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Wisconsin Alumni Magazine

Volume XIII

Madison, Wis., May, 1912

Number 8

INTERNATIONAL WISCONSIN

By T. R. HOYER, '12



WITHIN the last decade, the University of Wisconsin has stepped from a confinement of provincialism into an international arena where world problems are being solved and a world brotherhood established. The text books of our university professors are beginning to encircle the globe; Wisconsin men are traveling in foreign lands, bearing the message of Wisconsin wherever they go and culling from foreign nations the best of their contributions to the world's advancement so that our country may learn and benefit by the thoughts, institutions, and manners of the peoples on the different continents. In this reciprocity of ideas and experiences, Wisconsin will not be outdone by any of her sister universities, and just because of this intense effort towards national and international recognition, Wisconsin has become known, and her professors have been delegated to meet representatives of other nations, to carry on research abroad for the

benefit of this country and the countries lying beyond the Atlantic and the Pacific oceans.

When Stephen Moulton Babcock gave his milk test to the world, the University of Wisconsin became known throughout the country and soon throughout the world, and today this discovery and the discoverer are still subjects for popular comments in national periodicals. The indirect effect of such a discovery has been to awaken men to the possibilities of our own university, and again and again visitors have come to Wisconsin to study her system and the work done in the various departments. In 1904, Mr. Yoshimata, formerly a general passenger agent of the Japanese government railways, and at that time imperial railway commissioner, spent a whole month in Madison, attending lectures in the university. In the same year, Mr. Eero Erkko, editor of a prominent Finnish daily paper at Helsingors, came to study the Wisconsin idea. But such visits would not have occurred if the name of Wisconsin had not been made

known through, for instance, such agencies as the Russian and various other translations of Professor Hillyer's *Laboratory Manual of Inorganic Chemistry*, in 1904. Of course, this is only one example, but translations of this kind always serve to spread the name and fame of the institution represented by the author.

In October 1904 the first batch of Rhodes scholars reached Oxford. Among them was Richard F. Scholz, '02, the first Wisconsin man to hold the Cecil Rhodes scholarship. Since then, Ernest A. Hooton, M. A., '07, Thomas J. McClernan, '07, and Carl Haessler, '11, have won this highly coveted prize for the university.

The year 1906 was particularly auspicious for Wisconsin as an international institution. In May of that year, Professor M. V. O'Shea addressed the National Educational Council of Scotland at its annual meeting in Edinburgh. Professor Paul S. Reinsch, '92, was appointed as delegate to the Third Pan-American Conference held from July to September. His books on *World Politics*, *Colonial Administration*, and *Colonial Government* have since gained him an international reputation and likewise made the name of Wisconsin widely known all over the world. Dr. Edward Prokosh published at Leipzig his translation into German of Professor Charles Darling Buck's grammar of the ancient Italic dialects, the Oscan and Umbrian. The title of

the book is *Elementarbuch der Oskisch-umbrischen Dialekte*. Professor J. W. Jastrow's book on *The Subconscious* appeared in the same year in an English and French edition.

In the following year, 1907, an event of significance to the international student world occurred when the Wisconsin International Club, which since its origin in 1903 had assumed a more and more commanding place among the numerous student organizations, called a first convention at Madison of the eight international and cosmopolitan clubs then in existence in America, and became a charter member of the Association of Cosmopolitan Clubs, which now has chapters in twenty-six universities and has had as its first president, Louis P. Lochner, '09, and as its fourth chief executive, Professor A. R. Seymour, '94, now of the University of Illinois. Two years later, two members of this club, L. P. Lochner, '09, and Albert H. Ochsner, '11, were members of the commission of three sent by the Association of Cosmopolitan Clubs to an international convention of students held at The Hague, Holland, and opened negotiations for an affiliation of their association with the Corda Fratres of Europe and South America, negotiations which were further conducted and brought to a successful completion by a delegation of four sent to Rome last September, and composed of one Cornell man and

three Wisconsin men, M. C. Otto, '06, L. P. Lochner, '09, and Albert H. Ochsner, '11.

This reaching out for wider and wider acquaintanceship with the world at large prompted the baseball team to visit Japan in 1909. No particular fate hung upon this visit, but still its significance cannot be overestimated. For one thing, it resulted in the visits of both the Waseda and Tokio university baseball teams to Wisconsin last spring. This intermingling of young men, soon to lead the world in its various complex walks of life, cannot help broadening the viewpoint and creating a bond of sympathy so much desired in conducting the affairs of international importance. While the baseball team travelled in the Orient, Professor C. R. Fish spent some time in Rome as research associate of the Carnegie Institute at Washington. He left in 1908 and spent until the middle of August in London, Paris, Berlin and various cities of Belgium and Holland for preliminary work. In Rome he published a guide to materials existing in the Italian libraries which are important to students of American history. China also made a claim upon Wisconsin by appointing Stanley K. Hornbeck, instructor in political science, to the Provincial college at Hang Chow. In September of this year, Professor S. W. Gilman, '99, escorted the Japanese deputation, then travelling through the United States, from

San Francisco to Washington. He received his appointment from President Taft.

Within the last two years, Wisconsin has literally jumped into the very center and heart of the international stage. Two years ago, in August, President Charles R. Van Hise, '79, delivered the opening address at the Eleventh International Geological Congress, held at Stockholm, Sweden. Professor Paul S. Reinsch, '92, was one of the eight United States delegates to the Fourth Pan-American congress, held at Buenos Aires, Argentina. During the same year, Professor Reinsch was invited by the University of Tokio, Japan, to deliver a course of lectures on "The American Government" and "International Politics." He was also appointed a member of the committee to prepare a codification of international law. Professor M. V. O'Shea was appointed chairman of the American committee to the third international congress on home education, which met in Brussels, Belgium in the month of August of that year. Dr. M. P. Ravenel, professor of bacteriology, was appointed "Official rapporteur" to the International American Congress at Buenos Aires. He had charge of the program devoted to tuberculosis. Dr. Charles McCarthy, Ph.D. '01, then of the political science department, was elected an honorary member of the National Liberal club of London when he witnessed the debate

on the budget, in 1910. Professor Edward A. Ross, of the sociology department, went to China to study social conditions, and upon his return wrote his now well-known book *The Changing Chinese*. Professor A. L. P. Dennis of the English History department, studied the crisis in England, resulting from the rejection of the budget by the House of Lords. In southern Europe, Professor M. S. Slaughter of the Latin department held the chair of Latin in the American School of Classic Studies at Rome.

What has probably been considered as one of the most important events of international importance was the establishment on March 31, last year, of the Carl Schurz Memorial Professorship. The present endowment will bring a German professor to the university every other year. Professor Eugen Kuehnemann, of the University of Breslau will be here during the school year of 1912-1913. In Professor Reinsch, Wisconsin has a man who is holding the Roosevelt professorship at the University of Berlin this year. These exchange professorships have already begun to transform American universities, and no doubt these European professors have taken valuable suggestions on education from American soil. As a factor in international affairs, these professorships may well be regarded as "the shining lights that shine more and more unto the perfect day," for when

once the intellectual world is knitted closely together in this struggle for a higher perfection of manhood and the establishment of the true kingdom here on earth, who can place limits on any accomplishments wished for or dreamed of?

Not only do we find Wisconsin men visiting and studying in these various countries, but their works can be found there as well. The two most prominent books to be found in almost all the ends of the earth are Professor Richard T. Ely's *Outlines of Economics* and Professor W. A. Henry's book on *Feed and Feedings*. The latter book is translated into a score of languages.

Europe is the Mecca for the Wisconsin professor. Every year members of the faculty can be found abroad during the summer months, or during the time when they are off on a leave of absence. Those more familiar with Europe conduct tours and help travellers in getting the most out of their European trip. Thus Professors Goodnight, '98, and Olson, '84, have conducted such tours frequently, Goodnight being particularly well acquainted with the German Empire and southern Europe, while Professor Olson is an authority on the old home of the Vikings, the Scandinavian country.

The number of Wisconsin graduates distributed in foreign fields is so numerous that we cannot

enumerate them all. We find them digging the Panama Canal under the heat of the tropical sun. We find them in China, preaching the Gospel to the Chinese. We find them teaching in Italy and in a clerical capacity in the Honduras. We find them in the Philippines and in Scotland. Wherever you go, Wisconsin has somehow made herself felt not only through the faculty, but largely also through the graduates who have gone out to seek the fields for service and an opportunity for personal development beyond the oceans.

Sending graduates into all parts of the world necessarily results in a considerable large foreign enrollment at the university. This foreign element and those American born foreigners are very active within the university in the various foreign societies. The International Club has a home and is a powerful factor in providing social life for the otherwise helpless students. "Die Germanistische Gesellschaft" provides entertainment for the Germans and aims to stimulate good-fellowship and a perpetuation of the German language within this country. A similar position for their respective students is functioned by "The Romance Language Club" and "Nora Samlag," the Norwegian society.

Wisconsin, then, has become international through her faculty which is repeatedly sent upon international missions. She has become international through the writings of the professors. Athletics have had a considerable share in establishing the name of our university on foreign soil. Graduates have gone into foreign fields and foreign students have come to Wisconsin for their education. Professors from abroad have visited our institution and given lectures here, and our professors have done the same in European universities. All around, there is today exchange and reciprocity. Just what the future will bring for Wisconsin in the way of establishing a still larger, international record is difficult to predict, but should the last decade merely repeat itself, the University of Wisconsin would still hold her own among the leading universities of America which are expanding their reach and influence beyond this continent. However, the next decade will show a growth in this new internationalism, and the writer who will then record the history of Wisconsin in international developments will find that the pioneer institution in the education of the entire state will have spread this gospel over all the climes of the earth.

THE FOREIGN STUDENT

By PROFESSOR GEORGE C. COMSTOCK, L '83

Note.—There are few people in Madison who have done more to afford the foreign student an opportunity of coming in contact with members of the faculty and with townspeople prominent in the social life of the city than have Professor and Mrs. Comstock. Every year the International Club looks forward with pleasure to the annual reception given it on Observatory Hill, in the course of which the members mingle freely with town and gown; and during the Sunday afternoon "At Homes" of Professor and Mrs. Comstock, many a foreigner drops in to pay his respects. Professor Comstock has at various times served the International Club on its Board of Directors.—Ed.



AN ever increasing measure there comes into the life of the university a new element, interesting in itself and as we believe of large significance for the future. We mean the foreign student whose early life has been passed in surroundings essentially unlike our own, who looks forward to a career in the land of his birth, and who seeks through temporary sojourn abroad a training and experience that shall give him increased power and increased usefulness at home. Blond and brown and yellow they come to this university, literally from the ends of the earth; from Russia and India, from Japan, China and the Philippines, from Europe, Africa, and Latin America, of diverse speech and with only a single element in common, the desire for American training and for contact with American life and customs. Some of them are poor in purse and even dependent upon menial labor for daily livelihood, some enjoy the affluence of wealthy families and not a few

are specially subsidized by their home governments to prepare for official careers that are awaiting them. It should be widely known that the indemnity by our own government to that of China as an excess payment over and above the amount of American losses sustained in the Boxer outbreak, is held by China as a trust fund to be applied to the education in America of Chinese youth competitively selected as worthy recipients of government aid. Many, if not most, of our Chinese students are of this class and their ability, zeal and attainments testify to the care with which selection has been made under the former government of China and which may be expected to continue under the new government whose president has been an ardent advocate of the policy.

During the past half-dozen years, the number of these students in attendance has kept pace with the growth of the university, averaging constantly about two per cent. of the total student body, and of these the Orient, from Japan to the Philippines,

contributes about one-third of the number although very recently there has been a marked increase in the number of students coming from India as well as China. Of especial significance to the American university man, trained under German influences, is the appearance among us of the German student coming from his home *gymnasium*, expecting to return to his home university and to a career in the home land, but seeking to supplement his training for that career by a year or more of American university life.

Regardless of race or clime the university, in missionary spirit, welcomes the foreign student to her midst. As an exponent of American life and thought, she seeks to give to him knowledge and inspiration alike for his personal upbuilding and for that of his people beyond the sea. She seeks to teach him not alone the sciences and the arts of industrial life, jurisprudence, economics, or technical education, but to impart also ethical and social ideals that lie at the base of American life even though they have not always found expression in international relations or commercial affairs. Our own culture has been largely moulded abroad and it must be a singularly churlish disposition that would refuse to acknowledge and repay the debt to the general welfare of mankind. But thrifty as well as generous, the university exacts from the individual in fees an approxi-

mate equivalent for the immediate burden he imposes upon her resources and looks to his future influence at home as her share in the betterment of his people.

At a time when international relations of trade and travel, of political influence and territorial expansion are among the paramount interests of the earth, what policy could be more short sighted than to turn the cold shoulder to this element of future influence abroad? What mind more obtuse than that which refuses to see that this student element is destined to play a large part in the affairs of a coming generation with which we shall have to deal? Yet such obtuseness, such lack of vision are found in our midst and the universities' loudest critic bemoans the futility of educating men who leave the state! What response would that most astute of human organizations, the Church of Rome, make to a proposition to educate the chosen youth of foreign lands, and from the narrowest considerations of selfish interests can America afford to be less wisely provident than Rome? Japan has been profoundly influenced by her young men trained abroad. China is being rebuilt along American lines by men trained in American schools. The traditionally hostile feeling of South for North America finds a powerful solvent in educational contact between the two continents, and Wisconsin should be a leader in every move-

ment for closer touch and better feeling with friends or rivals beyond the sea.

Throughout the world student sentiment is ripe for worldwide solidarity. An international organization of students, the Corda Fratres, embraces the larger part of the civilized world and it is a somewhat striking commentary upon American student life that its part in the movement is borne mainly by the foreign students, who have organized and maintain international and cosmopolitan clubs in our larger universities and who through these clubs, affiliated with the Corda Fratres, have become an influential part in this movement. Within these clubs there is a considerable American element that has seen the advantage of contact with their fellows of training and antecedents unlike their own, and who seize the opportunity to learn at first hand the sentiment, the ideals and purposes that obtain abroad. But upon the whole it must be confessed that the average student is slow to realize his opportunities, more prone to study man through books or lectures than to meet him in the flesh, and in too large measure the foreign student goes his way unheeded or even despised with all the warmth of ignorance. We

deplore such neglect of opportunity both in the student community and in the larger civic and social life that surrounds the university. The American public has much to learn from the foreigner. Not that he is a superior being to be blindly admired or copied. He is not such, neither is he the hopeless inferior proclaimed by the jingo, or the inscrutable riddle of Kipling's verse that shrilly proclaims,

"O, East is east and west is west
And never the twain shall meet."

Their picked men compare well with the best of our youth, their weaklings sometimes fall by the way and must be eliminated from academic life; but one and all they are human beings interesting in themselves as types of humanity, valuable to the university and the nation because of the parts they and their people are destined to play in the world, and worthy of cultivation, esteem, and friendship from their academic associates and from the community into whose life they seek to enter for a time. May their number increase, their influence spread even as the green bay tree and through them may their peoples be brought into touch with the best that American university life has to offer.

THE WISCONSIN INTERNATIONAL CLUB

By WM. J. P. ABERG, '12
President of the Club



IN a university where the spirit of democracy prevails, and where the advantages of education are at the disposal of everyone, it is but fitting that there should be, among its various great facilities, one organization whose object it is, "to encourage social and intellectual intercourse among the students of all nationalities." That one organization is the International Club. It has among its seventy-five members representatives from twenty-three countries of Europe, Africa, Asia, North America and South America. Any student of foreign birth and a limited number of American born students are eligible to membership.

It is the object and purpose of this body to give to the foreign student the same advantages accorded the American student: to place him, in so far as possible, on the same competitive plane with his classmates, who have not the difficulties to overcome of being forced to contend with a strange language and strange customs. Not only is it necessary to assist the foreigner in this particular, but it is also highly essential that the native American be enlightened, so that he may more fully understand the foreigner

and appreciate his point of view. It is, then, a sort of cosmopolitan "stock exchange" of ideas—an institution combining in work and membership men of all races, bringing them into contact for their mutual benefit, that each may know the other and become a broader and better man for having known him.

This organization, like many others, is based and operated on the idea that human nature is essential social. In its work among foreign students it relies on the fact that this social spirit is never more strong and insistent than at the student age. It believes with Woodrow Wilson that "perhaps the greatest part of education, mental and moral, is derived from that attrition of mind upon mind which takes place in the companionship of student with student, after recitations are finished." There are, however, various organizations attempting to accomplish these results and it is the purpose of this article to point out the features which make the International Club unique among student activities.

The means used by the Club to accomplish its purposes are numerous and varied. A permanent house is maintained for a common meeting place, and where

men from many countries live together. Those who for lack of room do not find accommodations here, are assisted in finding suitable quarters elsewhere. Here, too, it is always possible for the foreigner to find men who speak his own language—men who

do not necessarily constitute differences in those qualities which make true men and women the world over. To his great astonishment the American discovers that the foreign student is not the strange, ill-mannered being he had supposed. It is rather the



THE WISCONSIN INTERNATIONAL CLUB HOUSE

have been benefited by previous residence at the university and who can therefore render great assistance to new arrivals.

Through public entertainments and receptions by private parties, the foreign student is given opportunities to meet the American students and townspeople in a social way. Not only does he learn American customs and ideals through this medium, but the average American is also taught that differences in race and color

foreigner who must unfortunately at times lose admiration for Americans, especially when confronted by such inquiries as: "Are there railroads in China?" or "How is time reckoned in the Philippines?" But there are other means than the purely social by which the club is aiding the foreigners.

Through the efforts of the International Club, President Van Hise last year appointed an "Adviser of Foreign Students," whose

duty it is to give advice and assistance to these students, at all times. The present incumbent, Mr. R. B. Michell of the French Department, has learned to know and understand the foreign student through four years of membership in the International Club. He has gained an insight into their needs and troubles which could come only from intimate association and acquaintance. The "Adviser of Foreign Students" then serves as the official connection between the club and the university.

Another means of Americanizing the foreigner, and of broadening the American is the bi-monthly meeting of the International Club. Aside from the training in parliamentary procedure which the foreigner gets, these meetings are devoted to educational and instructive discussions, and talks by men from other countries. I need but quote the subjects of these discussions to illustrate their nature. During the present school year the following, among others, have been taken up: "The Chinese Revolution and the New Chinese Republic," "Student Life in India," "Peru, its People and Resources," "The Italian People, and Influences of the Church in India," "Pura, its People and has been presented by men who knew their subject thoroughly and to whom their particular

theme was dear because of their loyalty and patriotism.

It is not preposterous to say that an organization of the unique character and one holding the strategic position of the International Club is a great factor in molding popular opinion abroad concerning the university. So, too, can it mold popular opinion at home concerning the foreigner, and can also make the latter appreciate and understand our customs. The average Wisconsin student is more in need of a cosmopolitan organization like our own than is the foreign student. The latter is usually a man of broad outlook—a man broadened by education as well as travel—while the American born student is too often imbued with the idea that his glorious home town is the center of the universe, and if disillusioned in regard to his home town, such center must then of necessity be his own country. It behooves us, as loyal Wisconsin students, to leave with the foreigner an impression that will make for Wisconsin the place it deserves abroad as well as at home. It is the foreigner who more than any other can establish for our university an international reputation, and it is the aim of this organization to work for Wisconsin, by aiding and receiving aid from the foreigner.

THE ARMENIAN STUDENTS AT WISCONSIN

By ARAM M. ELEAZARIAN, '14



BEFORE attempting to say anything about the Armenian students of the University of Wisconsin, I consider it my duty to explain just as briefly as I possibly can, what an Armenian is.

Perhaps I would not have to do this were it not for the fact that I have so often been approached by some such questions as, "What are the Armenians?" "Where do they come from?" "What is their religion?" etc.

Armenia, which is well known with its past to historians, is the country situated directly south of the Black Sea—east and west. It lost its self-government centuries ago and is at present divided between Turkey, Russia and Persia. Turkey has the greater portion of it and hence whole Armenia comes under the head of Asiatic Turkey—at present.

Due to the fact that the Armenians are Christians and the Turks Mohammedans, there has always existed there a strong hatred between these two nations. Armenian massacres have been performed by the fanatic Turks from time to time, the greatest one of which took place in 1895-96, under the regime of Sultan Hamid, whom Gladstone called "The Sick Man of Europe."

On account of this persecution and torture thousands of Armenians ran away from their country, seeking shelter in different countries of Europe; and some twenty-five thousand have come to this country, giving some two hundred and fifty representatives to different colleges and universities of this country, mostly in Eastern states.

The number of Armenians in the University of Wisconsin this year surpasses that of the preceding years, and according to the reports of the newly organized "Armenian Students' Association of Wisconsin," there are going to be at least three new ones next year. The Madison branch of the association is composed of the following members:

Tartarian, Courken S.; Chaboon-Garahissar, Turkish Armenia. Chemistry.

Jingheusion, Ben; Samson, Turkish Armenia; Chemistry.

Boshnakian, Sarkis; Constantinople, Turkey; Agriculture.

Kouyoomjian, Karo; Turkish Armenia; Civil Engineering.

Tashjian, Edward; Karin, Armenia; Civil Engineering.

Eleazarian, Aram, M.; Teheran, Persia; Electrical Engineering.

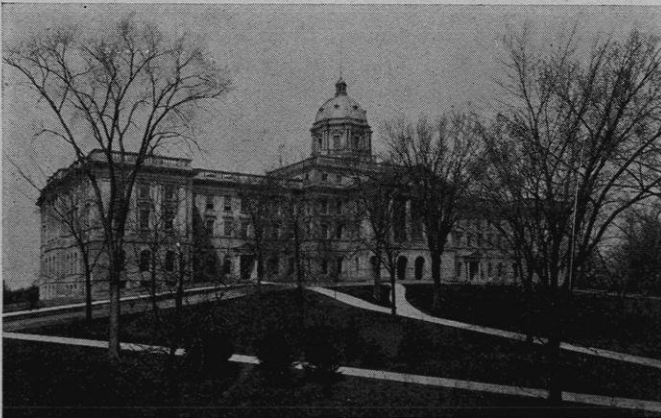
Another Armenian student, A. Chuchian, whose brother was

graduated from the electrical engineering course of the university in 1908, received his civil engineering degree last February and is now employed with some railroad company in Chicago.

Perhaps it would be interesting for the readers of *THE WISCONSIN ALUMNI MAGAZINE* to know just the reason why the Armenian students are coming to this university more and more each year. The reasons for this are manifold, but one, and the strongest of all—as far as I have been able to know—is due to this university's becoming more and more famous and its being talked about more and more each day in educational circles of the Eastern states where most of the Armenian students spend their time to choose a course and a university for taking that course.

Besides in those Eastern states the University of Wisconsin has also been talked about more and more in college circles of many European universities. As a proof of this, I may only need to mention the few lines from my father's letter written to me some eight to ten months ago, in which he writes how a graduate of the University of Berlin and one of Paris have praised the University of Wisconsin when my father in a conversation told them about my studying here.

Again, I can never forget that when I was studying in Rhode Island State College, Dr. H. Edwards, the president of the college, praised the University of Wisconsin more than once in his talks to the students, which fact really was the main factor of my coming to this university.



UNIVERSITY HALL

THE JAPANESE STUDENTS AT WISCONSIN

By SHIGEYOSHI OBATA, '13



THE writer keeps an old red-cover note book that has been handed down to him as the sole property of the Japanese Student Club at the University of Wisconsin. In reading through its pages, most of which remain blank, the writer finds an interesting record of the life of his predecessors during some time following the year 1904. In that year, on the 11th of February, the very day on which the Japanese Empire was first founded, the U. W. Japanese Student Club was organized with six initial members. Its constitutional aim was "warming each others' hearts" and "helping each other in sickness."

They held monthly evening meetings at rooms of different members, which usually adjourned, according to the minutes, between eleven and twelve o'clock. Of course, it was not the business that prolonged the session, but it was their sociality that kept them so long. There were speakers on "Hypnotism," "American Viewpoint" or "Hanging" (nothing to do with the fantastic draperies, but referring to the gruesome punishment of criminals); and there were general discussions on subjects ranging from war to woman. "There were fruits, and

there were cakes," somewhere says the Red Book; "there was tea, and there was beer."

The last named refreshment seems to have been introduced on the New Year's Eve meeting of 1906, since which time it was habitually used on these occasions. "We do not seem to be able to get along without beer," elsewhere remarks the recorder. "When one moves to secure it, there is always someone to second the motion, which is at last carried unanimously." Here his conclusion is more or less philosophic: "And such is the free-flowing course of human nature." (The reader is warned against any ready establishment of his opinion that would place under a bad light these honorably cheerful gathering of the Japanese. Beer is not strong enough to conquer the Japanese!) Undoubtedly it was a genuine good time that they enjoyed at these occasions. In the mild indulgence of their jovial propensities their hearts were warm; and for the time being they succeeded to forget the lonely thoughts of other days and the haunting dreams of other nights.

The club maintained its membership of six or eight each year, but the shifting of the new and the old members was very rapid. After mentioning a few successive

comings and goings during the year 1908, the record itself comes to an abrupt end. Since then, the fleeting generations have never tried to preserve the formal existence of the club. Early in 1910, it happened, a dozen faces on the university grounds came to recognize each other as brothers from the same shore of Nippon. And

Kosuke Kurata, Tokio, English graduate.

Kisaburo Kawabe, Tokio, L. S. graduate.

Yojizaemon Hashimoto, Saga-Ken, Agricultural graduate.

Shigeyoshi Obata, Osaka, L. S. junior.

Tokuzo Motoyama, Satsuma, L. S. sophomore.



JAPANESE STUDENTS AT WISCONSIN

presently there revived the historical meetings and eatings. The Nippon Night—a unique and brilliant party they gave to the public in the month of February—may still be remembered by those who attended it.

By, and within, this academic year the number of Japanese has dwindled to six—three graduate students, two undergraduates and one in the Academy, preparing to enter the university next fall. Following is the present Japanese contingent:

Seizo Ban, Tokio, Academy student.

Most Japanese in spite of their natural playfulness while by themselves are outwardly reserved and do not mingle freely with others, but live a rather insignificant life in social seclusion. This is partly due to the fact that many of them are poor and hard at work, having no equipment of money and leisure for any sort of social life; partly, that the life on a gayly co-ed beflowered campus as of Wisconsin is yet so alien

to these Orientals that almost voluntarily they seek the shading solitude of seclusion.

As the reasons why the Japanese come to Wisconsin the writer cannot offer very many. There are two good reasons of a general nature: first, while on either side of the continent the pride of many a poor Japanese is much hurt because of the money aristocracy of the east or the race prejudice of the west, the unaffected democracy of the Middle West is attractive and pleasant; secondly, the colleges in this section offer at the same time the opportunity for earning one's living while in school. And naturally many poor but self-respecting and ambitious Japanese students come to Wisconsin. The writer remembers having, while a boy, heard of Wisconsin in connection with its cattle. And no doubt, the agricultural college has drawn more than one Japanese each year. As for the writer himself, he came here on the recommendation of his friends in Tokio, who are alumni

of Wisconsin—Dr. Shiozawa, now a professor in the Waseda University, and Mr. and Mrs. Hibbard, both of the class of 1900. The growing popularity of Wisconsin among Japanese students since the visit of her team to their land in 1910 and the return visit of the Waseda and Keio teams in 1911, together with the growing number of Wisconsin graduates both American and native who reside in that country, will more and more direct its young students to Wisconsin.

There is now rising an association of U. W. alumni in Tokio, which will unite no less than a score of men and women (indeed, there are two young Wisconsin women in Japan) who, however widely scattered over the islands, will come together at least once a year in the capital city of the fair empire—perhaps, in the flowering season of the cherry—to talk the dear memories of their Alma Mater and to sing heartily the 'Varsity Toast.

CHINESE STUDENTS AT WISCONSIN

By KIM-TONG HO, '12



It was in the year 1907 when the first Chinese student registered at the University of Wisconsin. The name of this pioneer will be recalled as Louis Sun, now of Shanghai, and it may be safely said that at that time he never dreamed that in four years the number would reach thirty-six.

In the fall of 1908, a plan of organizing a Chinese Club was suggested by G. T. Chao, in whose mind remembrance of the Chinese organization at Cornell university was still fresh. The nine students at Madison gathered together at a social meeting one afternoon and launched the club, which has been growing in strength every year. The main purpose of the club is to bring about a closer relationship among the Chinese students, thus promoting their mutual welfare.

Of the students who have taken their degrees at Wisconsin, many have assumed positions of responsibility since their return, but it will be impossible to describe minutely what each has accomplished on account of space. K. U. Wong, the first Chinese student who completed his law course here, is now a judge in the mixed court at Shanghai. N. T. Woo is connected with the Board

of Finance, while K. C. Chu has been holding down an instructorship in a college. Y. T. Tsur, who made Phi Beta Kappa at Yale, and who took his graduate work here, is now in the office of the Foreign Board at Nanking. L. C. Chang was secretary to the admiral of a cruiser which made a tour to Europe and America last year. C. T. Tsai, in the late Revolution, was one of the assistants of the present Premier, Tang Shao-yi. G. T. Chao and L. Y. Ho are both on the editorial staff of a newspaper, the *Republican Advocate*. Y. S. Chin, an engineering graduate, and Louis Sun were in the thick of the recent Revolution. P. Ling is now studying in Germany. No wonder that Wisconsin is so well known in China to-day, and it will probably not be long when a powerful Wisconsin club will be organized across the ocean, that will be a rival of the Wisconsin alumni clubs now located at Chicago and Milwaukee.

Chinese students now at Madison are represented in practically all the departments. The club is especially strengthened this year by the arrival of N. Han, the only graduate student, whose major is in Forestry. There are more in the Letters and Science Department than in any other, as there are quite a number specializing in Economics, Political Science,



THE CHINESE STUDENTS CLUB

Mathematics, Chemistry, and Education. The Engineering College has several prominent undergraduates, while the Agricultural College will claim K. J. Woo as its first graduate. It is significant that in the Chinese colony no less than ten provinces are represented.

In order to carry out the purpose for which the club exists, meetings, both business and social, are held from time to time, and this year club rooms are maintained and well supplied with magazines, books, and newspapers in Chinese and English. Besides these meetings, the students on Sundays are divided into two groups for the study and investigation of the Bible and Christian principles, under the leadership of Professors Crawshaw and Kahlenberg. At the club headquarters, a person can always obtain the latest and most reliable news from home.

The Chinese students have given entertainments or have taken part in programs every year, and there are always among them persons with musical and literary talent. Last year for the benefit of the summer school students, a Chinese Night was given in which Oriental life was depicted. On the establishment of the Republic of China, the Chinese students set aside March 22 of this year to celebrate the occasion with the American friends at Lathrop Hall. President Van Hise and Governor McGovern both delivered short

addresses, while S. D. Lee gave an excellent oration on China and Republic, which is published elsewhere in this issue. The "stunts" and the musical numbers, according to the several hundred guests, were original and catchy.

The boys are now looking forward to the summer Conference, where all the Chinese students in the country will gather to have a full week of jollity and recreation, and this year the conference ought to attract many, because of the elaborate plans made to celebrate the birth of the new Republic. The Eastern students will meet at Williams College, Mass.; the Western Section has not yet decided upon its place; and the Mid-West Section will hold the conference at Ann Arbor, Mich., which has the largest number of Chinese students in the country. The Badger boys will surely do their share to uphold the name of Wisconsin, and will fight hard in all the activities,—the literary as well as the athletic contests. It will be remembered that the last annual conference, which drew an attendance of one hundred twenty, including the twelve Chinese women students, was held here in Madison. Due to the hearty cooperation of the university authorities, the Conference set a new standard for future occasions.

What the University of Wisconsin has done for the Chinese students, and for the interest the

friends of the institution have shown in them, the Chinese students hope to repay in their service to their country, by living up to the ideals and lessons taught at Wisconsin.

THE GLEE CLUB REUNION

By JOHN S. MAIN, '98

THE annual reunion of the members of old Glee Clubs has become one of the fixed events of Commencement Week. Started two years ago as an experiment, it has proved to be a decided success and one of the most enjoyable features of the Commencement exercises. Last year twenty-eight alumni took part in this reunion, gathered from the four quarters of the country to sing again the songs of days gone by and to renew old friendships.

Those who responded to roll call were the following: Dodson, Jones, Olson, NeCollins, Beebe, Hand, Bowman, Stenjem, Ellman, Main, Washburn, Spooner, Hobbins, Watrous, Moseley, Bolte,

Bredin, Davis, Boss, Weld, Walbridge, Stotzer, Coerne, Arnold, Stothart, Dorward, Wilce, and Bewick. The program for last year included a rehearsal in Music Hall, an Alumni Day, a boat ride across Lake Mendota with lunch at the Golf Club, an open air concert in the afternoon on the upper campus and the alumni dinner in the evening. The program for this year has not yet been completed but the local entertainment committee promises a good time to all who return. From Mr. Washburn, the president of the alumni organization, comes the report that at least fifty of the boys are expected back this year.

CHINA AND THE REPUBLIC

By S. D. LEE, GRADUATE STUDENT

From the Address Referred to in the Preceding Article



THE Manchu monarchy in China was a failure. A mere child was seated on the throne, and a man without experience, without ability, and without a settled policy in statecraft was placed at the head of the government. Personal relations loomed large in the conduct of public affairs. A few strong, earnest statesmen of the country were dismissed on petty excuses. Members of the reigning family, either too old or too young, but all ignorant, conceited, arrogant and avaricious were raised to positions of paramount importance. The enrichment of these men and the glorification of the Manchu race became the chief ends of misgovernment. The welfare of the people was ignored. Questions of international significance were deplorably neglected. Famine and flood afflicted the people from within, and foreign aggression humiliated the nation from without. Chinese independence was then at its lowest ebb.

Historically considered, the Manchu monarchy was equally a failure. During its existence of 267 years, there was not a single achievement which it could boast of, except the perpetuation of 4,000,000 lazy, uneducated parasitic "bannermen" by a reckless

provision of pensions. Filled with a selfish desire for power and wealth, it imposed upon the people curious national customs, and maintained artificial racial distinctions. Monopolies were created, and taxes were levied without the least regard for the rights of the people. Official positions were sold to the highest bidders, and justice in the courts was frequently denied the people. In a word, it did everything it had the power to do, to keep one family in riches and glory; but it did nothing it had the duty to do, to promote the interests and influence of the nation.

The inevitable shock to this condition of arrested development came in 1894 from the war with Japan. By 1898 the Emperor Kwang Hsu was thoroughly aroused to appreciate the seriousness of the situation, and decreed a number of reforms. Before these edicts were carried into execution, strong reaction, headed by no less a personage than the Empress Dowager Tse Hsi, set in. The disappointment of the people, the fear of the Court, and the aggression of the foreigners, all resulted finally in the production of that melodrama which is now known as the Boxers' Uprising of 1900.

Since then demands for better government were repeatedly made by the people, but repeatedly re-

fused by the Court. Under most urgent pressure, the latter made promises which also proved delusions and snares. The people's patience was totally exhausted; the dynasty could no longer retain their reverence, regard, and confidence. The popular wish was that it must go. Therefore on October 10, 1911, at Wuchang, the Revolution made its historic move, peaceful, quiet, irresistible, triumphant. Within the short space of five months, a republic was formally established.

The Revolution was primarily a rising against a corrupt and oppressive government. The fact that a Manchu happened to be on the throne was simply an unfortunate incident, which made the undertaking more complicated and more difficult. In the political history of China, taking into account only the more important dynasties, the royal seat had twenty-four times changed its masters. Whenever the government became inefficient or vicious, the greatest number of people never failed to exert their effort for the greatest good. Only in so far as the Manchus had the absolute control of the government, in so far as they ignored its primary function, and in so far as they held themselves apart from the mass of the people, they brought upon themselves the responsibility for the backward position of China, and for whatever bloodshed and loss of property was consequent to the revolution. This

responsibility came to them as the rulers of China, but not as a race in any degree different from the Chinese. The Republic has openly declared that all Manchus who abide peacefully within the limits of its jurisdiction will be accorded due protection and equality.

The overthrow of the monarchy and the final establishment of the republic must not be accredited solely to the revolution either. The two main objects of the Manchu government were the preservation of the throne and the collection of revenues. So long as these were secured, it left every province, every city, every village to struggle for itself. When China came in contact with the West, a new impetus toward democracy was received. Such books as Carlyle's *French Revolution* and Mackenzie's *Nineteenth Century* became popular readings among the Chinese in their native translations. As the English language was made compulsory in all high schools and scientific and technical institutes, a large number of students were also enabled to get at the treasures hidden in the books of that language at first hand. Unconsciously but nevertheless truly, the missionary schools and colleges, by the living voice and examples of their teachers, also added oil to the fire. And lastly, who were the leaders of the Revolution, but again men who had spent many years in the West?

This emphasis upon the new im-

petus, however, must not be construed to mean that the growing demand for an efficient, democratic, modern government in China is not deep rooted, and will wither away, when the sun of old order comes round. For while we must admit frankly that China in some respects is centuries behind, in others she is not. We must also remember that many of the discoveries and inventions which have brought the civilization of the Occident ahead of that of the Orient are not centuries old, but of recent origin. On the other hand, if a man were to look fairly into the history of China, he would say, as one American writer did recently, "that many of the most important inventions the world has known, many of the greatest social, moral, and political reforms have either been copied from or anticipated by the rulers and statesmen of China. The waters of the Deluge could hardly have subsided when the yellow empire began, fire was discovered, iron found by its first ruler, and the sciences of botany and chemistry were so far advanced as to be applied to the cure of disease. About the same time silk manufactures and old-age pensions were established twenty centuries before they were introduced into Europe. The temperance movement, not yet a century old with us, was inaugurated in China over two thousand years ago, and the unlucky discoverer that an intoxicant could be got from rice was

banished in disgrace. At the same time government based on the popular will, with the all-men-equal doctrine, was inaugurated. Seven hundred years before Christ federal government was advocated. Of inventions and utilities, gunpowder, glass, the mariner's compass, writing paper, public libraries, and porcelain were old before Christ. The engineering works of China, roads, suspension bridges, canals, and aqueducts awaken to-day the admiration of the expert engineers of America. Printing was discovered nine hundred years before it was known in Europe; and in the eighth century the Peking *Gazette* and the first college in the world were established, both of which are in existence to-day. Even socialism was not forgotten by China of old. It was not Lloyd-George or John Burns, but Wanganchi, a statesman in the reign of Chingtsong, about 1,000 A. D. who declared that 'the State should take the entire management of commercial industry and agriculture into its own hands, with the view of succoring the working classes and preventing them from being ground to dust by the rich.' " (*N. A. Review*, Feb., 1912, p 255.)

Surely this is speaking much for China of to-day. She had also many weak points, which when she became conscious of their existence and harm she did not hesitate to acknowledge, and solicit the assistance of friendly na-

tions in exterminating them. How she fell victim to the opium curse, and how she has struggled to extricate herself from its grasp are becoming stock examples. How she found her old, classic education inefficient to keep herself abreast with modern industrial and commercial development, and how she has sent her children to learn from her neighbor what she herself cannot teach are illustrations of the same weakness. Fortunately, rather than the existence of evil, it is with its destruction we are concerned now. It is important to note further, that the crusade against opium and the sending of students abroad have been due mostly to the awakened mind of an originally resourceful people, and very little to any settled policy of a careless Manchu monarchy, which has in turn surrendered its right to exist to the Republic.

There seems to be no doubt that the success of this new government will mean a much higher degree of administrative responsibility and efficiency. Greater freedom in religion and politics will be allowed. Natural resources will be more fully developed. The prosperity of the people will be increased, and their standards of living will be raised. In all these things, not only China alone will receive immense benefit, but the world at large will share in its political, social, and material progress.

But the question often comes: Is China ready for a republic? On our part, we say YES! I have already mentioned that besides the preservation of the throne and the collection of revenues, the Manchu monarchy did nothing to relieve the autonomous struggle of the provinces, cities and villages. The capacity of the Chinese people to manage their own affairs has been abundantly proven by the events of the last six months. There is no class distinction in China, and with the removal of an oppressive monarchy, the large extent of the country, and the variety of people, religion, language, natural conditions, local interests, and economic needs in different parts lend themselves most conveniently to a republican federation. Too much was sacrificed under the last monarchy, and whether or not the Republic will be fully successful, the Chinese people are strongly disposed to give it a fair trial, and this without further delay. The strongest and best men are at the helm of the movement, and franchise is to be limited by educational and property qualifications. Among the Chinese nothing commands more respect and influence than learning, and the educational prospect in China is not altogether unfavorable for this change of government. The school census last year gave 52,650 schools and 1,626,720 students. Compared with the numbers af-

fects the year before, last year saw an increase of 10,206 schools, 25 per cent and 351,792 students, again 25 per cent. Amongst the latter there were increased 2,419 professional, 3,033 technical, and 346,710 academic students. Besides there were a great many missionary and private institutions which had not been registered with the Ministry of Education, but which in many cases were fully as strong and as popular as any of those registered. Correspondence study had also been introduced into many high institutions, and for economic and other reasons, self study was no less common than before.

Therefore to say that the Chinese people are as well prepared for a republic as are the people of the United States is rather beyond the truth. To expect them to put the new form of government at once into smooth working order is decidedly too much. Dissatisfaction and disturbance are bound to

rise, for a time at least, from unscrupulous or disappointed ambition. But it is certainly very probable that the Chinese people will profit by the experiences of other nations, and this very experimenting with the republic will give them a real insight into its needs and possibilities and prepare them most effectually to make the best use of it. Its establishment is not merely an end, but also a means towards further progress.

So the Chinese people rose, fought, triumphed, and established their government on a republican basis, exactly as the founders of this nation had done before them.

The die is cast. Democracy has won another victory. The part for the United States to play in this period of China's reconstruction is not to ask: "Is China ready for a republic?" or "will the Republic be fully efficient and successful?" but "How can we help?"

WISCONSIN AND THE HINDU STUDENTS

By BASANTA KOOMAR ROY, '11



AS India is governed by a few strangers, so pride, high ideas, and ambitious thoughts must be stifled there . . . and that haughty spirit, independence, and deep thought which the possession of great wealth sometimes gives, ought to be suppressed. They are directly adverse to our power and interest . . . *we do not want generals, statesmen, and legislators; we want industrial husbandmen.*" This was the British policy in India as enunciated by Mr. William Thackeray, a high British official, in the early days of the 19th century. And it can be safely asserted without fear of effective contradiction that the British government has followed this policy right through the 19th century, and are still doing everything in their power, sometimes openly, at others covertly, to perpetuate this policy as long as they happen to remain as rulers of India.

Truly, the best and safest way to gain this baneful end is not to open the eyes of the Hindus by imparting education; for it is as true as the University of Wisconsin is unrivalled in its work beyond the classrooms and the campus, that education brings in its

train high ideas, ambitious thoughts, and above all, love of liberty.

As a result of the studious application of the British stifling instinct on the educational system of the country, we find ourselves face to face with the grave problem of educational dearth in India, the enormity of which is enough to amaze any human being, of course with the honorable exception of the imperialist. It is indeed a pity that over and above the perennial food famines the Hindus have to suffer from educational famine as well.

The Hindu's love of learning is proverbial. He places learned men higher than the king. The first sanskrit couplet the Hindu children are asked to memorize runs thus in translation: "There cannot be any comparison between the learned man and the king; for the king is worshipped only in his own country whereas the learned is worshipped all over the world." It is only through the promptings of this love of learning coupled with the demands of necessity that the Hindus have been, for a long time, agitating for a popular system of education. They have been begging the British government for the introduction of a free compulsory system of primary edu-

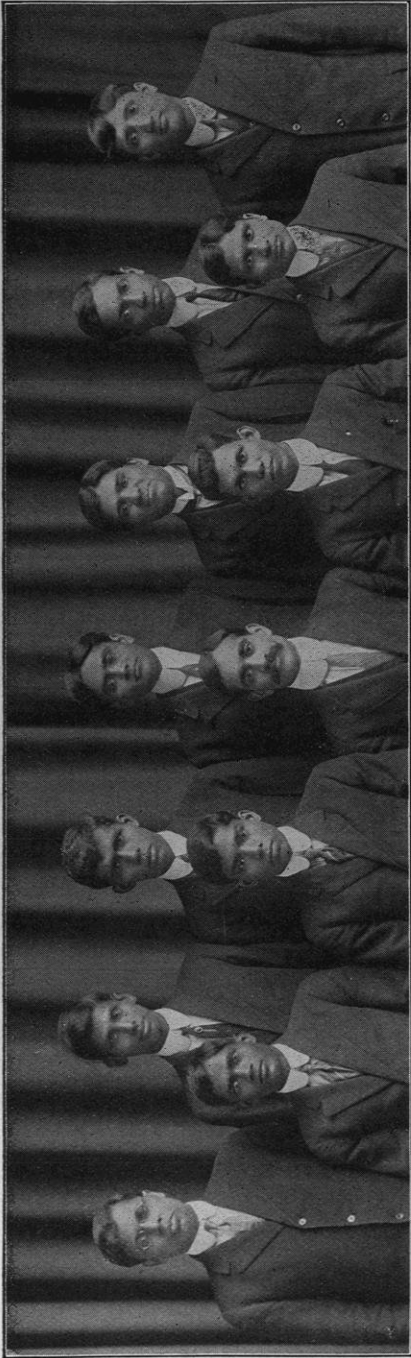
education; but they beg in vain. The British government is directly adverse to this dangerous innovation, that has proved to be a success even in Hayti. Not long ago the cities of Bombay and Lahore proposed to tax themselves for the establishment of free schools for the poor children of the community; but the British unselfish interest in "civilising" the people was so strong that they vetoed the measures; and again this March Mr. Gokhale's Primary Education Bill, providing for free primary schools in India and gradually to make it compulsory, which came up before the Viceroy's Council, was rejected by the government and was not even allowed to be referred to the select committee for consideration. To the utter mortification of every wellwisher of India the bill has been assassinated by the direct representative of His Most Gracious Majesty King George of England, who proclaimed during his sojourn in India that he was vitally interested in India's educational progress; so much so that he himself made a "gift" of \$1,666,666 for the "advancement of popular education" but said that the money was paid from the revenues of India!

All these vetoes of the people's demands for education seem like jokes when we compare them with what the Hindu princes are doing for the spread of education in their states. The Goekwar of Baroda has made primary educa-

tion free and compulsory, and the Maharajas of Mysere, Travancore, Patiale and Gondol have introduced free schools in their respective states.

It pains one to write that after 150 years of British rule in India 90 men out of a hundred and 140 women out of 141 do not even know how to read or write their names; that though 90 per cent. of the people of India live in villages, still 80 per cent. of the villages have no schools of any kind, and as a result 80 per cent. of the children of school age are growing up without any schooling at all; that Japan spends annually for primary education 27 cents per capita, Germany \$1.70, England \$2.50, Switzerland \$3.41, the United States \$4.27 and India, England's "cattle farm," to borrow a phrase from John Stuart Mill, less than 2 cents.

India is in dire need of scientific and industrial education and those are the things the British government discourages the most. About 85 per cent. of India's population are dependent on farming; but there is not one agricultural school or college accessible to the farmers. It was an American, Mr. Henry Phipps of Pittsburg, who during his travel in India saw and was touched by the miserable condition of the farmers under British rule and made a gift of 150,000 dollars from his own pocket to the British government for the improvement of agriculture in



HINDU STUDENTS AT WISCONSIN

India. The Hindus will always bless the name of Mr. Phipps.

The Hindus, realizing the seriousness of the backward condition of India, are getting restless to arm themselves with all the strength of modern education; and when they cannot get it at home, they must come out and get it anywhere and at any cost. So, every year, hundreds of students are going to Europe, America and Japan to be educated in all the wealth of modern sciences and industries and with it get the key to the mastery of the mysteries of the forces of nature. The knowledge thus acquired they expect to apply to Indian conditions and thereby to enrich their motherland by developing its resources along normal and natural lines, whereas at present they are being developed out of the country.

A great many of these students come to America; and it is quite natural that they should. The opposite poles do attract. America's democracy cannot fail to attract those that are smarting under the galling of an absolute despotism; nor can America, a students' paradise, with all its educational opportunities fail to draw the hearts of those that suffer under India's educational disabilities. Our British overlords have expressed themselves against sending students to America. They have mastered courage, conceit and audacity enough to declare that England has everything that America can offer by way of education. But

the Hindus know better than that; and we can safely hope that as long as there is no direct law against it the Hindu students will continue to come to America unceasingly and in ever increasing number.

Of the Hindu students that are scattered in different universities and colleges of America, the University of Wisconsin has the most. The reason is not far to seek; when I told a friend of mine who was then studying in Cornell University that I was going to Wisconsin, he said: "You are going to a great university." "That's the reason I am going there" was my reply. And that again is precisely the reason why the number of Hindu students in the University of Wisconsin is increasing every year.

The State of Wisconsin is the most progressive of all states of the Union; and its university has justified the great name it bears; and the story of its intrinsic worth is too great to be confined within the boundaries of the Republic. It is spreading out and diffusing its aroma in all the quarters of the globe, inviting the devotees of distant lands to this sacred shrine of learning.

This year we have eleven Hindu students in this university. Nine of them come from Bengal, one from Bombay and the other from the United Provinces. They are:

Nabin Chandra Das, Banewar Das, Rajani Kanto Das, M. S., Birendranath Das Gupta, Raghu-

bar Dayal Gupta, Barendra Kumar Palit, Rajendra Narayan Chowdhury, Shanker M. Pagar, Khagendra Narayan Mitra, Hemendra Kisore Rakshit, and Basanta Koomar Roy, B. A.

They are specializing in agriculture, economics, political science, chemical, mechanical and electrical engineering, biology and journalism. They are enjoying every minute of their stay in beautiful Madison. This year's winter was very hard on them; two having a "freezing" experience. One froze his nose and the other his ears; but both of them bore the pains and more painful still the curious look and smiles of their friends with cheerfulness, for freezing to them had the charm of novelty.

The Hindu students are organized in a club called the Hindusthan Association. The aims and objects of this organization are to further the educational interests of the Hindus. It proposes besides other educational matters, to

gather reliable data about the different institutions of learning in this country and so to guide those that intend to come to America with accurate information. Anyone who is in sympathy with the educational advancement of the Hindus can be a member, subject to the rules and regulations of the Association.

One of the greatest needs of India to-day is education—both extensive and intensive, an education that will impart to the teeming millions of India what Herbert Spencer calls "Completeness of Life," and will "conduct them," to speak in the words of Horace Mann, "to that enjoyment which is at once best in quality and infinite in quantity."

America can help India in education as we know she has and is still helping other Oriental nations along the same line. A Hindu adage says, "There is no gift greater than the gift of knowledge." Let Wisconsin lead!

A PROPOS OF JUR FOREIGNERS

BY PROFESSOR SCOTT H. GOODNIGHT, Ph. D. '05



THE rapid increase in the number of foreign students enrolled in the university—from 17 in 1902 to 120, representing 21 nationalities, in 1912—has given rise to a number of problems, several of which are receiving merited attention from the adviser of foreign students, the International Club, the Y. M. C. A., and other effective agencies. One matter, however, seems to the writer to have been thus far unduly neglected, viz., the organization of special instruction for foreigners in the use of spoken English.

Of the need of such instruction there can be no doubt in the minds of students and teachers who come into frequent contact with foreigners in their class work. Some Europeans, to be sure, and occasionally, too, Orientals, come to us with an astonishingly good command of English; a few others acquire it rapidly after they arrive; but the majority of them have a hard struggle with the vernacular which extends over the first year or two of their sojourn here, and which handicaps them seriously in everything they undertake. Those of us who have passed a semester in a German, French or Italian university, for example, can well appreciate the

difficulties under which they labor.

The most elementary instruction in English given in the university is the sub-Freshman course in composition, planned for American students who have come from the high school with poor preparation in English. But this is manifestly a very advanced course for foreigners who arrive here unable even to understand spoken English well, much less to express their own thoughts with any degree of accuracy and fluency. Furthermore, the emphasis in this course is naturally upon written, not spoken English. Most of these students know some English grammar and have a fair reading knowledge of the language when they come; but they are greatly in need of a careful drill in pronunciation and inflection and guidance in the acquisition of a practical vocabulary. With a semester of such drill the most of them could undoubtedly carry Freshmen or sub-Freshmen English easily and pursue their other studies with much greater ease and profit. Many might be able to carry part work in other subjects from the beginning, taking up full work when the introductory English course had been completed. But it is unjust on the one hand to expect the foreigners to carry a full

course of study from the first without such preliminary linguistic drill, and unjust on the other to expect the instructors in Freshman and sub-Freshman English classes to introduce it in composition courses designed primarily for American students. Special courses of the kind contemplated would not only be of immense benefit to the foreigners, but would also tend to lighten the drag in the present classes.

There is no lack of precedent for such courses in the European universities. Many of them are very elaborate, embracing not only the oral drill, but both elementary and advanced courses in grammar, composition, rhetoric, improvisation, elocution, history of literature, and the like. The "Institute for Foreigners" of the University of Berlin, conducted

by Professor Wilhelm Paszkowski, who lectured here recently, embraces in the advanced grades courses introductory to the cultural and intellectual life of Germany, biographical, geographical and historical studies, and lectures on social, industrial, philosophical and literary subjects.

A curriculum so wide in scope is neither practicable nor desirable here, but a systematic elementary course in English to prepare for effective work the ambitious foreigner who comes to us well equipped in other ways, is a real need. If carefully planned and ably and sympathetically conducted, it would materially benefit a highly deserving and rapidly increasing class of our university students, and our international friendships would receive additional strength in consequence.

IS WISCONSIN TOP-HEAVY?

By PRESIDENT C. R. VAN HISE, '79



THE letter of the state superintendent appearing in the papers of April 10th to the teachers and the public, characterizing the university as top-heavy, shows the same lamentable deficiencies as his previous letters. By each of them he has put himself into the old unpleasant dilemma either of wilful misrepresentation of the facts or of such amazing ignorance of them as to belittle his intelligence. The state superintendent has never been able to discriminate between the scope of a university and a high school. He apparently thinks the university is nothing more than a big high school; whereas the university is a continuation of the high school work and something vastly larger.

If the question were asked the public, what are the half dozen greatest endowed universities of the country, the answer would probably include five or all of the following: Chicago, Columbia, Cornell, Harvard, Johns Hopkins, Yale. Is it the desire of the people of the state that the University of Wisconsin shall approach these institutions? These institutions, according to the catalogs at hand, have graduate students as follows: Chicago, 1,638 (including summer session); Columbia, 1,999

(including summer session); Cornell, 372, Harvard, 671; Johns Hopkins, 628; Yale, 486. At the University of Wisconsin the number of graduate students for the current year is 785, including the summer session. As compared with the endowed institutions, we fortunately find ourselves in a respectable position, as respectable as any state university.

While, therefore, the University of Wisconsin has not neglected its advance work, it has shown an exceptional regard for the needs of the people, as is shown by the establishment of its extension division for the people of the entire state. Along these lines, and indeed in its work for the state broadly, the University of Wisconsin is recognized as a leader. Is it at all likely that the same men who planned the extension work would neglect the larger group of students at Madison for a special class? As a matter of fact there is not a scrap of evidence adduced by the state superintendent to show that this is the fact, although he makes sweeping unproved statements to this effect. His unfairness is shown by his mentioning the number of doctorates which were conferred at the last commencement, 17, and his failing to mention that at the same commencement from the graduate school there were 84 masters or

equivalent degrees granted. Was the state superintendent ignorant of the fact that the graduate school gave five times as many masters degrees as doctors, or in mentioning the one and failing to mention the other, did he intend to deceive the public?

Regarding the relation of the graduate and undergraduate instruction, every competent educator of the country knows that those institutions which have strong graduate schools are also those which have the best undergraduate schools. Good undergraduate instruction inevitably leads to a strong graduate school. A university having a strong graduate school contains many men of inspirational power whose instruction is listened to with enthusiasm by the undergraduate students. There is in this country no university that gives strictly first-class undergraduate instruction which does not have a strong graduate school. The one cannot exist without the other; the two are complementary.

Turning now to undergraduate instruction. There is no problem to which the educational officers and the regents have directed their energy more continuously than that of efficient instruction for undergraduates, and especially freshmen and sophomores.

The superintendent says or implies that a fair proportion of the best men do not give their energy to the instruction of the freshmen and sophomores. In the college of liberal arts, what are three

great groups of elementary subjects open to freshmen? 1. The fundamental sciences, biology, chemistry and physics; 2. The modern humanities, history, and political economy; 3. English and foreign languages.

In biology, for the first semester the elementary lectures were given by Professor Allen, head of the department of botany. In this class there were 292 students, of whom 245, or 84 per cent were freshmen and sophomores. The second semester, the elementary lectures were given by Professor Guyer, head of the department of zoology. In this class there were 121 students, of whom 68 were freshmen and 29 sophomores, a total of 97, or 80 per cent in the first two years.

Two courses in elementary chemistry, one for general students and one for engineering students, were given by Professor Kahlenberg, the head of the department of chemistry. In these two courses in the first semester were 718 students, of whom 560 were freshmen and 132 sophomores, a total of 692, or 96 per cent. The second semester in this class there were 649 students, of whom 482 were freshmen and 107 sophomores, a total of 589, or 91 per cent.

Professor Snow, head of the department of physics, gives the general course in that subject. In the first semester there were 379 students, of whom 73 were freshmen and 170 sophomores, a total of 243, or 64 per cent. In the sec-

ond semester in this course there were 316 students of whom 48 were freshmen and 147 sophomores, a total of 195 or 62 per cent.

In history there are two great elementary courses given, those in English history and those in European history, open to freshmen and sophomores. The first is given by Professor Dennis, a full professor. The first semester he had in this class 384 students, of whom 262 were freshmen and 66 sophomores, 328, or 85 per cent. The second semester there were in this class 312 students, of whom 201 were freshmen and 65 sophomores, or together 266, 85 per cent. The course in European history is given by Professor Munro, a full professor and chairman of the department. The first semester he had 137 students, of whom 91 were freshmen and 28 sophomores, a total of 119, or 87 per cent; the second semester 123 students, of whom 68 were freshmen and 25 sophomores, 93 or 75 per cent.

In political economy the elementary lectures in economics are given by Professor Urdahl, a full professor. The first semester there were 277 students, of whom 18 were freshmen and 179 sophomores, a total of 197 or 71 per cent; the second semester, 214 students, of whom 31 were freshmen and 139 sophomores, a total of 170 or 79 per cent.

The work in English and foreign language is done on a different basis. There are no large ele-

mentary divisions. The work is of a drill character which must be divided into small sections. Much of the freshmen and sophomore work, even in these drill sections, is done by men of professorial rank. In the work of the junior and senior years the same situation obtains as for freshman and sophomore work. Every large elementary course in every subject is in the charge of a man of professorial rank who gives the general lectures or other instruction, but who is helped by other men of various ranks from professor to assistant.

If space permitted additional statistics could be given for each of the general subjects along the lines of those presented; but those presented are sufficient to show that for each of the elementary subjects open to freshmen and sophomores a full professor is in charge of the courses and gives lectures, and that for physics, chemistry, biology, history, and political economy, an overwhelming majority of the students in these elementary courses are freshmen and sophomores.

Was the state superintendent, who is ex officio a regent of the university, aware of these facts when he wrote his letter saying that the work of the freshman and sophomore years was placed in the hands of young and inefficient men, or did he wilfully and deliberately aim to deceive the teachers and the public by a gross misrepresentation of the facts?

THE PLACE OF GRADUATE STUDY

By PROFESSOR JOSEPH JASTROW



THE issue recently raised* in regard to the emphasis of graduate study at the University of Wisconsin opens a general question of purpose and policy, which can profitably be discussed upon its merits. It is urged that the center of gravity of the university is disturbed by an absorption of interest in graduate work; it is urged that the expenditure of liberal sums for the purpose in so far detracts from the service of the institution as a great college for the young men and young women of Wisconsin who desire a college education. One might at once reply that the university is not a mechanism and that its center of gravity, if it has one, plays no part in its efficiency. It is an organic living institution, and the spirit that dominates it extends to and through its many parts and functions. It is supremely important that this spirit should find its source in the most favorable influences which the intellectual resources of the State can command; and this means that a big State, in its educational as well as in its other provisions

must be guided by big men with big ideas. Such bigness is not a matter of size but of outlook as to end, and of insight as to means. It is fundamentally an appreciation of quality, not of quantity. It is far more true that the presence of a graduate school lays the foundation of the university, than it is to imply that it represents an overgrowth at the top. Yet all these phrases are but figures of speech, out of which, according to one's disposition, it is about as easy to fashion bricks as bouquets. Their value depends upon realizing in an intimate way the structure and operation of a great university. Details have meaning only in relation to a whole. A criticism of details has value only when it arises from a sympathetic understanding of the whole.

It is not only a narrow but a false view that the State of Wisconsin has done its duty when it provides for the young men and young women of the State the education which they are likely to demand in the pursuit of their worldly careers; that the State has done its full duty when it provides college facilities for a

* By the State Superintendent of Public Education. The present article in no way touches upon the specific and desirable training to be provided within the college for undergraduates. On that question a considerable diversity of opinion and practice prevails. The two points at issue are, the worthiness of graduate study as supported at Wisconsin, and the influence (and possible encroachment) thereof upon adequate concern for undergraduate interests.

liberal education and a minimum of professional training necessary to start the engineer, the lawyer, or the doctor upon his career. The larger and fairer view is that the State of Wisconsin is making its contribution to the higher education of the country and to the expansion and dissemination of knowledge. Such indeed is the only tenable view for any great institution of learning to adopt. Viewed once and for all as the *State's contribution to higher education*, it becomes clear that the state university must be free to pursue this purpose according to approved methods and standards. If State Universities are to be handicapped in this pursuit, and if endowed institutions alone are to be free to develop advanced educational policies and facilities, it is inevitable that state universities will have to be content with an inferior function. It is in some measure true that hitherto the freedom of endowed institutions, with ample opportunities and wisdom to take advantage of them, has given them a position of leadership. The small group of universities of foremost prestige have been able to take the initiative in important reforms and to determine and advance their policies and ideals. This is more largely true of the past than of the present; yet we still need to emphasize the conviction, which liberal minded persons readily share, that the leading State institutions should be

equally free to further educational ends on a par with the privileges exercised by endowed institutions. The time has come when the responsibilities and obligations of the two are nearly if not quite equalized. This does not imply the neglect of the duty to meet the immediate educational duties towards the youth of the State. It does imply that the nature of this duty and the mode of carrying it out shall be interpreted in the spirit of the liberal ideals and purposes. While it is never quite just to make a comparison between the government-supported universities of Germany and the state universities of this country, it is fair to indicate that the universities of Germany freely encourage the interchange of students, and that this large migration of students, (about sixty per cent.) from one institution to another is a distinct help to individual scholarship and the interests of higher education alike. There is no more general criticism which foreigners make of our universities than that they are too provincial in tone, too local in conception of needs and purposes. Much of this is inevitable, even desirable, with many compensating if limited advantages. It is further urged by foreign critics that all this makes for a local and superficial loyalty to an institution rather than a loyalty to the purpose which the institution embodies. Thus considered, far from being top-heavy,

it is just this top-story of our intellectual structure which when weighed is found wanting. Apparently it is still necessary to set forth in how many ways the benefit from graduate work extends to all parts of the university, to all its activities, to all participating in its life. To suggest that our efforts in this direction are an extravagant indulgence, or an ill considered pursuit of vain values, is a direct invitation to turn backward, and not forward, as the State motto advises; to give up the gains which have made possible our present position of vantage.

In contrast with the German policy which emphasizes the cosmopolitanism of learning and cultivates loyalty to the higher education as such, the suggestion to restrict the higher opportunities of the University of Wisconsin so that they shall not be too readily available and for the most part shall redound to the benefit of the State alone, seems as unwise as impractical. It is in point to remember that such institutions as Harvard and Columbia are likewise engaged in fitting their graduate students for positions in Wisconsin, and that they are proud and pleased to place them there. We are entirely ready to receive the benefit of this very expensive education supplied by other institutions. In self respect, as well as for our own advantage, we should be equally ready to make a like con-

tribution, and take a prominent part in supplying the only permanent source from which the vitality of the higher education can be indefinitely replenished. Those who cherish high ideals for Wisconsin, and esteem the part which education is to play in their achievement, are committed to the belief that there should be at least one institution in the State which shall be liberally devoted to the larger ideals of the cultivation of learning.

The suggestion that the students thus encouraged to pursue graduate study are not of the highest mental calibre, and that the investment in their career is not as well worth while as it should be, is difficult to refute. There seems to be some ground for the opinion that the intellectual promise of a considerable number of graduate students hardly justifies an optimistic outlook. But if the charge is true, it is by reason of the lack of adequate attraction in the professorial career, and in other professions. It is because promotion is slow, the ultimate financial reward limited, and the conditions of life rather trying that the encouragement to the life of the scholar is none too great. It is for these reasons that a large proportion of the abler young men are turned aside from these fields. Surely the way to remedy this condition is not to impose additional burdens of intellectual limitation, but to increase the intellectual as well as

the financial opportunities. It should not be forgotten that the standard compensation of plain living is high thinking. Connected with this question is that of the financial support to make possible graduate study to the most promising candidates. Despite inherent difficulties and adverse criticism, the fellowship system has certainly proved its worth. It may be considered as a device to make a safe and sane transition, in responsibility, in instructional experience and completeness of professional training, from the mature student to the instructor entering upon his professional career. Whatever may be the drawbacks and difficulties of the system, it certainly leads to no practical purpose to consider the matter so exclusively in terms of provisional support or local investment. Like all else, the provision must be considered for its value in the promotion of a general and a liberal scheme of higher education.

The most general charge is that attention to graduate work detracts from the efficiency of undergraduate instruction. In view of the different conditions of different sections of our vast and diversified country, it is possible and even desirable for one or other university to determine its policy with reference to the importance to be given to one or the other of these two phases of higher education. Some have deliberately staked their careers as cen-

ters of graduate study. Others have become so by ambition, by policy, by circumstance. The fact that so many American institutions have changed their names that in the last quarter of a century from College to University indicates a sense of need or desire to approach the university ideal. Whether in any given case the change was wisely adopted and wisely pursued is another question, not here pertinent. The contrast between ideals and resources, between ambition and competency, between presumption on paper and performance in practice was in some cases pitiable, in others discreditable. Yet where the change was accepted with due sense of its responsibilities and requirements, the acceptance brought on an era of accelerated advancement. It developed resources, attracted a better quality of men, introduced a new spirit, "made good" in a larger as well as in a narrower sense. It aroused enthusiasm, combined forces, proved an effective appeal to the higher interests, and brought the university, and the State as its sponsor, from a provincial to a broadly public way of conceiving its function. Like all intellectual forces these influences are difficult to describe, but they are readily felt by any one in the current sensitive to the pressure which they exert.

It is familiar that the graduate instruction, now so ably carried on in at least a score of American

institutions was for a time regarded as possible in Germany only. Our debt to the old-world institutions remains, though changed in its terms. These graduate departments indicate the conviction that this training can be in a large measure adequately supplied at home, and adjusted to American needs by American institutions. To question Wisconsin's privilege to be one of these is to urge as the province of our state university that of a great college duplicating the work which many another institution may properly perform. If this is the ideal shared by the leading minds of the state, the university should and would become a bigger college without distinctive features. Then it might be true that any undue emphasis upon graduate study is a violation of the purpose of the institution. At this stage, the issue becomes a practical one. Those who believe practically in the university ideal are convinced that these two purposes strengthen one another; that the best teachers and best trained men are likely to be attracted to the institution in which this larger purpose is cultivated. Let it be remembered that the type and quality of instruction which the student absorbs and the type of mind from which he receives it, depend on the personality of the instructor, and this, in turn is largely determined by the advantages and attractions which the institution

has to offer to those favorably launched upon their careers. The general reputation of a university is a reflection of the individual reputations of the members of the faculty. The suggestion that a student who receives a large part of his routine instruction from the younger members of the instructional force in an important university is receiving inefficient instruction or low grade instruction, is distinctly misleading. It need only be remembered that the very men from whom the Freshmen and Sophomores are receiving a disciplinary and directive guidance would in many small institutions be occupying places of higher rank, and indeed in some colleges be the ranking professors. It is also somewhat misleading to suppose that the factors of age and experience are so dominant that all the best teaching is necessarily done by the maturer men, or by men of larger reputation. There is a certain vitality and close sympathy in instructional work which is likely to reach a high efficiency at a relatively early age for those for whom teaching has the attraction of something which they can do well and *con amore*. It is presumably useless to pursue this argument more in detail. It is not easy to determine whether teaching is good or only good enough. Students are often poor judges, and when a few years out of college reverse their undergraduate verdict. In the recent criticism the inferences from the

situation are as questionable as the description of the situation itself. The evidence to support the implication that the presence of a notable graduate school is draining the resources of the university away from the efficiency of collegiate instruction is not forthcoming. The contrary evidence that such instruction is supported in quality by the presence of the graduate school and by the general quality of the university force thus resulting, is strong and constantly gaining in strength. The facts in regard to the actual provision for undergraduate work are readily established. It is easy to convince oneself that the lower classmen absorb a large share of the university strength and that their needs are carefully considered and liberally met.

Nor need this argument imply that it would be impossible, or even difficult to build up an excellent college course without a graduate school. The small college is holding its own, and its comparative merits and advantages are not under discussion. Those who value higher the intimate relations and directive influences of the small college will continue to seek them. No one institution can combine all advantages. The composite demands made upon a state university require careful adjustment and considerable compromise in the apportionment of resources and direction of en-

deavor. A tolerant discussion of such educational policy and of the means of minimizing its disadvantage will avoid any detraction or suggestion of misdirected effort or misappropriation of funds. It will inquire and criticize sympathetically; for within any accepted policy there is always room for revision and improvement. In the end it remains desirable that different institutions should espouse different purposes.

One further misunderstanding should be noted. It is often the name rather than the reality that is forbidding or questionable. "Graduate study" is difficult to define for university as well as for popular usage. It is quite as difficult as to determine when a student becomes mentally adult. It combines many and complex attitudes; it involves a considerable degree of specialization; it involves an earnest and professional temper, a determination to achieve a mastery that can be set to work. It involves independence of thought, accepting guidance, but freed from the routine of graded instruction. It involves an appreciation of the larger bearing of knowledge, an outlook upon the relation of the intellectual world which in the end justifies the degree of "Doctor of Philosophy" as a mark of attainment. It involves a direct participation in the method of research and a zest and competence to extend the confines of knowledge. All this is an ideal, it is

true; but it sets a programme. It confers a worthy kind of progress, however limited in degree. Many graduate students do not proceed in the realization of these qualifications. Many realize them creditably and come to their own in the course thereof. Now be it observed that many of these qualities enter in however different measure in certain of the professional pursuits which the university provides. Part of the work in engineering, in medicine, in law, and in agriculture is in spirit graduate work. The numbers involved are different; the application is direct and more readily appreciated; it relates to public concerns of another range. Hence the situation in regard to such study avoids criticism. The perspective seems correct and the effort expended upon such study seems justified. When pictured with a short-focus lens these interests are not apt to present the distortions which appear when too large a subject is viewed from too close a range. But there is no more intrinsic reason to question one order of graduate study than another. They are different in scope though sharing a common method and something of the same spirit. Each is a corrective of the other. Both find their favorable atmosphere in a true university. It remains true that in view of the protective policy those intellectual interests that show a larger need of conservation should receive special care.

A like argument applies in all its phases to the encouragement of research. This directly vitalises teaching as nothing else does; it forms the efficient bond of connection between the several interests of the university, as well as the medium of influence between the professor and the advanced student. It is through common seeking after knowledge that the fellowship of the university is formed. To curtail the privileges of research or look upon its presence as a costly indulgence, the utility of which may properly be viewed with suspicion, is to take the life out of the atmosphere of the university. Moreover in terms of the more practical efficiency—a term so sadly abused in educational discussions—what more serious waste on the one hand than to offer opportunity and then handicap its expression at the most vital point, to provide all the preliminaries of a meal and then cut off the rations; and on the other, the like waste of training a set of men and giving them their life work in an institution, and then not utilizing the knowledge and capacities of these highly trained men to the full! It often seems easy to arouse an enthusiasm for the cause of learning, to open wide the doors of opportunity, to provide the equipment of learning, and it seems quite as difficult to secure for the expression of that learning a favorable field. Surely we must grow in knowledge if we are to grow in

wisdom and in the command of resources upon which progress depends. Having carried rigidly selected men with special qualifications to the point where they can serve as the guides to the maturing minds of similar tastes, it is the worst of policies not to afford these men the broadest opportunities which they can wisely use, consistent with their other functions, for advancing and ordering the ranges of knowledge. The training of specialists is too costly not to be utilised in every available direction; and all of it, however exercised, is directly or indirectly in the service of the State. Even from the narrower principle of returns, the policy is sound. The liberality of view that sees the larger interests pays.

It is the case that the leading state universities must assume, and have assumed the larger obligations, the larger role, and inevitably the larger policies. It is to the credit of the state universities that some of them, such as Wisconsin, early recognized this opportunity and obligation. Taking a glance backward, it may be said that the transition from college to university, though prepared for under the leadership of President Bascom, was actually accomplished by the impetus given to this movement by President Chamberlain. The movement has constantly gained ground, and the

university with its expansion has been true to its ideals. The university would never have been able to achieve its present position as an institution of higher education, had not a large and liberal policy prevailed. Any suggestion of retreat from this established position is an appeal to abandon the policy from which success has been attained and directed.

It is peculiarly appropriate that whenever the public is invited to consider questions of this kind, or it is entrusted with a decision concerning their fate, an appeal should be made to the interested lay constituency formed by the alumni of the institution. They are in a position to reflect on these issues in the light of their own collegiate career and subsequent experience. They may confidently be appealed to to exercise a liberal judgment in the appraisal of the value as well as the spirit of criticism. For a fair acquaintance with a part of the situation will induce a wise restraint in judging the whole. Out of such comprehension grows a confidence in the management of those who are entrusted with the intellectual resources of a great commonwealth. Such comprehension is a choice asset of a responsive and responsible institution of learning.

SPRING ATHLETICS

By JOHN W. WILCE, '10



THE month of April, with regard to intercollegiate athletics at the University of Wisconsin, has been one of continued success. The month started with a surprise in the Indoor Track Conference which was held at Evanston on March 30. Wisconsin proved the dark horse of the affair and although conceded but a very low position, surprised everyone by losing the championship to Illinois by but two points, when the former was conceded a run-away. Had it not been for the "jinx" we would have stowed the indoor championship safely away.

After the meet the track team has experienced a lay-off, but a picked relay team was sent to the Track Outdoor Relay Meet at Des Moines, Iowa, and succeeded in capturing the four mile relay race by a large margin, at the same time establishing a new record for the games. This team was composed of Cleveland, Seaton, Bradish and White and great things are expected of them in the coming outdoor season.

The Southern Baseball Trip was very successful despite the fact that every game was lost. A series of conditions seemed to combine to prevent the actual winning of the games, but in

every contest the score was exceptionally close. The experience and the *esprit de corps* developed by the team proved of exceptional value as is evidenced by the record of the team in its early conference games. In the first Conference game, held at Camp Randall April 17, Chicago was buried for the first time in several years to the tune of 14 to 4. The game was played in a snow storm in which Wisconsin's superiority was clearly demonstrated. The following Friday and Saturday the team won its first out-of-town Conference excursion, downing Purdue and Indiana by the scores of 9 to 7 and 5 to 4 respectively. As these teams are counted as among the strongest in the league, the showing seems to augur well for the continued success of the baseball team. "Keckie" Moll of football fame has been elected captain of the nine since the resignation of Captain E. E. Horner.

Both baseball and track teams will reach the climax of their dual seasons on May 4 when the Illinois baseball team and track team will invade Madison for an "Illinois Day". If the teams are returned victorious on this date, there is a good chance that they will be undefeated during the season.

While the intercollegiate teams are prospering the intra-mural phase of athletic activities is giv-

ing lively evidence of its existence. Practically every hour of the day sees a baseball game on the lower campus or at Camp Randall. Inter-fraternity, inter-literary societies and inter-college baseball leagues comprised of 24-25 and 26 games respectively are playing off their schedules, and the games arouse much interest in the usual crowds around the lower campus.

The crews have finally taken to the lake, the ice having disappeared April 9. The two 'varsity and two freshmen crews work daily at 4:30 and in the near future several college and boat club crews will be seen training

for the regatta which will be held at the time of the Second Annual Spring Carnival May 24-25. The Carnival will be made larger than ever this year, combining crew races, competitive military drill Club, St. Johns Military Academy, inter-college and inter-club boat races, competitive military drill and inspection, a Venetian Water Fete and an Historical Pageant showing the early history of Wisconsin. These will take place besides the regular Interscholastic High School Meet and Interscholastic banquet which will be tendered to the visiting high school athletes on May 25th.

ATHLETIC EVENTS OF ALUMNI WEEK

By JOHN W. WILCE, '10

THE Committee on the awarding of old "W's" in a joint meeting with the Alumni Executive Committee has decided that the "W's" shall be awarded each year to the members of the reunion classes who are entitled to the same. It was the opinion of the Executive Committee that the "W's" be not awarded unless the happy alumnus be on the ground to receive the same. The award will be in the form of an engraved "W" certificate of the same nature as that which has been awarded to every man winning a "W" since 1908. The awarding of the certificates will take place on the occasion of the Annual Alumni

Banquet and each reunion class, namely those of years ending in 2 and 7, will be expected to prepare "stunts" to accompany the presentation to the lucky ones of their number. The committee will greatly appreciate any information which would lead to the definite and accurate discovery of all of the members of their respective classes who might be entitled to the award.

Although attempts have been made to schedule a baseball game with Chicago for Alumni Day, so far the attempts have not proven successful. The afternoon will be given over to a baseball game between the teams of Chicago and Milwaukee alumni, the same as

last year, while a track meet and competitive stunts such as high kick, etc., will be pulled off at the same time.

It is hoped that every alumnus who has fond recollections of the time when he held forth on the

cinder track or on the field, will send in his entries to the University Gymnasium for his events at the earliest possible moment, that the Alumni Baseball and Field Day may be of the largest possible interest and magnitude.

PACK YOUR GRIP!



PACK your grip, old grad, and buy your ticket to Madison! Tell the passenger agent to stamp it June 16 or 17, and gently tip it off to him that he will have to provide a number of extra coaches to accomodate you and your family, and all the other "co-eds" and "eds" that are going to pour in on the old college burg about that time.

While you're at it, you had better write Annie Pitman, '97, and her committee for information about rooms, unless you are a member of one of the reunion classes that have engaged a whole house just for you and your chums. Rooms are going to be powerful scarce, we wager, and you may find yourself forced to sleep in one of the seats at the "libe" as you used to do when you were taking notes on your outside reading. (We haven't asked Walter Smith, '90, whether he'll let you into the "libe" at night, but "prexy" has promised us that the whole campus is to be ours during Commencement Week;

therefore, why not put "libe" to some real use?)

Here's another tip for you: don't for one minute think that down at Chicago, at the Republican National Convention, they're going to have a more exciting time than old Wisconsin will see! The best way to convince yourself of the truth of this assertion is to come to Madison first, on Monday and Tuesday, and then to go down to Chicago. Remember, the national convention doesn't open till Tuesday. Cummins, La Follette, Roosevelt and Taft won't win the nomination or lose it till Thursday!

Speaking about nominations, that reminds us. Assuming that you are still in the pack-your-grip mood into which we so laboriously got you in our first paragraph, let us suggest that you put on your thinking cap and work out a slate of officers (president, vice-president and recording secretary) that you think will be both ornamental and useful. After you have done that get some nominating papers agoing. Be sure to have these petitions in our hands

by May 18, for President Imogene Hand Carpenter, '87, really thinks a constitution is there to be obeyed. What is more, she insists that there is a section in aforesaid document which reads thus:

"All nominations for election by the Association shall be made by petition except as otherwise provided herein.

"Each nominating petition must be signed by at least ten active members.

"This nomination paper cannot be received and filed until it has been signed by the nominee.

"No member shall sign more than one petition for nomination to any one office or position."

The alumni dinner is certainly going to be a corker. Chairman C. N. Brown, '81, of the dinner committee has solemnly assured the executive committee that "the character of the people attending the dinner will not fall below that of the high standard set by former occasions." Perhaps you didn't take part in these "former occasions;" at any rate, here's your chance to be caught in a really good bunch. From as far away as China they will come to make merry at the dinner, for Bishop Bashford of Shanghai has already sent in a plate reservation.

Take it straight from us, the post-prandial oratory is going to be something *tres magnifique!* For one thing, nobody, not even "prexy", is going to be allowed to effuse for longer than five minutes, and any and all attempts to be

serious will be "conned" mercilessly. Better still, not more than five orations will be inflicted. And remember, any one afflicted with a "biled shirt" or a swallow tail coat will be ousted from the "gym" as an undesirable citizen.

Jack Wilce in this issue is telling you something about the awarding of "W"'s to old 'varsity athletes. Read his production; it's good stuff. But remember above all things that you can't get your "W" unless you are present in person.

One more word and we'll quit. When you strike Madison, don't neglect to come at once to the Alumni Headquarters at Music (formerly Library) Hall. You'll be sure to meet a lot of your friends there, and you'll have "doped out" to you all the latest information as to the various "stunts" that are to be pulled off. (Incidentally we'll extract the two dollar membership dues from you, but you'll feel the lighter for it!). You won't know the old Hall again. Georgia Hayden Lloyd-Jones, '96, and her associates on the reception committee are experts in home-making and they'll see to it that the place is made just as cozy as possible. We'll even provide a "spooning corner" for belated lovers.

Once more, fellow grad, pack your grip! We'll receive you with open arms. Alma Mater needs your presence during Commencement 1912.

EDITORIAL

THE UNIVERSITY AND HER CRITICS

MUCH has been said and will be said with reference to the criticism of the university occasioned by the periodic letters of the state superintendent of public instruction. What position shall the alumni, they who for four years or more have been a part of the institution, take? What shall be their attitude toward Alma Mater and her critics?

Three points, we believe, should especially be borne in mind. In the first place, the university is an intensely human institution, with all the faults and shortcomings and failings common to anything devised by mortals. Let us thank God that such is the case. Were she a perfect mechanism, but devoid of all that is human and mundane, she would hardly be a place to which to send our boys and girls with a view to preparing them for the problems of life.

Secondly, it should be remembered throughout that no one is more keenly alive to such imperfections as are bound by the very nature of the institution to exist, than are the regents, the faculty, and the alumni. Yes, and the students too—witness the constant discussions on university problems that are waged in our undergraduate publications. Ask any regent whether such and such just

criticism is to the point, and he will admit its truth without reservation, and perhaps picture the condition in an even worse light. But he will also assure you that no one is working harder to remedy existing evils than are he and his colleagues. Similarly the faculty, the alumni, the students are keen and alert critics of the institution that they love, and are the last to insist that are no abuses to remedy. We should feel sorry for Alma Mater indeed were her governing bodies and students satisfied that the millenium had been reached.

But right in this connection the third point should be remembered, which is this: it is as unfair to argue from existing imperfections—failings on the remedy of which devoted servants of the commonwealth are all the time patiently toiling—that the institution as such no longer deserves the confidence and support of the people of the state, as it is to assume that because the university is a recognized leader in the educational advance of the world, it holds a first mortgage on the sum total of human perfection. Go to any manufacturing plant, to any business institution, to any governmental department, yes, even to the state superintendent's office,

and it will be easy enough to pick glaring faults. Yet, is it reasonable to say that therefore this plant, this institution, this department, this office is a failure? The only fair attitude to take, it seems to us, is to consider all the pros and cons, and after carefully weighing them to determine the net total. Tested by these standards, there can be no question but that the University of Wis-

consin will stand forth as worthy of every whit the respect and confidence thus far reposed in it by the people of the state, and entitled to their continued favor and good will.

Let us have criticism, by all means. But let this criticism be presented through the proper channels, and let it be followed by constructive work.

ALUMNI FILES

During the past year we have tried to compile material that would be interesting and valuable for the office of an alumni general secretary as soon as that position were created. We naturally first began to assemble a complete file of THE WISCONSIN ALUMNI MAGAZINE since its founding thirteen years ago. Through the generous cooperation of several alumni, especially R. B. Steele, '83, Walter M. Smith, '90, and Willard G. Bleyer, '96, we have been able to complete the files to date; and the Alumni Executive Committee has instructed the editor to have all the volumes bound.

We are now attempting to secure a complete file of the *Badger* to date. Mrs. T. E. Brittingham, '89, has generously donated the volumes for 1889, 1890, and 1896.

From another source we have been able to purchase, at a low figure, the volumes from 1903 to 1911. Now, who will help us complete the files? Who feels that he or she is willing to give up the cherished volumes *pro bono publico*? When once the long prayed-for Alumni Room is an accomplished fact, the *Badger* of days gone by will be a lasting source of pleasure to returning "grads."

NOTE.

The attention of the alumni is called to the fact that the names of the chairmen of commencement committees with their addresses are given in the front advertising section of the magazine. Correspondence relative to any of the matters that come within jurisdiction is cordially invited.

THE WISCONSIN ALUMNI CLUBS

CLEVELAND ALUMNI MEET

By EARL H. WELLS, 10

The University of Wisconsin Club met on March 23rd as was planned. A number were out of town on business and two or three were ill, so that the number was not as large as we expected. We had a good time talking over old days. Some progress was made in perfecting the organization.

We have about forty alumni and former students in Cleveland and we want to draw in as many as possible from northeastern Ohio. Our next meeting will be held on May 4th. There are five or six Cleveland students at the U. W. now. We hope to increase the number next year.

NEW YORK ALUMNI REORGANIZE

By F. C. STIELER, '02

A luncheon of Wisconsin men was held at Kalil's Restaurant, 14 Park Place, New York City, on Friday, April 5th. Only a limited number of notices were sent out, but about half of the total number showed up. I believe that this shows considerable interest in this territory, as some of the notices were no doubt not received, owing to changes in address.

Herbert A. Heyn, '90, was president of the alumni association here about three years ago, and it was decided to continue him in that office for the present. The writer was elected secretary. More complete organization will no doubt be made in the course of a few months.

Regular luncheons will be held

at one o'clock at Kalil's on Thursdays of each week. It was the general opinion of those present that a rather informal dinner should be held in the near future and that we could possibly also have a very successful spring outing, regarding which I will inform you when further information is available.

Herewith is a list of those present at our luncheon:

J. S. Thompson, '10; W. F. Hine, '07; W. C. Parmley, '87; E. T. Munger, '92; H. P. Clawson, '02; B. S. Heyn, '99; F. J. Petura, '04; Clarence King, '06; R. F. Nash; Herbert A. Heyn, '91; Belden B. Rau, '07; Edward A. Hook, '00; R. G. Griswold, '04; F. V. Larkin, '06; A. W. Vinson, '05; S. B. Severson, '07; F. H. Hinrichs, '05;

Louis F. Musil, '04; F. C. Stieler, '02; Dayton Upson, '08; Wm. H. Smith, Jr., '08.

It was interesting to note that

there were three representatives of the law school, eight from the hill, and ten from the engineering school.

REUNION OF '72

The class of 1872, which has held a reunion every fifth year since 1872, expects to meet again this year, on the occasion of its

fortieth commencement. A good attendance is expected. The arrangements are chiefly in the hands of F. G. Brown, Madison.

WASHINGTON DINNER FOR GREGORY

BY GEORGE A. SANBORN

On January 26 a goodly number of Wisconsin men in the Capital City gathered at the Cosmos Club and banqueted in honor of Charles Noble Gregory, who has recently become dean of the law school of George Washington University. A good old Wisconsin spirit was developed. Dean Gregory talked entertainingly of his university student days and later experiences. Only, he said, for his strong faith in the motto that "A

man is bound to make the most of himself" could he ever have left Madison with all its cherished associations.

President Cole called out responsive toasts from the following also: Representative John J. Esch, George S. Wilson, Dr. John B. Andrews of New York, and Prof. Milton Updegraff. Discussion centered about the great work the university is doing and the reminiscences of earlier days.

THE HARESFOOTERS AT CHICAGO

BY MILTON J. BLAIR, '10

The Chicago appearance of the Haresfoot Club in its 1912 production "The Fairy Godfather" was made under the auspices of the U. W. Club of Chicago. The performance was given at the Ziegfeld Theater on the evening of April 19 before an audience composed in its majority of Wisconsin alumni and their friends.

Here in this intimate red and gold play-house on Michigan Avenue the opera of Horatio

Winslow and Herbert Stothart, elaborately staged, admirably acted, and tunefully played and sung, delighted hundreds of old grads, many of whom had never seen a recent Haresfoot production. It was Haresfoot's first appearance down-town in Chicago. Heretofore the Chicago performances have been given at Mandel Hall at the University of Chicago. After two years out there, the U. W. Club of Chicago, displaying

its customary interest and pride in all things pertaining to Wisconsin, decided that a Michigan Avenue theater would be a more fitting place for this Wisconsin product. Hence this recent occasion at the Ziegfeld Theater.

It was a memorable evening. "The Fairy Godfather," one of Haresfoot's most successful pieces, was given a most excellent presentation. The orchestra rendered the score with great accuracy and expression, the leads were all capably handled, the "leading ladies" won rounds of applause by their painstaking portrayals, and the chorus with its stunning "show girls" and capricious, laughing "broilers" made a continuous hit. Through two hours of kaleidoscopic change of costume, scenery and song it went, with an appreciative audience spurring the players on to their best efforts.

The period before the rise of the curtain was given over to a series of reunions in the lobby, with 1890 fraternizing with 1910. Many dinner parties pre-

ceded the play. Mrs. Ochsner gave a large box party, and Mr. and Mrs. Allard Smith, Mr. and Mrs. J. G. Wray, Mr. and Mrs. Felix Boldenweck, and many others gave theater parties. Between the acts Lynn Williams of the class of Naughty-naught led a varsity locomotive which reverberated with the memories of Sunny Pyre and Pat O'Dea. It was a festive evening from start to finish, and the U. W. Club of Chicago all praise be given for making possible a down-town presentation of Wisconsin's annual comic opera.

The patronesses were: Mrs. A. J. Ochsner, Mrs. J. G. Wray, Mrs. Allard Smith, Mrs. F. S. White, Mrs. L. A. Williams, Mrs. Fred D. Silber, Mrs. E. S. Nethercut, Mrs. F. W. Boldenweck, Mrs. C. E. Blomgren, Mrs. S.S. Gregory, Mrs. H. B. Boardman, Mrs. R. F. Schuchardt, Mrs. C. A. Keller, Mrs. Andrews Allen, Mrs. Geo. E. Waldo, Mrs. Frederic Hatton, Mrs. H. B. Favill.

ALUMNI EXECUTIVE COMMITTEE

Meeting of the Executive Committee of the Alumni Association, Room 302, Historical Library Building, April 20, 1912.

Present: Mesdames Carpenter, Brittingham; Messrs. Ochsner, Jones, Lochner, Tenney.

The minutes of the February meeting were read and upon motion they were amended so as to show that the Alumni Association

was to pay the new secretary of the Association the sum of Two Hundred (\$200.00) Dollars, and the university regents the sum of Eight Hundred (800.00) Dollars, and that the new secretary was to continue in the same capacity with the university as had been done by Mr. Lochner.

The report of the treasurer was read and placed on file.

The president appointed Mr. Tenney to audit the books of the treasurer and report at the next meeting.

Dr. Ochsner announced additional appointments to his Medical Committee as follows: Dr. Patrick McGovern, Milwaukee, Wisconsin. Dr. Louis R. Head, Madison, Wisconsin.

Mr. Wilce of the athletic department appeared before the committee and was instructed that it was the sense of the Executive Committee that certificates be awarded to the alumni entitled to wear the university "W" and that such awards be made to those members of the reunion classes who are entitled to the award of the "W."

On motion duly adopted, Mr. Lochner was ordered to have the magazines in his possession properly bound.

The matter of the Executive Committee on behalf of the Alumni Association taking any activity in the reference to the Cary letters was referred to the Legislative Committee.

The following resolution was adopted:

That it was the sense that the president of the University of Wisconsin should receive an equal compensatinn with the president of the Minnesota and Illinois universities and that a copy of this resolution should be sent to the board of regents of the University of Wisconsin.

CARL H. TENNEY, *Sec'y.*

ALUMNI NEWS

BIRTHS

'04.

Born—To Mr. and Mrs. Theodore Werder, Ashland, a daughter, in April. Mrs. Werder was Miss Millie Askew, '04.

Born—To Mr. and Mrs. Maurice W. Moe, a son, April 2, at Appleton. Mr. Moe, '04, is head of the English department in the Appleton High School.

'05.

Born—To Mr. and Mrs. C. D. Wilisat, on January 8, at Milwaukee, a daughter.

Ex. '06.

Born—To Mr. and Mrs. David Fulton, on November 26, 1911, a son, David Langdon, Jr., at Viroqua. Mr. Fulton is in the lumber business at Valier, Mont.

'07.

Born—To Mr. and Mrs. Haight, Racine, on April 1, a son. Mrs. Haight was formerly Miss Geraldine Foley, '07, and a member of the Chi Omega sorority.

Ex. '08.

Born—To Mr. and Mrs. C. L. Templeton, at Minneapolis, on April 5, a daughter. Mrs. Templeton was formerly Miss Flora May Karel.

ENGAGEMENTS

EARLE, '07—LOUNSBURG.

Announcement is made of the engagement of Florence Earle, '07, and Lieut.

Robert Lounsburg, whose post is at Fort Yellowstone, Wyoming. Miss Earle's parental home is in Lake Mills.

SCHNEIDER, '10—BLAIR, '10.

Announcement has been made in Madison of the approaching wedding of Miss Cora Schneider, Milwaukee, to Milton Blair, Chicago, which is to take place in Chicago May 18. Miss Schneider is a member of the Alpha Phi sorority, and Mr. Blair is a member of the Phi Kappa Psi fraternity.

MARRIAGES

WELLES—NELSON, '98.

On April 16, occurred the wedding of Miss Ruth Welles, daughter of the Rt. Rev. R. H. Welles, bishop co-adjuter of the Fond du Lac diocese, and George Bliss Nelson, Stevens Point, district attorney of Portage County. The bride is a graduate of Grafton Hall, Fond du Lac, and also of Wellesly College, Mass. Mr. and Mrs. Nelson will reside at Stevens Point.

EUSTIS—SEAMAN, '00.

The wedding of Miss Maude Eustis, daughter of Mrs. Cartwright Eustis, New Orleans, to Harold H. Seaman, Milwaukee, took place on April 10, in the residence of the bride's mother in New Orleans.

SMITH, '01—HARVEY, '01.

The marriage of Miss Julia Smith, daughter of Professor Charles Forster Smith, 1715 Kendall Ave., to Edward

Harvey, '01, of Racine, took place on April 24, at the home of the bride's father.

CUNNINGHAM, '03—LOBB, '10.

On April 13, in Chippewa Falls, occurred the marriage of Miss Mary Cunningham, daughter of former Secretary of State Thomas J. Cunningham, to Albert Lobb. Miss Cunningham is a member of the Delta Gamma sorority, and Mr. Lobb is a member of Phi Delta Phi fraternity.

BARKHAUSEN, '03—BARTRAN.

The marriage of Miss Clara Barkhausen, daughter of Mr. and Mrs. H. A. Barkhausen of Green Bay, to Dr. W. H. Bartran of that city, took place on April 10. After the ceremony the couple left for Vienna, Austria, where Dr. Bartran will do special work along surgical lines. Mrs. Bartran is a member of the Gamma Phi Beta sorority.

SCOTT, '04—HUMPHREYS.

The wedding of Miss Laila V. Scott, daughter of Mr. and Mrs. W. A. Scott, to George Landroth Humphreys, Wrenshall, Minn., has recently been announced. Mr. Humphreys had as best man, John Pasternacki, '05, of Virginia, Minn.

MAJOR—CASTLE, '09.

The wedding of Miss Margaret Major, daughter of Mrs. Lura S. Major, to Sidney Lester Castle took place on April 10 in the residence of the bride's mother in Austin, Ill. Mr. Castle is a member of the Phi Kappa Psi fraternity.

CUNNINGHAM, ex '10—LINEHAN.

On April 24, Miss Florence Cunningham was married to Dr. Charles Mathias Linehan of Dubuque, Ia., in Beloit, the home of the bride. They will be at home after July 15 at Coventry court,

Dubuque. Miss Cunningham is a member of the Alpha Phi sorority.

DEATHS

G. W. ALLEN, '62.

Gideon W. Allen, 77 years old, died in Sturgeon Bay last month. Mr. Allen was graduated from the university in 1862 and then entered the law school in the University of Michigan, where he graduated in 1864. Allen was a roommate of Mr. John M. Johnson, '65 while at Wisconsin. He was born on March 28, 1835. He married Miss Anna M. Cox of Madison and had five children, the youngest one Miss Ruth alone surviving him, and now instructor in botany at the Michigan Agricultural College at Lansing.

I. S. BRADLEY, '75.

I. S. Bradley, for 20 years librarian of the State Historical library, and for over 50 years a resident of Madison, died on April 22 at his home, 404 North Henry street, from an illness following an operation for goitre performed at the Mayo hospital in Rochester, Minn., February 29.

Mr. Bradley was one of Madison's best known citizens, devoted to his library work and his home. He was born in Albany, N. Y., in 1853, coming with his parents, the late Mr. and Mrs. Henry Bradley, to Madison when but a child. He attended the city schools, and prepared for the university at Prof. George's academy, situated here many years ago. He graduated from the university in 1875.

April 9, 1875, Mr. Bradley was appointed assistant librarian to Daniel S. Durrie, librarian of the state historical library, and held that position until the death of Mr. Currie in 1892, at which time he succeeded him as librarian, acting in that office up to the time of his

death. He had worked for many years in the preparation of a *Bibliography of Wisconsin Writers*, which he leaves unfinished.

Mr. Bradley was married in 1879 to Miss Clara L. Dietrich of Madison, who survives him. He also leaves two children, Mabel J., of Madison, and Harry E., attorney in Milwaukee.

The funeral was held April 24 from the residence, the Rev. E. G. Updike of the First Congregational church officiating, assisted by the Rev. Howard R. Gold of the English Lutheran church, a personal friend of the family.

MRS. F. E. PARKINSON.

Mrs. F. E. Parkinson, wife of Attorney Frank E. Parkinson, '69, died at her home, 921 Jenifer street, Madison, after a few days illness following a stroke of apoplexy. She was 60 years old. Mrs. Parkinson was formerly Miss Ada B. Jordan, teacher for several years in the schools of Richland county.

JOHN A. EGGEN, '79.

On April 8, Attorney John A. Eggen of Milwaukee died at the age of 62, after spending thirty-two years in Milwaukee as a lawyer. Eggen was graduated from the university in 1879 and immediately went to Milwaukee where his most famous case was one in which he pleaded the claims to an inheritance for a young woman. This case was fought to the supreme court of California, and Eggen secured a decision allowing his client \$50,000. He is survived by two sisters, Mrs. L. Everson, Chicago, and a married sister in Norway.

JOHN G. BACHHUBER, '88.

John Bachhuber of Juneau, a prominent attorney of Dodge county, and mayor of Juneau, died on March 27 at the age of 44 years.

John Bachhuber was born at Farmersville, Dodge Co., on March 9, 1868, the son of Maximilian and Theresa Bachhuber, who numbered among the earliest pioneers of that section. He was their third son. He passed his childhood there and also obtained his early education in the parochial and district schools of that place. In 1883 he entered the high school at Mayville and was graduated in 1886. Hereupon he entered the law school of the University of Wisconsin and finished with the class of 1888. He opened an office in Mayville, but removed to Juneau a few years later, where he resided until the time of his death. He was at this time senior member of the law firm, Bachhuber and Kading.

Judge Bachhuber, as he was familiarly known, was always actively engaged in politics and held many local offices. He was mayor of Juneau several terms and held that office at the time of his death. He was also judge of Dodge County after the resignation of Judge Lamoreaux for the remainder of the term.

Mr. Bachhuber had many friends who trusted him and loved him on account of his sturdy honesty. He is survived by his widow, three daughters and one son, besides his aged mother, six brothers, and three sisters.

He was buried on March 30, at Juneau.

HENRY KNEIP, '90.

Henry Kneip, son of Mr. and Mrs. D. Kneip of Weyauwega, died on March 26 at the Northern State Hospital for the insane. The deceased was forty-three years of age. He was graduated from the Oshkosh Normal school and from the law school of the University of Wisconsin in 1890. His mental faculties failed him when he commenced practicing law, and in the past eight years he has been in the asylum at different times. Besides his parents, three

brothers and one sister survive him. He had never married.

MORTON ABBOT STEARNS.

Morton Abbot Stearns, the eight year old son of Mr. and Mrs. C. H. Stearns of Kalamazoo, Mich. died on January tenth. Death was due to anaesthetic nitrous oxide, administered for a minor operation. Mrs. Stearns was Bertha Green, '97.

MRS. CHARLES DONALD WILLISON.

Mrs. Willison, wife of Mr. Charles Donald Willison, '05, died in Milwaukee on February 13.

MARGARET HARLAN SHAW, Ex-'05.

On March 15, Miss Margaret Harlan Shaw of Geneseo, Ill., died at her home from cerebral meningitis. She was born August 11, 1865, in Geneseo, Ill., the third daughter of George Washington and Lucy Andrews Shaw. In 1890, she entered Rockford College, studying there for one year. Later she studied for three years at the University of Wisconsin.

THE CLASSES

'62.

John M. Jones is living with his son, the Rev. Jones, in Anamosa, Iowa, 202 South Booth Str. For the last twelve years he has been living in Cedar Falls, but receiving a stroke of paralysis two years ago, he was obliged to change residence.

'73.

The Right Reverend J. W. Bashford, Methodist Episcopal Bishop of China, presided at the annual meeting of the Methodist Mission in Honolulu, on March 24—25. A large portrait of the Reverend appears on the cover page of *The Friend* for April, a Honolulu, Hawaii, magazine.

'75.

Duane Mowry was a non-partisan candidate for alderman of the fifteenth ward, Milwaukee, on the democratic ticket, but was not nominated. Mr. Mowry has a good law practice in Milwaukee.

'85.

Miss Elizabeth Waters, teacher of German in the Fond du Lac high school and a regent of the university, is to spend the summer in Europe.

'87.

Arthur Remington is reporter for the supreme court in the state of Washington, Olympia, Washington. Mr. Remington was graduated from the law school in 1887.

'90.

Ben C. Parkinson, formerly of Kewanee, Ill., is now assistant sales manager for the Fuller and Johnson Mfg. Co., Madison.

'91.

Herman F. Wieman, attorney, Kansas City, Mo., was a candidate at the primaries for circuit court judge, on the Democratic ticket.

'93.

Warde A. Westcott is an attorney at law in Crandon.

Benj. Thomas, Presbyterian clergyman, Galesville, Wis., took an active part in the spring meeting of the presbytery of La Crosse, held on the ninth of April. He was appointed on the "Narrative" committee.

Frederick Bolton, director and professor of the school of education in the State University of Iowa, has received a call from the State University of Washington to become head of the de-

partment of education in that university. Professor Bolton has been in the State University of Iowa for twelve years. He went there as an assistant professor, was made full professor and head of the department of education at the end of the first year, and in 1906 was made director of the school of education, which position he held to this time. In 1910, he published with Scribner's a book on the *Principles of Education*. The book has a very wide sale and is apparently exerting a very considerable influence in the work in educational departments.

'94.

Herman Schlundt, Ph.D., '01, has been on the chemistry faculty of the University of Missouri since 1908, and since 1910 he has been chairman of the Chemistry Department in the same university.

Gordon Haines True was elected Director of the Nevada Agricultural Experiment Station, vice J. E. Stubbs, resigned, on April 3.

Henry S. Youker is to contribute an article upon the history of the secondary schools in Wisconsin to the "History of Wisconsin Schools" which is soon to be published.

'95.

Frank D. Reed has gone into partnership with William R. Bagley, lawyer, Madison. Mr. Reed has for the past seventeen years been connected with the United States Circuit and District Courts for the western district of Wisconsin.

'96.

Edward H. Hatton is a senior student at Rush Medical College, Chicago.

'97.

Captain W. F. Hase has changed station from Fort Monroe, Va. to Fort H. G. Wright, Fisher's Island, New York.

'98.

Henry Hay is district attorney in Antigo, Langdale county.

'99.

Mrs. Paul Bacon, formerly Miss Elizabeth M. Keech, has been spending the winter in Berlin with her husband. They hope to visit England and Switzerland before returning.

Percy Inglis has temporarily left the Galahad school for boys at Hudson, and has taken charge of his father's business at Bayfield, his father being south on account of illness.

C. G. Stangel is principal of the Manitowoc High School.

'00.

May Lucas is teaching in the Manitowoc High School.

D. H. Murphy, president of The American Conduit Manufacturing Co., Pittsburgh, Pa., writes, "My wife, who was Jessica Davis, '00, of Madison, and I are pounding out an existence for ourselves and four little simon-pure Wisconsin kids amid the smoke and soot of Pittsburgh, and outside of this the only thing we have to complain of is the fact that we hear very little about our friends who were with us in the nineties at old Wisconsin."

Ralph E. Smith, Merrill, was elected president of the state board of control at the annual election held in Merrill.

'01.

Ray Palmer was appointed city electrician of Chicago by Mayor Harrison on March 19. He is the first technical graduate to hold the position. After leaving college, Mr. Palmer was employed by J. G. White & Co. on installation work for arc lighting near New York City. A few months later he was transferred to the London office of the same

concern, where he served nearly three years as assistant electrical engineer. In 1904, he returned to this country and became electrical engineer for the old Chicago Union Traction Company, now merged in the Chicago Railways Co. Two years later, Mr. Palmer resigned from this position and since then he has been a consulting electrical engineer in Milwaukee and Chicago.

Lynn H. Tracy has recently moved his family from Chicago to Peoria, Ill., where he has been appointed Agency Director of the New York Life Insurance Co., with offices at 1921-23 Jefferson Bldg. Mrs. Tracy was George Challoner of the class of 1903.

August Smith was a mayoralty candidate at Viroqua this spring. He opposed a man named August Smith, but who is not related. Smith has been principal of the Vernon county normal school for five years.

'02.

Miss Blanche Fulton of Hudson is spending a month with her brother David and his family at Valier, Mont.

Emil Scow, the famous football player from North Dakota, has been chosen by North Dakota republicans as one of the ten La Follette delegates to the republican national convention.

L. Herbert Bass, for the past five years instructor in United States history at the Missouri State Normal School, located at Warrensburg, is a fellow in history at Harvard this year.

A. J. Quigley writes, "Great activity is manifesting itself out here in anticipation of the Panama Canal. Recent elections voted the equivalent of about eighteen million dollars in harbor improvements. Wisconsin is about 100 strong in Seattle and invites others to come here too—where flowers bloom almost the whole year through."

Mrs. Florence Thomas is teaching in the Manitowoc High School.

Ex-'03.

Miss Marion Ansley is teaching school at Boulder Creek, California.

'04.

Miss Emma Glasier is teaching in the Manitowoc High School.

Horace C. Grout has been appointed superintendent of the Canadian Pacific, with offices at Toronto, Ont. He entered the university in 1903. Prior to that time he was in railway work as a rodman and instrument man on the Canadian Pacific. In April, 1903, he was appointed resident engineer of the Canadian Pacific, remaining in that position until April, 1909, when he was promoted to assistant superintendent, which position he held at the time of his recent appointment as superintendent, effective April 15.

Horatio Winslow's play, "The Fairy Godfather," produced by the Haresfoot Dramatic Club last month, may be purchased by Joseph Howard of New York, actor and playwright. The book was written by Winslow and the music by Herbert Stothart.

Hovhan Hagopian, formerly with a Bible house in Constantinople, has been elected president of an Armenian college.

O. J. Eggum is practicing law in Whitehall, under the firm name of Ekern and Eggum, the senior partner being H. L. Ekern, State Insurance Commissioner, of the law class of 1894.

'05.

Miss Daisy M. Allen is soon to return to Wisconsin after two years on a ranch near Niavada, Mont. The land at Niavada was recently opened for settlement. Miss Allen has had an opportunity to study the Indian and see exemplified many phases of the "opening of the west" during her stay in Montana.

G. S. Barber of Lawton, Oklahoma, is practicing medicine in that location. After his graduation from Wisconsin he attended Rush Medical College and finished in 1908. He spent two years as interne in the Presbyterian Hospital, Chicago, and last year he has been in Vienna taking graduate medical work.

John P. Burnley has moved from Des Moines to Kansas City, Mo. He represents the St. Paul Fire and Marine Insurance Co. in that territory.

L. E. Rice of Scranton, Pa., has just returned from the West, where he visited San Francisco, Palo Alto, Los Angeles, Denver, Madison, Milwaukee, Chicago, and other cities. At San Jose, Cal., he visited with A. G. Ramstad, '05, and met Ira Cross, '05, at Leland Stanford.

Arthur O. Fisher has left Johns Hopkins Hospital, Baltimore, and has accepted a position in the surgical department of Washington University, St. Louis. Mr. Fisher received his M. D. degree at Johns Hopkins in 1909.

'06.

Arno Robert Schorer, formerly with the Charity Organization Society, New York City, is now in the paper manufacturing business at Watervliet, Mich.

James I. Bush, formerly captain of the university football and basket ball teams, has made a change in his business connections and is now located in Milwaukee. He will represent the National City Bank of Chicago in the bond department.

Ex-'07.

Arthur L. Dulaney is in the real estate business, Baltimore.

I. F. Kahn is president of the Capital Paper Co., Indianapolis.

Don Eddy Giffin is telegraph editor on the Duluth *Herald*.

'07.

Frankwood E. Williams, who graduated in June from the Medical Department of the University of Michigan, has been appointed Resident physician of the State Psychopathic Hospital, Ann Arbor, for the year beginning July 1.

Karl O. Burrer, formerly instructor in physics at the university, is an instructor in physics at Vassar College.

Roy M. Talbot is in the Chinese Foreign service, Peking, China.

Chas. W. Hill, formerly an instructor in chemistry at the university, is Assistant Director of the Research Laboratories of the National Carbon Co., Cleveland, Ohio.

J. P. Vaughan, superintendent of schools in Chisholm, is president of the Northeastern Minnesota Educational Association.

'08.

Mr. and Mrs. G. A. Field have moved from Springfield, Ohio, to Birmingham, Alabama, where Mr. Field has taken a position as chief draftsman for the Hardie-Lynes Mfg. Company.

Oscar C. Schorer is manager and director of the Plymouth Furniture Co., Plymouth, Wis.

Hiram S. Rankin is with the Oliver Iron Mining Co., Chisholm, Minn.

Gordon E. Fox is with the Ft. Wayne Electric Co., Ft. Wayne, Ind.

William J. Bollenbeck was recently elected vice president of the Milwaukee Press Club. He is now doing politics and the city hall for the Milwaukee *Sentinel*.

John W. Cunningham has removed from Spokane, Washington, to Ellensburg, Washington, where he is assistant engineer of the Kittites Reclamation District.

'09.

"Jumbo" Stiehm, a former Badger athlete, and last year coach of the Uni-

versity of Nebraska football team, has been elevated to the position of director of athletics. He will coach and manage all branches of cornhusker athletics and will represent the university at all intercollegiate conferences. Stiehm succeeds Dr. R. G. Clapp.

Miss May Putnam is teaching in the Manitowoc High School.

Miss Olivia Monona Goldenberger recently sailed from New York with a party of friends on the Kronland of the Red Star line. After seeing London, Miss Goldenberger goes to Paris to study voice and language. Before returning in October, Miss Goldenberger will visit relatives and friends in France, Germany, Switzerland and Italy. As official interpreter for the Chicago Grand Opera Company, Miss Goldenberger has just finished her second season with the company, having sung with them in Chicago, Milwaukee, St. Paul, Cleveland, St. Louis, Cincinnati, Philadelphia, New York, Baltimore, and Washington, D. C. Before leaving she signed a contract with the company for next season.

Ex-'10.

Henry A. Sprague is in the lumber business, Prince Rupert, B. C.

'11.

Frederick Carter, who is head of the athletic department in the La Crosse high school, has accepted a position as physical director at the La Crosse State Normal school for next year.

Oliver P. McKee is teaching in the Manitowoc high school.

Loren Heberd has succeeded William J. Platten as steam expert with the Illinois Steel Co. at South Chicago.

H. A. Christie and R. C. Phipps are with the Raymond Concrete Pile Co., manufacturers of an extensively used patented reinforced concrete pile, Chicago, Ill.

H. W. Edmund is located at Aurora, Ill., with the United Gas & Electric Co.

L. L. Heberd is with the Illinois Steel Co. at their plant at South Chicago, Ill.

R. Holverschied is with the Barker Coal Co., at Hinsdale, Ill.

R. S. Hoyt is located at Monroe, Wis., with the Invincible Electric Bank Protector Co.

K. L. Kratz is with the Wausau Foundry & Machine Shop at Wausau, Wis.

J. S. Langwill is located at Rockford, Ill., with the Rockford Tool Works.

A. McArthur is located at Superior, Wis., with Whitney Bros.

J. D. McLean is a member of the Government force at the Forest Products Laboratory, Madison, Wis.

B. H. Muller is in the testing department of the Milwaukee Electric Railway & Light Co.

W. H. Pugh is with the W. H. Pugh Coal Co. at Racine, Wis.

A. C. Sladkey is superintendent for the National Enameling Works at Milwaukee.

G. E. Steudel is with the A. O. Smith Co., at Milwaukee, Wis.

N. C. Sweet has found employment with the large excavating machinery concern, the Bucyrus Co., at South Milwaukee, Wis.

R. D. Watson is employed in an engineering capacity with the Webster Mfg. Co., at Tiffin, O.

'12.

Otto Stangel, of the championship basketball team, has been secured as assistant "farm crops" inspector at the University. He will take up his duties in the fall.

PROGRESS OF THE UNIVERSITY

SENATOR GORE AT UNIVERSITY.

United States Senator Thomas P. Gore of Oklahoma spoke here before the University of Wisconsin Students' Democratic club recently on "The Great Issues of the Day."

LECTURES ON COWBOY SONGS.

That cowboy songs are the spontaneous expressions of American frontier life, was shown by Prof. Lomax on April 2 at the university in a lecture on "Western Cowboy Songs."

EXPLAIN CALLINGS FOR GIRLS.

Vocations open to women graduates of the university, such as social service, medicine, journalism, library work, home economics, and physical training, were explained to university girls at the first vocational conference held at the University of Wisconsin, under the auspices of the Girls' Self Government Association, April 10 to 12.

The speakers included Prof. Sophonisba P. Breckenridge, of the University of Chicago and Hull House, a well known social settlement worker; Dr. Dorothy Reed Mendenhall, formerly of the Babies' Hospital of New York, Miss Emogene Hazeltine, preceptress of the Wisconsin Library School; Richard Lloyd Jones, editor of the *Wisconsin State Journal*; Miss Abby S. Mayhew, director of the woman's gymnasium at the university; Miss Abby Marlatt, head of the course in economics; and Miss Bennett of the staff of the *Chicago Record-Herald*.

TO CALL ON NEW ARRIVALS.

Plans for a senior adviser for every freshman girl who enters the university next fall are now being formed by Mrs. L. K. Mathews, dean of women of the institution.

In May Mrs. Mathews will call for volunteers among girls in the coming senior class whose duty will be to see the freshman girls for whom they act as advisers at least once in two weeks, and to help them to enter various student activities. Each senior adviser will make monthly reports to the dean of her freshman charges.

PLEAD CASES AT VARSITY.

In order to teach students in the law school how to plead cases, practice courses in pleading have been started at the university. A practice court has been established, which is conducted essentially the same as a real law court and each student in the law school is required to conduct two or more cases in this court. Not only must he prepare the pleadings and the drawing up of the case but he must also carry through the various steps of the case from the beginning to the final judgment.

CARL SCHURZ PROFESSOR.

The first Carl Schurz Memorial Professor at the University of Wisconsin appointed as a result of the endowment fund of \$32,000 subscribed by the German-American citizens of Wisconsin, will be Dr. Eugen Kuehnemann, professor of philosophy in the University of Breslau, who will come to the University of Wisconsin for the first semester of next year.

BOOK REVIEWS

The Story of a Great Court, by John Bradley Winslow, LL. B. '75, LL. D. '05, chief justice of the Supreme Court of Wisconsin. T. H. Flood & Co., Chicago. xiv+421 pp.

When we first took up this sketch history of the Supreme Court of Wisconsin, its judges and their times from the admission of the state to the death of Chief Justice Ryan, we did so—let us frankly admit it—from the reviewer's sense of duty. We little expected in a legal history to find fascinating reading for the layman. But we were pleasantly surprised to discover that the book is entirely devoid of dryness and unintelligible technicalities, understood only by the trained lawyer, and makes interesting reading from start to finish. The vivid story of the heated controversies in which the earlier judges were involved, of the important cases that attracted attention the nation over, of the interesting characters which have occupied the bench from 1836 to 1880, is full of interest to anyone who would occupy himself with the history of Wisconsin.

The book is not lacking in flashes of that dry humor of which Justice Winslow is so well known to be possessed. Chapter V, entitled "Some Contemporaneous Comments on Madison, the Capitol Building, and the Early Supreme Courts," is as amusing as it is instructive.

The Wisconsin Idea, by Charles McCarthy, Ph. D. '01, chief of the Wisconsin Legislative Reference Department. With an introduction by Theodore Roosevelt. Cloth, 12 mo., \$1.50 net. Pub-

lished by The Macmillan Company, 64-66 Fifth Avenue, New York City. xiv+323 pp.

So much is said about "The Wisconsin Idea" and so little of concrete nature really known by those who most glibly use the term, that it is refreshing to see a scholar and practical statesman of Dr. McCarthy's type work out in an exhaustive treatise what really constitutes the far-famed "Wisconsin Idea." As Mr. Roosevelt says in the introduction, Wisconsin "has become literally a laboratory for wise experimental legislation aiming to secure the social and political betterment of the people as a whole."

Dr. McCarthy's book traces the history of this experimental legislation, shows how it was secured often amid great opposition, and explains how it has worked out in practice. The work gives an account of, first, the measures providing state regulation of railroads, public utilities, etc.; second, the measures involving political changes, such as the referendum, the recall, primaries, etc.; third, the employment of experts, mainly for universities, to aid commissions, and fourth, the institution of a representative reference bureau to serve and inform the legislature. The work discusses these and kindred measures freely, furnishes much information, and binds it all together into an interesting and simple exposition.

We recommend most strongly to the attention of our readers this genuinely Wisconsin book, dealing with Wisconsin problems by a Wisconsin professor.

Stover at Yale, by Owen Johnson, with eight illustrations in black and white by F. R. Gruger. New York, Frederick A. Stokes & Co., Publishers. 386 pp. Price, \$1.35 net.

While this story has nothing to do, on the face of it, with Wisconsin, the scene being laid at Old Eli, it is of absorbing interest for the general problem which it discusses: "Is the Society System in American colleges good or bad?" One of the leading figures in the story, "Brocky," a college lad who has managed to accumulate a considerable amount of information, convicts a group of his chums who have no knowledge of the arts and literature, despite the fact that they are attending college, as follows:

"You don't know the big men in music; you don't know the pioneers and the leaders even in any art; you don't know the great literatures of the world, and what they represent; you don't know how other races are working out their social destinies; you've never even stopped to examine yourselves, to analyze your own society, to see the difference between a civilization founded on the unit of the individual, and a civilization, like the Latin, on the indestructible advance of the family. You have no general knowledge, no intellectual interests; you haven't even opinions; and at the end of four years of education you will march up and be handed a degree—a bachelor of arts. Magnificent! And we Americans have a sense of humor. Do you wonder why I repeat that our colleges are splendidly organized institutions for the prevention of learning? No, sir; we are business colleges, and the business of our machines is to stamp

out so many business men a year, running at full speed and in competition with the latest devices in Cambridge and Princeton!"

Throughout the book there is no attempt to hide faults and weaknesses in our universities and colleges. Evidence after evidence does the author bring of the fact that our sports, our literary contests, our whole university training, bears the stamp of too much commercialism and too little real culture—the culture that the German calls "Herzensbildung."

Jesse Applegate, Pioneer and State Builder, by Dr. Joseph Schafer, head of the department of history at the University of Oregon, appears as "University of Oregon Bulletin, Vol. IX, No. 5, February, 1912."

Duane Mowry, law, 1875, contributes an article to *The Green Bag*, Boston, for February on "The Law in Milwaukee." It deals almost entirely with living members of the bench and bar in the metropolis of the state. It is illustrated by portraits of several of the prominent members of the legal profession.

Arthur Remington, '87, of the Tacoma Bar and reporter of the Supreme Court of Washington, has just issued an *Annotated Supplement 1912 to Remington's Washington Digest of Washington Reports*, published in 1907. The Supplement, published in one royal octavo volume, containing 1163 pages and bound in modern law buckram, may be had for \$10.50 from the Bancroft-Whitney Company, Law Book Publishers, 200 McAlister St., San Francisco, Cal.