all of whom had planned to be at the commencement.

Those present at the reunion were: Professor Florian Cajori, Colorado College, Colorado Springs; C. M. Conradson, Warren, Pa.; Martha M. Dodge, Ida B. Fales, Therese S. Faville, Madison; Supt. Joseph C. Hart of the Oneida Indian reservation, Wis.; Lillian Hobart, Beloit; C. O. Marsh, editor and superintendent of schools, Antigo, Wis.; Alice Sanborn Brown, Freeport, Ill.; Josephine Sarles Simpson, Minneapolis; Arthur W. Shelton, Rhinelander; Professor R. B. Steele, Vanderbilt University, Nashville, Tenn.; A. C. Umbreit, Milwaukee; Emma Weston Robinson, Necedah; James W. Wilcox, Waterloo, Wis.; R. A. Cole, Milwaukee, arrived Wednesday noon.

After attending the alumni business meeting and the alumni banquet together on Wednesday, the members of '83 parted for another five years, assured that the old feeling of delightful "kamaraderie," for which this class was ever noted, and that the love for alma mater only grow stronger with the years.

The members of the local committee, Ida B. Fales, Martha M. Dodge and Therese S. Faville, also the secretary, Eleanor O'Sheridan, deserve most honorable mention for their skillful arrangement and successful management of the details of the reunion.

LILLIAN HOBART.

'93.

The class of '93 held its reunion at Lake Park immediately after commencement exercises Thursday afternoon. The party was in charge of the local committee consisting of George Kroncke, Mary Oakley and Sabena Herfurth. Here a luncheon was had, followed by dancing and a boatride. E. Ray Stevens was elected president and Miss Oakley secretary. Letters were read from any members unable to be present. The following were at the reunion: Judge and Mrs. E. Ray Stevens, Mr. and Mrs. C. E. Allen, Prof. and Mrs. Louis Kahlenberg, Mr. and Mrs. George Kroncke, Madison; Mr. and Mrs. C. B. Rogers, Fort Atkinson; Mr. and Mrs. W. W. Gilman, Boscobel; Mr. and Mrs. Wilber F. Stiles, Lake Mills; Mesdames Jerry Richards, New York City; Mrs. Carl A. Johnson, Madison; Susie Main Spooner, Madison; the Misses Mary Main, Mary Oakley, Gertrude B. Nutting, Julia E. Murphy, Sabena M. Herfurth, Mary E. Smith, Madison; Marie J. Merk, Sauk City; Elwell, Milwaukee; Messrs. J. E. Messerschmidt, H. S. Siggelko, Prof. F. W. Meisnest, N. P. Stenjem, Leonard L. Tessier, West De Pere; Charles H. Doyon, Doyon, N. D.; Mr. Charles H. Erbach, C. C. Parlin, Wausau; Glenn Wray, Chicago; H. B. Alverson, Buffalo.

EDITORIAL.



This issue of the Alumni Magazine marks the close of another successful year for the University. Another class has gone forth to spread the fame of its *alma mater* and to justify the bounty of the state in founding such an institution. It is to be hoped that the outgoing class will foster that growing spirit of loyalty and pride that should mark the attitude of our alumni to old Wisconsin. In such manner can the reputation and growth of the institution be best sustained and her good influence be extended. Hand in hand with this worthy purpose should go the resolve to support the ALUMNI MAGAZINE. Old alumni should pay up all arrears and continue subscriptions, thereby setting a worthy example to the younger members of the alumni family. This is the only publication which represents the alumni body and which aims at giving a full, authentic and correct reflection of the growing life and history of the university. It is the tie

that binds, and if not formed, or once broken, the alumnus or alumna becomes in a large measure out of touch with the great body of graduates, as well as the university itself. But aside from consideration of duty, the magazine is advanced on its own merits. Though but \$1.00 a year, much less than the amount charged for others of like nature, the quality and material presented compares favorably with the best eastern alumni publications. Yet the subscription list is less than that of the journals of our rivals, and college spirit among badger alumni has been at such a low ebb that the magazine has had a severe struggle for existence. Happily the outlook is now more encouraging. Let every member of '03 resolve to give moral and financial support to the alumni organ, that it may be placed on a self-supporting basis, thus insuring improvement in its quality as well as extension of its usefulness. The subscription also pays the dues to the alumni association, and is the sole qualification to membership therein.

JUNE MEETING OF REGENTS.

The board of regents at its June meeting elected M. E. Cooley of the University of Michigan engineering school to be dean of the Wisconsin engineering school, to take the place of the late Dean J. B. Johnson. It was agreed that if Mr. Cooley should not accept, F. E. Turneure, present acting dean, should continue.

Harry S. Richards of the Iowa University college of law was elected dean of the Wisconsin college of law in place of General E. E. Bryant. General Bryant becomes professor of practice and pleading.

J. A. Woodburn, professor of history at the University of Indiana, was elected lecturer in American history, to take the work of Professors Turner and Fish in their absence.

George L. Hendrickson, professor of Latin in the University of Chicago, was appointed lecturer of Latin in the absence in Europe of Professor Slaughter. Professor Hendrickson will spend Fridays and Saturdays at Madison and will continue his work in Chicago.

The regents, after long discussion, determined to merge the courses known as general science, English, civic historic and ancient and modern classical and give the degree of bachelor of arts for completion. Heretofore the degrees were various and only for completing the ancient classical course was the bachelor of arts awarded.

In order to balance things for the increase in degrees to be awarded the requirements for admission to the university were considerably raised. More languages will be required and better preparation of the students in English. These changes of courses, degrees and requirements take effect after 1905.

MERRILL MADE PRESIDENT.

Regent George F. Merrill of Ashland was elected president of the board and J. C. Kirwin of Neenah vice-president, and E. F. Riley of Madison secretary.

BUDGET OF EXPENSES.

The following budget of university expenses for next year was made out and approved:

| | |
|--------------------------------------|----------|
| General expenses | \$78,976 |
| College of letters and science | 220,249 |
| Agriculture | 128,000 |
| Engineering | 58,455 |
| Law | 16,950 |
| Observatory | 6,000 |
| Library | 13,380 |
| Summer session | 7,000 |

Total..... \$529,010

The regents determined that it would be undesirable to allow the Y. M. C. A. to build on the association lot next to the gymnasium, and it was decided to trade the Coyne lot on the other side of the gymnasium to the association, the terms to be arranged later.

FACULTY CHANGES.

Bennett M. Allen of the University of Chicago was made instructor in vertebrate anatomy.

J. D. Barnett was elected as assistant in political science.

Marshall B. Evans of the Teachers' College, N. Y., was elected instructor in German.

Georgianna L. Morrill of the Platteville normal was elected as instructor in English.

George Wakner of Ann Arbor was elected as an instructor in zoology.

Ferdinand Schmittter, M. D., of Johns Hopkins University was elected as instructor in anatomy.

E. D. Angel, instructor in the Plattsburg normal school, N. Y., was elected as instructor in gymnastics.

George C. Humphrey of the Michigan agricultural college was elected as assistant professor of animal husbandry to take the place of Professor W. L. Carlyle, who goes to the state agricultural college of Colorado.

A. C. Stone was elected as an assistant in agriculture.

L. D. Williams was chosen as instructor in engineering in place of Instructor Davis.

TWO RESIGNATIONS.

Two resignations of faculty members were received. Professor Carlyle resigned as professor of animal husbandry and Professor L. S. Cheney resigned as assistant professor of pharmaceutical botany.

J. C. Monaghan, professor of commerce was granted a year's leave of absence, while he occu-

pies a place in the new department of commerce under Secretary Cortelyou at Washington.

PROMOTIONS.

A number of promotions of faculty members were made as follows:

Augustus A. Trowbridge was promoted from assistant professor of physics to professor of mathematical physics.

E. C. Roedder from instructor to assistant professor of German philology.

R. E. N. Dodge from instructor to assistant professor in English.

H. D. Timberlake from instructor to assistant professor of botany.

W. D. Frost from instructor to assistant professor of bacteriology.

M. O. Lorenz from assistant to instructor in economics.

A. R. Seymour from assistant to instructor in French.

R. H. Deniston from assistant to instructor in pharmaceutical botany.

E. P. Sandsten from associate professor to professor of horticulture.

R. A. Moore from agriculturist to assistant professor of agronomy.

F. J. Wells from instructor to assistant professor of agricultural physics.

J. C. Brown and George A. Olson from assistants to instructors in agricultural physics.

E. G. Hastings from assistant to instructor in bacteriology.

J. D. G. Mack from assistant professor to professor of machine design.

C. H. Burnside from instructor to assistant professor of mechanics.

J. W. Schuster from instructor to assistant professor of electrical engineering.

E. A. Gilmore from assistant professor to professor of law.

FACULTY NOTES.

The honorary degree of doctor of laws was conferred upon Dean E. A. Birge by Williams College at commencement, June 24. Dr. Birge graduated at Williams in 1873, so that this honor was given on the 30th anniversary of his graduation. Professor R. A. Rice presented the name of Dean Birge for the degree in the following words:

"I present for the honorary degree of doctor of laws Edward Asahel Birge of the class of 1873; doctor of philosophy at Harvard, 1878; doctor of science at the Western University of Pennsylvania, 1897; student at Leipzig, 1880-1881; professor of zoology at the University of Wisconsin; director of the Wisconsin geological and natural history survey; acting president of the University of Wisconsin.

"Conspicuous even in the enthusiasm of science for his devotion to its high purposes, successful beyond most as a teacher and expositor, possessing a wide knowledge of humane literature, recent years have revealed in him qualities and capabilities that make him, as administrator of varied interests, as chief executive officer of a busy univer-

sity, pre-eminently worthy of the degree which his alfa mater today bestows upon him."

The same degree was also conferred upon President H. S. Pritchett of the Massachusetts Institute of Technology.

At the Auditorium in Chicago, June 5, President-elect Charles R. Van Hise was honored by the Chicago alumni. Horace K. Tenney, '81, was toastmaster; J. W. Hiner, '76, presented the Club Greetings; Miss Anne N. Scribner, '98, now a Chicago newspaper woman, spoke on the University Woman; Coach Arthur H. Curtis, '02, of the football team, spoke of Wisconsin in athletics; Ex-president T. C. Chamberlin, law '83, amplified the theme, The Coming University; while President-elect Van Hise appropriately closed with a talk on Wisconsin, interpreting the word in its relation to the university. President Geo. E. Waldo, '85; Vice-President A. H. Chetlain, '70, and Secretary and Treasurer J. G. Glenn Wray, '93, of the association, received the guests and entertained the president-elect and his wife.

Prof. W. A. Henry made a ten-days' business trip through the east, visiting the agricultural col-

leges at Purdue, Ind., and Cornell university and returning by way of Guelph, Canada.

Albert Sidney Merrill, instructor in mechanical engineering, has been appointed assistant physicist in the bureau of standards in the United States treasury department.

Prof. F. J. Turner underwent an operation for appendicitis in Chicago. The operation was successful.

Prof. A. R. Whitson, professor of agricultural physics, has gone east to make a study of the Cape Cod method of raising cranberries. Prof. Sanderson, horticulturist, who is now in the east, will meet Prof. Whitson and together they will investigate the Massachusetts system.

A large number of university people will visit Europe this summer, some having already engaged passage. Prof. and Mrs. Howard L. Smith sailed on the Victorian of the White Star line June 16, from New York, to pass the summer in England and Paris. Solomon Huebner, who is doing post-graduate work in the university, sailed for Glasgow on the Anchor line July 4 to spend a year abroad in study. He has gone to his home in Manitowoc, but will return for his degree at commencement. Mr. Arthur C. L. Brown, instructor in the university, and sister, Miss Olive Brown, left June 20 from Boston on the Cambroman, bound for Naples. They will return on the Mayflower of the Dominion line in September, sailing from Liverpool. Otto

Patzer, instructor in French, took passage June 6 on the Vancouver of the Dominion line for Gibraltar. He will spend the summer in study in Spain and return to the university in the fall.

Prof. and Mrs. Charles S. Slichter are in Brooklyn, N. Y., where Prof. Slichter will act in the capacity of expert mathematician to calculate on the work of installing a new water supply system for the city of Brooklyn. Mrs. Slichter will return in a couple of weeks.

Prof. Paul S. Reinsch has purchased the old H. A. Taylor property at the corner of Wisconsin avenue and East Gilman street and will occupy it in about three weeks. Prof. J. C. Monaghan and family have resided in the house for the past year.

Prof. J. C. Freeman gave the commencement address at the Poynette high school June 9, taking the place of Dr. E. G. Updike.

Prof. and Mrs. Joseph Jastrow are in the east to spend the summer. They will be at Bar Harbor.

At the last meeting of the year of the Literary club, held June 9 at the home of Prof. and Mrs. W. H. Hobbs, Mrs. W. W. Daniells gave a paper on One View of Dr. Johnson. She discussed the man more from the personal side than from the literary. The discussion was participated in by Dr. E. A. Birge, Mr. R. E. N. Dodge, Judge Bunn and Walter M. Smith.

The press has just issued Part I. of Technical Mechanics, a new work by Edward R. Maurer, professor of mechanics.

Longmans, Green & Co. are publishing three volumes of a work by Prof. M. V. O'Shea on Educational Theory in the Light of Contemporary Thought.

Prof. E. Brown of the bureau of plant industry at Washington, D. C., made a visit to the college of agriculture, which is doing some experimental work under his direction.

During the time of the inter-scholastic meet, the faculty held a conference session with high school principals and teachers for the purpose of discussing subjects of mutual interest as to college entrance requirements. Dean Birge spoke for the faculty. Prof. Geo. R. Carpenter of Columbia university delivered an address on The Present Status of English Teaching in American Secondary schools. A banquet was tendered by the faculty on the evening of May 30.

At the annual exercises of the school of commerce of Gustavus Adolphus college, held at St. Peter, Minn., Prof. James C. Monaghan, gave the address of the evening on American Opportunities and Ideals. He laid special stress on the vast opportunities for young men in commercial and

mechanical lines today. In closing he said the ideal American was not the rich American, but the American who never fails to go to the polls on election day.

Mrs. L. S. Hanks and Mrs. Benjamin W. Snow have returned from Genoa. Mrs. Snow has been abroad since last summer and Mrs. Hanks for the last five months.

Prof. W. A. Henry recently returned from a ten-days' business trip through the east in which he visited the agricultural colleges at Purdue, Ind., and Cornell university.

President-elect C. R. Van Hise has been in the employ of several to the iron regions of Canada, where with Prof. C. K. Leith he has been in the employ of several corporations, superintending the work of exploration.

Dr. J. C. Elsom, as prime promoter of the movement, was elected first president of the Wisconsin society of Physical Educators, a new organization modelled after the national association. The society was launched, and outlined its plans for the coming year at a meeting held at Chadbourne hall, June 1.

THE LAW SCHOOL.

The closing sessions of the law department evinced nothing of importance outside the regular routine. The resignation of Prof. E. Ray Stevens threw upon Dean Bryant an increased amount

of work, and the old plan of "rush" was again brought forward, and, as a result, the courses affected by it became of correspondingly less value to the students. It is officially announced

that Prof. Richards of the Iowa law school has been offered, and has accepted, the position as dean of the college of law at Wisconsin. Prof. Richards is a Wisconsin alumnus, and will bring to his work the aid of a carefully trained mind and a fund of valuable experience. It is also announced that Dean Bryant will, at his own request, continue as instructor in pleading and practice. It is believed by the law students generally that this action is a mistake. The course in pleading and practice has always been the weakest of the law school courses, and it is the common opinion among law students that the services of a younger, more active, and a fresher man, should be secured to teach these subjects. General Bryant is eminently qualified to teach these subjects, but his age and health absolutely prevent him from getting the requisite amount and quality of work from the classes. It is believed that a good, sound, carefully studied course in practice and pleading is second to no course in the law school in importance, and hence it is submitted that the utmost vigor and strength should be exercised in teaching it, and this vigor and strength have gone from Dean Bryant. No word of disrespect or discourtesy is offered toward the venerable man whose labors have done so much for the law school, but in all kindness, and justice to both the law school and the students as well as to Dean Bryant himself, we believe that

the dean's purpose to continue in the active teaching in the law school is a mistake, and that such opinion is and has been the opinion of the law students at Wisconsin for the past three years. The law school needs vigor, and kindness to General Bryant, nor hesitation to speak the truth, should not be allowed to weigh against the certainty of sending out graduates of the law school inadequately equipped, as a direct result.

OPPOSITION TO "CASE" SYSTEM.

Another necessary objection to present methods in the law school is found in the system used by Professors Smith and Gilmore in the conduction of their classes. The system complained of is that inaugurated at Harvard, and called the "case system." It consists in the study of a subject *entirely* from selected cases. A student reads a certain number of cases and recites on them, and then is supposed to perform all the duties of a text-writer and glean the law from such cases. As a direct result the student, upon finishing a subject, has no concrete idea whatever of *what* he has studied. His mind is a confused jumble of cases, some of them good law and many of them bad law. Nothing is learned of the subject as a whole, and the individual application of the cases is entirely insufficient to permit of direction toward the facts of any single case. This is true of the courses in contracts, quasi-contracts, equity jurisdiction, sales, agency, trusts, police pow-

ers, suretyship. Not one student of the graduating class of 1903, we venture to say, has any definite, exact idea about what he has learned in these courses. He has not only not learned the practice in each case, but his knowledge of the substantive law is also entirely wanting. As an attempted instruction of the law in these various subjects, the case system is a most colossal fizzle. This short condemnation of this system of study is not as complete as the writer could make it if the time and space would permit, but what is said is a compilation from the oft-expressed opinions of the law students, whom it is the purpose of the law school to teach. The students certainly know whether they are benefited by any course of instruction or not, and it is submitted that the course of study in the above subjects is not only inadequate, but is most sadly wanting in benefit to the student. We have no doubt whatever but that the professors using the case system are as efficient as any in the country, but we believe that the faults before enumerated are inherent in the system. Dissatisfaction is growing more and more prevalent in the law school over this question, and it would be well if those in authority would listen a little to the feelings and wishes of the students in this regard.

DISCIPLINE TOO LAX.

Another cause of complaint among the better members of the law school is that the standard of scholarship is too lax. Too

often the man "with a pull" will get through his course with work plainly inferior, both in quality and amount, to others who, either by inclination or force of circumstances, have not the pull. A most glaring case was evident in this year's class, when two members, or "would be" members, who did not attend one recitation out of four, and who generally disgracefully "funkt" when they did come, were allowed to graduate, and two hard working, intelligent students, especially punctual in their daily attendance, and whose deportment was irreproachable, were held back and refused graduation. Stricter standards of study are imperatively necessary. The measure should be taken from the better students, not the poorer ones, and the force of "pulls" should be less than the reward of honest, painstaking study.

CLASS AFFAIRS.

The committee for securing a speaker to address the class was most unexpectedly fortunate. Negotiations for a speaker were begun in January, and letters were written to fifty or more of the most prominent men of the country, but with no success. Finally, in the middle of May, it was suggested to Mr. S. W. Richardson, chairman of the committee, that an invitation be extended to Hon. Hiram F. Stevens, Dean of the St. Paul college of law, to address the class. Mr. Stevens kindly accepted, and delivered the address on June 15.

The law class and attending audience was most agreeably entertained. Mr. Stevens departed from the usual mode of technically dealing with legal subjects, and spoke upon "Professional Ideals and Business Methods in the Law." His address was particularly lofty in theme, and was presented in a remarkably strong and refined light. Mr. Stevens was the guest of Hon. R. M. Bashford during his stay in Madison, and expressed himself as most pleased with the treatment he received while the guest of the law school and faculty. Mr. Bashford spoke in St. Paul, to the St. Paul college of law, on Thursday, June 18, and was the guest of Mr. Stevens while in St. Paul. His address was most instructive, and was very warmly applauded.

ARTHUR BEULE'S MEMORIAL.

Immediately following the tragic death of Mr. Beule, the president of the senior law class, acting in concert with the president of the senior class, appointed a committee of six to arrange for a public service to be held in memory of their departed classmate. This memorial was held on June 17th at library hall. Addresses were given by various members of Mr. Beule's class and by Dean Bryant and Professor Olin of the

law faculty. Many kind and laudatory tributes were offered of Mr. Beule, and only served to increase the deep honor and respect in which Mr. Beule was held by the whole university.

ADMISSION TO THE BAR.

At 2:30 o'clock, on June 18, Dean Bryant moved the admission of the assembled graduating law class before the supreme court, and one minute later, 70 young men, full of hope and ambition, left the courtroom, privileged to call themselves "attorneys at law."

CLASS RESUME.

It is believed that there have been but few classes graduated in recent years, that have had as high a rank for individual distinction, and general class quality as the present class. A majority of its members are students who had the advantage of an academic education before entering the law school, many of them being "hill" graduates. Any individual mention is impossible in this article, but it will suffice to say that the present class of lawyers will be amply able to cope with any contemporaneous graduates of different schools, with which they may come in contact.

SETH W. RICHARDSON.

ATHLETICS.

The outcome of the 'varsity race at Poughkeepsie was a great disappointment to all Wisconsin men. Resulting as it did, it could not have been otherwise. The crew was probably the fastest ever sent east. Six of the men and the coxswain were veterans of previous 'varsity experience; the other two rowed in last year's freshman eight. The men pulled a good race, being beaten out by Georgetown for second, by a narrow margin. But by Cornell, Wisconsin was outclassed completely. The 'varsity representatives rowed well and defeated, without difficulty, crews from Columbia and Pennsylvania whose rowing history began years before our own, not to mention Syracuse which has recently forged rapidly to the front in athletics. It was not the mere losing which hurt, for to lose once in a while is not necessarily a bad thing for an institution, but Wisconsin has *never won* at Poughkeepsie, and the defeat of the 1903 varsity goes a long way to establish a conviction, already growing in the minds of many Wisconsin men, that we cannot, with much reason, hope to win, except as a result of more than reasonable good luck on our part, coincident with a slump far below their usual standard on the part of our strongest rivals. In addition to the experienced character of the material, the Wisconsin men this year were a powerful

lot, physically, and more confident than any crew we ever had. This confidence was not based on false ideas, so far as Wisconsin was concerned, for throughout the training season at Madison the men consistently averaged nearly a minute faster in their four mile rows than the 1902 crew at the same season. It appears to be what sporting men call a question of "class."

The 'varsity race developed but two features, the magnificent form of the Cornell crew and the surprising work of Georgetown's eight. The story of the race is quickly told. Cornell went to the front at once and led at every mile post. Their stroke, after the opening dash at the pistol shot, never rose above 31 and most of the race was rowed at 29 to the minute. At the start they rowed 35 for a short distance and at the finish they ran it slightly above 30. Cornell crossed the line first by seven or eight lengths, the real race being for place, which to the great surprise of everyone, went to Georgetown, which beat Wisconsin by half a length. Pennsylvania was fourth, Syracuse fifth and Columbia, second choice of the critics, absolutely last.

The official times were as follows:

Cornell, 18:53 1-5; Georgetown, 19:27; Wisconsin, 19:29 2-5; Pennsylvania, 19:33 3-5; Syracuse, 19:36 2-5; Columbia, 19:54 1-5.

The stroke at the fractional distance marks was unofficially noted as follows:

| Miles | Cor. | Geo'n | Wis. | Penn. | Syr. | Col. |
|-------|------|-------|------|-------|------|------|
| 1-2 | 31 | 32 | 35 | 32 | 33 | 36 |
| 1 | 31 | 31 | 33 | 34 | 31 | 35 |
| 1 1-2 | 30 | 32 | 34 | 34 | 33 | 36 |
| 2 | 29 | 33 | 32 | 34 | 31 | 35 |
| 2 1-2 | 29 | 34 | 34 | 33 | 32 | 35 |
| 3 | 29 | 34 | 34 | 35 | 32 | 37 |
| 3 1-2 | 29 | 33 | 36 | 37 | 33 | 37 |
| Fin. | 31 | 33 | 36 | 37 | 33 | 37 |

Wisconsin's 'varsity crew rowed in the race in the following positions: Bow, Moffatt; 2, Bartelt; 3, Mather; 4, Stevenson; 5, Gaffin; 6, Jordon; 7, Miller; stroke, McComb; Coxswain, Sawyer.

In the freshman race, Cornell broke the record by a second and a half, and Syracuse made a highly creditable showing, being only a length behind the winners, with Wisconsin a fair third, about three lengths back of the New York crews, with Columbia and Pennsylvania following in order.

The Wisconsin freshmen were a splendid lot to look at, one of the best class crews, physically, ever seen at Madison, but they seemed to lack fighting spirit. Still they were representative in point of speed and rowed in 9:32, the fastest time ever made by a junior Wisconsin eight at Poughkeepsie. The freshman times follow: Cornell, 9:18; Syracuse, 9:22 1-5; Wisconsin, 9:32; Columbia, 9:41; Pennsylvania, 9:45.

The Wisconsin four-oared crew was a make-shift organization, and did all that was expected and more, in getting third to Cornell and Pennsylvania. The men were never in a four till they reached

Poughkeepsie, rowed in a second-hand Columbia boat and missed several days' work after they reached the Hudson by reason of two of the men, who were regular substitutes, having to take the places of members of the 'varsity and freshman eights who were indisposed. And at that they covered the two miles in 10:55 3-5, very creditable time under the circumstances.

The times of all the fours follow: Cornell, 10:34; Pennsylvania, 10:35 4-5; Wisconsin, 10:55 3-5; Columbia, 11:14.

On the whole, while the showing made by Wisconsin was disappointing, this does not imply a criticism. The men did all that adverse training conditions permitted, rowed plucky races and made a representative showing. They did their best and their best was not good enough. Before the race the eastern critics gave Wisconsin no show, in spite of the consistent record of our representatives in past years. Our own confidence was founded on the strength and experience of the men in the boat, but above all on the confidence of the oarsmen themselves, who expected to win, even after they had seen all their rivals.

Seeking the reasons for Cornell's continued marked superiority over all her rivals, it seems that as between Cornell and Wisconsin, it is largely a question of material and secondarily of rowing tradition. Cornell has in the neighborhood of 1,500 more men students than Wisconsin, a con-

siderable number of whom have had some previous rowing experience. Not more than one or two crew men in the history of Wisconsin rowing ever sat in a shell or touched a sweep before coming to Madison. In a word, Courtney's material is ordinarily far superior to O'Dea's. While there are many who infer that there must, perforce, be some mysterious superiority in the style of rowing, the so-called "stroke," taught by Courtney, this is not true. Experience has taught both Courtney and O'Dea some lessons and the "stroke" taught by each has been slightly changed from time to time, but both have worked in the same direction, until now the two styles are practically identical. Cornell men are apt to have greater finish to their work, but in all essentials, their "stroke" is Wisconsin's. Eastern critics said before the recent race that at a little distance only the color of the respective shirts served to distinguish the Wisconsin and Cornell crews. It is significant of the material at Ithaca this year that the Cornell crew averaged 174 1-2 pounds in weight and 6 feet in height, and that the captain of the eight, an experienced and powerful oarsman, was unable to retain his seat in the boat and did not row at Poughkeepsie. But for Wisconsin, even if we did not win, and may not for a long time, rowing is one of our most valuable sports and the only regret is that we have not Harvard's facilities and 200 men enjoying it. In rowing as in all athletics, we fail to

get the greatest possible good because the number of spectators is so absurdly out of proportion to the number of participants.

After the races, the 'varsity elected Elbert L. Jordan, of Berlin, Wis., No. 6 of the present crew, captain for 1904. Mr. Jordan has rowed three years, being one of the few Wisconsin men who have made the 'varsity as freshmen, and is one of the strongest oars in the boat. Probably all of the present crew will be back next year except Mather, Gaffin and Stevenson.

* * *

With the last days of May the university athletic season, in all branches except rowing, practically reaches its close. The crews still have the most critical period of their training and the final tests for which they have been grinding away six long months, ahead of them. But the track team has broken training and the baseball nine has only two games remaining which cannot change Wisconsin's ranking, however they may result.

The track athletic season just closed has been the poorest in the history of the university. Starting with a larger number of point winners from last year's team than any university in the west, we ended the year at the conference meet with exactly 10 points, the smallest number ever scored by a Wisconsin team since the first western intercollegiate meet in 1893. There is no consolation to be drawn from the record—three second places and one third,

made by three men. Breikreutz and Keachie, winners of their events in 1902, not only were beaten in time which was not phenomenal, even under the conditions, but they failed absolutely to score. McEachron, second to Kellogg for two years and a veteran, was another Wisconsin man who failed to score, although a week before he had beaten Hall, of Chicago, in 10:00 4-5, breaking the western intercollegiate record.

The reasons for this poor work are not far to seek. In the first place, the team was not properly handled; in the second, there was practically no new material in the freshman class. Todd, in the high jump, and Bertke, in the hammer, are promising freshmen who will eventually be valuable, but neither is at present of conference caliber.

To the alumni it must be evident that something is radically wrong with the system. A further search for the reason might hurt someone's feelings and be resented by the undergraduates, but there is no getting away from the conclusions which must be drawn from the record of the team. To be sure, luck seemed at times to be against Wisconsin, but luck cannot be made to explain the recurrence of defeat very often without becoming a confession of weakness.

Following is the detailed record of the conference meet:

| | |
|-----------------|----|
| Michigan | 49 |
| Chicago | 40 |
| Wisconsin | 10 |

| | |
|--------------------------------------|---|
| Purdue | 6 |
| Northwestern | 5 |
| Illinois | 5 |
| Iowa | 5 |
| Beloit | 4 |
| Missouri | 1 |
| Oberlin | 1 |
| Indiana and Minnesota did not score. | |

Edgar J. McEachron was elected captain of the track team for 1904. He has been a member of the team for three years and has been a consistent performer, usually in the two-mile run, in which event he was second to Kellogg in 1901 and 1902. He was also a member of the four-mile relay team in 1902 and 1903 and he holds the intercollegiate record for the middle west in the two-mile run, 10:00 4-5, made in the recent Wisconsin-Chicago dual meet. The conference meet this year is the first in which McEachron has ever failed to score. He is a senior in the college of engineering.

* * *

The scores of the baseball games played, follow:

- April 4—Wisconsin, 6; Dubuque, 3.
- April 6—Wisconsin, 10; Dubuque, 8.
- April 7—Wisconsin, 10; Dubuque, 3.
- April 9—Wisconsin, 17; Dubuque, 5.
- April 18—Wisconsin, 3; Beloit, 8.
- April 22—Wisconsin, 2; Northwestern, 6.
- April 23—Wisconsin, 0; Illinois, 9 (forfeited).

April 25—Wisconsin 7; Chicago, 10.

April 29—Wisconsin, 18; Milton College, 3.

May 2—Wisconsin, 18; Northwestern, 6.

May 6—Wisconsin, 0; Illinois, 3.

May 9—Wisconsin, 2; Beloit, 14.

May 12—Wisconsin, 4; Michigan, 5.

May 13—Wisconsin, 10; Lawrence, 0.

May 15—Wisconsin, 2; Illinois, 15.

May 16—Wisconsin, 12; Northwestern, 3.

May 18—Wisconsin, 5; Michigan, 15.

May 20—Wisconsin, 1; Chicago, 9.

May 30—Wisconsin, 10; Beloit, 6.

June 5—Wisconsin, 4; Chicago, 10.

As most of the team are first and second year men, there is reason to hope for better things next year. Muckleston and Richardson are about the only men who will graduate.

There is one word more to be said about the Illinois fiasco. Muckleston and Bray, whose names did not appear in the lineup of the third Illinois game, when a number of the team played their second "baby-act" of the season in refusing to go to Champaign, were detained in Madison by an examination. The other two absentees adhered to their first declaration and refused to go, and by every reasonable count should have been summarily cut

off from further participation in athletics at Wisconsin, if, as seems likely, their actions have been correctly reported.

* * *

The ninth annual interscholastic meet was held at Camp Randall, May 30th, and was, in spite of bad weather, a successful event. It lost some of its significance this year from the fact that the association of superintendents and high school principals, which controls it, voted in December to exclude all but public high school teams. This action shut out Milwaukee academy, against which school it was particularly aimed, Racine college preparatory and some others of minor importance. None of these teams could have won the championship, but they would have materially decreased the score of the Milwaukee east division and added to the interest of the meet. The association has ceased to consider the interest of the university in this meet, which interest is distinctly not subserved by this action and it is probable that some decided steps will be taken by the university athletic authorities before next year. As it is, some of the best athletes in the state have competed at the University of Chicago and Northwestern meets and are having their attention directed toward these institutions, to the detriment of Wisconsin.

The east division Milwaukee high school team which won this year's meet, was one of the strongest and best that has ever competed at Madison. It had only

two or three stars, but was a strong all-around aggregation. This is clearly shown by the score. The stars of the team were Williamson in the weights, where he won 11 points, breaking the hammer record with a throw of 162:10½, Van Derzee, who did 20:5 in the broad jump and Chapman who won the quarter and scored in the hurdles and high jump. The other stars were Wal-

ler of Menominee, who took both sprints in time which was fast for the conditions; Ellison of Milwaukee South Division, winner of the high hurdles and Kent of Janesville, who scored his second consecutive victory in the mile. The general average of the performances was hardly up to the standard of recent years.

GEO. F. DOWNER.

A BALLADE OF FABLES.

Old Aesop did his tales unfold
At once to teach and entertain—
Precepts, like pills, in sugar rolled.
And later on came La Fontaine,
Who made his points in some such vein,
As, "Nous pourons conclure de
la"—
That is, to make the meaning
plain,
"From this we learn," et cetera.

In forms and guises manifold,
Others have followed in their
train;
Fables for slangy, young and old,
For fair, for frivolous, for vain,
In prose or in poetic strain;
And in the divers genera
Authors are careful to explain
"From this we learn," et cetera.

They came and, what was more,
they sold;
They pleased at first the jaded
brain.
Perhaps it might have been fore-
told
Their popularity would wane.
Now this has happened, some
maintain,
And so, mutantur tempora
We've cast away in high disdain
"From this we learn," et cetera.

L'Envoi.

Makers of fables, why complain?
Be guided de te fabula.
Your books on book-shops' shelves
remain,
From which we learn—et cetera.

—*Philip L. Allen, in June Century.*

PLEA FOR FELLOWSHIP.

At the annual business meeting of the Alumni Association of the University of Wisconsin last year Magnus Swenson, '80; R. M. Rich-

mon, '87, and George E. Waldo, '85; were appointed a special committee to secure subscriptions to support an alumni fellowship at

the University of Wisconsin. To this end circulars have been sent to alumni reading in part as follows:

"For several years past the Alumni association, as a body, has endeavored to maintain a fellowship at the university, the amount of the fellowship being \$400. With monotonous regularity the person or committee having the fellowship fund in charge has reported at the annual meetings of the Alumni association that they have been unable to raise the necessary amount, or that the amount has been subscribed and paid by one or two individuals, and this at the eleventh hour, after the fellow has been allowed to worry through the year, handicapped by lack of funds, and frequently not knowing where his living expenses were coming from. There are many alumni of the university who are financially able and are probably willing to contribute liberally to support a fellowship at the university, but a fellowship subscribed and supported by a few individuals is certainly not an alumni fellowship, and individuals object to assuming a burden incurred by the association as a whole, and very naturally so.

"There are approximately four thousand alumni of the university, which of course includes alumnae, and it certainly is a standing reproach, even a disgrace, that a body of this size cannot raise a sufficient amount to support a single fellowship. In discussing the matter, we decide that past failures have been due, not to a lack of willingness or proper

spirit on the part of the alumni, but rather to the fact that a very large majority of the alumni have not been given an opportunity to lend their assistance, and our object in sending out this letter is to give all of the alumni an opportunity to contribute, and thus render the alumni fellowship truly representative and to make it what it purports to be. We have therefore decided to limit subscriptions to \$2 a year, and to extend the subscription over a period of five years.

"At the present time the alumni fellowship is in arrears to the amount of something over \$300, part of which is due individuals who have advanced money to enable the alumni fellow to continue his work at the university, and part of which has never been paid to and is now due the fellow.

"Past experience has shown that to collect subscriptions, particularly where the amounts are small, as in the present case, involves as much work as to obtain the subscriptions in the first instance. Requests and notices are almost universally disregarded, usually through carelessness. The managers of the Alumni Magazine have finally adopted the plan of drawing on subscribers for delinquent alumni dues, and report that the scheme works very satisfactorily, and your committee has decided to adopt the same plan and to draw upon subscribers as the money is required. This explanation is made in order to avoid giving offense, as many people consider that it is a reflection upon them to be drawn upon."

PROGRESS OF THE UNIVERSITY.

NEW WATER SUPPLY SYSTEM.

The present tank in the dome of main hall, with a capacity limited to 20,000 gallons, has for some time proved inadequate for the needs of the university and state capitol. The sum of \$16,000, appropriated four years ago, for the erection of a water tower to be built near north hall, was not used because it was considered too small to build an ornamental tower such as would be necessary to preserve the beauty of the campus. The present legislature, refusing to add to this sum, Acting Dean Turneure of the engineering department has made plans for the construction of a compressed air storage plant with a capacity of 50,000 gallons, to be housed in a plain brick structure near the shops.

NEW BOARD OF VISITORS.

Following are the appointments for the new board of university visitors in the order of their respective districts: Rev. J. E. Coleman, Evansville; John B. Winslow (Chairman), Madison; Aldro Jenks, Dodgeville; Wm. J. McElroy, Milwaukee; Paul T. Krez, Sheboygan; Mrs. L. F. Easton, La Crosse; Gerhard M. Dahl, Stevens Point; A. W. Sheldon, Rhinelander; Mrs. I. W. Burhans, Superior; from the state at large, George F. Peabody, Appleton; Samuel Shaw, Crandon; F. W. A. Notz, Watertown; Helen R. Olin, Madison.

NOTABLE VISITORS.

A distinguished delegation of 46 prominent German agriculturists visited the university farm June 13 and were entertained while in the city by Dean W. A. Henry.

ORATORICAL PRIZE.

The Hamilton club of Chicago, which is one of the most noted organizations in the United States, has offered two prizes, of \$100 and \$50 each, to the winners of an annual oratorical contest. Several conditions are attached, one of which is that the subject of the oration shall be Alexander Hamilton. The University of Wisconsin is one of the several northwestern institutions invited to participate in the contests.

REGENTS BUY MORE GROUND.

The regents of the university have purchased the Coyne homestead on the east side of the gymnasium with a view to securing more ground for the university boathouse.

LECTURES.

Lawrence Southwick, the eminent reader and dean of the Emerson School of Oratory, gave a reading of Shakespeare's Richard III, on May 20. Herman Riotte, a professional reader of German literature, now making an American tour, gave an entertainment at Turner hall, May 26.

The special bulletin of the history department announces that

Prof. Jas. A. Woodburn of Indiana university, will deliver several courses of lectures next semester.

Dr. Iyenaga, who has been giv-

ing a course of lectures on the orient and oriental politics, has been engaged to deliver a similar course at the University of Chicago.

ON THE HILL.

Y. M. C. A.

The Y. M. C. A., in co-operation with the Y. W. C. A., gave their annual sacred concert, May 17.

The Y. W. C. A. held a banquet at Chadbourne hall, May 23, with over 100 guests present.

The following officers were chosen at the annual election of the local Y. M. C. A., G. A. Barney, '05, Mauston, president; D. O. Thompson, '05, East Troy, vice-president; C. E. Torkelson, '06, Racine, recording scribe; J. G. Fuller, '04, Waterman, Ill., treasurer; P. C. Ranney, '04, of Bowers, assistant treasurer. Judge J. B. Winslow of Madison, and W. W. Cooper, general secretary of the Y. M. C. A. at Kenosha, were elected to three years' service on the board of directors. The advisory committee is composed of J. M. Boyd, Emerson Ela, and Profs. F. C. Sharp, M. V. O'Shea, B. H. Meyer, and W. D. Taylor.

PRESBYTERIAN STUDENT UNION.

The new society, educational and devotional in character, which the Presbyterian church has had in contemplation for some time is now fully organized. The executive council composed as follows is made up entirely of students: D. L. Barnard, E. B.

Bartlett, Miss P. N. Bennett, W. G. Hamilton, G. R. Ray, H. A. Ruger, Miss Lillie R. Taylor, and C. A. Werner. The advisory council, which consists of officers and teachers at the university, is composed of E. F. Riley, and Profs. H. L. Russell, Susan A. Sterling, E. B. Skinner, W. D. Taylor, and W. H. Williams.

GRADUATE CLUB OFFICERS.

The annual election of officers for the Graduate club resulted as follows:

President—Arthur R. Chadbourne.

Vice-president—Amy F. Hockett.

Secretary—Rose A. Pesta.

Treasurer—Louis B. Wolfenson.

FRATERNITY NOTES.

The annual interscholastic meet was the occasion for many dances, several smokers, and launching parties.

The Phi Kappa Psi fraternity has purchased the old Sterling home on State street.

The Alpha Delta Phi fraternity has purchased the property now occupied by Beta Theta Pi, the Betas having leased Prof. Jastrow's house.

The Pi Beta Phi's will move into their new home at 233 Lang-

don street after it has been improved during the summer.

Phi Gamma Delta has leased the house south of the "S. A. E." lodge.

Delta Delta Delta has leased the present Phi Kappa Psi house at 625 Francis street for three years. This house will be remodeled during the summer.

Alpha Phi will move into a remodeled house at 509 North Henry street.

Tau Beta Pi, the honorary engineering fraternity, is contemplating the establishment of a domicile in the old Y. M. C. A. building at 708 Langdon street.

SOCIAL ACTIVITIES.

The Self-Government association's lawn party proved an encouraging success.

The senior class on May 29, gave something new in the way of a water fete followed by a dance in the gymnasium.

A pageant of decorated boats led by the Columbia, music by the university glee and mandolin clubs, and a big bonfire on the lake were some of the features of the carnival.

The Cardinal association banqueted the editors, associate editors, and reporters of the Cardinal at Keeley's, May 21.

SECURE POSITIONS.

A large number of the graduates from the various departments of the engineering school have already secured good positions. Many from the college of letters and science will teach. D. L. Hennessey is to be principal of the Alma high school; W. Geh-

rand, superintendent of the Baraboo schools; Henry C. Stair, principal at Stanley. Ira O. Hubbard has already entered the department of science at Grand Rapids. Mignon Wright will teach languages in the Iron Mountain (Mich.) high school. Prof. E. H. Farrington says that in the dairy school there are ten applications for every graduate.

Willard H. Hein, '03, has just received an appointment through the United States commission of education to a very lucrative position as instructor of English in San Juan, Porto Rico, high school. Every American teacher is supplied with a furnished house to live in.

LITERARY SOCIETY NOTES.

The several literary societies have held their annual banquets, with many alumni present.

Philomathia has submitted to Hesperia the following question for joint debate:

"Should courts be established as a part of our judicial system with the power to settle between employers and employees disputes when inimicable to the public welfare?" Four concessions are added of which the first is the most important: "It being conceded, that the question as to when such disputes are inimicable to the public welfare is a judicial one to be determined by the courts in a summary manner."

Athenae's semi-public team was recently chosen as follows: H. A. Apple, W. H. Arnold, A. E. James, D. G. Bellows, Max Loeb (closer), W. Atwood (closer).

Philomathia's semi-public team is made up of E. M. McMahon, G. W. Blanchard, E. R. Jones, L. B. Lamprom, F. C. Youngblutt, M. M. Hueffner, P. H. Schram (closer), G. F. Hannon (closer).

Hesperia made the following choice of semi-public men: C. B. King, E. R. Jones, J. A. Hobson, R. D. Hetzel, W. T. Evjue (closer), Herman Canfield (closer).

The deplorable state of the finances of the University Oratorical association, made a special appropriation of \$25 by each society necessary. Castalia and Pythia also contributed to make up the deficit.

Olympia, the new society, broke the succession of Philomathia's victories in inter-society baseball. It is champion with a percentage of 1000.

The annual banquet of the Olympian society was marked by the presence of its founder, R. A. Nestos, '02, now of the North Dakota school of law, who has come to be called "Father Zeus."

SPHINX BOARD.

The following is a list of the new members of the Sphinx staff: H. G. Winslow, '04, president; A. B. Braley, '05, managing editor; Earl Rose, law, '05, managing artist.

CARDINAL STAFF.

The Wisconsin Cardinal association, at its annual meeting, made appointments and promotions as follows: Editor-in-chief, Robert M. Davis, law, '04; managing editor, Ernest W. Landt, '04; assist-

ant managing editor, John J. Moffatt, '05; university editor, Herman Canfield, '06; athletic editor, R. J. Neckerman, '05; exchange editor, W. J. Kelsey, '04; high school editor, D. C. Poole, '06; associate editors, Ernest W. Edwards, '04, J. G. McFarland, law, '04, G. S. Woledge, '04; business manager, H. J. Masters, law, '04. The annual prizes were awarded to John J. Moffatt (\$10), Ernest Edwards (\$5), W. T. Kelsey (\$10), D. C. Poole (\$5), R. J. Neckerman (\$20), Herman Canfield (\$25).

"FRAT" GIRLS IN MAGAZINE.

The June issue of the Ladies' Home Journal, devoted largely to the college girl of today, contains the pictures of a number of sororities from all parts of the country, among which is a picture of the Wisconsin chapter of Delta Delta Delta.

1904 BADGER.

This year's annual eclipses all others in the size of the volume. It does not lack in number and pungency of digs. The art work throughout is of high standard, and done by student talent, with the exception of the cover which was especially designed by a Milwaukee artist. The actual cost of the publication is \$3,500, about \$600 more than last year's expenditure.

CO. F. WINS.

Captain H. J. Barry, '04, commanding Co. F., won the final competitive military drill, with Co. E, by a margin of three points. The judges were Major

H. W. Quentmeyer and Lieut. Col. Geo. Joachim, W. N. G., and Capt. Frank B. McCoy, 3rd infantry U. S. A. Sergeant H. W. Kuhlman, '06, was winner in the individual contest. The cadets held a sham battle on University Heights May 30, the first in five years.

IRON CROSS SOCIETY.

The new senior society held its first annual banquet at the Park Hotel, May 26. The following members taken from the junior class were initiated: Jas. B. Blake, Horatio G. Winslow, John F. Sawyer, Wm. J. Juneau, Allen C. Abbott, Israel Mather, E. S. Jordan, Joseph G. Fogg, Robt. M. Davis, Ralph D. Brown and Ralph B. Ellis.

OTHELLO PRESENTED.

The Edwin Booth Dramatic society, organized last year, presented on June 4th the first Shakespearean play ever attempted by university talent. The participants, anxious to put their new society to the front rank in university dramatic circles, selected a heavy tragedy, and worked for six months in preparation for its production. The training was in the hands of Prof. Frankenburger, who, when he fell ill, was assisted by E. J. Southwick, of the professional stage. The success of the play warranted the bold attempt. The costuming was elaborate and especially made for the cast by Herman Dietz, of Chicago. The staging was all that could be expected. The reading of the lines, including the soliloquies, were of a high standard for an ama-

teur performance. The cast follows:

Duke of Venice—Arnold L. Gessell.

Brabantio—M. B. Olbrich.

Gratiano—Stephen B. McMahon.

Lodovico—Edward Thuerer.

Othello—L. A. Liljeqvist.

Cassio—Asa M. Royce.

Iago—W. M. Davis.

Roderigo—J. C. Miller.

Montano—Wm. Ryan.

Leonardo—Tore Teigen.

Desdemona—Helen Harvey.

Emilia—Elva Cooper.

ANTIGONE.

The rendition of Sophocles' *Antigone*, by students of the Greek department, marked another innovation in the dramatics of the university. This play was rendered entirely in Greek, by a cast of 18, at the home of Prof. and Mrs. M. S. Slaughter, who, with the assistance of Prof. Smith, Prof. Laird, and Mrs. R. F. Scholz, have had charge of the rehearsals. Following is the cast:

Antigone—Fannie E. Brayton.

Ismene—Ada Welsh.

Eurydice—Joyce Hunter.

Creon—J. B. Stearns.

Haemon—L. W. Burdick.

Feiresias—P. A. Schulc.

Phylax—O. L. Stinson.

Angelos—E. J. Filby.

Corpyphaeas—R. Zinns.

Boy—Dana Munro, Jr.

Two Attendants of King—F. Burns, W. T. Rungler.

Two Attendants of Queen—Edna Dessaint, Hattie Kuhns.

Phylax—W. G. Crape.

Citizens and woman.

NEWS FROM THE ALUMNI.

PERSONAL NOTES.

All secretaries of classes or of Wisconsin Alumni Associations or Clubs are requested to send their addresses or items of interest to Alumni to Florence E. Baker, 135 W. Gilman St., Madison, Wis.

At a meeting of the University of Wisconsin club of New York, held at the Arena on the evening of May 29, the constitution drawn up by a committee appointed at the last meeting was formally adopted. New York alumni who signify their intention of joining and who sign the constitution at the annual meeting, the second Wednesday of November, will be admitted as charter members. The following officers were elected to hold over until that meeting:

President—Gilbert E. Roe, '90.

Vice-president—C. M. Wales, '85.

Secretary—Philip L. Allen, '99.

Treasurer—Walter T. Arndt, '96.

Members of Board of Governors—C. M. Wales, Lieut. William F. Hase, '97, and Richard Lloyd Jones.

At a recent meeting of the New York club the following resolutions were adopted:

"WHEREAS, God in his infinite wisdom has taken from us our friend and fellow alumnus, Edward Foote Dwight, and

Whereas, as the first president of the University of Wisconsin

Alumni club of New York, his enthusiasm and good council contributed greatly to its early success, and

Whereas, his sterling worth, his manly sincerity, his unwearying fidelity to all good causes, and the high place he had won for himself in his profession brought honors alike to his state and his alma mater,

BE IT RESOLVED, that we, the members of the University of Wisconsin Alumni club of New York, record our deep sense of personal loss in his death, and our regret that in him the university has been called upon to mourn one of its most promising sons, and be it further resolved, that our sympathy be extended to his bereaved family."

'65

Ten members of the first classes of "co-eds" at the university enjoyed a reunion at the home of Mrs. L. S. Winterbotham in Madison in May, to renew old associations and together read from a collection of poems by Prof. Charles H. Allen of San Jose, Cal. When the ladies were schoolmates at the university Prof. Allen was principal of the normal department. Prof. Allen was the prime mover in the admission of women to the University of Wisconsin. Those present at the reunion were Lusine Larkin Terry, Annie Taylor Noyes, Sabra Warner Smith, Ellen Sweet Jones, Helen Noble Flemming,

Emma Sharp Grieve, Anna Gaites Pelton, Myra Duncan Smith, Nettie Gohram Lampson and Lydia Sharp Winterbotham.

'71

Otto von Gruenigen, ex-'71, recently visited Madison. Mr. Gruenigen is employed on the Marconi telegraph system in Nova Scotia.

72

Joseph Cover died at Ashland June 9. He was born in Lancaster, Wisconsin, September 8, 1851, the son of Joseph and Anna Cover. He graduated in 1872 at the university of Wisconsin. He followed journalism for two years in Lancaster and published the first news publication in the state university, the University Press in 1869. He published a newspaper, *The Silver World*, for two years, at Lake City, Colorado, and was a newspaper correspondent at Washington in 1878-9 during which time he was secretary of the senate committee on claims. He was also secretary to Senator Angus Cameron during this period. He was admitted to the bar at Richland Center, twenty-four years ago. He was married to Miss Adelle Walworth at Richland Center, who with one son, Ben, and an aged mother, now 82 years old, survive him. His father was appointed United States consul to the Azore islands in December, 1869, and reached his post via Liverpool and Madrid in January, 1870. In June, 1873, having been in failing health, he shipped for the United States and

died July 4, and was buried in mid-ocean. Mr. and Mrs. Cover moved to Ashland about thirteen years ago, and he had been official court reporter of the Fifteenth judicial circuit ever since coming to Ashland. Mr. Cover lived in Chicago for several years.

'75

W. H. Rogers, who recently removed from Madison, Wis., to San Jose, Cal., has opened a law office at the latter place and has associated with him Louis E. Petree, a graduate of Leland Stanford, class of '00.

'78

Dr. Byron Robinson, of Chicago, is the author of a new work entitled *The Peritoneum, its History and Physiology*, of which Dr. Senn writes: "Dr. Byron Robinson's work on the histology and surgery of the peritoneum is epoch-making." Other works of Dr. Robinson are: *Practical Intestinal Surgery*, *Landmarks in Gynecology*, *Life-Sized Chart of the Sympathetic, Abdominal Brain, Colpoperineorrhaphy and the Structures Involved*, *The Genital Vascular Circle (The Circle of Byron Robinson)* and *Ureter, Gynecologic Charts of Genital Circulation*.

'80

Edward F. Gleason, one of the brightest lawyers of northern Wisconsin, was found dead in his room at Ashland, May 26. Mr. Gleason was born at Waukesha, in 1859. He was the son of Michael Gleason, who with his aged wife, still lives at Wauke-

sha. He graduated from the university of Wisconsin in 1880, and afterwards married his classmate, Edith J. Crosse, of Sun Prairie,— a beautiful and charming girl,— who died with her child at Ashland December 18, 1884. He graduated in the law department of Columbia college at Washington, in 1883, and for a time was an employe in the pension department. He stumped the state for Garfield in 1880, and made such a brilliant record as an orator, that he was given three months' leave, which was afterwards extended to six months, to do campaign work in Wisconsin in the state campaign of 1882. He located at Ashland in 1884, and went into partnership with J. J. Miles. In 1886 he became the junior member of the law firm of Lamoreux & Gleason and in 1890 the firm was extended by admitting W. F. Shea and A. F. Wright. Six years later he withdrew, and was alone in the law business for a time, afterwards forming a partnership with Richard Sleight, and then with Cate, Sanborn, Lamoreaux & Park. He withdrew from this firm a year or so ago, and had since been alone in the law business. About fourteen years ago he married Miss Peck, of Ashland, and one child, Edward Gleason, junior, survives. Mr. Gleason was a stockholder in a metal company, was the owner of ten shares in the Northern National bank at Ashland and owned lots in various parts of Ashland.

Mr. Gleason was especially brilliant in debate and repartee. He

was a lover of choice books, and he had one of the largest private libraries in Ashland.

Dr. J. M. Dodson, dean of Rush Medical College, Chicago, addressed the medical alumni at the University of Minnesota, June 2.

'82

Rev. E. K. Holden, whose wife was Susan J. Mylrea, '83, has accepted the pastorate of the First Congregational church at San Bernardino, Cal. Two years ago he was obliged to give up his church at Bridgeport, Conn., because of failing health.

'83

Emma Weston Robinson, of Necedah, spent the winter in California.

Florian Cajori, dean of the engineering school of Colorado College, has been appointed sole representative of the United States on the international committee of the Congress for the Study of the History of the Sciences, which committee will make arrangements for the next meeting of the congress, at Berlin, in 1906. The announcement of his selection was made by Dr. Gino Loria of the University of Genoa, who is one of the secretaries of the committee. P. Tannery, of Paris, is its president. Mr. Cajori is the author of three books on the history of mathematics and one book on the history of physics.

'90

Eldon J. Cassoday and Rush C. Butler have formed a law partnership with offices in the Monadnock block, Chicago.

'91

Henry E. Fitch, law, '91, now practicing at Nekoosa, Wood county, was married June 3 to Miss Nellie Roxane Young of that place.

Miss Ruth Marshall has charge of the biological and botanical science work in the Ryan High School at Appleton.

'95

Wilbur L. Ball has left the Corporation Counsel's office and is now with Boardman, Platt & Soley, in the Mills Building, 35 Wall street.

Ehmond J. Rendtorff, '95, of Lake Forest, and Miss Magdaline Bach, ex-'05, were married July 4th at the bride's home, in Madison. Mr. Rendtorff has been an instructor in physics and chemistry at the Lake Forest boys' school.

The engagement of Miss Grace Magdeburg, daughter of Mr. and Mrs. F. H. Magdeburg, of Milwaukee, and Dr. E. R. Buckley, of Rollo, Mo., has been announced. Dr. Buckley left Madison two years ago to accept the responsible position of state geologist of Missouri.

Miss Ada M. Barling, ex-'95, of Milwaukee, will be married June 30, to Rev. Frank Hofmer, of Freeport.

Mrs. George V. Borchsenius and son Harold, are expected home from Cape Nome, Alaska, shortly and will make their temporary home in Madison. They have been spending their second winter at Cape Nome, where Mr. Borchsenius holds the position of clerk of the federal court and Mrs.

Borchsenius has been so poorly that a change of climate is thought desirable.

'96

T. H. Grosvenor is professor of English at Mayville normal, North Dakota.

William S. Frame, formerly of Waukesha but now of Hunter, Colo., was married June 11 to Miss Elizabeth Margery Stewart, daughter of Mr. and Mrs. William Holmes Stewart, of Topeka, Kan. The wedding was a large affair and took place at Grace cathedral in Topeka.

Miss Margarethe Urdahl received the degree of doctor of philosophy at the commencement exercises at Bryn Mawr, June 4.

Walter T. Arndt is an editor of the International Year Book and a member of the staff of the new International Encyclopedia, both published by Dodd, Mead & Co.

'97

Ernest B. Smith is teaching German and political economy at Appleton (Ryan high school), in place of Ernest Greverus, '00, who has taken a position with Henry Holt & Co.

Mr. and Mrs. Euclid Martin, of Omaha, announce the engagement of their daughter, Miss Helen Edmona, to Charles Carroll Montgomery, son of Mr. and Mrs. C. S. Montgomery, of that place. Mr. Montgomery, like his father, is a graduate of the University of Wisconsin, graduating in '97, the father being of the class of '72.

The engagement has been an-

nounced of Miss Jennie Briggs, of Milwaukee and Mr. W. H. Harvey, of Racine.

'98

J. F. Woijsa, with the Minnesota college of agriculture, made a visit to the experimental station at the university.

C. A. Donnelly, assistant superintendent of public instruction, has been offered the presidency of the Idaho state normal school at Lewiston and has gone to Idaho to look the ground over.

Walton H. Pyre is at home at Madison for the summer. Since the closing of Otis Skinner's season a month ago, Mr. Pyre has been playing Shakespeare in Baltimore. Next season Mr. Skinner is to star with Ada Rehan in *The Taming of the Shrew*, *The School for Scandal* and *The Merchant of Venice*.

Mr. Raymond R. Frazier, United States consul at Copenhagen, with his family, has removed to Elsinore, a seashore point some twenty miles north of the Danish capital. This is a very popular resort of royalty, artists and the leisure classes. Martin W. Odland, '98, who is to be vice-consul under Mr. Frazier, sails June 27th for Copenhagen.

'99

F. J. Gaenslen, '99, who has been at Johns Hopkins Medical College, has passed the examination for an internship at the German Hospital in New York city.

Arthur M. Churchill finishes his law course at Columbia, this June. He expects to spend the

summer in Montana as clerk for the U. S. geological survey.

Philip Loring Allen writes on *Undergraduate Life* at the University of Wisconsin in the *New York Evening Post* of May 23, and has a poem, *The Ballade of the Fables*, in the *June Century*.

John H. Stauff, teacher of German and Latin in the De Forest high school, has been engaged for next year as principal of the high school at Sharon.

Albert R. Denu is home from Washington, D. C., having graduated from the Georgetown law school.

William S. Kies, '99, law '01, has been appointed assistant city attorney of Chicago under the new republican city attorney, John F. Snuelske. Mr. Kies was in the legal department of the Chicago City Railway Co. for two years. He, with two others, will do all the trial work for the city. Mr. Kies, while in the university, was a joint debater and acted as closer in the first debate with the Georgetown law school. He was for two years business manager of the *Daily Cardinal* and the *Alumni Magazine*. He is a member of the Kappa Sigma and Phi Beta Kappa fraternities.

Marion Connell will teach English at Ashland.

'00

Lynn H. Tracy, who has been teaching at Blee's military academy, has gone to Europe on an extended trip.

Eunice Welsh will teach English at Hudson.

Thomas Willett, instructor in histology and embryology in the College of Physicians and Surgeons at Milwaukee, has opened an office for the practice of his profession in the Pirion block at West Allis.

E. A. Hook, who has been attending Harvard university for the past two years, has accepted a good position for next year. He is to be instructor in mathematics at Columbia.

Andrew R. Anderson has been honored by Harvard, as he has been offered the Harris Traveling Fellowship in the classics. Mr. Anderson, who receives his Ph. D. degree this year, will leave for Europe immediately after the close of the University of Wisconsin summer session.

Minnie M. Lueders, '00 m., and William W. Sweet, of Friendship, Adams county, were married July 1st by Rev. F. A. Gilmore, at Madison.

Miss Emma J. Ochsner, of Chicago, is spending a month with her sister, Mrs. F. T. Grotophorst, of Portland, Oregon.

'01

Miss Elizabeth Parkinson, a graduate of the university with the class of 1901 and who took her master's degree a year later, died June 18 at the home of her sister, Mrs. W. W. Peck in Darlington, aged 26. Miss Parkinson had been teaching at Moorehead, Minn., the past year and had come to Madison for commencement and was taken ill at the Park hotel. None of her relatives or friends knew that she had been

in town until after she was obliged to go home because of her illness. Death was due to bowel trouble. Miss Parkinson was a graduate of the Darlington high school and of the Platteville normal school. She was the youngest daughter of the late Peter Parkinson, one of the first settlers in this part of the state, and was a third cousin of Prof. J. B. Parkinson. Her oldest brother, John D. Parkinson of Kansas City, was graduated from the university in 1861. It is something quite unusual for a brother and sister to graduate from the same university so far apart.

Her sudden taking off was particularly pathetic as but two days before her engagement to A. L. Yeaton, a prominent lawyer of St. Paul, was announced.

Attorney Clinton G. Price, of Milwaukee, formerly of Madison, has been made commissary officer of the First regiment, W. N. G., with the rank of a mounted captain, on Col. O. H. Falk's staff. Captain Price has for some time been acting as attorney for the Wisconsin national guard and has successfully prosecuted several important cases. Captain Price began his military career as a private in Co. G, at Madison, and went to Jacksonville, Fla., with the First regiment during the war of 1898. In 1900 he was commissioned first lieutenant and adjutant of the second battalion of the First regiment. He has been a diligent student of military affairs.

William B. Collins will be principal of the Plymouth public schools.

Geo. A. Rogers is teaching mathematics in the Ryan high school, Appleton, Wis. Miss Grace G. Goddard, for two years with 1902, is teaching Latin at the same place.

Rachael M. Kelsey will become head instructor in English at the Milwaukee normal.

'02

Clough Gates is city editor of the Superior Telegram.

Harry L. Janes, who has been taking graduate work at Wisconsin the past year, has been given a fellowship in economics at Columbia University, New York.

Merle S. Pickford will teach English at Eau Claire.

Norma Stark will teach German at Streator, Ill.

Freda Stolte will teach Latin and German at Iron Mountain, Mich.

Emma B. Glasier will teach Latin at the Wisconsin academy, Madison.

Frank A. St. Sure was elected principal of Stevens Point high school. Mr. St. Sure taught last year at Stevens Point. His new position is in recognition of his excellent services at that school as teacher.

R. A. Nestos, of Grand Forks, N. D., and Otto B. Dahle, of Mt. Horeb, Wis., are in Europe for a summer's outing. Mr. Nestos was the founder of the Olympian literary society and during the past year has attended the law school of the University of

North Dakota. Mr. Nestos reports that Prof. A. A. Bruce, formerly of the Wisconsin law school, Prof. O. G. Libby, formerly of the history department, and Prof. Chandler of the mathematics department, are held in high esteem at the Dakota school.

Emil Scow is practicing law at Cando, North Dakota.

Louis Belknap Reed, law, '02, of Ripon, and Miss Madge Elizabeth Thompson, of Oshkosh, will be married in the latter city on June 29, at the home of the bride's parents, Mr. and Mrs. A. E. Thompson. Miss Thompson is a graduate of the Oshkosh normal school and a recent university student. Mr. Reed, since his graduation, has been practicing law at Reedsburg. He will soon associate himself with the law firm of Thompson, Thompson & Pinkerton, of Oshkosh.

'03

Members of the present graduating class have secured positions as follows:

"HILL" COURSES.

J. H. Mathews will act as assistant chemist to former State Chemist Mitchell, of Milwaukee.

R. M. Chapman has gone to Ishpeming, Mich., where he will be employed as an assay chemist.

J. G. Holty will enter the service of the La Clede Gas Light Co., of St. Louis, as gas analyzer.

J. C. McDowell has accepted an instructorship in the North Dakota agricultural college at Grand Forks.

Miss G. E. Munroe will teach music at Baraboo.

Miss W. E. Kraemer will teach music at Granite Falls, Minn.

H. D. Laube has accepted a position as principal of the Milton Junction schools.

Miss F. E. Brayton will teach latin and English in the high school of Ely, Minn.

Miss L. E. Fleming and Miss Mina Weber will teach in the schools of Cumberland, the former teaching mathematics and physics, the latter teaching latin.

Miss Edna Dessaint will teach Greek and Latin at Evansville.

Miss Helen Case will teach history at Fond du Lac and Miss V. B. Salter will teach English and history.

Ira O. Hubbard has been teaching science in the Grand Rapids high school, this state. This fall he will be joined by Miss Abbie C. Terry, who will teach English.

Miss Mignon Wright, of Madison, will teach in the public schools of Ironwood.

Mr. W. B. Castenholz will teach at Iron Mountain, Michigan.

Willard H. Hein, who is now pursuing graduate work at the university, has just received an appointment through the United States commissioner of education at San Juan to a position as instructor of English in the San Juan high school. Mr. Hein was formerly a teacher in the Milwaukee public schools and also taught for several years at Delafield and Waukesha.

ELECTRICAL ENGINEERS.

R. C. Adams, J. C. Gapen, R. G. Krumrey and S. J. Lisberger have accepted positions with the

Emerson McMillan Co. Mr. Krumrey will be located at San Antonio, Texas.

H. E. Bailey, J. E. Brobst, L. R. Brown, M. E. Haman, F. C. Weber and A. J. Quigley will go to the great works of the General Electric Co. at Schenectady.

J. U. Belling will go to Sioux City, Iowa, in the service of the United Gas Improvement Company.

E. B. Mueller will go to the LaClede Gas Co. of St. Louis.

John Pugh, Jr., will work for the J. I. Case Co of Racine.

W. J. Rowe will become an employe of the Chicago Edison Co.

Irving Seaman will enter the service of the Electric Storage Battery Co. of Philadelphia.

Will Spalding will work for the California Gas and Electric corporation at San Francisco.

F. G. Willson has accepted an instructorship in civil engineering at the university of Illinois.

F. P. Woy has left to work for J. G. White & Co., a firm of New York contractors and consulting engineers.

MECHANICAL ENGINEERS.

A. E. Anderson and C. C. Douglas will enter the steam turbine department of the General Electric Co. at Schenectady. Mr. Anderson will work for the Janesville Electric Co. until Jan. 1.

H. P. Howland and H. L. Stevens will work for the Illinois Steel Co. of Chicago.

A. L. Johnson will be connected with the Johnson Chair Co. of Chicago.

B. F. Lyons will work for the La Clede Gas Light Co. of St. Louis.

CIVIL ENGINEERS.

H. J. Cowie has left for a position with the Power Development Co. of Niagara Falls, Ontario.

A. C. Greaves will be the new assistant city engineer of Madison.

J. F. Hahn, the mile runner, will work for the Steel Concrete Construction Co. of St. Louis.

G. R. Keachie, captain of the track team, will become identified with the Manitowoc Steam Boiler Works.

Olaf Laugaard has already entered the United States irrigation department in the state of Washington.

F. M. McCullough will enter the employ of the Pennsylvania railroad at Pittsburg.

W. C. McNown will enter the maintenance of way department of the Erie railroad at Buffalo.

C. H. Perry has already entered the construction department of the Burlington railroad at Benton, Missouri.

H. J. Saunders will be resident engineer, headquarters at Omaha, on the double track work of the Union Pacific.

J. L. Savage will engage in United States irrigation in Idaho.

W. R. Saxton will enter the United States geological survey in Wyoming.

J. A. Mannington left school too early to graduate to accept a position in the maintenance of way department of the Burlington railroad.

PHARMACY.

A. E. Kundert has been given a fellowship in pharmacy for the coming year.

F. R. Hall has already entered the service of Sexton & O'Neill, druggists of Madison.

SCHOOL OF COMMERCE.

R. H. Hollen will go to the Harvard law school.

J. V. Murphy and E. T. Oftelie will manage the school supply department of the Wisconsin School Supply Co., headquarters being at Milwaukee.

S. J. Fuller is now engaged in railroad office work at Chicago.

'04

William B. Uihlein was elected by the athletic board assistant student manager of the football team for next year.

L. P. Haskins has been at Cranmoor, Wood county, for a number of weeks working under the direction of Prof. A. R. Whitson, who is directing the cranberry experimental test on the marshes in that region.

Miss Gertrude M. Wilder and Mr. Fred W. Coombs were married June 18, at the residence of Dr. and Mrs. George W. Wilder in Wingra Park. The bride is a sister of Dr. Wilder. Mr. Coombs is purchasing agent for the Gisholt Machine company of Madison.

Walter Drew and Miss Emily Brabant, of Madison, were married June 10. Mr. Drew has a position in the commissioner of statistics office in the capitol at Madison.

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The School of Pharmacy offers a two years' course, a three years' course and a four years' course. The four years' course entitles the student to the degree of Bachelor of Science in Pharmacy. Students who have successfully completed the two and three years' courses receive the degree of Graduate in Pharmacy.

The School of Economics and Political Science gives a course of four years, in which special emphasis is given to the studies indicated in the title, and so much of the modern languages as will enable the student to use them in the prosecution of his work. The course is specially fitted to those who are to teach these subjects and also to those who are to pursue the study of law.

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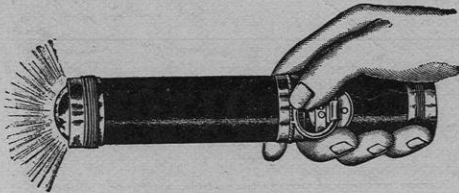
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