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# The Wisconsin Alumni Magazine

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# The Wisconsin Alumni Magazine

VOL. IX.

JUNE-JULY, 1908

NOS. 9-10

## EDITORIAL

### GETTING TOGETHER

THE last annual meeting of the Alumni association, held at Madison during commencement week, was characterized by a general feeling that "something" should be done to bring the old grads. more closely together.

With regard to the exact nature of the "something" so necessary to the better organization of the alumni, however, opinions differed. Various plans were suggested by members present at the meeting, all of which served to point out the way. But the one which met with most general approval was that of organizing local associations throughout the state and the country, each of these local associations to be provided with a constitution and the officers necessary to keep the members in constant touch with other associations and with the general officers of the Alumni association. This would provide the machinery so necessary for giving expression to the feelings and ideals of the Wisconsin alumni as a body. No body of men and women, of the size of the Wisconsin alumni, can accomplish much except by concerted action; and concerted action is impossible without a working organization. There is no better time than the present to effect such organization.

An effort will be made by alumni during the present summer months to organize active local associations in the larger cities of the state. Here is a large field in which to cultivate the spirit of getting together. One of the speakers at the alumni meeting pointed out that in Wisconsin there are over fifty cities in which there were twelve or more alumni, while at the present time there are only four local associations in the state. What a stimulus would be given to the association if a local were established in each of these cities!

Here, then, is an opportunity for these alumni who are interested in their Alma Mater and their Alumni association to throw the weight of their personalities and influence into a movement which, if successful, will mark a new epoch in the history of both. Every assistance to this reorganization will be given by the newly elected officers of the association and by the *Alumni Magazine*. To paraphrase an immortal sentence, it is a movement of the alumni, by the alumni, and for the alumni; but so powerful a factor is the alumni of a university in its life and progress that every effort directed to this end will be a stimulus toward the greater good of our Alma Mater.



## NEWS OF THE ALUMNI

THE class of '83 celebrated its 25th anniversary at Madison during commencement week. The following members were present: Mrs.

Alice L. Brown, Mrs. Susie Mylrea Holden, Mrs. Josephine Simpson, Mrs.

Emma Weston Robinson, Mrs. Cora Walbridge Carter, Miss Lillian J. Beecraft, Miss Martha M. Dodge, Miss Ida B. Fales, Miss Therese S. Favill, Mr. and Mrs. C. M. Conradson, Mr. and Mrs. A. W. Shelton, Mr. M. J. Wallrich, Mr. J. C. Hart, Mr. R. B. Steele, Mr. A. C. Umbreit.

On Monday the "girls" of the class held their customary all day picnic on University Hill, where every subject of present-day interest, including segregation, received attention. Right here, it may be said in regard to segregation, that the eight women present, as well as the six men, were a unit in opposing any experiments in that direction.

On Tuesday evening, Miss Fales opened her hospitable home, where the Chinese lanterns, at the door, indicated that here was the rendezvous of the class of the Chinese motto.

The first hour was devoted to a business meeting, the following officers being elected:

President, Mrs. Alice S. Brown; vice president, Miss Martha M. Dodge; secretary and treasurer, Mr. A. C. Umbreit.

A tribute was paid to the memory of the four members of the class who had died since the last reunion,

Miss Eleanor O'Sheridan, Mr. Rublee A. Cole, Mr. William Tillotson, Mr. Willis G. Witter.

A telegram of loving greeting was sent to President Bascom, to which he responded, the next day, as follows:

"Greetings gladly received, fully felt, echoed back with hundred good will.  
JOHN BASCOM."

The evening closed with the singing of a class song written by Miss Fales, who was the class poet of twenty-five years ago.

Memories of happy days along Mendota shore

When hearts were light and hopes were high and life was all before,

Memories enthrall us that we cherish more and more

As we come back to Wisconsin.

CHORUS.

U-rah, U-rah, the class of '83,  
U-rah, U-rah, a loyal band are we,  
Come from homes far distant 'twixt the east and western sea,

Come to sing thy praises, Wisconsin.

All those youthful faces of the class of '83

Now so changed and sobered by the battle in life's sea,

How they lighten up and smile and glow with sympathy,

When we come back to Wisconsin.

Here's a pledge for service for the days that are to be, Laurels are awaiting still the class of '83.

"Forward," Alma Mater calls, ambitious still are we,  
True to thy spirit, Wisconsin.

Wednesday, after the commencement exercises, a lunch was served on the lawn, at the home of Miss Dodge, after which the men of the class invited the ladies to drive about the university grounds. Several stops were made to practice the new class yell improvised by Mr. Shelton:

"Rah, rah, '83,  
We're just as young as we used to be."

The yell was finally given at the door of the president's house, as the class entered in a body to attend the alumni reception.

The reunion was pronounced the most successful in the history of the class of '83.

The annual meeting of the Alumni association was held in room 165, University Hall, Tuesday, June 16, 1908, at 10:30 A. M.

**Report of Alumni Meeting** The meeting was called to order by Henry W. Hoyt, '07, president of the association. The minutes of the previous annual meeting were read by the secretary and approved.

Moved by G. C. Comstock, law '83, and seconded by F. J. Turner, '84, that a committee of five be appointed by the chair to nominate officers of the association for the coming year. Motion carried. The chair appointed as such committee: F. E. Doty, '88, T. L. Cole, '71, Emma

Nunns Pease, '86, J. L. Shaw, '99, and Alma J. Frisby, '78.

The treasurer of the association, M. S. Dudgeon, law '95, made his annual report for the term ending June 15, 1908. On motion his report was referred to the executive committee to be audited and filed.

The treasurer made a verbal report concerning the *Wisconsin Alumni Magazine* for the past year. He stated that the editor of the *Alumni Magazine* would make a complete financial report to the executive committee as soon as the publication of the last number and the closing of accounts for the year 1907-8 would permit such a report to be made. On motion, the executive committee was authorized to audit such report when made.

The recording secretary, W. M. Smith, made a verbal report regarding the efforts of the executive committee this spring to interest the senior class in the work of the Alumni association.

A general discussion regarding the aims and work of the Alumni association followed. A considerable number of members participated in this discussion, the general tenor of which was that the Alumni association fell far short of its possibilities as an active, helpful force in the life of the university. At the close of this discussion a motion was carried unanimously that a committee of five on the development of the Alumni association be appointed by the chair, with Lynn S. Pease, '86, as chairman. The chair announced that the committee would be appointed later. (At the alumni dinner, held later on the same day, the president stated that the committee would consist of the following: Lynn S. Pease,

'86, of Wauwatosa; Agnes Haskell Noyes, '76, of Milwaukee; Josephine Sarles Simpson, '83, of Minneapolis; Balthasar H. Meyer, '94, of Madison; and Thomas R. Lloyd-Jones, '96, of Wauwatosa.) It was understood that this committee during the coming year should co-operate in all practicable ways with the executive committee in furthering the work of the association.

The committee on nomination of officers reported as follows: For president, Albert J. Ochsner, '84, of Chicago; for vice-president, Juliet Meyer Brown, '75, of Rhinelander; for recording secretary, Willard G. Bleyer, '96, of Madison; for directors for two years, Helen Remington Olin, '76, of Madison; Matthew S. Dudgeon, law '95, of Madison; and James G. Wray, '93, of Chicago. On motion the secretary was instructed to cast the ballot of the association for the persons so nominated. The ballot was so cast, and the officers were then declared elected by the chair.

On motion the meeting adjourned.

WALTER M. SMITH,  
*Recording Secretary.*

#### MARRIAGES

ANDREWS, '03—WATKINS.

Mr. S. E. Andrews to Miss Watkins of Mobile, Ala., at Mobile, April 28. Mr. Andrews is secretary of the Agricultural and Mechanical College of Texas, College Station, Texas.

EATON, '05—LOUNSBURY.

Miss Genevieve Mae Eaton to Mr. William Cotton Lounsbury on June 30, at Superior, Wisconsin. At home after September 15 at Superior, Wis.

MORSE, '07—MARSHALL.

Miss Byrrd Morse to Mr. N. S. Marshall. (Correction of last month's announcement.)

FORD, '95—HESS.

Miss Sadie M. Hess to Mr. Arthur H. Ford, June 18, at Iowa City, Iowa. At home at 228 Brown St., Iowa City, Iowa.

#### Should Auld Acquaintance be Forgotten?

'65.

Mrs. L. S. Winterbotham is living at Cripple Creek, Colorado, with her daughter, Mrs. Albert O. Barton.

'87.

F. W. Winter has opened a law office at 428 Frick Building, Pittsburg, Pa.

'90.

Arthur Hoskins, of the Colorado State School of Mines, has been elected editor-in-chief of the *Mining and Metallurgical Journal* published in Denver.

'92.

W. H. Hopkins, pastor of the Third Congregational church of Denver, Colorado, took an active part in the municipal campaign, supporting local option movements.

Florence P. Robinson is a teacher in the West Denver high school at Denver, Colorado.

'93.

Malcolm C. Douglas, managing editor of the Milwaukee *Sentinel* since 1901, has resigned. Mr. Douglas began work on the *Sentinel* as a reporter in 1893, and served in several editorial positions until he reached the post of managing editor.



'95.

Vroman Mason, law '99, is a candidate for re-election to the office of district attorney of Dane county, Wisconsin. He is now serving his first term.

Mortimer E. Walker is exalted ruler of the Racine, Wisconsin, lodge of the Elks. He is junior member of the firm of Simmons, Nelson & Walker. He was elected city attorney of Milwaukee in 1902 and served four terms in that position. He is serving his first year as exalted ruler of the Elks.

'96.

Albert O. Barton is at Cripple Creek, Colorado, engaged in newspaper business.

'97.

H. H. Liebenberg, principal of the Buffalo County Training School at Alma, Wisconsin, whose health has been failing, has laid down his work to go to Chicago for medical treatment. In season and out of season he has strenuously worked for the welfare of the institution and its pupils, and the result has been seriously to impair his health.

'98.

Julia Reubhausen is a teacher in the East Denver high school, Denver, Colorado.

Prominence was given in the newspapers last month to Attorney Charles N. Peterson, law '00, over the fact that his wife, Attorney Antoinette V. Jackowska-Peterson, appeared as counsel at a murder trial, making a plea before the jury in behalf of the defendants in the case. Mrs. Peterson is the law partner of her husband and has frequently appeared as

an attorney in the criminal courts of Milwaukee. Her appearance as counsel in a murder case, however, is believed to be the first time in which a woman has acted in that capacity in the state.

'99.

John C. Shedd is dean of the West Minster Presbyterian University, Denver, Colorado.

Maud G. Murrish is a teacher of mechanics in the East Denver high school, Denver, Colorado.

'02.

Attorney Michael B. Olbrich, law '04, attended the commencement exercises of the Sharon, Wisconsin, high school on June 6. Here two years ago he established a memorial prize in declamation in memory of his brother, Emil Olbrich, '05, the victim of a sad drowning tragedy in Lake Mendota shortly after his graduation.

'03.

H. W. Kircher, who for three years has been principal of schools at Fenimore, Wisconsin, has accepted a similar position at Dodgeville, Wis.

Edwin S. Bishop, who for the past three years has been head of the physics department of the Milwaukee East Side high school, has received an appointment in the physics department of the University of Chicago.

George L. Winegar has been practicing law at Broadhead, Wisconsin, since last August.

Jean F. Bishop has been in Boston the past year studying at the New England Conservatory of Music.

Evan E. Young, who has been United States consul at Harput, Greece, has been transferred to Salonika.



'04.

Herman F. Dirge, at the end of a ten days' final examination at Johns Hopkins Medical University, graduated with the highest honors of the class.

'05.

David Bogue, law '07, is a candidate for district attorney for Columbia county, Wisconsin. After completing the law school course, Mr. Bogue established an office at Lady-smith, where he remained until a few months ago. He is now practicing at Portage under the firm name of Andersen & Bogue.

'06.

Lawrence Ledvina was for the second time chosen as head of the Phi Alpha Delta law fraternity at a convention of the organization held at Chicago, May 15 and 16.

George F. Hannan, who since January has been teaching in the Miles City, Montana, high school, has been elected principal of the school for the coming year. He passed the Montana state bar examination in May.

George R. Ray, who has conducted the departments of history and English literature at Beloit Academy for the past two years, will take up the duties of principal of the public schools at Milton Junction, Wisconsin, next fall.

Frederic R. Hamilton, superintendent of schools at Jefferson, Wisconsin, has been chosen to be principal and superintendent at Hudson, Wisconsin.

'07.

Harold E. Ketchum will spend the summer in British Columbia in engineering and geological work.

## BACCALAUREATE ADDRESS

## "Recollection in After Life"

Honorable James Bryce

YOUR university, which by common consent stands in the very front ranks of the state universities of America, is one of those which the inquiring stranger most desires to visit, because it is one which has profited most by the fostering care of the state. As it is an Alma Mater to its graduates, so Wisconsin has been an Alma Mater to it. The state universities of the western United States are indeed a very interesting new creation of the last century. There were in mediaeval Europe universities established by a sovereign, like those of Prague and Heidelberg. There were in later times universities established by a city, like that of Edinburgh. But till yours appeared, I do not know any which, owing their origin to the legislature of a free, self-governing community, have been continuously managed by them and been recipients of an ever increasing income. The state, or as the Greeks called it, the city, was more than twenty centuries ago defined as a partnership of men in the highest social life. This view seems to have been that which inspired the founders of your state university. They thought that the state may extend its functions to the making as well as the ruling or serving of its citizens. They desired to do for their youth what a wise father would do for his children. They wished to hold up a high standard of attainment; to equip those who go out into

the world with such knowledge and such training as will fit them to play their part in life worthily and effectively. This conception of the state's functions is a return to the ancient Greek theory from the *Laissez Faire* theory of the philosophers of a century ago. If the state does go so far beyond the limited range those philosophers assigned to it, there is certainly no better direction in which it can exert its force and expend its revenues than that of bringing the best instruction within the reach of all classes. Whether or no this conception of the state's function prove in the long run to be sound,—the aim is at any rate a fine aim, which stirs our imagination, and gives the state a new hold on its citizens. If anyone suggests that after all it is "good business," because well trained men are the stock in trade of the community, I will answer that the state of Wisconsin is more generous than this remark would imply, for the benefits of the university are not confined to her own children. The teaching, the buildings, the scientific apparatus, are available for students who flock hither from the neighboring states. You of Wisconsin do this, it seems to me, out of pure public spirit and largeness of view. Such largeness of view averts a danger which state control of the university has sometimes involved. I mean the introduction of a narrow curriculum and rigid meth-

ods. You have wisely given free scope to all subjects, and to variety in handling those subjects. Such freedom is the essence of university growth. I am glad to believe that those whom the state places in charge of the university take no sordid and short-sighted view of the aim to which this instruction should be directed.

Universities are in our time exposed to a new danger. The progress of science has been rapid, and the results obtained by the application of science to all forms of industry and commerce have been wonderful. The oldest kinds of industry as well as the new forms of manufacture have felt the stimulus. Here in Wisconsin, for instance, you have by a judicious application of science to agriculture, practically doubled the output of your soil. Accordingly the eagerness of every man to secure wealth, and of every nation to outstrip its rivals in material progress, has grown so keen that there is a strong temptation to favor those branches of university teaching from which direct material advantages may be expected. This temptation is felt everywhere, in Europe no less than in America, and there are many persons who, while ready to spend large sums in the development of the so-called practical departments, such as agriculture, mining, and engineering, disparage the study of theoretical science, and deny the value of the so-called "human subjects," such as history, economics, philosophy or language.

This is a fatal mistake. In physical science, for instance, the discoveries that have been of most practical importance have all sprung out of investigations in abstract science,

investigations undertaken with no possibility of foreseeing the practical results. Those who began to examine the phenomena which we now call electrical, had not the least idea that the telegraph and the dynamo would one day issue forth from the experiments they were conducting. The inventors of such methods in mathematics as logarithms and the differential calculus, never dreamed of the use to which engineers would put these powerful aids to calculation. Abstract science is the source and strength of all the applied sciences and industrial arts. Moreover, that which lies at the bottom of all progress and all branches of knowledge, whether they relate to external nature or to man, is the cultivation of the power to think.

Whatever an individual achieves, whatever a nation achieves, is the result of keen observation and close reasoning. The university exists for the sake of training men to observe and to reason. If it is to do this effectively, it must provide training for them in all branches of thought, and give them the opportunity of acquiring every kind of knowledge. No one can tell from what quarter new light may come, for all branches are inter-connecting. Any nation which should so narrow its energies as to follow what are called purely practical lines, would soon fall behind its competitors and see its intellectual life fade and wither. Any university which so restricted its field would be unworthy of its high calling, and would discharge even the practical part of its functions far less effectively. The loss of a worthy ideal means the loss of spirit, of aspiration, of faith, of vital force.

I glad to hear that here in Madi-



son your college of liberal arts has as many students as are to be found in all the other departments put together. That is as it should be. The study of the liberal arts fits men to profit by the teaching they will receive from the other colleges. They will be all the better chemists, or engineers, or lawyers, or bankers, because they have received a training in scientific theory or in language and literature which has given them a wide outlook over the field of knowledge. They will also be better citizens, more zealous to serve the state, better fitted to serve it wisely as well as honestly.

Whoever desires to see popular government flourish and abound and prove its merits by its results, will be especially glad to perceive that state legislators are concerned to maintain this high idea of what a university should be, and that in setting an example of large-minded liberality they make themselves the organs of the best inspirations of the nation.

You graduates who are leaving the university now will carry away with you, among other thoughts and memories, this thought: that the state of Wisconsin has impressed upon you the sense she entertains of the power and dignity of knowledge. But you must have many other thoughts at this moment, a moment of deep significance to you all, for it marks the end of the time devoted wholly to preparation, and the beginning of your turning to practical uses what you have acquired. As you quit this quiet home of study, with its beautiful surroundings, you are perhaps asking yourselves: "What has my university life done for me? What shall I, forty years

hence, remember as being the best things that I carried away from these years of study?" You are now looking forward, wondering what your life will be like. Forty years hence you will be looking back over a landscape stretching far into the distance, a varied landscape on which there will be some shadow, though we will wish for you that there may be many more lights than shadows. Parts of that landscape will then have become dim to you, but the university will stand up at the further end of it clear and sharp. If I may judge from my own experience, there is nothing one remembers so vividly from long-past years as the time spent at the university.

What then is it that you will, forty years hence, thank your university for having given you?

First of all, knowledge, of which nothing need be said.

Secondly, friendship — I couple friendships with knowledge, because there is no better foundation for friendship than the acquiring of knowledge in the company of congenial spirits. Study becomes a bond. To have the same tastes; to enjoy the same books; to work side by side in the laboratory; to ramble together, hunting for plants or fossils, to help one another in difficulties; to compare one's ideas; to argue out one's differences; these are the best ways of getting to learn one another's minds, and of making real advance in study itself. Of all the pleasures of college life that which is best remembered is the pleasure of congenial companionship. If I may venture to give you who are going to separate for diverse paths of life, a word of counsel, it will be this: keep up your friendships after you are parted.



Remember one another. Write to one another. Friends whom one can respect, friends whose good opinion one values, true friends who will stand by you and help you, intimate friends to whom you can open your mind that they may advise you in a moment of perplexity, are about the best things a man can wish for. Don't lose any you have got by forgetting to see them or write to them from time to time.

Thirdly, a sense of the vastness of knowledge; how much there is to be known; how much more there is to be known the more we get to know, how little each of us knows, and especially in the realm of nature; how little mankind has discovered, compared with what remains to be discovered. Many men seem never to realize this. They are all their lives long like one who dwells in a small hollow among the hills, seeing nothing but the cottage and the garden beside the brook, hearing nothing but the noises of the farm yard, knowing neither whence the brook has come nor whither it is flowing. All study, even that of a few well-chosen books, helps to widen our horizon. But a great, modern university with its long array of lecture rooms and laboratories, its library, its complex and varied apparatus for research, presents visibly to us a striking picture of the ever-increasing range of study, and of the complexity which the constant subdivision of every branch of study has produced.

What is the result of this realization of the amplitude of knowledge? Not merely awe, but also a perception of our own limitations. The fruit of learning is intellectual modesty. The learning need not be great to give us this virtue, but it must be

sound as far as it goes. You remember the lines,

"A little learning is a dangerous thing;

Drink deep, or taste not the Pierian spring."

This dictum is not quite true. A little learning is not dangerous so long as you know that it is but a little. 'Tis only conceit that is dangerous; and conceit is the child of ignorance, not of learning, be it great or little.

With a sense of the vastness and grandeur of knowledge, there should come also a love of knowledge. The more you know the more you wish to know, and the better qualified you become to push your inquiries further; so much the more pleasure do you find in the process of inquiry, because the better one does a thing the more does one enjoy the doing of it. The love of knowledge is natural to all human beings, though it is, of course, unequally present in different persons, and though it is in too many stunted or almost destroyed by bad methods of teaching which make study odious. One does not need to come to a university to feel the pleasure of learning. But a university is of all places the best fitted to stimulate and nourish that pleasure, not only because it supplies the completest means of acquiring knowledge, but also because the first business of a university teacher, and the most evident requisite to his success, is that, being himself a devotee of the learning, he shall be a shining example of that devotion, and shall kindle the flame in the breasts of his pupils.

There remains something further which a university ought to give that is still better than the love of knowledge. The love of knowledge ought

to lead up to it. But it is a rarer thing, harder to attain, harder to preserve untainted. It is the love of truth. Though the only valuable knowledge is sound and true knowledge, still a man may be fond of getting to know things and not care very much for the accuracy of what he knows. Even if he does strive to make his knowledge sound and accurate, he may not seek to use it in the interests of truth. Knowledge can be sought for base ends, for the sake of perverting as well as for that of pursuing and diffusing truth.

What do we mean by the love of truth?

First of all, we mean the wish and purpose to ascertain exactly what the facts are, to know what happens in the field of external nature, what has happened in the field of history, what are the laws which rule the material world of nature, and what are those which rule the world of human society.

Secondly, we mean the wish and purpose to make known and defend the truth so ascertained. A man is not required at all times and in all places to proclaim what he holds to be the truth, for that might not be for the advancement of truth itself. Discretion must be used. But the lover of truth, though he may sometimes be silent, should never assert or defend that which he believes to be false.

Thirdly, we mean the will and purpose to regulate one's own conduct by that which one holds to be true, i. e., to apply the reverence for truth to life as well as to thought.

Anyone can see the difficulties that attend the enunciation and the practical application of what a man holds to be true. But only those who

have had some experience as students know how many are the temptations that beset and threaten the integrity of the inquirer into the facts, either of nature or of history, and the other human subjects.

Among these temptations the commonest are the following: indolence, self-interest, vanity, prejudice, party spirit, fear, friendship, the craving for literary effect. Others, hardly less dangerous, disguise themselves, like Satan, as angels of light, in the form of the love of beauty, and the wish to give pleasure, or the wish to edify. Few of you may yet have encountered these temptations. But they surround the researcher, and still more the writer, so it is well to acquire the habit of loyalty to truth before they begin their assaults.

In saying this I am thinking chiefly of the student who devotes his efforts to the investigation of facts in the sphere of the natural and human sciences. But the love of truth has ample scope in the field of practical life also. To keep them straight in the path wherein they should walk—the politician and the journalist need a love of truth at least as much as do the historian or the economist. Even the ordinary private citizen whose public duty is confined to voting or serving on a jury, is bound to do what he can to judge righteous judgment, to try to see on which side the real interest of the nation or the state or the city lies and so cast his vote according to his convictions.

The love of truth is a virtue in all walks of life. But is more especially and directly that which the student ought to cultivate. Each profession has its characteristic virtue by which it stands or falls. What courage is to the soldier, what honesty is to the

merchant, what impartiality is to the judge, what public spirit is to the legislator, that the love of truth is to the man of science and to the scholar.

How does university training help us to this virtue?

It helps us by teaching us and practicing us in the methods of investigation. Whoever studies chemistry or physiology or geology is taught to observe closely and record his observations accurately, to every possible experiment that can test a hypothesis, to verify every fact by the best means of verification he possesses. Whoever is seeking to determine the text of an ancient author learns that he must examine all the manuscripts, must scrutinize the author's habitual personal way of using particular words, must compare parallel passages that can throw light on the question of just what it was that the author wrote. Whoever is investigating a controverted problem in history will have been trained to exhaust every available source of information, to compare the accounts which the different authorities give, to estimate the worth and allow for the possible bias of each chronicler, to weigh carefully all the probabilities of the case. Every such inquirer has been so habituated to look on the determination of the exact facts as his daily work and daily duty that he can not help making it his constant aim, finding a growing delight in it. Each and every such inquirer learns so to bend his mind upon analyzing and weighing the facts that

he would feel himself unworthy of his calling if he acquiesced in anything less than the nearest he can get to the reality of what exists in nature or what befel in history.

Not only does a university train us in these methods and habits. It sets before us the examples of those great scholars, philosophers, and men of science who spent their lives in investigation, and devised for our use those methods which we follow today. Most of all, perhaps, may we be inspired by the careers of those famous students of nature, men like Newton or Faraday or Helmholtz or Darwin or Pasteur, who thought no labor too great to determine a single principle, and who rejected hypothesis after hypothesis until they found one which met and explained all the facts of the case. Examples like these can best be held up before us in a university where the teacher can explain not only the results but the paths by which the results were reached, and where the whole atmosphere seems full of the very breath and fragrance of the pure love of knowledge, knowledge sought after for its own sake apart from any gain it can bring. A seat of learning like this should be, as it were, a temple consecrated to the pursuit of the highest aims that men can follow. You will, I trust, remember your university for many things it has given you. But for nothing ought you to remember it more gratefully than that it taught you to love and to follow truth.



## ADDRESS TO GRADUATING CLASS

*"Recent Progress of the University"*

President Charles R. Van Hise

This morning I shall review the growth of the university during recent years, and take a look into its future. To consider its growth from a statistical point of view is easy, but to properly characterize its enlargement in spirit and influence in the state and nation is difficult.

During the past five years the number of students has risen from 2,870 to 4,013, or an increase of 1,143. The output of the university, as represented by the number of students granted degrees has grown from 373 in 1902-3 to 555 for 1907-8, the distribution being as follows:

Bachelors degrees from 344 to 467.

Masters degrees from 25 to 71.

Doctors degrees from 4 to 17.

This growth has been rendered possible through the liberality of the state, the legislature of which in 1905 substituted for the inadequate specific appropriations for support a two-sevenths of a mill tax, and provided a permanent improvement fund of \$200,000 a year for three years. This legislation was further supplemented in 1907 by a special appropriation for university extension, by an additional permanent improvement fund for student buildings of \$100,000 a year for a period of years, and by the extension for two years of the \$200,000 fund.

During the past five years it has been possible to provide the following buildings: The north wing of

University Hall, the Chemical Laboratory, the Hydraulic Laboratory, the Agronomy building, the Farm Engineering building, the Administration building, and the central heating plant in part.

In recognizing the necessity for student buildings so that the student life may be put upon a satisfactory basis, the state has exercised exceptional wisdom and liberality. Already a building for women, to serve as a gymnasium and a union, is under construction, and money is available for the first of the quadrangles for men. When in the future there shall be here a series of halls of residence, each with its common room and dining-room, adequate to accommodate all the young men and women who care for such quarters, we shall have in this university the best features of the English residential system.

Of equal consequence to buildings in the effectiveness of the university have been the additions to the library and to apparatus. Recent appropriations have enabled us for the first time to place these parts of our permanent equipment in a reasonably satisfactory condition, and this has done much to raise the institution to a higher level.

But more important than any of the other results of recent legislation has been the strengthening of the faculty. For some years before 1905, the students had increased in greater



ratio than our income with the inevitable result that the faculty, although able, zealous and hard working, were greatly handicapped. This fact was presented to the legislature as a prime reason for asking a large increase in income. The request was granted and the process of strengthening the faculty was immediately begun. The faculty constitute the living force of the university. The men having teaching ability and capacity for fruitful research determine the rank of an institution. Teaching ability and productive scholarship are coupled together because the man having both possesses inspirational power. The creative scholar is the man who illuminates the knowledge of the centuries with the light of the discoveries of today. About such a man the earnest students gather. There can be no question that the undergraduate instruction has become increasingly effective as graduate work and research have developed in the university. It has been a source of great gratification to me that the educational officers have been uniformly supported by the regents in the policy of adding men of strength and inspirational power to the faculty and also of holding the men who develop these qualities here at the university. To this policy firmly adhered to for many years, more than any other, is due the rising reputation of the university.

In my inaugural address I suggested that the ideal university should be as "broad as human endeavor, as high as human aspiration." The university during the past five years has greatly broadened its field of work. In the college of

letters and science courses in chemistry, home economics, journalism, and training for teachers have been added. In the college of engineering, courses in chemical and mining engineering have been introduced, and special five and six year courses have been arranged. In the college of agriculture a middle course has been announced. A medical college has been organized and two years of work provided.

The university has enlarged the scope of its work not only within the institution, but by the reorganization of the extension division upon the broadest basis. The primary purpose of the division is to find a way for every young man and woman in the state who otherwise would not have an opportunity to gain an education. Already before the close of the first year to which the state appropriation for extension applies there are more than one thousand students registered in the correspondence work, and this is but one line of extension endeavor. The director of extension, Dr. Reber, estimates that during the year at least four thousand people of the state have been reached in one way or another by the extension division. This estimate does not take into account the extension work of the professors of the agricultural college, through which thousands of people have been instructed, nor the work of the farmers' institutes, which during the year have been attended by more than eighty thousand.

That the university has also grown at the top is shown by the very rapid expansion of advanced instruction and research. In five years the graduate students during the regular year

have increased from 119 to 232, or nearly doubled, and those in the summer session from 102 to 167. This year, 88 advanced degrees will have been granted, or nearly four times as many as five years ago.

The amount of productive work has also increased enormously, but there is no satisfactory statistical way to show this, and to compare in detail the results published five years ago with those of this year would require too much time. Only recently the press gave a surprisingly long list of contributions to knowledge in a wide range of fields by the instructional staff.

If the increase in students at the university continues for the next thirty years at the same rate as for the past five years, there will be here at the end of that time more than ten thousand students. That this basis of computation is reasonable is shown by the fact that the large increase for the past five years has exceeded that of the previous five years, as great as was that growth. In the year 1897-98, ten years ago, the number of students at the university, including the summer session, was exactly 1,900. Thus during a decade the attendance has more than doubled. These facts have led us to use the number 10,000 as the basis of the plans by a commission of architects for the future constructional development of the university. Surely in planning for 10,000 students the regents and educational officers are conservative rather than otherwise. To plan less largely for future growth would be evidence that those in charge of the institution lacked constructive imagination.

The reorganized extension division has existed for so short a time and

its growth has been so astonishing, that I dare not conjecture the number of students who will be doing extension work at the end of thirty years, but I have no doubt before that time that with few exceptions the millions of people of this state will recognize the assistance they have received either directly or indirectly through the efforts of the university.

It thus appears that the university now recognizes a three-fold duty,—the educational work at Madison, educational work elsewhere by co-operating with and supplementing other educational institutions of the state, and the increase of the intellectual stores of the world through creative scholarship and investigation.

In addition to the above, one of the most significant developments during recent years has been the increasing part taken by the professors of the university in the affairs of the state. At the present time it is not too much to say that the state looks to the university for its scientific advice in all directions, whether it be service on state commissions, or drafting or executing a public utilities bill.

It has been our aim to make the university the instrument of the state in its upbuilding. Movement has been made in this direction, but the road still stretches upward. Because the university has felt deeply local duties and responsibilities, and has undertaken investigations in those problems which concern the state, it has been designated a utilitarian university. If by this is meant that the purpose of the university to uplift the people of this state and so far as may be the people of the nation,

spiritually, intellectually, and materially, it is a correct characterization.

I have repeatedly said that it was fortunate that in the university the college of letters and science became strong before the schools of applied science developed. The college of letters and science from the first has maintained the dominant position in the university. For many years, substantially one-half of the students have been in this college.

According to Murray, liberal arts are "certain branches of learning or apparatus for more advanced studies, or for the work of life." They are "directed to general intellectual enlargement and refinement, not narrowly restricted to the requirements of technical or professional training."

If I were to define studies in liberal arts, I should say that they were studies of any subject which were pursued with the predominant motive of gaining knowledge for its own sake, and with the desire of increasing one's capacity to appreciate the relations of truth.

Language may be studied so that it is as narrowly technical as the narrowest phases of economic entomology, and entomology may be so studied that it is broadly liberalizing. The first is true of certain phases of philology, the second, when entomology is studied with reference to the development of life upon the globe. Thus the spirit in which the subject is studied, not the subject itself determines whether the work done is in liberal arts. It is true that the liberal spirit more easily connects itself with the fundamental principles of a subject than its specializing parts, and therefore a natural synonym of the college of letters

and science in which the basal subjects are taught is the college of liberal arts.

In this matter of what constitutes liberal culture, we should beware of a pharasaical attitude. For generations it has been fashionable for the intellectuals of the teutonic and later people to know something of classical mythology, largely fancies not facts, as to the making of the world and its inhabitants. It has not been fashionable to know of the order of nature as inscribed in the universe. Too often he who has knowledge of the one and lacks knowledge of the other has thought the man in the reverse position ignorant and unfortunate.

It is clear that we must not set one line of knowledge above another. The field of knowledge which any man may cover is so extremely circumscribed, so small as compared with the fields of which he is ignorant, that humility should be the characteristic of the scholar. He is truly educated who has studied some field of knowledge so deeply that he appreciates its great principles, and has studied other fields sufficiently so that he appreciates their relations to one another and to his chosen field. Such a man having grasped some of the larger elements of knowledge and their relations will have a reverence for truth, and be filled with deep regret that his extreme limitations prohibit him from a broad apprehension of the many fields.

We are now in a position to apprehend the relations that the schools of applied science should maintain to the college of letters and science. That college is the trunk of the institution. The schools of applied knowledge, whether organized as sep-



arate colleges or as courses in the college of liberal arts, are its great branches. It is not only my deep-seated conviction, but that of the deans of the schools of applied science that the colleges of engineering and agriculture are stronger and better because of this relation. A school of applied science which exists by itself can never give the broad education which is possible in a school, the students of which also have the advantage of a strong college of liberal arts. Even from the point of view of the school of applied science itself, it is fortunate that the college of letters and science maintains the paramount position in the university.

The school of applied knowledge is ideal which so far as possible teaches its subjects with the spirit of the liberal arts, which places emphasis upon fundamental principles and truths, and makes their applications secondary. I firmly believe that this view is sound not only with reference to the making of broad men, but with reference to success in practical affairs.

In previous generations the subjects recognized as belonging to the liberal arts were mainly confined to the humanities. During the past fifty years we have seen the pure sciences win a coordinate place among the liberal arts. Similarly I would see the applied sciences win positions before the world as studies in liberal arts.

While perhaps I may not hold that this ideal has been fully appreciated everywhere within the institution, the various educational officers are co-operating in making it real. Of all of the steps of progress which have been made during recent years, it

seems to me that holding up the ideal of learning for its own sake in all departments of the university, and thus attempting to make the entire institution a great school of liberal arts is the most fundamental.

In the college of law, two years work in letters and science are now required before the professional work is entered upon. In the college of engineering we shall have the coming year a five year course, the first of which is in liberal arts. Larger freedom of election has been introduced both in engineering and in agriculture. All of the first two years of the work in medicine has been organized with the ideal and spirit of the liberal arts, the primary aim being to eliminate disease and promote health rather than manufacturing practitioners.

In making an engineer, an agriculturist, a lawyer, or a physician, we must at the same time make a broad man, having a love for truth for its own sake and a deep-seated determination to enlarge his field of knowledge throughout life.

This review of the progress of the university in recent years has not been made with the view of self-laudation, or complacent satisfaction with our present position, but in order that we may clearly see the paths of future progress.

It is plain that the three-fold duty of the university must be maintained. Education of the highest type in every line must be continued for all the young men and women who by coming to us show that they have confidence that we can give them training for a career of usefulness. We must continue extension in its broadest sense and thus carry out to the state knowledge and wisdom

from scientific assistance to state officers to instruction of those having no other opportunity for education. We must continue to emphasize productive scholarship in order that creative work may be done and the field of knowledge enlarged, and this without reference to immediate material gain. This does not preclude us from considering the practical problems of the state; indeed, this is our right and our duty, but the best results will be obtained for the state and for the world by a combination of search for truth for its own sake and a recognition of our responsibility to solve practical problems. As to the search for truth for its own sake, there must be no retrogression. If time permitted, it would be easy to again prove that "the practical man of all practical men is he who, with his face toward truth, follows wherever it may lead, with no thought but to get a deeper insight into the order of the universe in which he lives. No knowledge of substance or force of life is so remote or minute although apparently indefinitely distant from present practice, but that tomorrow it may become an indispensable need."

By some it has been thought that we should spend money in investigation in applied science which has already given to the state great material gain and which in the future is likely to yield even larger returns; but that we must be cautious in our expenditure for research in other fields of knowledge. It is true that we must continue to spend money for investigations directed to the material advancement of the state, but on no account must we neglect its intellectual and spiritual advancement. Our laws, our social conditions, our

daily ideals must be advanced with our material wealth. Man does not live by bread alone. And I know enough of the temper of the people of this state to feel certain that this doctrine is not a mere formula with them, but in fact is a part of their living faith. The high position which we have taken that a state university under a democracy may be of as high a grade as a state university under a monarchy has more than all else given us reputation abroad. Also it is equally certain that this position has greatly strengthened us in this state. By its maintenance we may confidently expect larger support than by lowering our standards.

I know that the people of this state will never be content to see the University of Wisconsin subordinate its ideals to material progress. As long as I have any responsibility in connection with it, I shall never cease to strive to advance the institution toward the ideal university, every department of which shall be animated with the spirit of liberal arts.

#### *Members of the Graduating Class:*

You who are today graduating, have been educated largely at the expense of the state, not primarily for yourselves, but in order that you may be efficient units in advancing the highest interests of the innumerable swarm of humanity. You are distributed through many departments and will be granted many degrees. Whether you have received an education in liberal arts cannot be determined by the label that this day will be attached to you. You who have been pursuing a broad group of studies, whatever their nature, in the spirit of liberal arts, and have

entered largely and strongly in student affairs in the university, are liberally educated. You who have been pursuing a narrow group of studies with reference to utilitarian ends in the narrowest sense of promoting your own interests are not liberally educated.

You who have caught the spirit of liberal education will continue to enlarge it and are sure of an increasing influence in the advancement of mankind. You who have failed to acquire this spirit must still gain it or find yourselves condemned to an inconspicuous place in the economy of the nation.

I have spoken to you of your Alma Mater and its ideals, because

upon its alumni it must in large measure depend for its development. The ideals of this university will become those that the strongest and highest spirits of the state demand. Among these the university alumni should dominate. If you accept the ideals which have been suggested, you may do much for their advancement. Therefore I ask you who have received so much from our beloved institution that you resolve that never shall its ideals retrograde; that they shall ever advance, and by so doing raise the standard of the university, and through it, the standard of mankind and womankind in this state and nation.

## *“Address of Welcome”*

President George C. Matthews

The class of 1908 of the University of Wisconsin extends a hearty welcome to its friends who have gathered here this morning. Little need be said as preliminary to the ivy program, to the exercises of class day. The planting of the ivy has come to be a custom, symbolic of the attachment which each outgoing class feels for this great institution. Our class day program is meant to furnish to relatives and friends such facts as may be of interest concerning the interests and activities of our members. We welcome you all the more because your presence here shows you to be friends of the university. It is the aim of every loyal Wisconsin student to give to Wisconsin

some added bit of prestige, and we feel that everyone who has come to attend our commencement exercises will return home a stronger friend of the institution than when he came.

An institution which derives its revenue, not from philanthropy of private wealth, but from the general support of the citizens of the commonwealth, needs strong friends, friends who will be active in its support. We welcome you to our commencement, because we feel that the visit to Wisconsin will make you more than ever friends of this institution. It is the hope of every loyal Wisconsin student, of every alumnus, to see this university advance from



its already proud position as the leading state university, to a still higher place as the foremost institution of learning in the country. To accomplish this Wisconsin needs the active support, not of students and alumni alone, but of all who enjoy the privileges which the great state has to offer. We welcome you, because we believe that your visit here will make you missionaries in this cause, that you will go to your homes, not content with yielding a passive aid, but actively working for the institution which your state has established.

A publicly endowed university must be prepared for a great deal of criticism; and criticism, by stirring up public interest, is often beneficial. But there is a sort of criticism, that which seeks merely to blacken, which is the product of hostile or mercenary motives, which the university can overcome only by the staunch support of its friends, and we welcome you this morning because you are going to join in suppressing such attacks.

It is inevitable, where 4,000 young people are brought together, away from home, many of them freed for the first time from parental control, that instances should occur which reflect no credit on the participants, but when the officious scandal-monger says that such instances are characteristic of university life, the true friend of the institution will tell him that he lies; when yellow journalism takes advantage of the folly of individual students to question the ideals of the university, then you as friends of Wisconsin will lend your influence to discourage such attacks, and we welcome you because we believe that a visit to a Wisconsin commencement will convince you that the ideals which the university places before young men and young women are sound. The university welcomes criticism, when it is intended to be beneficial, and we ask your co-operation in discouraging criticism which is intended only to harm the institution which you yourselves are supporting.

### "Ivy Ode"

Laura B. Jamieson

The small, rough root from out the earth

Sends forth her leaflets gay,  
Regardless whether smile or frown  
Shall greet them on their way.

With strength and vigor strange to see

And upward flight they take,  
While friendly walls to which they cling

Their tendrils ne'er forsake.

Despite the chilling winter's blast,  
Through summer's drought or rain,  
To reach the summit, still they strive  
Nor do they strive in vain.

At last the branches blossom crowned  
Smile on in pure content,  
With heaven's blessings surely won  
By years of life well spent.

We, like the ivy, frail at first,  
Gain strength from day to day;  
Undaunted by life's cares and strife,  
And upward wend our way.

Like her, we'll strive for summits  
grand;  
We'll reach and climb and cling  
'Til efforts are rewarded by  
The best that life can bring.

'Tis true, some ivies wilt and fade  
And failure seems their fate,  
But may that ne'er be said of us,  
The class of 1908.

Now as the Savior watches o'er  
And guides us through the strife,  
Will some kind friend our ivy watch  
And guard her tender life?

And as our ivy clings to thee,  
Our Alma Mater, dear,  
So we, in memory, will feel  
Thy presence ever near.

### "Farewell to Buildings"

William M. Leiserson

I have not enough of the dramatic in me to address the farewell of our class to the buildings in fitting apostrophes. But as we are about to leave these buildings in which the best four years of our lives have been spent, I wonder if we appreciate what they have meant to us, and what they mean to the people of the state. I wonder if we recognize the place of the university in the fabric of our commonwealth.

As students here we have hardly thought of the buildings. When we had to describe them in a freshman theme we thought of them—but then hardly in pleasant terms. At other times we thought of them as things to mutilate with our disapproval of the faculty's actions, or to "adorn" with our class numerals. But of the meaning of the buildings, of the ideas which have raised them and keep them there, high above the struggles and pains of life, to light our way to a happier and more peaceful world—of these things we have seldom thought. And now we may stop for a moment to consider them.

The state of Wisconsin erected

these buildings that are fraught with so much meaning for us. It erected them that its sons and daughters, and the sons and daughters of all the world, might make the wisdom and experience of the past a part of their capital and equipment when they come to weave their work into the social fabric. It erected them that *we* might be given an opportunity to lead lives of greater joy and beauty and breadth of view than was given to those of earlier generations.

I say that the state of Wisconsin erected these buildings. I mean the people of the state—the farmer, "The Man with the Hoe," the merchant and manufacturer, and above all the "submerged million" whom we easily forget. The miners and lumbermen of the north, the dock workers on our lakes, the men who run our railroads and turn the wheels of all our industries, the women and children who toil in our factories—all these have put the buildings here that we might be made happier.

Look at their work! Beautiful spacious buildings, full of light and air and sunshine! Then look at some

of their own homes, ugly and cramped and dingy! When we can see this contrast, then we shall be able to appreciate the meaning of these buildings to ourselves and to the people of the state. We complain of harsh faculty rules against athletics or dancing after eleven, but these men, women and children are content to work long hours and live in dingy homes with few of the pleasures of life, in order that we might have this beautiful home overlooking Mendota. Our co-eds fret under rules which restrict their freedom of enjoyment, but there are girls of our own age who are willing to work day and night in tanneries and breweries in order that we may enjoy the opportunities that are denied to them. Yes, it is the sacrifices of these people which have made our four happy years possible. It is because they have been willing to toil and dig and grub that these splendid halls have grown up on our campus.

Now that we have received our training in these buildings, and are prepared to enter the world, what is our duty? May we look upon ourselves as favored beings to whom the sacrifices are due. We may drain the wealth and vitality of the state and use them for selfish ends—to make our own way ahead, to put ourselves in the lead among the professions, regardless of what happens to other people. That is the indi-

vidualistic idea which prevailed up to a short time ago. But there is another idea, which is exemplified in the sacrifices to maintain a public university. It is the idea of social service.

Wisconsin stands for the latter idea. It is foremost among the universities which co-operate with the government to help the people. The idea is beginning to move the student body. Social work is still somewhat of a fad among us; but it is a fad in the right direction. Soon it will become a sincere desire to pay back what we owe to the workers of the state.

If such magnificent monuments to unselfishness as these buildings could be raised by people with few opportunities, what may we expect when we with our training and equipment shall make our sacrifices for the common good? We may expect then that a tenement house law will not be declared unconstitutional, because decent homes for all the people is an impractical ideal. We may expect light and air and sunshine and joy to enter into the lives of all the people, as they enter here into ours. And those will be the monuments to the glory of the university, just as the buildings are monuments to the state.

Let a vow to repay the sacrifices of the people be the farewell thought as we leave the buildings.



## CLASS HISTORY

*Part I*

John V. Mulaney

IT has been a day of misfortune for the high school principal of Shelbyville. To begin with, Patsy O'Darah kicks the football through the plate glass window of the principal's office at first recess, while Johnny Sautoff slides down the main hall balustrade, in flagrant breach of all discipline, and upsets from the lower newel post the plaster of paris statuette of Abraham Lincoln, presented the high school by Jonathan Augustus Shelby, late mayor. During the noon hour, the senior physics class destroys a brand new Holtz machine, a Florence flask and three beakers in a premature demonstration of electrical phenomena, and the returning principal is set upon by his solitary assistant, an antique female relic from Black River Falls, who hints broadly at his weakness of discipline and at a lack of thorough pedagogical training.

Throughout it all the principal remains unmoved. It is only when he observes Mrs. Peterson, landlady, opening another can of preserved peaches for the evening luncheon that his spirit droops. He gazes silently across the plates of salaratus biscuit and brick cheese to the town milliner and a traveling salesman who sit opposite him and his heart quails within him. He sips at his preserved peach in quiet, with thronging, hallowed memories of Bertha Rupert and the Hygenic Res-

taurant. And then, pushing his chair back slowly, he rises and goes up the stairs to seek oblivion in his tobacco.

His tiny study lamp sheds a halo of light about the study table. It shows a grim assortment of uncorrected exercises and a great tin tobacco box holding down the open pages of a class book. It shows a plain old fashioned rocker wherein the principal drops with a deep and quavering sigh. He reaches for his pipe.

Outside the one, lone window, dried ivy leaves are rustling in the breeze. Inside, smoke clouds are curling.

Puff! Puff!

A cardinal penant is hanging on the blank white wall across the study and the youthful high school principal pulls fiercely at his pipe as his eyes wander to it.

Puff! Puff!

He is thinking no doubt of four years ago,—how he journeyed forth when hope was high. He has visions, no doubt, of a gleaming white homestead in Rock county where he might be reigning "lord of the fowl and the brute" with nothing on his mind but a felt hat and thoughts of milking time, if it were not for the fact that *pater familias* chose to perceive in him a presidential possibility.

How sage paternal views appeared at first!—especially when winning freshman blowouts for Athenae and entering the sophomore open. And how humiliating to find in the end that the great work-a-day world wants no college turned presidents, no statesmen, no orators—nothing but school teachers.

The young school principal smiles sardonically. His puffing is more regular and quiet and suddenly the pennant on the wall seems far away and hazy. The dry rustling of the ivy outside is augmented to a steady roar—as of a train running slow on the trestle. And turning his head, ever so little, he catches glimpses of blue water to the right, of tufted trees shot through with spires and two great domes above them all.

Trunks are piled in miniature depot platform and crowds are surging to and fro. 'Most everybody seems acquainted and there are a number, conspicuous by sox and hat bands, who seem to make it their business to get acquainted. They are quite amused by a typical freshman in Montgomery Ward cottons who sits dejectedly on his papier mache telescope and looks forlornly about him. He is getting a rather disagreeable taste of Wisconsin life at first hand when a hulking senior from the home town comes bearing down to the rescue.

The senior takes him up to register, and then to Secretary Riley to decrease his financial responsibilities. Then they journey to the "gym" to view John Hickey, Andrew M. O'Dea and "Doc." Elsom. Emmet Angell has not returned as yet from conducting the Harvard summer school. Besides he is busy preparing an article on "Athletics in Women's Col-

leg" for the *Ladies' Home Journal*, so the real feature in Wisconsin athletics is held in reserve. Out on the lawn in front of the "Gym" a horde of red-sweatered giants are hurling themselves at a lay figure which dangles from a rope. The senior points out the great "Art" Curtis and explains that the man who swears so professionally is Eddy Cochems. He further explains that the Michigan game is only four weeks off, that "there will be nothing to it" (a rather noncommittal statement) and whistled some furtive bars to the tune of "Ach du Lieber Augustine." There is quite a bit of grass on the lawn and a shrub or two—remnants of an attempt at landscape gardening of the previous year.

The freshman finds a room on Johnson Street. When his trunk comes up the stairs a bunch of fellows in a side room begin thumping the table and shouting "On to heaven!" The landlady makes some remark about sophomores, and the newcomer not only locks his door but reinforces it with his trunk, the wash-stand and the commode—a provision repeated nightly during the first three weeks of life in Madison.

One morning about a week later he is greeted by a poster on a street corner wherein he is referred to in the cant phrase, desecrated by much subsequent usage, as a "fatted fool for fearful slaughter." It sounds appalling. But the members of his algebra class scoff openly, particularly one chap named Showalter. The sight of a sandy-haired giant from La Crosse is also reassuring. In fact it was stated that it was the sight of Obert Sletton in "gym" class which first fired Angell with the idea of push ball. The posters which appear

next day are even more defiant—the terms of endearment more caustic and cruel.

The rush comes on in a hurry. Our freshman is late in getting out of the "gym" and then there are no sophs left, except a few who are making good their escape around Dean Birge's. There was no Y. M. C. A. building in those days to retard the process and the "sophs" were immersed with great dispatch. A few who clung to a raft enclosed in barb wire some rods out in the lake were ducked at the expense of \$117 worth of row boats—the bill for which was read with great unction at every class meeting of the current year and solemnly shelved on each occasion. Festivities attendant upon the rout of the "sophs" consisted in an impromptu parade to capital square, after which landladies took charge of the freshmen, and dried their wet clothing in back kitchens and applied fever preventives in the form of hot peppermint and camphor.

Elections were next in order for this most progressive freshman class. By the grace of Chadbourne Hall and his stage appearance, Harold Harvey won from Rahn of the "three beer" clan on the enemy's territory, Room 100 E. B. Colliver of Clinton, it should be recorded, received one vote. In an insane and irresponsible moment, red and brown were voted class colors. A freshman committee of three unloaded several hundred red and brown monstrosities in the form of class caps on their greener brethren. While the thick-witted were plotting vengeance, the three grafters made good their escape,—also making good sixty-six and two-thirds cents per cap-ita. For four years Gus Blatz, Julius Roehl and Willard

Stephenson have sought to emulate and equal, but never have they achieved such an unqualified graft success.

One evening when the freshman was bucking quadratics for the delectable and ancient Van Velzer he heard the cry: "All out! The team!" and a tramp of feet. There was a sound of tinkling symbol and sounding brass in the Latin quarter. And though nearly half past twelve out he tumbled to meet the team. They all did in those days. Wisconsin had won from Notre Dame in Milwaukee by the narrow score of 58 to 0. The team came in at 2:30. For two hours the crowd paraded and then lined up at West Madison to see the train come in. One solitary figure stepped off the special coach. It was John Hickey. "Hay, you muts, whose you lookin' for? The team got off at the Northwestern crossing." And though the crowd had been tramping about for two hours, though it was nearly three o'clock—there were only cheers—not one disgruntled cry. If the same crowd could look four years ahead to a university band that must be kicked into uniform and dragged out to Camp Randall, they would renounce their inheritors.

And so it comes that '08 were tutored 'neath the old regime when the phrase "No quitters!" had significance and weight. It was the last year that a crowd ever fully encircled Randall field for a football game, and though Billy Heston made it 28 to 0 it was still ample recompense to be alive on the occasion. There is yet to be found a substitute for that college spirit which is generated in the backing of athletic teams. '08 has seen it decline and drop but our



last moments have been gladdened by hopes of its revival.

Meanwhile Charley Miller is wrestling "Japs" and getting write-ups on "the triumph of muscular Christianity over the yellow peril"; Bud Matthews is laying foundations for future greatness in Hesperia. Herman Karrow and Josephine Peshak—Thespians supreme—carry off honors in the freshman "Dec." Susan Armstrong and Ruby Hildebrand are still biding their time in quiet. George Hill is eating grape fruit and sharpening his wit at Berkeley, Cal. Theo. Stempfel, Jr., of Indianapolis is raising a faint cloud of dust. Blankenagle has not yet got into the running but he is leading Sunday school in the Y. M. C. A. and making straight his path. Edgar Robinson is taking chest exercises. Apius Claudius Hopkins is covertly studying Thomas Cataline Mahon and speaking mysterious asides with Pete Roehm.

'Tis but a step from 1904 to 1905. How natural it seems to our freshman to find himself a sophomore—to stand on the Park street porch of Kappa Gamma and see innocent first yearlings do chicken fights at his command.

The rush alone is different. This leperous growth is touched by the curative hand of faculty interference and transferred from the lake shore to mid-air above the cement sidewalks of Langdon. It is a rousing, aerial spectacle wherein divers gymnastic stunts are performed on telegraph wires, the ardour of the freshman class being dampened by a fire hose and frequent relays to the lake. According to the Milwaukee *Sen-*

*tinel* several were killed and many injured: a San Francisco dispatch made it a second Gettysburg. In reality, Kent North suffered a fracture of two ribs. If we correlate said fracture with numerous contusions on freshmen scalps produced by linemen's climbers on the feet of said Kent North we see the logical relations of effect and cause.

Then followed, shortly after, that memorable Monday morning when, after journeying en masse to the Northwestern on three successive train times, the university turned out in spite of class to welcome home the proteges of King and Holt. Out across capital park they trundled the bus load of players, down State street to Lower Campus and the "gym," where Irving Bush shed tears of joy and Richard Remp uttered his immortal apostrophe, a slogan for succeeding generations—"It was *Wisconsin spirit* that made Wisconsin's offense irresistible and Minnesota's defense impossible . . ."

\* \* \* \* \*

Now Mrs. Peterson, landlady, sitting in her parlor in Shelbyville, is startled by a shout of exaltation from above. Backed by the portly drummer and the trembling milliner she ascends the stairs and looks through an open doorway. Sitting with closed eyes in his study rocker is the young principal, tugging frantically with clenched hands on a curtain rope and shouting in excitement. He is no longer tilting with normalities or living on peach preserves, but hauling *the team* in triumph through a town remote from Shelbyville, in a time removed from now.

## Part II

Susan Armstrong

This last semester, as I ransacked the time sheet for "snaps" I came across the announcement of a special history course, that is, the History of the Class of 1908. The number of the course was 23—to be given at 12 o'clock Mon., Wed., and Sat. in the Cardinal office of Main Hall. The course looked easy—all "snaps" do—lectures by Edgar E. Robinson, prospective professor in romance history, ably assisted by Wm. Leiserson. Forthwithly on the appointed hour I stumbled into the spacious Cardinal office. The only occupant of the room was an innocent looking, unobtrusive fellow with an open face (not hunting case) gazing dreamily out of the window. 'Twas none other than "John Varsity Mulaney"—he of the "simple girlish grin" (as Janet Van Hise would say) also in quest of snaps and also doomed to be stung by the fire of Leiserson's wit. As is usual with new courses the professor announced in his loudest Northern Oratorical League tone the reading list for the coming week.

"The Growth of Organized and Civilized Idiocy in the University of Wisconsin since the Advent of the Class of 1908," Munro and Sellery. Mulaney in true faithful freshman-like style took copious notes. He was wise. "Ten Nights in the Y. M. C. A., by Theophilus Stempfel." This work, said Prof. Robinson, shows how "the other half lives" and therefore gives many vivid, realistic and keglie touches usually over-

looked by the average investigator. The next work by Ross on "Sin and Sassity" deals with Madison after midnight. Criticism based on the author's own experience, and seen from the noble height of seven feet. A really exhaustive work. "Engineering as Adjustment," by "Muchly Versed O'Shea," deals with the use of the engineering transit by the infants of the class of 1908 in their motor stages of development.

The crowning work of all, said the learned professor, is by our learned educator "Fretting Constantly Sharp." His work deals with the ethical side of Mendota Court life as seen by the light of a Delta Tau vest. Read carefully the chapter on Peter Rehm. "Is this really so important as people think?" queried Mulaney in his *Lit-Sphinx* voice. "Precisely so!" answered Robinson in the full chesty tones of "Eric the Red." That reading list was enough to discourage any senior. But we frequented the ———— on Friday and Saturday evenings and learned much of the life of this illustrious class.

We read of that cruel class meeting in the junior year, and the heart-aches of our revered professor, when he lost the junior class presidency by one vote—97-98. Then of course the memorable appointment of Peter Rehm—called Walter Rehm in the Chicago *American* to the chairmanship of the great Junior Prom. Needless to say the faculty insisted that this function was too aristocratic—

must be more democratic—therefore the Prom committee tore its hair and ranted because the \$3 near-silk Prom was a financial impossibility. Yet a still joyous thought came to the mind of this managing child prodigy and Pete, in the voice of Art Gruenwald, said: "I'll have my revenge on the whole pack of you. I'll charge 25 cents for their rented silk tiles and borrowed overcoats and turn this gain in as fund."

The Prom went off with a whirl—so did Pete Rehm, but later returned as the conquering hero amid the scowls of the faculty and chuckles of his friends and Sharp's blessing on his head.

The topic assigned me by Prof. Robinson was, "Trace the growth of the Junior Play idea in Lucian Cary's mind and show its development." This was a tremendous task—then I thought of "Gaunt Bradbury Hill." He would be my saving grace and I was not disappointed. He was seated in his office in the Y. M. C. A. He drew up his lengthy form and crossing one Agric leg over the other began, "Wal, ye see its just this way. Lucian Cary had a think in his head and he came to me and he says, says he (I talk like the *Student Farmer*), says he, 'I've got an idee in my head,, and I says to him (witty like), I say, 'Wal, git it out.' So he did and it was the 'Budlong Case.' See!" I saw, or rather had plenty of time to think it out while Hill was talking. I held the stop watch on him and it took 12 min. 54 sec. for him to utter the aforesaid. Other sources showed that Cary had thought of the play—in fact almost had it written—aroused public opinion by means of Stempf Hill and Mzzz, etc.

—got the play committee together—tried out the cast and finally produced the first organized junior play ever given in Wisconsin. The trials of the people concerned were many—from the lightness of Fred Bartlett's dancing shoes to the managing glory of Ned Stephenson's career. But taking everything into consideration it was a great success and established a precedent for original plays at Prom time and incidentally increased the crew fund by a goodly sum. In the spring the crew rewarded all efforts made in their behalf by winning the race on Mendota from Syracuse.

Prof. Robinson took up the history of the senior year in the lectures. He told of the grave and reverend looks of the mighty seniors as they returned to their native haunts on the law, engineering and Chadbourne steps; of the imperative smoker in front of Main Hall; of the ear-splitting sounds coming from Library Hall at all hours. He recounted at length the troubles and trials of the senior and his inevitable thesis. The moral tone of the class decreased considerably during the preparation of these wondrous works of knowledge on account of the blue language used to express the senior's pent-up wrath.

On Mar. 25 the best Senior Swing-out ever given was held at Library Hall. Here the true talents of Hill and Stempf were shown at their very best. The dainty sylphlike form of Hill clothed in Mendota zephyrs made the stalwart masculine protection of that athletic prodigy, Ted Stempf, truly touching. Even Dean Birge smiled, which all goes to show the true keen comedy of the perpetrators.



This was the last important event which concerned the class alone save for commencement exercise.

A senior won the junior play contest of this year. As soon as spring weather came on the usual cutting of classes commenced, even the exciting courses in Greek Lit., Forestry or Equity could not keep the studes from listening to the Little Cherman Band. Late in the spring came the Maypole dance by the girls, then the Senior Play tryouts for "The Mikado" program. The Senior Play shows the variety of talent in the class of 1908. It was a success in spite of the chorus girls' sore feet and Fred Bartlett and Grobe's distracting humor.

Robinson closed his lecture by these words: "This is a wonderful class. It shows what people can do—knowing little when they enter—and a good deal less when they get through. They have won honor in everything—athletics, scholastics, dramatics, and domestics. If you do any advance work in this period consult the course offered by Edith Swenson and Geo. Hill.

"As a final in this course I will give one question; if you fail on this you are conditioned." This was the question: "Trace Lucian Cary's route to Rockford." We couldn't accomplish an impossibility, hence therefore we were canned.

### "Class Poem"

Martha R. Wertz

<p>Fired by a prophet's song, before     oft told,     See yonder crowd of children hast-     en on! With youthful hope they seek the     pot of gold     Which has eluded quests of cen-     turies gone. Yet always when the rainbow is un-     rolled,     For one brief instant it points out     the way To find the hidden treasure, now     grown old.     The secret storehouse seems not far     away. Those standing near grown old and     gray,     Indulgent smile, their own youth     in their eyes,</p>	<p>When they to prophets fell an easy     prey,     And, led by dream of this elusive     prize, In haste tumultuous, and with faces     gay,     They stumbled on awhile. Mean-     while the heedless throng Rush on, nor falter in the rocky way—     Their aim to find the treasure hid     so long. Aroused at last by their unswerving     flight, And purpose firm—to gain the rain-     bow's light— The graybeards call the children oft     and long, Their only answer is a happy song. The madness of their dance is youth's     fine fire;</p>
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Perchance their music is from heavenly lyre.

Those waiting, angered, send in swift pursuit,

Yet ever swells the throng with youth's recruit.

The way grows difficult, the weaker fall,

But more respond in answer to the call.

And some there are who dance the time away,

While over others serious thought holds sway.

Relinquishing the chase, the elders scorn

Its fruitfulness, yet feigning rage, they mourn.

They turn and rend the prophet, but he dies

With finger pointing where the treasure lies.

The years go on, the children have lost youth,

But they a mighty multitude have grown,

And soon they hope to reach the end, in truth.

That goal elusive, and yet sometimes shown,

Still looks unto the hills, and hopes and sings

With smile, almost sublime, yet knowing tears,

And pitying the search for grosser things.

And what may be this treasure, wealth untold,

Or vision of some better, glorious age?

Yet youth would not all rise for gaudy gold,

And who a greater treasure may presage;

"Lo, it is Truth," proclaimed the prophet bold,

"A vision born of youthful fantasy,"

A hopeless search the dotary scoffers hold,

The musing seer dreams of his prophecy.

And yet 'tis only youth, who may declare

The final end. And now these children fair

With angel faces tell us of their quest,

"The visionary gleam is best, And seekers only are the blest."

### *"Class Day Oration"*

Raymond B. Frost

A crowd of happy men is swarming over an historic campus. Their ages range from the cap and gown to white beard. Here are the jovial greetings and hearty handshakes that are only seen where old friendships are being renewed. Scattered placards are hanging over the crowd. One reads '55; another

'07; but everywhere there is the same good feeling. For it is commencement season in an eastern university, and class reunions are being held on the old campus.

It is as sad as it is true to observe that this scene is characteristic of the Eastern commencement and unfamiliar in the West. Love for Alma

Mater is thrillingly exhibited in the one place and scarcely evidenced in the other. Among the alumni of the Eastern institution, the college spirit appears strong and active; while here it appears to be dormant.

This contrast reveals not that any Wisconsin student or alumnus is less proud of the Wisconsin spirit or reverent for his Alma Mater than is his Eastern brother for his Alma Mater, but that the Wisconsin alumnus does not live his loyalty or express his affection as appropriately as does his Eastern brother graduate.

The reason for the different conditions it seems is not fundamental but is simply a matter of organization. The Eastern universities which command the most loyalty have strong alumni associations and hold periodic class reunions. There it is traditional that every class shall return to the scenes of college activities at the end of a few years, to return again after another period and again and again after lengthened periods. Every recipient of a degree departs with the expectancy of returning after a definite period to jubilate, and lives in that expectancy. A class secretary is appointed upon graduation to keep track of the members and to arrange for reunions. Our class in appointing two secretaries has already taken a step in the right direction and should take the lead in this work.

Great praise is due certain Wisconsin graduates for the efforts they have made in organizing and maintaining the Alumni association and publishing the *Alumni Magazine*. They have planned to strengthen the association by interesting graduates as they go out to organize local associations wherever they locate. The local organizations are expected to

keep in touch with one another and the general organization principally through the magazine. In Chicago, Denver and other cities where the graduates are organized there is great enthusiasm which is in marked contrast to the dormant loyalty of the remaining alumni, who are in a state of deplorable disorganization.

Secretary Taft in his speech here a year ago declared that of the two great benefits of a college education, friendships and learning, by far the more valuable are the friendships formed at college. It is the duty of each of us after graduation to keep in touch with our college friends; and outside of personal correspondence the only practicable method is through the medium of the alumni organization. The local associations should keep in touch with one another and the national association; and by means of the magazine all will be able to keep informed of the activities of their acquaintances. Whatever efforts are expended in this manner toward perpetuating college friendships will be richly rewarded in the resultant mutual comfort and happiness.

An equally strong duty is to keep in touch with the university and to retain an interest in university activities. An active, vigorous alumni organization can be surprisingly effective in promoting the best interests of the university. The method resorted to by students to arouse enthusiasm is agitation and organization. The alumni should work with the same method and accomplish infinitely greater results. Given opportunity the student body can do much alone but its opportunity for actual accomplishment is extremely limited because the government of the uni-



versity is neither democratic nor republican. Theoretically the board of regents representing the state is the source of power, practically as a result of its disciplinary authority and peculiar strategic position, the faculty is the real governing power. In the phraseology of political science our university is a benevolent despotism. In the language of pedagogy it is a government of wholesome disciplinary principles and authority. Whatever our concepts in practice the consent of the governed is never asked; and from the standpoint of students the faculty occupies a position generic immutably. Being a human institution it is but natural that the faculty governs by virtue of its authority rather than by virtue of natural leadership. Perhaps it is also natural and human that on obstreperous and clamoring student body shall receive inversely as it asks. It is true that student opinion is often hasty and ill judged, and this fact is probably one reason for the surprising ineffectiveness of all expressions of student opinion.

Perhaps another reason for student ineffectiveness is the hostile spirit of its criticism. The same can be said of the alumni mass meeting last fall which on account of its hostility was characterized as an act of uncalled for alumni interference; yet no man will say that that meeting was not productive of good, if in no other way at least in advertising, in its effect on public opinion. For one fact must not pass unnoticed. In sharp contrast to the faculty attitude towards student opinion is its respect for public opinion. This is a state university and it is a desire of the governing powers to serve the state and please the public to the end that

it may receive hearty support from the legislature. The success of this policy is attested by the fame that has come to Wisconsin as the great utilitarian university.

The point I desire to make this afternoon is that it is the duty of the class of '08 to lend energy and organized effort to advance Wisconsin in that other attribute of a great university, a throbbing college spirit which will express itself through a healthy, vigorous student life and enthusiastic alumni activities. Organization of the alumni is the only means of obtaining solidarity and effectiveness. It becomes our duty then individually and collectively to keep in touch with the legislators, the regents and the faculty. All of these have a profound respect for public opinion. We who know university conditions should at every opportunity state its needs and ambitions in this direction to the end that an insistent public opinion recognizing the value of student activities will be felt by the governing powers. The university faculty, as observed before, is human, and undoubtedly it has good intentions. What it needs is an appreciation that the duty of the university is higher than merely to pour information into students, that there are greater things in a university than libraries and laboratories. We have seen that the faculty is the center of power and that their only master is public opinion. In this manner alone can we perform the duty that is most imperative under existing circumstances. This duty we have seen is to educate the faculty.

Facing a condition and not a theory we find this to be necessary in

order to rejuvenate the Wisconsin spirit. It is our habit to laud the Wisconsin spirit in times of intercollegiate victory and to mourn it in times of defeat; but in praise or in condemnation we place the responsibility upon the students. It is obvious, however, that the Wisconsin spirit is as much an effect as it is a cause; and the only way to insure the proper college life and spirit is through the powers who control the university and by expanding their

utilitarian ideals until they include not only utility but also life. Forces that tend to hamper or cripple the Wisconsin spirit can thus be removed; and the student body thus allowed freedom will need no help to realize a college life of full vigor and splendor. Then Wisconsin loyalty will no longer be a matter of agitation but of spontaneity. The results which follow a renewed alumni activity will be its own and abundant reward.

## *"Farewell to Underclassmen"*

Leslie Spence

The class of 1908 is today bidding farewell to the surroundings and companions of four years. Although after next Wednesday, 1908 as an undergraduate class within this university will be past history, as men and women we will go on in the pride of college, and love of friends. We do not expect that next year, in your university work, you underclassmen will think of this class continually; but on the other hand, remember that yours are not the only hearts that thrill at the sound of the 'Varsity Toast, nor are you alone in your anxiety for the honor of Wisconsin, either on the athletic field, or in the field of research and science. Dead as one of the four undergraduate classes, we are just entering into the larger spirit and fellowship of the university; the spirit of loyalty which embraces the first beginnings and triumphant progress of this university; the fellowship which includes the greater university of graduates and their experience in

the life of the world. We do not expect to be capable of this larger and deeper loyalty all at once, but we do expect to grow into it as we gain more perspective.

In taking a stride which is so important for us we feel the natural joy of going into the world and discovering what we really can do. At the same time, in going into this new life, we have to leave the friends and frolics which we have had among the underclassmen. The freshmen have already passed from their required English, and are proud that next year they will not have to bear the slings and arrows of outrageous sophomores. They are, indeed, under strong suspicion of planning to take vengeance on the innocents of next year. Yet a little while and the all-beholding sun, in all his course, will see no freshman class in the university, but only a jumbled blur, an indeterminate mass which is being whirled up from all over this state and surrounding states, a few

from foreign countries being drawn in by the suction, and which will sweep down upon the university and vicinity the last of next September. This will be followed by a deluge of water, ending approximately with the class rush. Remembering the strength of your football men, remembering the night you sang Home, Sweet Home and gave your high school yell in front of Chadbourne, remembering the awe-inspiring first convocation, be tender with 1912, you soon-to-be sophomores.

Our interest in 1910 comes not only from the fact that they are theoretically our allies, but because they have work before them. A year or so ago, in their care-free jollity, they may have showed the same inclination as the little boy who, when asked by the minister which parable he liked best, said, "The one where they loafed and fished." But idle days for the members of this class are over. Half way through their college course today, they feel the larger significance of university life. They have increased their stature so that they are able to comprehend not only the crowd with which they are associated, but the whole university. We see that they have turned reformer in regard to Badger Board elections and hope that their ingenuity may extend to the Junior Prom.

The juniors who soon will be seniors! Tonight as the curling rings of smoke arise from the peace-pipe, our feud is ended. This symbolizes a real change. Never before have we had so warm a feeling for you; for we know by experience what a solemn task is yours. It takes volts and volts of energy to maintain dignity in keeping with the name "Senior"; and one has no idea what a

strenuous business it is to be a bright and shining example until he has tried it. Aside from mere dignity the students will look to you for leadership. The faculty will look to see in you better scholarship, more responsibility and thought for the general welfare.

There are large problems affecting the whole university which all of you underclassmen will have a share in solving. Even now, we see the iceberg showing only the tip above water, while under the surface it extends we know not how far, and fear lest, running upon it unawares, the university may be wrecked upon the submerged portion. The problem of securing a class rush with the minimum amount of brutality and the maximum amount of fun has not yet been solved. During the last few years there have been many attempts to make the four thousand people in this university feel as one. It is left to you to bring greater success to such efforts. There is the problem of increasing the efficiency of the many different organizations here so that, to the full extent of their capacity, they may be beneficial to the whole university. There are many more problems of which you are thinking. Believing, as we do, that the university, its life, aim, and activities are so much worth while, is it any wonder that we should be most deeply in earnest when we speak of the solemnity of the task we leave you? We feel proud of what this university has been, is now, and is to be. What it has been we have heard from those who were seniors when we were freshmen, and handed tradition and advice down to us. What it is, we know. But the



thing of most far-reaching importance, what it may become, we leave to you. The policy of a university may be determined by its faculty and board of regents; but its character is determined by the students who attend it, by their thought and activity.

In spite of all these problems we feel that, after all, you will have an easier task than we. You know what the problems are, while we are

launched out as freshmen into a new environment, which we do not understand; facing new problems of which we know nothing, now. In our first year in this school, we certainly have as much to learn as we had during our freshman year here, if not more. When, having done your part in university life, you come to this fuller, deeper life to which we are going, we will be there to greet old college friends with a true college spirit.

### *“Junior Response”*

Charles C. Pearce

In speaking to you men and women of the class which has given to the university some of her noblest traditions and some of her proudest achievements, the class which has successfully wrought out many trying policies and which has met and solved difficult situations, I urge the doctrine of loyalty and steadfast devotion to the university. Amid the triumphs of the future and with an eye to the defeats of the past, you are enabled to pursue a course which will redound to the credit of both yourselves and your class. Recalling the lack of equipment manifest here during your college career, you should aim to encourage and provide for those things which you feel are necessary to true undergraduate development.

As you look back upon the four years of your course here—four years in a great American university, four years of endearing friendships and pleasant associations, four years in which the old “Hill” and Lake Mendota have become a part of your ex-

istence, you can recall innumerable and pleasant memories. From the time when you entered here as freshmen, up to the present when you are departing as forceful, strenuous seniors, your lives have been filled with experiences which will stick with you forever.

But in a great democratic institution such as this, there are many things still lacking, many movements still in their incipient stage, many projects still to be launched. The Wisconsin union, that great cementing force in student life to come, has merely started this year. But you can begin to see its wonderful possibilities, with the right kind of backing and good, enthusiastic, steady support, financial as well as otherwise. In an institution of this size we ought to have a separate building, the size of the Y. M. C. A. itself, devoted exclusively to the purposes of a union. Such an institution would be infinitely more creditable than any other college building which could be constructed. A strong

movement in this direction is manifesting itself in other colleges throughout the country. It devolves upon you to see that Wisconsin does not prove herself a laggard. If the regents should donate such a building, or appropriate the money for it, it would appear that Wisconsin sociableness was lacking, that our traditional spirit was dead, that we students and grads had no vital interest in its construction, that some such formal and artificial procedure was necessary in order to stir up enthusiasm and promote a feeling of fellowship.

What we need at Wisconsin is a sociability, which at present is entirely, or to a large extent, lacking. A sociability which makes for closer unity among the students, a better relationship between grads and undergrads; a sociability which is as evident in the hour of defeat as in the hour of victory. It is only defeat that will give birth to genuine loyalty. It is at such times that the sons and daughters of Wisconsin will stand together, then must our traditional spirit be unquenchable.

And looking into the future the present members of the junior class have no misgivings. Next year we will be the dominant figures in the life here, the leaders of university activities, the shapers of student senti-

ment. Your interest, your support, and your encouragement would do more to shape a healthy course than any other influences. Wisconsin has already demonstrated her ability along oratorical and debating lines. We can look into the future and perceive her success also in athletics. And all this under the most ideal and pure conditions.

In behalf of the junior class, I express to you our best wishes for your success. Keeping in mind that "No true and permanent fame can be founded except in the labors which promote the happiness of mankind," that the true measure of man's success is the service he renders to others, that character is more important than reputation, let your hopes, ambitions and aspirations be like stars guiding you to success. Bear in mind that to this university you owe much,—and today as you leave her halls she tenderly bids you

Go where glory waits thee,  
But while fame elates thee,  
Oh, still remember me.

As you, the class of 1908, with your numbers will increase the host of Wisconsin alumni, so may your future achievements become a noble addition to the glory loyal sons and daughters, by lives of purity and power, have won for their Alma Mater.

### "Class Statistics"

Richard A. Schmidt

I remember one time, when taking a course in statistics on the Hill, that one of the first things which Prof. Adams said to us at the beginning of

the course was, "Always remember, boys, that there are lies, d—m lies and statistics." I hope, therefore, that you will take everything I tell

you with a doubting mind, even though you know it is all true as well as I do.

The first thing which impressed me when going over the records on file with the Lord High Keeper of Books in the Registrar's office, those kept by the prelates down in the gym, and the legal files of one Judge Donovan who wields the gavel so effectively in the Madison police court, was, that it was only by a miracle that the class of 1908 was able to graduate anyone at all. What with desertions from the ranks, voluntary and otherwise, chiefly otherwise, sickness, capture by the enemy, and wounds of a matrimonial character, we who are left are to be congratulated on the mere fact of being left.

We entered in the fall of 1904, 784 strong, 609 men and 175 women. In the following year we picked up 36 normalities and also added 15 pharmics to the hospital corps. Added to this total of about 900, we received enlistments at various times during the four years of students from other universities and colleges. A large number of 1907 people also were bright enough to see that our class was immensely superior to theirs and threw in their lot with us. These re-enforcements swelled the total enrollment of the class to 1,170. Of these 1,170 there were but 505 veterans left at the beginning of the last battle this spring. And, if the ranks in every college were thinned the way Red Eric thinned out the Laws last week, the 500 will be but 400 on next Wednesday. All of the Normalites and the best bluffers among the rest of us will be left to graduate.

Of the 29 original entries in the college of agriculture, 14 or 48%

will graduate. Of the 395 beginners in the college of letters and science and of commerce, 155 or 42% remain. Eighty-five or 38% of the toughest of the engineers survive of the original 268 who started, and of the poor laws, with Dean Richards and Red Eric to contend with, but 19 or 35% will be fit for duty Wednesday out of 53 future Blackstones who entered. The faculty of the college of law, therefore, seems to be just 3% more dangerous than the college of engineering. A very peculiar fact is that the girls finished almost as strong in numbers as they entered. They entered 175 strong and finish 160 strong, while the boys entered 609 strong and finish 342—weak. This of course proves to some of us that a girl is much brighter than a boy, and to others, that a girl is a great deal smoother at working a prof.

The class of 1908 was born in thirty-two states and foreign countries. Three hundred and seventy-six or 75% were born in old Wisconsin, 96 or 19% were born in 21 other states of the Union and 31 or 6% were born in ten foreign countries. Upon entering the university, 87% or 440 resided in this state, while 65 entered from other states and four from other countries. This class has its home in sixteen states and countries.

Three hundred and eighty or 76% of the class are of but one nationality and of this number 162 are Americans, 112 are Germans, 21 Norwegians, 20 English, 17 Irish, 7 Scotch, 6 Welsh, 6 Swedish, 5 Bohemians, 5 Canadians and the rest scattered. Of the 505 members of the class 269 are wholly or partly Americans, 184 are wholly or partly Germans, 52 English, 37 Norwegians, 35 Irish, 20



Scotch, 18 Canadians, 12 Welsh, 10 French and 10 Bohemians. The class of 1908 is of 19 different nationalities.

Not only is this a class of many nationalities and from many places, but its father seems to be a very versatile man as to occupation. Fifty-four of them are dead, and of the remaining number, 95 are farmers, 32 are merchants, 18 are manufacturers, 17 are bankers, 12 clergymen, 12 gentlemen of leisure, and 12 commercial travelers, 11 are in the employ of railroads, 11 are liquor dealers or brewers, 10 are druggists, 10 are lawyers and 10 retired, 9 are real estate dealers, 9 lumbermen, 7 newspaper men, 6 politicians, 6 contractors, 6 insurance agents, 5 are teachers and the remaining fathers follow 74 different occupations.

The fathers of 14 of the 27 commerce men are engaged in business of some kind. Thirteen of the 31 agrics are following their father's vocation, but the fathers of but three or four of the engineers are engineers and but one of the ten fathers who are lawyers allowed his son to become one.

There seem to be more Williams in the class than anything else. Eighteen of the fellows answer to that name, while there are 17 Walters, 15 Johns, 11 Edwards, 11 Charleys, and 11 Georges. Among the girls there are 9 Marys, 8 Ethels, 7 Elizabeths and 4 Helens. The entire class has 251 Christian names and of these names 170 claim but one student each.

On the whole the class is old, certainly old for the way it behaves at times. The average of the seniors in the college of letters and science is a few days short of 23 years, of the engineers 23 years and 4 months, of

the business men 23 years and 5 months, of the agrics 23 years and 6 months and of the lawyers 25 years and 5 months. Joe Shapiro is the youngest of the engineers. He is 19 years, 9 months and 11 days old. The baby of the class is cute little Gustav Blatz of the college of letters and science. He has been in long trousers but a few years and is but 19 years, 8 months and 7 years old today. When he grows up Gus will be a great help to his mother.

The total weight of the class is 68,125 pounds or 34½ tons, and its total height is 3,117 feet or six-tenths of a mile. The heaviest man weighs 230 pounds, and the lightest 110. The tallest is 6 feet 4½ inches in height and the shortest is 5 feet and 1 inch.

According to the figures of the average cost to the state of the students here, we have cost the state to date \$140,000. In addition to that it cost the father of the class \$940,000 more, or a total of \$1,080,000. Over a million dollars worth of knowledge has been forced into our heads.

We have 25 "W" men among us, 18 athletic and 7 forensic. We have 10 joint debaters also. Besides our worthy president here, we have 10 other baldheaded men and strange to say only one is married. Eleven members of the class have risked matrimony and they have been blessed with a total of 14 children.

Several members of the class have been leaders along certain lines and the statistics of the class would not be complete without some mention of them. Stempel is by all odds and ends the hardest buckler in the class. He never had time to go out with the boys. Wid Stephenson is the most bashful member and is rarely seen

anywhere but at classes. Gesell is the star wild man of the class. Roehl has something over the rest of us as a peanut politician. B. H. Graff is the hardest drinker in the class, but J. F. Baker is a close second. Goldschmidt is the most harmless man in the class and can be trusted most anywhere in the dark. Ray Frost is our most studied humorist. Jack Tierney of the engineers is said to be the heaviest pie-eater in the entire Northwest. The biggest honor in the class, however, that of being the most strenuous fusser, was one extremely difficult to determine. The

honors finally went to one Colonel Hannaford of the law shop. The Colonel was taught fussing by an old master of the art at Kansasville and is an expert.

Five hundred strong, 23 years and 5 months old, born in 32 states and countries and residing in 16, of 19 different nationalities, educated with money earned in 74 occupations, with one million dollars worth of knowledge in its head and about twenty cents in its pocket, the great class of 1908 goes forth this week to—lay around the house a month and think it over.

### “Presentation of Memorial”

Homer H. Brenton

#### *Honorable Regents and Faculty of the University of Wisconsin:*

Just a half century ago the first class was graduated from the University of Wisconsin. That class numbered but a few students—each trained in the one course which the college, consisting of but one building, offered at that time. Today we are fifty years removed from that scene; we are now where many of those whose lives are almost ended, then stood. The school that had such a small beginning, stands out before the eyes of all America as the foremost state university of the whole United States.

We are all conscious of the many advantages and privileges which, through the generosity of the people of the state, are offered here. Each year, by the various courses, future lawyers, scientific farmers, engineers, and business men are all trained for

their professions. Here the opportunities of all are alike; the son of the blacksmith and the day laborer receive the same training and advantages that are open to the son of the capitalist; here both sit side by side in the same classes and have the same instruction—a thing that was not possible in the days of the aristocratic schools of England where a man was snubbed if he was not of titled parentage. In our own school the poor man is leader if he can by his own labor and achievement stand out among his fellows as such. With the coeducational advantages and the democratic tendencies that are present here, no one of today has a right to allow his environment to hinder his education. It is his duty to turn it to account and make it yield all that is possible in bringing about an education that will fit him for a useful and a helpful place in life.

A new class is being turned out for its life's work. The school has done its best for us—in the way of fitting us for what we have before us. Conscious of the many privileges and advantages, in accord with the long established custom conformed to by the classes for many years previous, we wish to leave some token as a memorial of fond memories and significance of the debt which we all feel that we owe. None of the gifts in the past have been large, but they have been given in the true spirit of friendship and thankfulness. A sundial has been selected as the memorial of the class of 1908. In this memorial each one has participated; it represents a token of the combined wishes of students from all parts of the United States and even from other countries. All join in this tribute to their Alma Mater; all praise the University of Wisconsin. We of

every nation and country, recognize its greatness; the voice of gratitude and praise is limited to no language but is uttered by every tongue. No memorial which we can give can fittingly express the gratitude which we owe. The best memorial any class can leave to the university is the well doing of the hundreds who each year go forth to preserve and praise its name.

In behalf of the seniors, the class of 1908, this gift is presented as a remembrance, with best wishes for the future welfare of the university. Long may it stand, alone in its grandeur and glory, itself the monument of what we have received here. May it continue in the progress it has made in the past decade—a progress so great that it is now recognized as the best and most democratic state university in this land.

### “Acceptance for Faculty”

Professor E. R. Mauer

*Mr. President and Members of the Graduating Class:*

On behalf of the regents and the faculty I accept your memorial gift to the university.

Permit me to commend you for this act. In view of the fact that at this season the average senior's purse is lean there is some danger that this now fairly well established custom of the graduating classes may not be maintained; but you have not lapsed at this point. As has been stated, we may regard this as an acknowledgment of your indebtedness to your Alma Mater. I regard it also

as a first payment on that debt and a precursor of many others.

Permit me also to compliment you on your selection for a memorial; it seems to me especially appropriate. True, the sun-dial has outlived its period of usefulness, and is now regarded as an ornament merely by some. But, it is more than that; its associations make it an object of interest and significance and worthy of study. One is reminded of its antiquity, for it was invented before historic times, and that it is one of the very few devices of primitive man that we now possess in practi-



cally original form. It is one of the first fruits of the study of the oldest of the sciences, namely, astronomy, and in contrast with astronomical achievements of the present day, it serves to show the enormous progress made by man in a single line of his endeavor. The sun-dial is very imperfect, for it serves only daytimes, and that only when the sun shines, and then not accurately, and yet, for centuries, it was man's best marker of his divisions of the day. Noting this and then remembering our own dependence on modern timepieces, we can realize how simple must have been men's affairs in the days of the sun-dial.

In a conspicuous place upon the campus, the sun-dial will be an object of curiosity to most freshmen; it will interest many and impress on some the lessons which may be learned from it. And when you, seniors, return to the university in after years, as many of you will, you will find all students strangers and many of your former instructors absent; but your sun-dial you will find in its place, faithful as of old, ready to bid you mute welcome.

Mr. President and seniors, your memorial once delivered and in place, I pledge you its safe keeping by the university.

### *"Farewell to Faculty"*

Gerhard A. Gesell

I understand that this address has the reputation of being a very submissive product filled with the generalities of praise to the character and personality of the faculty. The enmity which has at times existed is forgotten and your apparent indifference toward us is wiped out and that we part as the loving son from a devoted mother.

And inasmuch as I have had the distinct privilege of gaining some of my preparatory culture training in one of Wisconsin's liberal-minded normal schools, Pres. George Clyde Mathews thought I was ably qualified to deliver this docile sentimental doxology to the powers that be.

To bid adieu individually to the four hundred strong is a physical impossibility in the maximum prescribed time limit of six minutes. To

strike an average is statistically inaccurate because it might result in a farewell to a professor imaginary—an injustice to those who raise the average and an over-estimation of those who keep it down.

As a matter of fact, the Wisconsin faculty is of a homogenous makeup and we are proud of your versatility. We admire the professors whose ideas are at time ultra-conventional and whose ways of living are not conformable to the prim properties prescribed as a pattern for all students in the community. We admire the professor whose opinions on public questions, especially as exploited by a sensational press, are not consistent with what prudent leaders are wont to consider the interests of the institution. It is a source of satisfaction that here at Wisconsin the pro-

fessor who attacks monopolies, who advocates radicalism in religion, or who meddles too intently in politics is free from censure. The courageous stand against slick, bigoted, aristocratic Eastern professors, who in their own estimation of their greatness, attempted to dictate the athletic policy of Wisconsin is an illustration of the openness and frankness of expression which we take this final opportunity to commend.

During our association with the university we have found much to commend and some to criticize. Six years ago I delivered a farewell to the high school faculty but could then with propriety only praise them. But here at Wisconsin the openness, frankness and good grace with which criticism is received makes possible the conclusion to this farewell with a word of criticism.

We have felt that with the growth of the institution that the individuality of the student is lost in the mass and that we graduate without knowing you.

In a talk the other day with Pliny Norcross of the university board of regents, he commented upon this absence of intimacy between teacher

and student and made reference to his college days when there was this personal relationship. He was in a geometry class where in spite of hard effort he failed to do good work. His instructor took an interest in him, diagnosed his case and asked him to take a seat farther to the front. So one day he asked him to remain after class and said to him: "Pliny, try these glasses on." He put them on and a new world was opened to him. Pliny Norcross was near-sighted.

Now, it is exactly this personal relationship which is so often lacking. Too much interest in your own work to give us consideration, misdirected allegiance or over-emphasis of the importance of Greek letter societies, over-zealousness in the development of the University Club house are all elements which go to make for greater separation.

Our ideal of a college professor is democratic. Dr. McCarthy, a man who has originality of ideals, who takes a deep interest in all students, rich or poor, who, although an Easterner, is loyal to Wisconsin, and who, above all, knows and practices the most beautiful and suggestive of all English words—comradeship.

## "Class Prophecy"

George B. Hill and Edith Swenson

### CAST.

A Lady Sleuth . . . Edith Swenson  
A Gentlemanly Detective. George Hill  
The Mob.

(Chills and fever music by Bach's orchestra. Enter detective, disguised as a varsity engineer, in large and disreputable boots, corduroys simply yet effectively belted with a piece of

string, flannel shirt and discouraged looking hat. He is armed with a billy-club and a razor, of the Gillette pattern. Bears a transit, which he plants in center of stage.)

*Detective* (confidentially, to audience, left)—Hist! (To audience, right)—Also hist!

(Enter Lady Sleuth, disguised as

a co-educated engineer; her boots are as disreputable as those mentioned above, but not so large; hat, courtesy of Dean Birge; she wears a red shoestring tie and carries a camera, field glass, 11 pencils and two notebooks of the customary chewed engineering pattern.)

*Lady Sleuth* (accusingly)—Ha! You are a detective!

*Detective*—Unmasked! But how do you *know* I am a detective?

*L. S.*—Because you are disguised! But hold! We have met before! Didn't I meet you on the celebrated case of the Three-dollar Prom, or Who Took the Twenty-Five Cents?

*D.*—Hist! Yes. I was disguised as Cardenas in a pompadour and a lavender tie, and lurked in the cloak-room till someone touched me for twenty-five cents. Thereupon I hastened to Prof. Sharp with the evidence that led to the first of the fourteen firings of Pete Rehm. But what were you, on that case?

*L. S.*—I came at the summons of Mrs. Cora Stranahan Woodward. I was disguised as Mrs. Collier and attempted to ascertain *how much money the boys had left after Prom!* But I found no money and got no information, for the boys always left by the back door when I came in the front. But why your present hideous disguise?

*D.*—To enable me plausibly to carry this transit. With it, I can rake Picnic Point on spring afternoons. For instance, last Wednesday Tom Hefty and—but what induces *you* to act the low-browed engineer?

*L. S.*—Because I escape notice this way. Being a detective, one does not wish to be noticed—and you know that nobody looks at an engi-

neer if they can help it. But what are you down here for now?

*D.*—Hist! Are we alone? Know, then, that the F. C. Sharp-Cora Stranahan Woodward Combine, having ameliorated all the social conditions there were to ameliorate, have resolved to ameliorate the Faculty! They wish to eliminate the growing element of levity from our professional circles. When the young instructors headed by Robert P. Michell go fussing by platoons—things have come to a pretty pass. It is time for a heroic remedy—for a new faculty. I am delegated to pick from this assembly of impressionable unformed graduates a bunch of raw material. As they leave the building the select victims will be seized upon by the minions of Prof. Sharp, and haled away to summer school, there to be confined among female teachers of the vintage of '76, and fed on a combination of Little Rollo principles and Sanskrit roots. By fall, they ought to be dried into acceptable young instructors.

*L. S.*—Why, that is what Cora Stranahan Woodward delegated *me* to do! Evidently we are to work together!

*D.*—Well met!

*L. S.*—Greetings!

*Both*—Hist!

\* \* \* \*

(During the above interval (\*\*\*) the detectives adjust the transit which they use to pick out victims from the audience.)

*D.*—We need a president! We have a pretty good president, now; but he has that element of levity—he makes jokes. Where is someone that would not make jokes—that would lend to the position that restful funereal solemnity that is the



ideal of Prof. F. C. Sharp? Jacques Pfannstiel! Is Mr. Pfannstiel present? No? (Directs transit through window.) Oh! He is approaching up State Street.

*L. S.*—Now for a vice-president. We must of course choose a real good old soul who's been around here since the oldest of us can remember! How would E. Propriety McMahon do?

*D.*—*Next*—a new Dean Birge. Someone that can be in 17 places at once, and that knows everything about everybody—someone with a grim sense of humor and a salient, carnivorous jaw—Wid Stephenson!

*L. S.*—Who shall we put in the place of Prof. Maurer? I really don't know of anyone who would take that job; do you?

*D.*—And Bil. Cairns. Still, his course is so inordinately kiln-dry that we ought, just for a change, to introduce the wet element into it. Let's appoint Gus Blatz.

*L. S.*—We really ought to have a new Doc Elsom, who believes in talking once in a while. And of course the person we select must have a hobby—something elegant and leisurely, like photographer. I see Web Brown back there. How do you think he'd do? He don't believe in overwork and he has an elegant hobby—egg-sandwiches.

*D.*—Professor Angell is leavin' us! (Tears all over the house.) Who'll we get to teach our basketball teams to rough-house Chicago? Eureka—hiding behind those palms—Eva Lewis!

*L. S.*—We really must lose Prof. Lehner. He is altogether too friendly and too sympathetic with the students. Isn't there a someone that looks enough like him to deceive the students and obtain their confidences

—who we could train to run immediately to Prof. Sharp with them? Wanted—a twin for Prof. Lehner—there's the person—Earl Barker!

*D.*—Where's someone like Miss Mayhew, only more strenuous—someone athletic that goes in for dress reform? There—among the music school gradesses—Miss Jonassen, will you be Miss Mayhew?

*L. S.*—We must now find someone to teach romance languages in place of Prof. Owen. He is too much interested in his classes—too much romance and not enough languages. Wouldn't Ray Frost be the proper prosaic, staid person to put a damper on the rhapsodical element in that course?

*D.*—Speaking of romance reminds me of Prof. Pyre. Still, he'll be married soon, and have to settle down,—so he'll probably be all right for the reformed faculty. And if not, who's someone else that's going to be married? Oh! Chuck Byron. Make a note of Chuck.

*L. S.*—Prof. Slaughter is too cheerful—positively *human*. The faculty has no time for Sunny Jims! Let's put Mott Slade in his place!

*D.*—Now Prof. Slichter is the man for his job—expression that scares freshmen out of a year's growth—voice like a band saw hitting a knot in tamarack—morbid disposition—bites wire for amusement. He'll do, unless we find someone worse—that is, better. What's that? Child in the back of the room says he's a *Cardinal* reporter—says he knows someone just like Schlie, only more so? Julius Roehl? Of course!

*L. S.*—Do you know, Benny Snow is far too entertaining for the students' good. We need someone with less of the Ringling spirit—with

more dignity, more hauteur. "Block" Knueppel would do excellently! He wouldn't unbend if there were a cy-clone on him.

*D.*—Then for Prof. Comstock's job—Lee Huntley is the man. While it is not generally known, Lee has been a consistent student of moons along University Drive all spring. I thought he was too big to get under a bench.

*L. S.*—We need a new head for the department of domestic science! I understand Lix Rice is becoming *exceedingly* domesticated. How would he do? (Guilty snicker from Gamma Phi section.)

*D.*—I don't know any one person that could replace Red Taylor. We need someone that is a Goat, and humble—sort of human apology—and yet looks like him. We'll have to get three people. Grobie can be the Goat—and George Sheets is humble and down-trodden—and Leiser-son—where did Billy go—can look the part.

*L. S.*—Prof. Kind is really distracting! He ought not to be allowed in a class-room, because the students are so busy admiring the super-latest style and the hose, and the handkerchief and the tie which match so well, that they really can't attend to mere work! Now, *Walt Sylvester* would attract less attention. He is much less elaborate—doesn't care whether he looks as if he'd escaped from Olson & Veerhusen's window or not.

*D.*—But it would be so cruel to turn poor K. K. out in the world to earn his living.

*L. S.*—Yes—and Prof. Kind must be where there are lots of girls or he couldn't exist. Why not give him

Mr. Post's job as janitor of Chadbourne Hall?

*D.*—Then for the head of the correspondence school we need someone inspiring—a model to the rising young man. How about Dallas Burch? Listen, and I will recite the story of his life, entitled:

FROM ALFALFA TO ALPHA PHI.

Amid Breese Terrace sylvan wilds  
A modest agric grew.  
He bucked and went to church. He  
had  
Some more bad habits, too.

While Badger Boarding he beheld  
The peach crop east of Bruen.  
In Burch's virgin ventricles  
There straight was something doin'.

He straight took steps to learn The  
Dance.

(He took them from Prof. Kehl.)  
He made O. Sletton's fabled rise  
Look colorless and pale.

From Chadbourne's ice-cream orgies  
mild,

Our hero swiftly riz,  
And formed affiliations with  
The A. XI Deltas!

'Twas sororitis bit him then—  
The Kappa chapter knew him;  
And all the Alpha Phises were  
Like little mothers to him.

Oh, children, meditate upon  
The rise of Dallas B.  
That you may also learn to climb  
Wisconsin's lemon tree.

*L. S.*—Now where can we find a nice, mild-mannered, unreliable, always-on-the-hand-car man to take the place Dean Richards now partially fills? Do you think Homer Benton would do?

*D.*—And we forgot another important place—Dean Birge's stenographer. It needs someone of frenzied energy, ambidexterous, dauntless, omniscient, that can run three typewriters and four errands without losing count of the heads as they drop into the basket. And with Wid Stephenson on the job as Dean—the only one that could keep ahead of nervous prostration would be Suze Armstrong. Where is Susan? Oh! Right here on the platform. (Susan blushes.)

*L. S.*—Professor Kehl's job ought to go to someone—let's see—who likes dancing, and jollying, and whose fondness for girls amounts to an obsession, and who haunts the Colonial. The very man—Ferd Bartlett! Is Ferd here? He answers to the D. G. whistle.

(Chorus of whistles, and "Are you coming, Ferd." Ferd answers, "You Bet." Miss Murchison scribbles epilogue of her epic entitled, "Fate and the Freshman, or How a Girl May Lose Out in Her Senior Year.")

*D.*—We need someone to lend a chill soda-fountain air of propriety to the other Ferdie's official position. How would Bill Bollenbeck, the boy that made Lord Chesterfield jealous, look in a white apron? And for official cup-bearer—Miss Currie showed the real knack in the Edwin Booth's Shakespearean stein song scene. She is elected by acclamation.

*L. S.*—We can't let anything so beamingly cheerful as Ten Eyck stay on the faculty! Now, the only man that could size up with Ten Eyck is—Colonel Hannaford. There, in the back seat, solemn as a dead tree covered with owls.

*D.*—There. Let us congratulate ourselves on picking an improved, well balanced, unimpeachable faculty. Prof. Sharp and Mrs. Cora Stranahan Woodward can now sit back and watch virtue triumph automatically. They need the rest.

*L. S.*—Oh, but we still need someone for Mrs. Cora Stranahan Woodward's place. We must provide someone for the girls to tell their troubles to—a sympathetic shoulder for them to cry on.

*D.*—Ladies and Gentlemen. We need someone of a sympathetic nature, someone whom the girl element would instinctively run to with its troubles—someone to take the place of Mrs. Cora Stranahan Woodward. Someone to provide a sympathetic shoulder. Preferably, someone with good, broad shoulders, so that several can cry on them at once. Who is fitted, by nature, for this delicate position? We know of no one better fitted than our honored president, Bud Mathews. Ladies and gentlemen, we take pleasure in introducing to you in his new capacity the next speaker on the program—Mr. Mathews.

(Exeunt omnes.)



### THAT UNIVERSITY CONCERT

Certain students and alumni of the University of Wisconsin will continue in a state of agitation over the fiasco of the musical clubs' recent concert in this city. After the undergraduate press ceased its comments the staid *Alumni Magazine* took up the subject and for several numbers past has devoted from two to three pages to Milwaukee's lack of patronage of the Badger school's musicians.

With the self-complacency customary in undergraduates when their public efforts fail of appreciation, the blame for the miscarriage of the Milwaukee concert has been largely ascribed to the lack of loyalty and enthusiasm on the part of Wisconsin alumni in Milwaukee, with hardly a hint that the clubs themselves may have been responsible for their failure. The tremendous success of the Amherst concert is advanced as an object lesson of what true-hearted alumni can do.

But the belabored Milwaukee alumnus has finally become restive under this unmerited blame and in the last number of the *Magazine* several break into print with communications that place the finger on the true reasons for the lack of patronage accorded the musical clubs. These were the unfortunate selection of the date—coming after a long series of college concerts—and the utterly inadequate publicity which was given the event.

There seems to have been an idea in the minds of these college troubadours that Milwaukeeans were lying awake nights in anticipation of their coming and that all that was necessary to pack a theater was a

few dozen small bills and window cards and a couple of ads in the newspapers—this and the riotous enthusiasm of the alumni.

The graduates of Amherst college in Milwaukee can be counted on the fingers of both hands, and if their activity is responsible for the splendid audience that greeted the youths from Lord Jeffrey's institution they must be hustlers, indeed. They did their share, it is true, but it was the big advertising campaign of the Amherst management which more than anything else put those clubs on the map as a live, progressive amusement enterprise. The success of other college clubs here during the past season has likewise been in a ratio dependent on the publicity created.

Milwaukee is not a village that can be awakened over night by a mere announcement. "The greatest show on earth" could not do business here without a spread of advertising. Nor is the college concert the potent attraction it was in the days when tours were few and the collegiate youth a thing to conjure with. Today it must compete with professional musical attractions and employ similar methods of gaining patronage.

If the Wisconsin boys will get a live manager, an enterprising press agent, and spend a reasonable amount in gaining newspaper publicity, their alumni here will certainly "do the rest" to insure a large audience. As one alumnus puts it: "Another year I hope that the clubs will take Milwaukee alumni a little more into their confidence instead of trying to induce their aid by the practice of mental telepathy."—*Milwaukee Free Press*.

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