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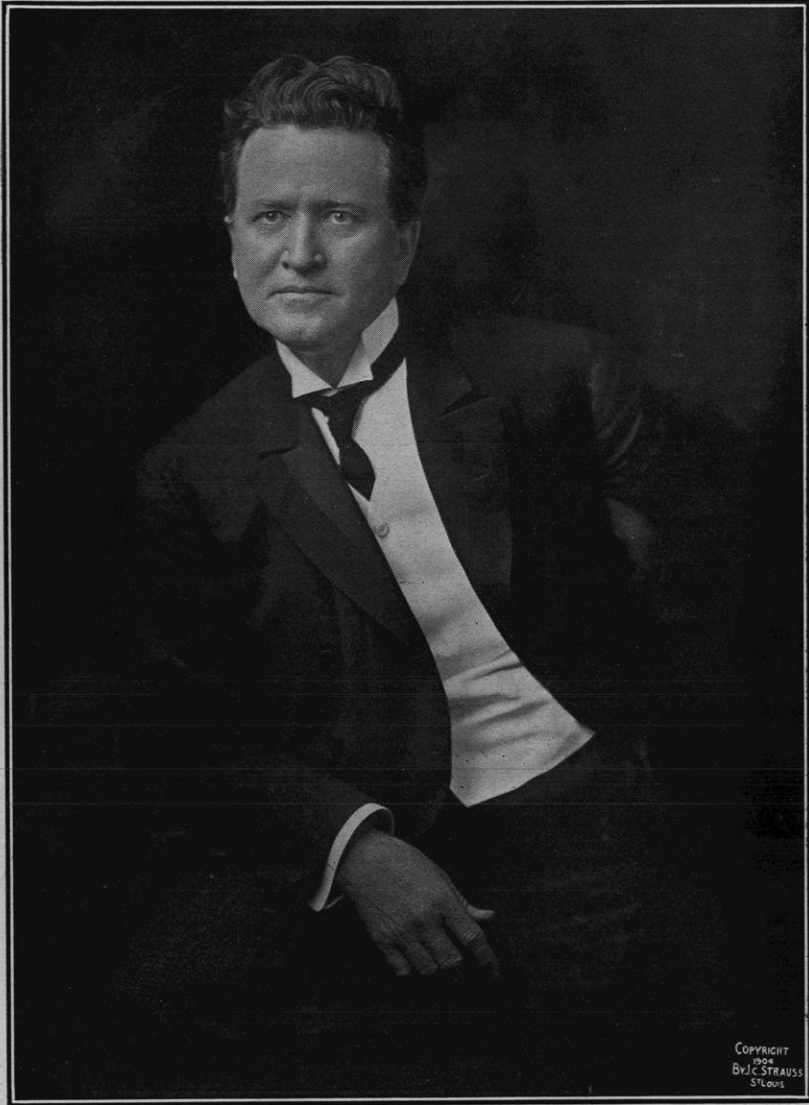
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1904
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ST. LOUIS

ROBERT M. LA FOLLETTE, '79.
Candidate for President of the United States.

The Alumni Association of University of Wisconsin

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The Wisconsin Alumni Magazine

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GO TO SCHUMACHER FOR YOUR SHOES

The Wisconsin Alumni Magazine

VOL. IX.

APRIL, 1908

NO. 7

EDITORIAL

CO-EDUCATION

THE discussion of coeducation in the university which has recently been carried on in the newspapers, and in pamphlets, and at public meetings, has led us to publish in another part of the *Alumni Magazine* a review of the origin and development of the consideration of this subject by the university authorities. An unbiased study of the facts as they are found in the minutes of the faculty and regents' meetings and in the public utterances of President Van Hise, shows conclusively that the fears of the friends of coeducation are groundless. The alumnae who have been active in the agitation in behalf of coeducation seems to have misinterpreted the purpose of President Van Hise and the university faculty.

A review of the facts in the case shows:

First, that President Van Hise believes and has always believed in the maintenance of coeducation to the fullest possible extent;

Second, that President Van Hise does not and never has advocated general segregation of the sexes in the university;

Third, that the faculty has taken the position that the inquiry now being carried on concerning the advisability of separate divisions in classes of some courses now generally

neglected by men and by women respectively, "does not involve the general subject of coeducation which is, as it has been for many years, the settled policy of the university;"

Fourth, that the first proposal of such separate classes was made with view to increase the opportunities of women, by providing a separate division for them in political economy, a subject now generally neglected by them apparently because the classes are made up almost exclusively of men;

Fifth, that even if the separate divisions were provided in a few courses now given in several divisions, other divisions in the same courses would be maintained for men and women; and that, as President Van Hise points out, "by far the larger number of divisions in all subjects, and all divisions in most subjects, would include both men and women;"

Sixth, that neither the question of presenting certain subjects in mixed classes, nor that of the intellectual capacity of women, or of her ability to profit by the higher education to be obtained in a coeducational institution, have been raised or considered by President Van Hise or the university faculty in connection with the subject of separate classes;

Finally, that the sole purpose of the proposed separate classes is to

increase the opportunities of men and women alike, "to increase the efficiency of coeducation," and "to maintain coeducation in full vigor" in the university.

We believe that the majority of the alumni and alumnae of the university have the fullest confidence in the ability of President Van Hise, the faculty, and the regents to act for the best interests of the university in this matter as in all others of educational policy.

A SIGNIFICANT MEETING

An event of unusual significance to the university was the "University Extension" smoker, given on April 14 by the Merchants and Manufacturers association of Milwaukee. It offered a splendid opportunity to demonstrate that the university does indeed come "close to the people."

Alumni have manifested keen interest in the work of the new University Extension Division. The opening of this new field of university activity seems destined to mark an epoch in the life of the university, as did the establishment of the agricultural experiment station twenty-five years ago.

The report of this smoker, and the extracts from the speeches of President Van Hise, Professor Reber, and Mr. McKenzie, which appear elsewhere in this number, is indication that this meeting brought the university and the leading business men of Milwaukee into more intimate rela-

tions than ever before. It would repay those who are watching the wonderful expansion of the university to read this account of the "University Extension" smoker at Milwaukee. It will be observed that emphasis is laid on research work quite as strongly as upon instructional work, either at the university or through the correspondence-study department. The speakers made it apparent to the merchants and manufacturers that only by experiment and investigation can the university hope to be of assistance in the material upbuilding of the state, and to become a strong factor in its industrial progress.

BRYCE ON COMMENCEMENT

Hon. James Bryce, British ambassador to the United States and author of "The American Commonwealth" has accepted the invitation of President C. R. Van Hise to deliver the baccalaureate address to the graduating class on Sunday, June 14.

THE "BADGER"

The 1909 Badger will be issued about May 22. Any alumnus desiring a copy of this year's annual can secure one by remitting the usual price of \$1.50 to Albert W. Grady, Business Manager, 411 West Gorham Street, Madison, Wis. The supply is limited and it is suggested that any one desiring a copy order it at once in order to insure their getting one.

NEWS OF THE ALUMNI

The University of Wisconsin club of Washington, D. C., gave its annual banquet at the Shoreham hotel,

Saturday evening,

Washington April 11. Among **Association** the alumni and guests present were:

Congressman John J. Esch, Congressman John M. Nelson, Congressman Gustav Kuestermann, Congressman James A. Tawney of Minnesota, former Assistant Attorney General Louis A. Pradt, Deputy Auditor of the Navy J. B. Price, C. E. LaVinge, H. E. Patton, Ph. D., R. J. Katz, Theo. L. Cole, Geo. S. Wilson, R. D. Coyner, Arthur H. Lambeck, J. G. Staaek, Jesse R. Stone, Daniel Cogswell, C. H. Wegeman, T. W. Brahany, C. E. Inbusch, Robt. A. Maurer, L. R. Davies, James A. Priest, Alfred R. Schultz, Geo. Kemmeer, E. R. Stone, W. C. Penn, F. W. Holt, H. L. McDonald, H. A. Whittaker and I. J. Wilson.

Senator Robert M. La Follette, who was unable to be present, sent the following to Congressman Nelson:

United States Senate, April 11, 1908.

HON. JOHN M. NELSON,
Washington, D. C.

Dear John:—I have been ill for several days, and regret exceedingly that I am not well enough to join with you tonight in singing the songs and sounding the praises of our beloved Alma Mater, and beg the privilege of offering my pledge of faith by this brief message. Wherever assembled in her name, her boys are

one by a common bond of brotherhood. In every state in this Union her children, sons and daughters alike, are gathering honors to lay at her feet.

One of the youngest of the great universities, she has compelled recognition from the leading educators of the world. She ranks with any institution in this country in scholarship. She is the pioneer in many fields of original investigation and research. She has no equal in the liberality of her instruction and the pure spirit of democracy which pervades her life. More than any other institution of learning she embodies the precious word of the Great Teacher: "And ye shall know the truth and the truth shall make you free."

I congratulate all of you and express my personal obligation as a Wisconsin university man to those who have made this organization and ask to be counted with you.

Fraternally yours,
(Signed) ROBERT M. LA FOLLETTE.

Just before the first course, the following toast was proposed by C. E. La Vinge:

"A dinner lubricates"—Stowell was right!

Let wit and humor, then, flow free tonight.

To revel at a banquet such as this,
A sturdy bunch has come from U. of Wis.,

All bearing with them ever will in mind

The grand old varsity they've left behind.

Be this our toast: Take everything
 in sight;
 May good digestion wait on appetite.
 It's up to you, so do your duty well,
 And ere we sit, let's give our college
 yell.

Congressman John J. Esch, '82, was toastmaster. The list of speakers included Hon. John M. Nelson, '92, who responded to the toast, "Our Alma Mater;" L. A. Pradt, '81, former assistant attorney general of the U. S.; Hon. James A. Tawney of Minnesota, who attended the U of W law school in '82; B. J. Price, deputy auditor of the navy, who is a graduate of Lawrence university; Hon. Gustav Kuestermann; Theo. L. Cole, '71; and C. E. La Vinge.

Intermingled with the speeches, there was the singing of college songs. The singing was led by C. E. Inbusch, '07. One song, composed by Mr. B. J. Price, and sung by C. E. La Vinge, the guests joining in the chorus, was received with marked enthusiasm. Following is the song.

BADGER BOYS ARE WE.

Tune: "My Maryland.")

The Badger's famed for his mighty
 jaw,
 For the prowess of his good right
 paw,
 But with these will he no one awe,
 Unless from his they a quarrel draw.

CHORUS.

O, the Badger boy is the boy for me,
 So full of pluck and tenacity.
 He'll hoe his row forever free
 And live through all eternity.

Then will he with a courage fight,
 Like a hero in the cause of right,
 Fearing neither man or might,
 Nor turning on his heels in flight.

Chorus:

The Badger's sturdy, fat and sound,
 And rarely towers above the ground;
 But in his sphere he's ever found,
 A thorough Badger all the way
 round.

Chorus:

Tenacity is his strongest boast,
 By it he's known to defy a host,
 And come off the uppermost,
 'Gainst the odds that would give him
 a roast.

Chorus:

So, Badgers, like our prototype aim
 In the battle of life to be ever the
 same,
 And die if we must, but only die
 game,
 Leaving behind an honorable name.

Chorus:

The Milwaukee alumni are getting together a strong organization. The following officers have been elected:

Milwaukee Alumni	L. S. Pease, '86, president; W. A. Jackson, '91, vice president; Ernst von Briesen, '00, secretary; Howard Greene, '86, treasurer. The above with C. A. Vilas, '99, Rodger Trump, '05, H. A. Apple, '06, G. E. Morton, '91, M. A. Hoyt, '83, A. G. Schwefel, '96 and H. E. Bradley, '02 form the executive committee. This committee has had several meetings and they are preparing to select an advisory committee to consist of one member of every class. This is to serve two purposes; in case some question should come before the Milwaukee alumni they can easily call together this body of representative alumni and get a far better expression of opinion than they could from any hastily called meeting. In the second place it is the expectations that each one of these will take a
-------------------------	---

greater interest in the annual banquet and do everything in his power to get his former classmates out.

In this connection it was suggested that the classes at the university, as they graduate select a permanent class secretary. Every member of the class is assessed a certain small amount. With this fund, the secretary is to prepare a report from time to time and mail it to each member and thus inform the members of the class where their fellow classmates are. This custom is carried on in the eastern colleges and it is certainly satisfactory to get a report from time to time.

The city attorney's office in Milwaukee reminds one of a University of Wisconsin meeting. John T. Kelly, '88, the city attorney, and the assistants, Benjamin Poss, Clinton T. Price, '01, John S. Kaney, Walter Bender, Lester C. Manson are all former Wisconsin students.

Ernest von Briesen, '00, Sec.

MARRIAGES

FISH, '03—RICHARDS.

On April 25 the marriage of Miss Margaret C. Richards, daughter of Mr. and Mrs. C. J. Richards of Racine, to Irving A. Fish at the home of the bride's parents. After a bridal tour through the east they will take up their residence in Racine, Wisconsin, where Mr. Fish is engaged in the practice of law.

ENGAGEMENTS

ST. SURE, '03—ANDREWS.

The engagement of Miss Janette St. Sure, of Madison, and Burton B. Andrews Jr., of Birnamwood, Wisconsin, has been announced.

HOBBS, '07—ST. SURE.

The engagement of Miss Fannie Hobbs, of Madison, and Frank A. St. Sure, of Chicago, is announced.

SHOULD AULD ACQUAINTANCE BE FORGOT?

'76.

J. W. Hiner's address is 4740 Madison Avenue, Chicago.

'86.

Charles L. Beach, who for two years has been at the head of the agricultural department of Vermont university, has been elected president of Storrs College, Connecticut, one of the foremost agricultural colleges of the country. Mr. Beach was an early graduate of the agricultural college of our university.

'88.

John H. Wise has been promoted from assistant superintendent of schools of Carlisle to the superintending of the Indian school at Chillaco, Oklahoma. Mr. Wise's appointment came from the secretary of the interior.

'90.

Arthur J. Hoskin is professor of mining at Golden, Colorado.

'92.

"The popular branch," as a characterization of the House of Representatives in Congress, is one of the humors of political nomenclature. Representative Nelson of Wisconsin has discovered what is the matter with the House, and in his resolutions presented today he proposes remedial measures.

Mr. Nelson has studied the history of parliamentary procedure in Brit-

ain from the beginning. He finds that the practice under which the American House does business was adopted from the house of commons just at a time when parliamentary government was at its lowest ebb; when every effort was being devoted to suppressing the representative character of that government; when, unable entirely to control even a house gerrymandered by the "rotten borough" system, the ruling influences resorted to rules which enabled the presiding officer to dominate the body, and subvert the will of the majority.

That system, Mr. Nelson discovers in his researches, dates back to the reigns of the Georges. When the great reform movement culminated in 1832 and succeeding years, the commons set about to re-popularize itself; and, in addition to the establishment of representation on a new basis, extension of suffrage, disestablishment of rotten boroughs, and granting representation to populous and important cities, the commons reorganized its rules.

But the old rules had meanwhile been transplanted to America as the basis of the parliamentary system of the American House of Representatives. They have long since been reformed by the English house; but the more conservative American commons continues with much the same old system, tightening it up somewhat from time to time, till if anything it has become rather more oligarchic and vicious than was even the system which George III and his advisers used to keep the commons of their day from being too dangerously popular.

Mr. Nelson wants a commission to investigate, to learn what is the mat-

ter with the House and its rules, to recommend measures to restore the self-respect and representative character of the body.

His resolution will not pass at this session; doubtless reform will come by some other route, when it does come. But this much can be set down as certain; the House is going to be reformed, it is going to be restored to a decent relationship to the scheme of this Government; and it is going to be controlled for a long time by whatever party has the courage and honesty to do this work.

If the House doesn't yet realize the depth of the disgust which the intelligent American public feels for its present situation, it needs to study public opinion.

—Washington Times.

'93.

Edwin T. Munger has been appointed superintendent of motive power and equipment of the Metropolitan West Side Elevated Railway Company of Chicago. Mr. Munger is vice president of the University of Wisconsin club of Chicago.

ex'93.

Chas. Huntner is a lumber broker at Aurora, Illinois.

'94.

Horace B. Bordman has removed from Chicago to Reno, Nevada, where he is professor of civil engineering.

'96.

F. D. Warner of Lewiston, Idaho, recently visited the university for the first time since he was graduated.

'98.

Arthur Meyer has been appointed to the position of professor of

anatomy at North Western university.

'99.

Thos. A. Tolrud who has been practicing law at Everett, Washington, has moved to Billings, Montana, where he will continue in the practice.

H. O. Seymour has been promoted to the assistant management of the Wisconsin Telephone Company at Milwaukee.

Arthur M. Churchill is practicing law at Washington, D. C., with the firm of Newcomb, Churchill and Frey.

Guy Meeker is engaged in the real estate business at Vernon, B. C.

ex'99.

Chas. T. Warner is practicing dentistry at Boston, Massachusetts.

'00.

G. F. Ruediger is director of the State Public Health Laboratory of the University of North Dakota, college of medicine, at University, North Dakota.

V. G. Marquise is a court reporter, 518 Land Title building, Philadelphia, Pennsylvania.

Dr. B. C. Dorset is assistant physician in the Minnesota State hospital at St. Peter, Minnesota. Mr. Dorset was graduated from the University of Pennsylvania college of medicine in '04.

Allard J. Smith's new address is 1983 Kenmore Avenue, Chicago.

'01.

John W. McMillan who has been practicing law at McAlester, Oklahoma, is located at Milwaukee, Wisconsin.

'02.

G. M. Wilcox's address is 5225 Ingleside Avenue, Chicago.

J. F. Wojta has moved from St. Peter, Minnesota, to Menomonee, Michigan.

N. C. Kerch has resigned his position as teller with Peabody Houghteling Company, bankers of Chicago, to take charge of the Mazomanie mills.

'03.

Miss Emma Gertrude Jaeck has been awarded for the second year a fellowship in modern languages in the state University of Illinois. Miss Jaeck has also been engaged as instructor in German in the summer session of the university.

'04.

A. A. Mueller has entered into a partnership to practice law in Milwaukee with James A. Sheridan, under the firm name of Sheridan and Miller.

Howard L. Dessert is with the Mosinee Toy Company, Mosinee, Wisconsin.

'05.

Herbert Inbusch is with the Pacific States Telephone and Telegraph Company, located at Los Angeles.

Walter H. Inbusch who is with the Pacific States Telephone and Telegraph Company, is now located at San Francisco.

'06.

R. J. Pickard is an interne in the Cook County hospital, Chicago, Ill.

Frank C. Kennedy is located at Cluiholm, Minnesota, with the Shengango Furnace Company.

Minnie T. Draves has moved from 673 Walker Street to 723 Summit Avenue, Milwaukee.

ex'08.

R. O. Carlyon is in the drug business at Clear Lake, Iowa.

PROGRESS OF THE UNIVERSITY

THE REGENTS

PS. LAMOREAUX, a manufacturer of Beaver Dam, has been appointed by Governor James O. Davidson as university regent for a term of three years. He succeeds M. C. Mead of Plymouth.

The regents of the university at their meeting April 22 made a number of appointments and promotions in the faculty of the uni-

Appoint Professors C. Thomas, now head of the department of marine engineering of Cornell university, was chosen to the professorship of steam engineering made vacant by the death of Storm Bull. William L. Westerman, at present assistant professor of history in the University of Minnesota, was made assistant professor of history. Max Mason, Wisconsin '99, assistant professor of mathematics at Yale, was elected associate professor of mathematics. Dr. M. P. Ravenel, professor of bacteriology, was appointed director of the state hygienic laboratory. Professor Louis Kahlenberg was made director of the new courses in the training of expert chemists.

The regents also made a number of promotions in the faculty. A. N. Winchell, now assistant professor, becomes professor of mineralogy and petrology. Associate professor M. C. Beebe was appointed professor of electrical engineering. The following were raised from assistant to associate professors: R. B. Scott, politi-

cal science; G. C. Fiske, Latin; Grant Showerman, Latin; U. B. Phillips, American history; H. J. Thorkelson, steam engineering.

The instructors who were appointed to assistant professorships are: Eduard Prokosch, German; J. L. Kind, German; L. R. Ingersoll, physics; J. G. Fuller, animal husbandry; W. G. Chase, American history; W. L. Koelker, chemistry; W. G. Marquette, botany; B. M. Allen, anatomy; A. V. Millar, mechanical drawing; R. MacA. Keown, machine design; J. W. Watson, electrician engineering; O. P. Watts, chemical engineering. Chauncey Juday was made lecturer in zoology. Dr. Margaret Schagner becomes lecturer in political science.

The new instructors are as follows: H. C. Hockett, American history; J. H. Matthews, physical chemistry; W. E. Grove, pharmacology; **Elect New Instructors** W. H. Brown, pathology; Walter J. Meek, physiology; R. C. Disque, electrical engineering. R. T. Craige was appointed instructor in mathematics in the University Extension division; Mr. Reinhardt, instructor in German, University Extension division.

The assistants who are promoted to instructorships are: R. H. Hess, political economy; J. G. Brandt, Latin; Margaret Ashmun, English; F. K. Brainard, physics; W. J. Mead, geology; P. Skadky, mechanical practice; E. E. Parker, applied

engineering. The new assistants include: A. R. Koch, pharmacy; M. C. Otto, philosophy; C. E. Boyd, Latin; H. A. Watt, English; J. F. Scott, European history; F. W. Williams, geology; L. F. Ausburger, analytical chemistry; David Klein, chemistry; H. L. Walster, soils; R. L. Marshall, soils.

The regents considered the question as to whether the efficiency of coeducation might be increased by providing separate classes in subjects generally neglected by men and by women respectively; but as the matter was one of general educational policy, the regents deferred action until the faculty had an opportunity to consider the question and to report the results of its investigation to the board. A committee of nine professors in the college of letters and science with Dean E. A. Birge as chairman is now considering the matter, but owing to the complexity of the subject will probably not be able to report for some time.

The regents made the following appointments to fill the graduate fellowships and scholarships as recommended by the several departments.

Fellows: Political economy, John A. Fitch, A. B., Yankton college, and Charles B. Austin, A. B., University of Wisconsin; **Elect Fellows and Scholars** Indiana; sociology, Rheda N. White, A. B., University of Wisconsin; political science, Benjamin B. Wallace, A. B., Macalester college; American history, William J. Trimble, A. B., Dennison, A. M., Washington state college; European history, Bernadotte Schmitt, A. B., University of Tennessee; Greek, Philip A. Knowl-

ton, A. B., University of Wisconsin; Latin, Ernest A. Hooten, A. B., Lawrence university; romance languages, Emil F. Hacker, A. B., University of Wisconsin; German, John Whyte, A. B., A. M., University of Wisconsin; mathematics, Francis H'Doubler, A. B., University of Wisconsin; physics, Jesse T. Lyttleton, Jr., A. B. Southern university, Alabama; chemistry, Horace G. Deming, B. S., Washington university; geology, Charles T. Kirk, B. S., University of Oklahoma; botany, Freda M. Bachman, A. B., Miami university.

The Mary M. Adams fellowship in English literature was awarded to F. A. Manchester, A. B., A. M., University of Wisconsin. The scholars are: Political economy, Gerhard A. Gesell, A. B., '08, University of Wisconsin, and Horace Secrist, A. B., University of Wisconsin; American history, Edward O. Traber, A. B., Tulane university; chemistry, Melvin E. Diemer, A. B., University of Wisconsin; German, Otto W. Greubel, A. B., University of Wisconsin; Greek and Latin, George Garten, A. B., A. M., Central college, Missouri; zoology, Harley H. T. Jackson, A. B., Milton college; physics, C. V. MacCauley, A. B., Northwestern university, Evanston; European history, Margaret B. Stanton, A. B., Iowa Agricultural college; civil engineering, B. H. Graff, B. S. '08, University of Wisconsin; electrical engineering, H. H. Hoy, B. S., M. S., South Dakota Agricultural college; chemical engineering, J. M. Breckenridge, A. H., M. S., Albion college, Michigan.

The university regents awarded the contract for the construction of

a new woman's building and gymnasium to contractor T. C. McCarthy, Madison, whose bid of \$175,574 was the lowest for Madison sandstone. Consulting architects in Philadelphia reported against using anything but yellow sandstone for this building, the plan being to have the new building harmonize in appearance with Chadbourne hall and University hall, both of which are built of Madison sandstone. Other grades of Wisconsin sandstone which were examined for the purpose, proved of different color when quarried and weathered from that used in the other buildings constructed of Madison sandstone.

Ground will be broken for the new structure at an early date, and it is planned to have the building ready for occupancy before the end of the next university year. The woman's building and gymnasium will be the center of activity for the eight hundred young women in all departments of the university. Its erection is the first step toward developing President Van Hise's plan for a number of student buildings.

The new building will be sixty-five by two hundred forty feet. It will be located directly west of Chadbourne hall, and will face south on University Avenue. It is to be four stories in height, constructed of buff sandstone with a red tile roof. The new structure will include a gymnasium, a swimming pool, a cafeteria, halls for the girls' literary and musical organizations, reading rooms, rest rooms, offices and apartments for the dean of women, Girls' Self-Government association, writing rooms and parlors.

The entire second floor will be

given over to a gymnasium, shower baths, dressing rooms and lockers. The main gymnasium, running east and west, is sixty by one hundred eighteen feet, with a smaller gymnastic hall running north and south which is forty-two by seventy-two. A large gallery and stage will make these rooms available for concerts and other gatherings for the young women.

The swimming pool is another important feature of the building, and is thirty by fifty-eight feet. With lockers and dressing rooms adjoining, it will be a model of its kind. Five bowling alleys, with adequate place for spectators and three game rooms, where various forms of exercise may be carried on, occupies a considerable portion of the first floor. The north side of the first floor will be taken up with the kitchen and cafeteria lunch room where students may secure at nominal rates wholesome and well cooked food. On the main floor of the building, directly above the cafeteria and kitchen, there will be a lunch room twenty-five by thirty-three feet, where regular meals will be served, and where dinners and banquets of the girls' societies may be held.

FACULTY AND CURRICULUM

"It is time for the reading world to 'sit up and take notice' that a remarkable number of good books, valuable contributions to letters on all manner of timely topics, are coming from members of the faculty of the University of Wisconsin. Many of these productions are marked by independence and originality of thought," says the literary

critic in a recent issue of the San Francisco Chronicle. Statistics just compiled at the university prove the statement. There were published by Wisconsin university men over three hundred fifty books, reports and magazine articles in the two years of 1906 and 1907. In the year just closed forty-three books and bulletins, one hundred five magazine articles, and fifteen special reports of investigations carried on for educational associations were published; and in the year previous fifty-one books and bulletins, one hundred fifteen magazine articles, and twenty-four reports were published.

When it is considered that the student body numbers over four thousand men and women; that the curriculum is constantly being enlarged by new lecture and study courses; and that the professors are in great demand for lectures throughout the state and in cities even as distant as Boston, New York, Philadelphia and St. Louis, this authorship among them is remarkable. It is also noteworthy that these literary activities are not confined to any one department, but includes men in fifty different branches of instruction, in the college of letters and science, engineering, agriculture, law, and the course in commerce and school of music. The largest number of men in any one department who are publishing their written work, are found in the departments of languages and agriculture, there being twenty men in each of the two divisions of university work who are thus making public their researches. In the college of medicine fourteen men have published books and other written work; eleven in the various engineering departments; ten in the combined

departments of political economy, political science and sociology; ten in chemistry; and from one to three in each of a large number of scientific, literary and educational branches.

The faculty of the department of political economy have been prolific writers, issuing eight notable volumes in the past two years, among which may be mentioned Professor John R. Commons "Races and Immigrants in America," just published; W. H. Price's "English Patents of Monopoly;" a new edition of "Outlines of Economics" by Dr. Richard T. Ely, and several volumes of the Citizen's library which he is editing. Ten books and bulletins were issued by the English department, notably two volumes by Professor John W. Cunliffe on George Gascoigne, and on "Italian Prototypes of the Masque and Dumb Show," two volumes by William E. Leonard, one his own poems and one on "Byron and Byronism in America;" a "Handbook of Composition" by Dr. Edwin C. Wooley.

Professor Edward A. Ross of the sociology department has published four books recently, his last being "Sin and Society," and others "Social Control," "Social Psychology," and "Foundations of Sociology." Of the six books published by the education department, Dr. M. V. O'Shea's new book, "Linguistic Development and Education" is especially notable, as are also his "Dynamic Factors in Education;" Dr. F. W. Dearborn's "Psychology of Reading;" and two volumes by Professor E. C. Elliott. Dr. Joseph Jastrow's "The Subconscious" from the psychology department; Professor Alexander Kerr's "Republic of Plato" from the department of

Greek; Professor S. E. Sparling's "Business Organization" and Margaret Schaffer's labor legislation bulletins from the political science department; Professor J. H. Walton's "Elementary Quantitative Chemical Analysis" and Dr. Victor Lenher's two volumes on laboratory practice; Professor Julius E. Olson's "Northmen," and two other Scandinavian volumes; and Professor L. S. Smith's "Water Powers of Wisconsin;" together with a large number of bulletins and reports, indicate what the various departments are accomplishing in the publication of the results of valuable research.

The first general history of the public finances of Wisconsin from territorial days to the present time, prepared by Dr.

Financial History of Wisconsin Raymond V. Phelan, some-

time fellow in economics at the university, has been published in a bulletin entitled "The Financial History of Wisconsin." Among the important subjects of current interest discussed by Mr. Phelan in this monograph are tax legislation, taxation of corporations, inequalities of the present system of assessing property, and the question of appointed or elected assessors. He takes up in detail the question of the general property tax and the problems of administration, equalization, evasion, inequality, undervaluation and the taxation of credits; and explains the relation between state and local taxes. The author has made a most exhaustive investigation of public records and all other sources of information in compiling this review of the administration of state moneys. The bulletin, which is

intended for general distribution within the state upon request to the secretary of the university board of regents, will be found of exceptional interest and usefulness to all assessors of the state, to the local tax officials in towns and counties, and to city tax commissioners, as well as to tax payers who are interested in knowing just how the funds of the state are raised and administered.

Of particular interest are the chapters on the taxation of corporations. The ad velorem plan of taxing railroad property now in force in the state, the taxation of other public service companies, such as telegraph, telephone, express, street railway, and gas and electric light lighting, and the system of centralized assessment by the state tax commission, are treated in detail by Mr. Phelan.

With reference to the inequalities that arise under the present system of assessing property for taxation purposes, Mr. Phelan says: "Wisconsin as well as every other state, has had an unfortunate experience with elected assessors. Perhaps the time is not far distant when this progressive state will have the property of its citizens assessed by officers who will give all of their time to the work, who will be appointed by the state board, under civil service rules, and who will not be hampered in the discharge of their duties by and dependence, political or otherwise, upon the person whose property they will assess for taxation."

The history, on the whole, is commendatory of Wisconsin. It points with approval to the many safeguards that have been erected around the administration of the state's finances, and to the progressive atti-

tude shown by state officials in solving the numerous problems that arise in the collection and disbursement of the taxes, and in the establishment of equitable relations between the taxation of corporate property and private property.

A summer course for advanced work for chemical, electrical, hydraulic, mechanical, and gas and steam engineers will be given for the first time this year in the college of engineering. Much of the instruction will also be of practical value for architects and contractors, as well as to practicing engineers and graduate students in engineering. The engineering summer session will be held at the same time as the regular summer session, beginning June 20 and continuing for six weeks, until July 31. Fifteen members of the regular faculty of the college of engineering, and in addition Professor John J. Wilmore of the Alabama Polytechnic Institute, will offer courses of instruction in various departments. Special work will be given in machine design, mechanical drawing, mechanics, the testing of materials, and shop work. The testing laboratories will be open to students, and every assistance will be given to practicing engineers, instructors in technical schools, and advanced undergraduates desiring to conduct special investigations.

Tests of calorimeters and of various fuel consuming devices, the calculation of efficiencies, proving gas meters, revaluation of by-products, and the detection and determination of impurities and adulterants will be among the subjects taught in the de-

partment of chemical engineering, under Professors C. F. Burgess and J. C. Dickerman. There will also be laboratory work in the examination and analysis of solid, liquid, and gaseous fuels, products of combustion, burning and lubricating oils; and in the principles of sampling, the preparation of reagents, and the interpretation of analysis.

The simple forms of electromagnets and the development of the laws of magnetization by electric currents, with the construction, management and testing of continuous current machinery may be studied in the electrical engineering department under Professor John W. Schuster. Courses in the generation and utilization of alternating currents with commercial application, and special studies in illumination and photometry will also be offered, and apparatus will be available for experimental work in storage batteries and telephony.

A large field for interesting and valuable experiment will be opened to students at the hydraulic laboratories which were completed last year. They afford the best of facilities for advanced students of hydraulics and hydraulic machinery under Professors D. W. Mead and J. G. Davis.

In the steam and gas engineering department and in the mechanical laboratory lectures, experiments, and research work are offered in thermodynamics, steam boilers, steam engines and turbines, valve gears, gas engines and producers; in refrigeration, compressed air, fuels, lubricants, and heating and ventilation, under Professor A. W. Richter and Professor John J. Wilmore of the Alabama Polytechnic institute.

The testing of building material, such as plain and reinforced concrete, steel, cement, wood, and brick will form another important part of the instruction. Machine design, mechanical drawing and mechanics will be given under the direction of Professors J. G. D. Mack and J. D. Phillips. The recently installed hydraulic testing machine of 600,000 pounds capacity, the 100,000 pound beam testing machine, a torsion machine of 125,000 inch-pounds capacity will be available for research work in testing materials. Extensive tests on reinforced concrete are being carried on, which students will have the opportunity of witnessing.

In addition to these regular engineering courses the summer school for artisans which has been successfully conducted for the last seven years will be continued, to meet the needs of those employed in machine and other trades, as well as for draughtsmen, shop foremen, superintendents, power station employees, and electricians.

New four year courses in mechanical, electrical, civil, and chemical engineering for entrance to which one year of general college work or its equivalent is to be required, are to be established in the college of engineering. Upon the successful completion of these new courses, the professional degrees of mechanical engineer, electrical engineer, civil engineer, and chemical engineer respectively will be granted.

The new four year courses with advanced entrance requirements, it is believed, will mark a very consider-

able step in advance in the matter of engineering education. There is a very general feeling among engineering educators and practicing engineers, that the education of the engineer should be broader and more thorough than it has been in the past.

The year of college work required for entrance to these new professional courses in engineering may be done at any standard college, and consists of the subjects usually taught in the first year of the standard college course. With this year of general preliminary training, the four year course of instruction in engineering can be made broader and more advanced than the present four year course. Economics, for example, is introduced as a regular study throughout one year, and provision is made in the senior year for elective courses in departments other than engineering. The broader and more advanced course of training in engineering will be recognized by the conferring of the professional degrees.

The present four year course in civil, mechanical, electrical, chemical, and general engineering leading to the degrees of bachelor of science in engineering, will be retained, and only the regular high school course will be required for entrance to these courses. A slight modification has been made in these courses with view to reducing the amount of work required in the sophomore and junior years. The technical foreign language in the sophomore year has been omitted, and the amount of work in mechanics and mathematics slightly reduced.

The instructional force of the university during the summer session of

1908 will include a number of prominent educators from various parts of the United States.

Good Courses for Summer Students

Among the new members of the faculty for the summer session are Professor Herman V. Ames of the University of Pennsylvania, Dr. Harold D. Hazeltine of Cambridge university, England, Professor Camillo von Klonze of Brown university, and Mrs. Anna Garlin Spencer of New York.

Professor Ames will offer a course in American history from 1786 to 1837 and will also conduct a seminary on the reconstruction period in the United States. A course in the history of German literature since Klopstock will be given by Professor von Klenze, who will also have charge of a seminary in the German short story of the eighteenth century. Mrs. Spencer, who is connected with the New York School of Philanthropy, will lecture three times a week on methods of social service, and with Professor E. A. Ross, will hold an informal conference once a week for the discussion of social problems.

A feature of the summer session of the law school will be a five weeks' course in the law of property, given by Professor Hazeltine of Cambridge. This course will be given during the second half of the summer session of the college of law.

In the college of letters and science, courses will be offered in all the departments of the college, and in addition, there will be courses in agriculture for teachers, by Professor W. A. Henry, and manual arts by Professor James D. Phillips and J. C. Steen superintendent of machine shops. In

addition to the regular courses of the session, there will be special lectures by Professors Paul S. Reinsch and R. B. Scott of the political science department, and Professor Grant Showerman of the Latin department. In the school of music three courses in public school music will be given by Mr. Peter W. Dykema of New York.

The summer session will extend from June 22 to July 31, with the exception of the college of law, in which the course will end August 29.

FACULTY PERSONALS

"The Place of the College in Education," was the subject of the address which President Charles R. Van Hise delivered at the sixth annual conference of the colleges of the interior which was held at Milwaukee Downer college. The colleges participating are Beloit, Carleton, Chicago Theological seminary, Colorado, Doane, Drury, Fairmont, Fargo, Iowa, Kingfisher, Knox, Marietta, Milwaukee-Downer, Oberlin, Olivet, Pacific Theological seminary, Pacific university, Pomona, Redfield, Ripon, Rockford, Tabor, Washington, Wreaton, Whitman, and Yankton.

A French translation has just been published Paris of "The Subconscious," a recent volume by Professor Joseph Jastrow of the department of psychology. Professor Pierre Janet, a well known professor of psychology at the College de France, has written the introduction to the volume, which is called "La Subconscience," and which is incorporated in an extensive series known as "The Library of Contemporary Philosophy."

THE STUDENT BODY

The attendance at the university this year has passed the four thousand mark. The new catalogue shows a total enrollment of four thousand fourteen. This is an increase of three hundred fifty-five over the attendance last year. The college of engineering is rapidly nearing the one thousand mark; this year nine hundred twenty students are enrolled in that department, an increase of one hundred twenty-one, or over thirteen per cent. The college of letters and science also shows a healthy gain, with a total enrollment of one thousand seven hundred sixty-two, an increase of one hundred eighty-three, or 11.5 per cent. In the college of agriculture this year there are six hundred ninety-four students, an increase of seventy-two, or 11.5 per cent. The graduate school has two hundred thirty-two enrolled, an increase of fifty-two.

In the college of letters and science the course in commerce has two hundred nineteen, an increase of nearly ten per cent; the course for normal graduates has seventy-three enrolled, a gain of over twelve per cent. The newly established college of medicine has an attendance of twenty-five.

Of the six hundred ninety-four students in the college of agriculture, three hundred ninety are in the short course, one hundred fourteen in the dairy course, one hundred forty-six in the four year course, and fourteen are graduate students. The greatest gain is in the short course, where sixty-three additional students were enrolled this year.

The great gain this year was in the freshman class, which numbers four hundred ninety-two, an increase of two hundred eight, or over twenty-

eight per cent. There are five hundred freshmen in the college of letters and science, against three hundred seventy-five last year, an increase of one hundred thirty-two. The college of engineering has three hundred eighteen freshmen, against two hundred thirty-eight last year, an increase of eighty. The senior class in all departments numbers five hundred; the junior class six hundred ninety-three; the sophomore class six hundred twenty-nine.

The college of law this year has an enrollment of one hundred fifty-seven; the school of music one hundred fifty-one; and the summer session four hundred twenty-eight, an increase of thirty.

A regatta between Washington, Stanford, California and Wisconsin on Lake Washington at Washington university during the **Regatta at Alaska-Yukon-Pacific Exposition** exposition is the subject broached in a letter to the editor of The Daily Cardinal by C. M. Rood, '05, general secretary of the Y. M. C. A. at the University of Washington.

The students at Washington university seem to be in favor of establishing relations with an eastern school and have decided upon Wisconsin. The plan as suggested in Mr. Rood's letter is briefly thus: A year from this coming summer the Alaska-Yukon-Pacific exposition will be held on the Washington campus and in connection with this a regatta is being planned to be held on Lake Washington. Mr. Rood's letter is as follows:

Editor Daily Cardinal:—

I attended a meeting of the students of the University of Washing-

ton last evening which was of special interest to me as an alumnus of the University of Wisconsin. It's from the point of view of one who is vitally interested in his Alma Mater that I write to tell you of this and you may use this letter as you see fit. Perhaps it will be of interest to the student body, perhaps only to you and if neither is the case please consign it to the editorial waste basket and say nothing.

The meeting was called to consider the interests of rowing. The annual regatta of the Pacific coast is held either on Lake Washington, in Seattle, or on San Francisco bay, this being dependent upon the choice of the crews competing, Stanford, California, and the crew from the University of Washington. Since things seem to be somewhat amiss financially in the two southern institutions there is danger that there will be no races this year. It was in view of this fact that last night's meeting was called and now every effort will probably be made to have Washington bear the entire expense of bringing one crew so as to have one race at least assured here on Lake Washington. In addition to this the crew from this institution may go south to compete with both southern schools over their course on San Francisco bay.

In addition to this last night, there was considerable discussion in regard to establishing relations of some kind with an eastern school and the whole discussion concerned Wisconsin. Washington is anxious to do her part in overcoming the obstacles which seem to confront such a project and just now the plan that is being thought of is this:

A year from this coming summer the Alaska-Yukon-Pacific exposition will be held on the Washington campus and in connection with this a regatta is planned, to be held on Lake Washington. This institution is eager to have Wisconsin compete in this event with Washington, Stanford, California and perhaps a crew from an athletic club in Portland, Victoria, or Vancouver. The exposition, now in construction, is to mean a great deal to this country and this regatta should mean considerable to all concerned in it. At present things are indefinite but surely there is lots of interest being taken in Wisconsin and in case things should develop you would find the west giving you a royal welcome as well as offering worthy opponents.

I wonder if the students appreciate conditions out here? The crew is made up of men who can train on the lake from early fall until the last race is rowed. We have no ice to trouble us and as a consequence every man is in the boat far longer than the men at Wisconsin. The equipment is good and the four mile course is an a lake making it similar to the one on Mendota. Perhaps the idea may be current in Madison that this is truly a "wild and wooly" west but we don't all carry gems and incidentally the men in this country can row. Track work is an all-winter sport and cross-country running is not alone an interest of the men, for the girls participate in the sport. Along with their cross-country work they have four girls' crews in working trim.

Stanford and California have been the schools which, thus far, have led

in the west, but there is an institution of thirteen hundred students here on Puget sound which has a great future.

Sincerely,
C. M. Rood, Wisconsin, '05.

At the meeting of the sophomore class, the committee appointed to consider the suggested reform in the manner of selecting the Badger board, reported with some changes which are to be considered by the class. The committee favored the plan in general but revised mainly the clauses regarding the selection of the heads of the board and the financial end of the work.

It was suggested that the general chairman and business manager be elected from the university at large, and that they be permitted to divide all profits on the book to \$500, and fifty per cent of the balance, the remainder going to the class. It was also suggested that the accounts of the business manager be audited by the officers of the class and not by the board of upperclassmen.

The detailed report of the committee was submitted as follows:

In a general way, the competitive elections to the Badger board shall be in charge of a supervisory committee to be made up of the following:

General chairman of previous year's Badger; editor of Sphinx; managing editor of Cardinal; editor of Lit; chairman of previous Badger Art committee; chairman of previous Badger Lit committee together with a member of the faculty to be chosen by the above named. The general chairman and business manager

(whose election is provided for hereafter) shall agree upon two members of the senior class to add to this supervisory committee.

The supervisory committee shall see that the elections to the board are conducted in absolute fairness and they shall be a court of last resort for settling all disputed questions concerning competitive elections to the board but shall not interfere in any way with the general chairman or business manager.

The general chairman and business manager shall be elected; the rest of the board shall be chosen on a competitive basis except as hereinafter provided.

At the beginning of the second semester for the sophomore year, the election of the general chairman and business manager shall be held. Both men shall be chosen from the sophomore class. The student receiving the highest number of votes for business manager, shall be declared elected business manager, and the student receiving the highest number of votes for general chairman shall be declared elected general chairman.

By means of a student directory, the secretary of the sophomore class shall determine what students are competent to vote at the election. Any student whose name is not in the directory shall have to prove to the secretary his right to vote before being allowed to do so.

The election shall be conducted by the secretary of the class assisted by a committee composed of one man chosen by each candidate. The balloting shall take place at some convenient place, and the polls shall be open for at least four and one-half

hours in the afternoon. No proxy votes shall be accepted.

The secretary shall provide the ballots and shall keep a close account of their number, so as to obviate any suspicion of ballot-box stuffing. The official count shall be made by the secretary and the assistants chosen as explained above.

At the end of the second semester of the sophomore year, the business manager shall issue a notification of a competition for places on the business committee of the Badger. This competition shall be decided as shall be hereinafter mentioned.

At the beginning of the first semester of the junior year, the general chairman shall announce a competition for places on the literary and art committees, which shall be conducted as follows:

Persons trying for the literary and art committees shall send in their contributions to the general chairman at such times as he shall require. All matter submitted must be strictly original.

Art contributions shall be judged by a sub-committee composed of the chairman of the previous Badger, editor of *Sphinx*, and art chairman of previous Badger.

Literary contributions shall be judged by a committee composed of editor of *Lit*, managing editor of the *Cardinal*, chairman of previous Badger *Lit* committee, editor of *Sphinx*, and general chairman of last year's Badger. They shall announce the result of these elections before the end of the semester.

There shall be no number limit to either the literary or art committees. As many as make good shall be declared elected.

Members of the middle law class shall be eligible to compete for membership on any committees.

In case only a few students turn out for the board, the general chairman and business manager, with the consent of the supervisory committee, shall appoint members to said board.

At the close of the second semester of the sophomore year, the business manager shall call a meeting of all those desirous of trying for this committee and shall when possible assign them definite work for the summer. Where it is impossible to assign work for the summer, he shall assign it the next fall.

The business manager shall keep a careful record of what each competitor does. At Christmas recess time of the junior year he shall turn in to the supervisory committee a list of the men who are trying for places together with exactly what each has done and his own recommendations for appointment.

The supervisory committee will certify the highest three competitors for each committee, and the general chairman and business manager shall choose the chairmen of the different committees from the lists certified.

At the beginning of the first semester of the junior year the general chairman shall announce competition for the other committees, and choice of members and chairmen will be made in the same manner as in the business committee. There shall be no number limit to these committees.

If the book is a financial success, the general chairman and business manager may vote compensation to the sub-chairmen if they deem it necessary. Taking into consideration the risk of managing the Badger and the

financial expenditure involved, the business manager and general chairman shall divide all profits up to \$500. If the profits amount to \$500, fifty per cent of the surplus over \$500 shall go to the class.

The chairman and business manager shall recommend to the succeeding class any changes in this system which they may deem advisable after having given it a trial.

In case of a deficit the class shall make good said amount.

The accounts of the business management of the Badger shall be audited and approved by the officers of the class.

Two games of baseball played in Madison during the Easter recess resulted in defeat at the hands of Illinois by a score of

Defeated by 13 to 3, and at the **Illinois and** hands of North-
Northwestern western by a score of 2 to 1. Gloom does not by any means pervade the baseball squad, which expects victory over Northwestern at Evanston, May 1.

Coach Barry said of the game: "There is not much to say. The Illinois game was lost by dummy ball and that is all. A bunch of high school boys could have put up a better exhibition of the national game than they did.

"The men showed some improvement in the Northwestern and were not so nervous but they played against luck. "Dug" Knight deserves great credit for the game he pitched, but as for the rest of the men I couldn't say as much. We are going to have frequent practice games with

the Madison city teams and try to learn a little about baseball."

The Illinois game was won in the first inning when the visitors made six tallies on four hits. The score was as follows:

WISCONSIN.

	R	H	P	A	E
Rogers, c. f.	0	1	1	0	0
Culver, 3 b.	1	1	1	3	1
Mucklestone, l. f.	0	2	1	0	1
Baley, 2. b.	0	1	3	5	0
Floete, 1. b.	1	1	13	0	1
Fucik, r. f.	0	0	2	2	0
Knight, p.	0	1	0	2	1
Barlow, c.	1	0	4	2	1
Thompson, s. s.	0	0	1	2	0
Johns, p.	0	0	1	3	0
	—	—	—	—	—
Totals	3	8	2	19	5

ILLINOIS.

	R	H	P	A	E
Righter, 2. b.	1	1	2	1	0
A. Penn, 3. b.	1	2	1	1	0
Disoway, c. f.	2	3	1	0	0
Snyder, 1. b.	2	4	9	0	0
Hinrickson, p., r. f.	2	1	1	2	0
Persifal, r. f.	2	3	1	0	0
Schields, s. s.	0	0	1	1	0
H. Penn, p.	0	0	0	2	2
	—	—	—	—	—
Totals	13	17	7	10	3

Stolen bases—Culver, Barlow, Disoway 3, Persifal, Schaefer. Two base hit—Snyder. Three base hits—Floete, Schaefer. Sacrifice hits—Henrickson, Shields. Double plays—Thompson to Baley to Floete. Hits made off Knight 6 in 2 innings, off Johns, 11 in 6 innings; off Hinrickson, 4 in 5 innings, off Penn 4 in 4 innings. Struck out—by Knight, 1; by Johns, 1; by Henrickson, 6; by Penn, 4. Bases on balls—off Knight, 3; off Johns, 3;

off Hinrickson, 1; off Penn, 2. Wild pitch—Penn. Hit by pitcher—Mason by Knight; Mason by Johns. Time of game, 1.55. Umpire—Pickett.

The game with Northwestern was a closer one but the Badgers showed very poor batting and team work. Knight pitched excellent ball but the team did not back him up. The following was the score.

WISCONSIN.

	R	H	P	A	E
Rogers, c. f.	0	0	2	0	0
Mucklestone, l. f.	0	0	0	0	0
Baley, 2. b.	1	0	4	1	1
Floete, 1. b.	0	2	8	1	0
Hoffman, r. f.	0	1	1	0	0
Knight, p.	0	0	1	14	0
Barlow, c.	0	0	10	2	1
Thompson, s. s.	0	0	0	1	0
	—	—	—	—	—
Totals	1	4	27	22	2

NORTHWESTERN.

	R	H	P	A	E
Sweet, c. f.	0	1	0	0	1
Smith, r. f.	0	0	3	0	0
Ross, s. s.	0	0	0	0	0
Young, 1. b.	0	1	6	0	0
Torarson, p.	1	1	0	18	1
Northrop, c.	1	1	17	0	1
Jacobson, l. f.	0	0	1	0	0
Cooper, 2. b.	0	1	0	0	1
Curtiss, 3. b.	0	0	0	1	0
	—	—	—	—	—
Totals	2	4	27	19	4

On March 15 a joint banquet of the university and city press clubs, which was held at Cronin's restaurant, was attended by twenty-two representatives of the city and university press.

After the dinner, President E. C.

Jones called upon several of the members representing

Dine different university and
Press Men city publications for short talks. Among

those who responded were Professor W. G. Blyer of the university publicity department, who spoke freely of the rivalry between varsity publications and city papers. "Gus" Blatz, '08, business manager of the Sphinx, divulged some business secrets in regard to the management of the money making end of the humorous paper ostensibly for the benefit of the members of other university publications present. Ernst Jung, '09, and George M. Sheets, '08, gave some information about the Wisconsin Literary magazine. How the *Wisconsin Alumni Magazine* was put on its feet at the beginning of the year and started in the right direction was told by Edward M. McMahon, '08. K. F. Burgess, '09, told a tale of woe concerning the trials of the literary editor of the 1909 Badger and F. W. McKenzie, university editor, told some interesting anecdotes of the Milwaukee Press Club. J. S. Thompson, '10, gave some particulars in regard to the way the university editor of the Cardinal fills the daily.

Among the speakers from the city papers were: F. C. Sheasby, "Cal" Stedman, R. R. Hiestand of the State Journal, who gave short humorous talks. Those present were: E. C. Jones, W. J. Goldschmidt, D. S. Hanchett, Gustave Blatz, Ernst Jung, J. S. Thompson, F. W. McKenzie, Professor W. G. Blyer, R. R. Hiestand, "Bud" Anderson, G. M. Sheets, K. F. Burgess, D. S. Burch, Marcus Heiman, C. A. Stediman, and F. C. Sheasby.

The annual senior swing-out, one of the most successful of its kind ever held in the university, was attended by practically the entire senior class, who received with great applause the strikingly original program arranged by the committee and carried out by Theodore C. Stempfel, '08, and George B. Hill, '08. The dignity of the senior class was shown by the cap and gown of the co-eds, a feature entirely neglected by the male portion of the class.

The meeting was opened by President George C. Mathews, who stated briefly the object of the entertainment, that of promoting acquaintance among the members of the class, and introduced the speakers of the evening, Dean E. A. Birge and Professor S. W. Gilman.

Dean Birge, after signifying his intention to hold the stage but a few moments, a point emphasized by all the speakers, opened his address by complimenting the seniors, especially the feminine portion, on their ability to swing out. He then proceeded to the real purpose of his remarks, that of a true appreciation of the value of college life. He said in part:

"The thing you will look back to after ten, or fifteen, or twenty years of contact with the world, is your remembrance of the peculiar student life. It is the great thing the university gives to you. The very incalculableness of the life which the action of the faculty gives, furnishes one of the chief charms of undergraduate life. It is a thing by itself. I regard it as one of the great gifts of God to me."

Dean Birge was succeeded by Pro-

fessor Gilman, who after confessing to embarrassment and indulging in some vain longings for protecting robes such as the Dean wore, expressed his purpose of giving advice in what he termed a "sugar coat." "The university should do one thing," he said, "it should give the student a well rounded equipment for life. It is not necessary, even in a specialized course, to neglect rounding out your education. I would recommend for this purpose, extensive reading of good literature."

After Professor Gilman's address, the stage was occupied by the eminent hypnotist, Dr. Lint, in the person of Theodore Stempfel, who, after explaining the mysteries of his profession, demonstrated its possibilities as funmaker upon his subjects, John V. Mulaney, A. J. Cunningham, "Ferd" Bartlett, Lee Post, "Milt" Blair, G. W. Van Derzee, G. W. Hewitt, and E. H. Grobe. A spooning scene with two chairs as picnic point and Bartlett and Van Derzee as two "spoons" caused much merriment, while Bartlett as the adviser of women, and the remainder of the subject as "coy co-eds" with distressing problems was equally successful. The impersonation by Mulaney of Director Owen in a vain attempt to prevent the band playing "cheer, cheer," was highly realistic.

The real sensation of the evening however, came when Dr. Lint introduced George B. Hill as his wife, Mrs. G. Bradbury Lint. Mrs. Lint's stage presence brought a gasp from the audience. She was strikingly attired in a clinging gown, and two bright red roses spotted her black pompadour. Her subjects evidently felt the charm of her appearance as well as her per-

sonal magnetism, for the force of caricatures of prominent university university characters were laughably real. Cunningham as Professor "Benny" Snow, and Mulaney as Professor Sharp with much zeal in chaperoning "late revelers," did excellent work. A presentation of a night scene at the "dog wagon" brought the farce to a close. Dancing followed the entertainment.

Preparations are being made by the oratorical departments of Wisconsin, Nebraska, Minnesota, Iowa and Illinois universities for

Meet Iowa and Nebraska the annual inter-collegiate debates.

They will be held this year December 11. The questions and names of possible judges have been submitted to Professor Fogg of Nebraska and will be announced shortly.

Wisconsin will debate Nebraska at home and Iowa at Iowa City. The judges of the Nebraska-Wisconsin debate will be from Illinois and Iowa. Those of the Iowa debate will be from Nebraska.

The method of selecting the judges is as follows: From the list submitted by the neutral university the visiting university selects twelve and the entertaining university six, challenging whom they wish for reasons given. The lists are exchanged and arranged in the order of preference. Two judges come from the list of twelve and one from the list of six.

Dr. Hutchins has issued a call for prospective football candidates to re-

port at Camp Randall for spring practice. The prac-

Spring Foot tice will be light and
Ball Practice will assist the coaches in getting a line on

the material which will make up the squad next fall. Most of the schools in the conference have tried the spring practice and found it an excellent thing in teaching new men the rudiments of the game. The practice will also serve to bring out kickers for next fall, as much of the time will be devoted to punting, catching and drop-kicking. The men will be drilled in carrying the ball, light tackling practice, passing and the like. Anyone having football aspirations is urged by the coaches to avail himself of the opportunity as it will give an excellent chance to get into shape for the fall work.

An attempt is being made to revive the old custom of having a spring football punting contest and to get the Gill trophy in the university again.

The Gill trophy is a large silver loving cup worth about one hundred dollars, which was given in 1900 by Thos. H. Gill of Milwaukee to encourage punting and drop-kicking in the university. On one side is engraved "Drop-kicking," and the other "Punting," and under them the names of the winners and the year of the contest.

There is no record of the conditions under which the cup was given but it is generally believed by old varsity men that it was to be a traveling cup to be competed for annually, the names of winners to be inscribed thereon and the cup to be

kept in the trophy room of the university. Owing to the lack of a trophy room the cup was entrusted each year to one of the winners, either the drop-kicker or the punter. At present it is possession of A. O. Kuehmsted, '06, who won it for the third time in 1906. Since that time there have been no punting contests.

This year when an attempt was made to revive the event Kuehmsted claimed that it was his personal property by virtue of having won it three times. He won in punting in '05 and in both punting and drop-kicking in '06. His claim is based on his belief that the cup was to go to the man who first won three contests.

Earl S. Driver, who was four years on the athletic board and two years president of it, whose name appears on the cup for winning a punting contest, says that he is positive that there was no provision by which the cup could become the personal property of one man.

Among the winners whose names appear on it are: C. H. Avercrombie, Earl S. Driver, William Juneau, Earl Schreiber, O. H. Fleischer, and A. O. Kuehmsted.

When they go east to compete in the Poughkeepsie regatta this year, the Badgers will occupy quarters at

Highland, the
Crews Quarter at same place they
Highland, N. Y. occupied two
 years ago. The

men put up at Dr. Hutchins' old home at Poughkeepsie last year, but some of them complained of being kept awake on account of the noise made by a switching engine nearby. Highland is across the river from Poughkeepsie.

Phi Alpha Tau, the honorary oratorical fraternity, initiated Ben Greet as an honorary member while in Madison during his recent engagement there.

A change in the system of choosing intercollegiate debating teams has been adopted by the intercollegiate

board of the debating league.

Change System of choosing debaters
Choosing Debaters The change provides for a try-out and the team will be chosen by the judges of the contest. The judges will be selected by the board.

The new place abolishes the system, which placed the choice in the hands of the board consisting of two students and three faculty members. Under the change it is believed that an intercollegiate debating team can be chosen more readily; and a better opportunity will be given for students, not members of debating societies, to secure places on the teams.

The preliminary tryout will be held Friday, May 8. Each contestant will be given six minutes to speak on the subject, "Resolved, that a commission system of government would be desirable for the cities of the United States," which is the question for the intercollegiate debate. Either side of the question may be taken. From the contestants twelve will be selected for a final tryout.

The new board consists of Professor R. L. Lyman ex-officio, Walter G. von Kaltenborn, Douglar Anderson, and two faculty members to be chosen by President Van Hise from a list of five submitted to him by the debating league.

Prizes amounting to \$200 are being offered by a committee of college professors and others for the best essays on a number of topics connected with commerce and industry.

The purpose of the contest is to arouse an interest in the study of these topics, and to stimulate those who have a college training to consider the problems of a business career.

The committee is composed of Professor J. Laurence Laughlin, University of Chicago, chairman; Professor J. B. Clark, Columbia university; Professor Henry C. Adams, University of Michigan; Horace White Esq., New York City and Hon. Carroll D. Wright, Clark college. This committee has been enabled, through the generosity of Messrs. Hart, Schaffer & Marx, of Chicago, to offer in 1909, prizes under two general heads.

Attention is expressly called to a new rule that a competitor is not confined to subjects mentioned in this announcement; but any other subject chosen must first be approved by the committee.

Under the first head are suggested a few subjects intended primarily for those who have had an academic training; but the possession of a degree is not required for and contestant, nor is any age limit set.

1. German and American methods of regulating trusts.

2. The logic of "Progress and Poverty."

3. What are the ultimate ends of trade-unions and can these be gained by any application of the principles of monopoly?

4. In view of existing railway pro-

gress, should the United States encourage the construction of waterways.

5. Is it to be expected that the present and recent production of gold will cause a higher level of prices?

Under this head, class A includes any American without restriction; and class B includes only those, who, at the time the papers are sent in, are undergraduates of any American college. Any member of class B may compete for the prizes of class A. A first prize of six hundred dollars, and a second prize of four hundred dollars are offered for the best studies presented by class A, and a first prize of three hundred dollars, and a second prize of two hundred dollars are offered for the best studies presented by class B. The committee reserves to itself the right to award the two prizes of \$600 and \$400 of class A to undergraduates in class B, if the merits of the papers demand it.

Under the second head are suggested some subjects intended for those who may not have had an academic training, and who form class C.

1. The best scheme for uniform corporation accounts.

2. Desirable methods of improving our trade with China.

3. The proper spheres of the trust company and the commercial bank.

4. The relations of oriental immigration to American industries.

5. The relative efficiency of American and European labor in manufacturing industries.

One prize of five hundred dollars is offered for the best study presented by class C; but any member of class C may compete in class A.

WHAT MY ALMA MATER NEEDS

MORE WISCONSIN SPIRIT

By AN ALUMNUS

AT the recent Glee and Mandolin club concert, at the Pabst theatre, on the evening of April the twenty-fourth, there was shown by the small audience, the present attitude of Wisconsin men in Milwaukee. The clubs which gave this concert were the best that Wisconsin has turned out in many years, and if not only for the musical side of the question, but the fact that Wisconsin boys were there in town, should have been enough to make every Wisconsin man be present, and support the clubs. But this was far from the case. Out of the four hundred alumni in Milwaukee, not more than seventy-five were there. Some may say that the price of \$1.50 was high, but they lose sight of the fact that there were cheaper seats. It was painful to see the slim audience present at this concert given by the men of the state university, and to think that not more than four weeks before, a practically unknown college in this part of the country gave a concert to a capacity house, at the same theatre. For shame, men of Wisconsin!

The weather was not all that it might have been that night, but then we always manage to do the things which we are desirous of doing, and it is only once a year that we have the privilege of having the clubs with us. The concert the boys gave was far superior to the one given by the Amherst clubs a few weeks be-

fore. Amherst has only ten alumni in Milwaukee, while Wisconsin has forty times as many, and yet these ten Amherst men had more spirit for their Alma Mater than all the four hundred of Wisconsin men. What has become of the Wisconsin spirit that we hear so much about? Even the high school boys present that night noticed the coldness, and spoke about it. The alumni of any institution can do a world of good for their university, and the alumni of Wisconsin might just as well be dead and buried, as far as any good that they do for the college.

Financially, the performance was a failure, and this is due to the failure of Wisconsin men to turn out; consequently, the members of the clubs had to make up the deficiency. This is enough to knock the spirit right out of the members of any organization, and all is laid at the door of the alumni. Why is it that the men of Wisconsin don't have the same spirit as the alumni of other institutions? For a college of its size, there is less spirit among alumni of Wisconsin, than any other college in the world. One might have thought that night, as they looked at the small audience, that the clubs were appearing in Stoughton, or a town of its size, instead of Milwaukee, a city of 350,000 people and has four hundred alumni of Wisconsin living there.

Wisconsin men gave a dinner at

the Plankinton last December, and it was hard work for the committee in charge to enthuse the alumni to such a degree that they would come (and the price was only a dollar a plate). At the other college dinners which are given in Milwaukee, the alumni of these institutions cannot get their tickets fast enough, and they hunger to gather around the festive board and it is with spirit that they revel in the old college songs. They don't have to be practically dragged there.

Some men in Milwaukee feel that they will not do anything for Wisconsin until Milwaukee is given a big football game. This seems very small, as Milwaukee *will get* a big game as soon as the authorities at Madison can see their way clear to give it to them, and I feel confident that if Milwaukee alumni should meet (the whole four hundred) and ask for a big game that they would have no trouble in getting it, providing they would turn out. If it would be anything like the reception of the Glee and Mandolin clubs, it would be worse than a frost.

Spirit! That's what is lacking. It should be with pride that a man says he is a Wisconsin man. But no, he seems to be ashamed of it. The University of Wisconsin is not deserving of such alumni. Let's take a brace, men of Wisconsin, and support the university and the undergraduates in all of its undertakings, and above all let us organize our alumni into an effective working body.

THE CLASS ENGINE

The first cycle is the period of admission or intake—you have passed your entrance exams, and take in a lot of hot air, never doubting a thing the prof says. The second cycle is the compression period, during which the suffer-more class is compressed to half its original volume, the process going on quietly. The third cycle is the firing or working stroke. Parts of the class are fired continuously, the fire or vigor to buck being communicated to the rest, resulting in hard labor. The fourth cycle is the exhaust period. Funds are exhausted, energy expended, and you are all in.—*Sphinx*. C. W.

HOUSE RULES

We extract this from the House Rules of the University Club:

—“*No treating on the premises—this applies to meals, tobacco, cigars, ETC.*”

and suggest a few:

No one ranking lower than assistant professor shall consume more than three etceteras and an asterisk on the premises at a sitting.

All young instructors holding anything less than a Ph. D. shall shovel snow and answer the phone.

When attempting to fix the furnace members shall keep their fingers crossed—the thing is hoodooed.

Breakfast 8:00—12:00. Menu:

Herrings. Hickory nuts, nut crackers, plain crackers, cracked ice. Seltzer.

Choice of wet towel or napkin.

Service a la sprinkling carte.

—*Sphinx*.

THE FACTS REGARDING THE DISCUSSION OF COEDUCATION

IN view of the discussion of some questions in regard to coeducation at the University of Wisconsin, the facts upon which the consideration of the subject should be based will doubtless be of interest to the alumni generally. In order to make clear the origin and development of the discussion, it seems desirable to give a brief review of the situation up to the present time (April 25).

On November 6, 1907, at the request of the Association of Collegiate Alumnae, President Van Hise delivered an address at Boston at the twenty-fifth anniversary of the establishment of that association, upon the subject "Educational Tendencies in State Universities." The address was published in full in the December number of the *Educational Review*, and in part by the *Madison Democrat*, *Oshkosh Northwestern*, *Milwaukee Sentinel*, *Janesville Gazette*, *Wausau Record*, and other papers of the state.

In this address President Van Hise considered, among other subjects, the question of coeducation in higher institutions. "The discussion was not prepared with particular reference to the University of Wisconsin," writes President Van Hise in referring to this address, "but was a general consideration of coeducation, based upon facts and opinions furnished me by the presidents of nearly all of the state universities of the country." In the latter part of this address he raised the question

whether the neglect of certain subjects, such as political economy, by women, and other subjects, such as literature, by men, could not be remedied by the introduction of some divisions primarily for the women and the men respectively. "I did not advocate, or even suggest, general segregation," writes President Van Hise in discussing the matter. The purpose of these separate classes in some subjects, he pointed out, was to increase the efficiency of coeducation. That President Van Hise believes in the maintainance of coeducation to the fullest possible extent is shown by the last sentence of his address, which is as follows:

"Believing as I do that the adoption of coeducation in the West, which has led to the higher education of tens of thousands of women who would otherwise have had no opportunity to obtain a college training, has been of immeasurable importance to the nation; believing as I do that coeducation gives satisfactory scholastic results for both sexes, I am in favor of taking such steps as are necessary to maintain coeducation in full vigor in the colleges of liberal arts."

Dr. Richard T. Ely, head of the department of political economy, asked President Van Hise, about this time, whether the department of political economy could reserve for women alone one of the five divisions of the course in elementary political economy. The reason for this request

was that comparatively few women take this subject in the university, apparently because of the preponderance of men in the classes, whereas in women's college the courses in political economy are popular. It was Dr. Ely's belief that if a large number of women could be induced to begin political economy in the elementary course in a separate class, they would be likely to continue with advanced courses in the subject.

At the December meeting of the regents, President Van Hise raised the question as to whether there would be any objection on the part of the regents to his granting Dr. Ely's request, and possibly similar requests. As objection was made by some of the regents, President Van Hise notified Professor Ely that he must not take steps to provide a separate class to encourage women to take political economy.

At the February meeting of the regents the question of the advisability of establishing separate classes for men and women in some subjects was referred by the regents to the faculty of the college of letters and science, as a question of general educational policy for the faculty to discuss and act upon.

At the meeting of the college of letters and science on March 16, President Van Hise submitted the question whether the efficiency of co-education could be increased in the university by separate classes in some subjects now neglected by men and women respectively; mentioning in this connection the specific request of Dr. Ely for a class in political economy for women alone. The faculty voted to appoint a committee of nine members representing the departments concerned, with Dean E. A.

Birge of the college of letters and science as chairman, to investigate the question and report the result of its findings. The following members of the faculty were chosen on this committee: Prof. J. W. Cunliffe, chairman of the department of English; Dr. R. T. Ely, chairman of the department of political economy; Dr. A. L. P. Dennis, chairman of the department of history; Prof. M. B. Evans and Miss S. A. Sterling, assistant professors of the German department; Prof. E. B. McGilvary, chairman of the department of philosophy; Prof. H. A. Smith, chairman of the department of romance languages; and Mrs. C. S. Woodward, adviser of women.

On March 31, and interview with Mrs. John M. Olin, '76, was published in the State Journal, in which she opposed the plan of separate classes in subjects neglected by men and by women respectively, on the ground that it is a menace to co-education.

On April 2, Mrs. Olin published a letter in the Madison Democrat, in which she argued against separate classes, believing that the proposal will lead to segregation or general separation of the men and women in all classes.

On April 4 Mrs. Olin mailed to a number of the alumni of the university a pamphlet headed "Shall Wisconsin University Remain a Coeducational Institution? President Van Hise Favors Segregation," which sets forth fully her reason for opposing separate classes. About the same time a committee of Madison alumnae consisting of Mrs. Olin and Mrs. Henrietta C. Lyman, '74, sent to a number of alumni throughout the country the following petition ad-

dressed to the regents, requesting that they sign it and return it to the regents:

"WHEREAS, The president of our university has published his opinion that the segregation of the sexes in the classroom is a desirable reform in higher education, and

"WHEREAS, A faculty committee is now considering the application of the reform to certain departments of our university, for example, ethics and political economy, and

"WHEREAS, A resolution on the matter is now pending before our board of regents, it is hereby

"Resolved, by the undersigned graduates of the Wisconsin University, that we consider such a movement prejudicial to the best interests of the university in general, and its women students in particular; and that we think it would tend to discredit coeducation everywhere, and most seriously limit the opportunities of women in all public educational institutions."

During the week from March 28 to April 4 when the public attention was attracted to this question by these communications in the Madison newspapers, which were freely copied by newspapers throughout the state, President Van Hise was in New York, where he had been called by business relating to the National Association of State Universities, of which he is president. Upon his return to Madison on April 4, he gave out the following interview in regard to his position:

"I have been in favor of coeducation ever since I have been connected with collegiate work, for I believe that, on the whole, coeducation gives better results, both for men and

women, than training in separate classes or institutions. In my recent address before the Association of Collegiate Alumnae in Boston I thought that I had made my position on the subject sufficiently plain when I said, "Believing as I do that the adoption of coeducation in the West, which has led to a higher education of tens of thousands of women who otherwise would have had no opportunity to obtain college training, has been of immeasurable importance to the nation; believing as I do that coeducation gives satisfactory scholastic results for both sexes, I am in favor of taking such steps as are necessary to maintain coeducation in full vigor in the college of liberal arts.' In fact I have never expressed myself on any occasion as opposed to coeducation.

"In the address just referred to I pointed out that with the increase in the number of women in the colleges of liberal arts of coeducational institutions, certain courses, such as languages and literature, have become popular with women so that they greatly outnumber the men. As soon as this situation obtains, there is a tendency for men not to elect these courses, even though otherwise attracted to them. Similarly there are other courses, such as political economy, for example, which are naturally taken by a large number of men, perhaps with reference to their future career, and there is a tendency for women not to elect these courses because of the overwhelming predominance of men. That this separation is peculiar to coeducation is shown by the fact that in men's colleges languages and literature are popular subjects, while in women's

colleges courses are successfully given in political economy and similar subjects.

"If the actual opportunities of women will be enlarged by offering for them classes in political economy and other subjects when otherwise they would not pursue these subjects because of the number of men in the classes, I suggested in my address the possibility of having separate divisions for women in these subjects. If the opportunities for men will be enlarged by offering classes for them in language and literature when otherwise they would not take such courses because of the large number of women in the classes, it seemed to me that the desirability of providing such separate divisions was worth consideration. Even if these separate divisions of classes in some subjects were provided, other divisions of the same classes would still be maintained open alike to men and women.

"In view of these considerations the faculty of the college of letters and science has appointed a committee including the chairmen of the departments most directly affected, to consider whether any steps should be taken to increase the general efficiency of coeducation. As the committee has but recently been appointed, it has not had an opportunity to investigate the subject. When the committee has considered the question and reports its conclusions there will be ample opportunity to discuss the matter. Meanwhile there is no reason why the friends of coeducation should be alarmed, for no proposition leading to general segregation has been proposed or is being considered. I do not know of any member of the university faculty who is opposed to the present system

of coeducation which gives to men and women alike the fullest opportunity to obtain higher education at the state university."

On April 11, Mrs. Olin addressed the Milwaukee branch of the Association of Collegiate Alumnae on the subject of the proposed segregation, and reports of her address were printed at considerable length in the *Madison Democrat* and in the *Milwaukee Sentinel*. The statement in the *Milwaukee Sentinel* to the effect that the Milwaukee branch of the Association of Collegiate Alumnae, consisting of graduates of women's colleges as well as of coeducational institutions, passed resolutions in favor of coeducation, was not correct. After her address Mrs. Olin circulated petitions to the regents like those which she had already sent to the alumni as above mentioned, for the alumnae of the University of Wisconsin who were present at the meeting, to sign.

The faculty committee of the college of letters and science appointed at the March meeting to consider the question of separate classes reported to the faculty of that college at the meeting of April 13 as follows:

"The committee appointed to consider the advisability of separate classes for men and women in certain courses, submits the following report:

"First. The committee was appointed on the suggestion of President Van Hise, who stated that his purpose was to ask the faculty to consider whether the efficiency of coeducation might not be increased by separate classes in certain subjects. These subjects were mainly those now neglected by a large majority of men and women respectively. It

was expected that if opportunity for separate recitations were given, it would be to very few classes in any department, and would not affect the general arrangement or the general policy of the institution.

"Second. At its first meeting shortly after its appointment, the committee agreed that the inquiry assigned to it does not at all involve the general subject of coeducation which is, as it has been for many years, the settled policy of the university. The question is that of an apparently increasing tendency on the part of men to neglect certain important lines of education, and a similar neglect of other important subjects by women. The committee recognizes, as the faculty did in appointing it, that these educational conditions have been the growth of a good many years, and are the effect of several causes. The committee has had, as yet, insufficient time to study the subject submitted to it. It is, therefore, not prepared at the present time to submit a report on the facts nor has it formed a definite judgment regarding the nature or the relative importance of their causes. It is still less ready to recommend a method of bettering them, if such exists, since such a recommendation must be preceded by a careful examination of the facts and a similar analysis of the forces which have caused them. The committee, therefore, has no expectation of presenting a final report in the near future."

At the meeting of the regents of the university on April 21, President Van Hise presented the foregoing report of the committee as accepted by the faculty, and stated to the regents his position in regard to the subject. In the course of his statement he said:

"In the address before the Collegiate Alumnae Association in Boston I did not advocate, or even suggest general segregation, nor do I believe in it. I have had no idea at any time that by far the larger number of divisions in all subjects, and all divisions in most subjects, would not include both men and women. In setting this problem before the faculty I had no idea of suggesting that the larger number of classes in the university would not be mixed classes. The only problem which I put before the committee for consideration was whether there should be any classes which should be primarily for women or for men, and this was put in connection with the question of educational efficiency, the purpose being to raise the question: Will the actual opportunities of either the men or the women or both be enlarged by furnishing some classes primarily for one sex in certain subjects."

As the committee of the faculty appointed to consider the subject had not completed its investigation, and as no action had therefore been taken by the university faculty, the regents at the April meeting, upon hearing President Van Hise's report, deferred action on the subject until the June meeting.

U. W. EXTENSION SMOKER AT MILWAUKEE

(Report of the April meeting of the Merchants and Manufacturers association of Milwaukee, with extracts from stenographic report of the speeches of President Van Hise, Professor Reber and Mr. MacKenzie.)

UNIVERSITY extension, through correspondence-study, lectures, and publications, was discussed at the monthly smoker of the Merchants and Manufacturers association of Milwaukee on Tuesday evening, April 14. President Charles R. Van Hise, Director Louis E. Reber of the Extension Division, and Frederick W. MacKenzie, University Editor, were the speakers of the evening. Nearly two hundred of Milwaukee's leading business men and manufacturers attended, and manifested the keenest interest in this new field of the university's work.

The last legislature appropriated \$20,000 annually to the maintenance of extension work in the university. Since then over eight hundred correspondence students have enrolled in the various courses offered under the direction of the Extension Division, and new students are being added to the list daily. In this way the university is reaching out a helping hand to a large body of people in the state who are unable to attend school, and is more fully carrying out the policy of the president in making the university the instrument of the state. A feature of this form of instruction that makes it especially effective is the plan of sending out instructors from the university to the various groups of correspondence students throughout the state to give

them personal assistance and encouragement. The bulletins and other publications, containing the results of the investigations and experiments carried on at the university is also another medium through which scientific knowledge may be applied to the social and industrial needs of the people.

Recognizing the importance of this new scheme of education in training mechanics and clerks, who are not in a position to leave their work to attend school, the officers of the Merchants and Manufacturers association decided to devote one of their monthly meetings to a discussion of university extension, with particular reference to its importance as a means of industrial education in this state. The approval with which the statements of the speakers were received and the hearty promises of support and cooperation which they drew from the businessmen augur well for the success of the new department.

In speaking of the new trend of university extension in this state and of its significance in the upbuilding of the state, President Van Hise said, in part:

"The most fundamental thought which I have emphasized at the university is that it shall be an instrument of the state in its upbuilding. It is usually taken for granted that

the sole work of the university is the instruction of the four thousand students at Madison. This is, indeed, an important part of the work, but it is only a part of its work. When I began to study the needs of this state, it seemed to me that there were many lines of educational endeavor legitimately open to the university, for which it is the best fitted instrument. I hold that the university ought to undertake for the state any line of educational work for which it is the best fitted instrument. This does not mean that it should undertake the work of the elementary or secondary schools, for it is not the best fitted instrument for those lines of work. But it seemed to me that there were great unoccupied fields which the university was the best instrument to occupy.

"At the present time there are twenty or more professors serving in various capacities as state advisers, serving as experts for rate and tax commissions, serving upon the live stock sanitary board, serving upon the various state commissions, assisting the legislative committees in their legislative work, and in various other ways assisting in the advancement of governmental control. At the university, aside from instruction, there are many lines of investigation which are going on for the state as a whole. It has been said to me repeatedly that the state will not support research, will not support higher scholarship. My uniform reply has been: 'Gentlemen, if that is true, that it the most serious charge that has been made against a democracy. For one, I am not willing to admit that a state university under a democracy shall be

of a lower grade than a state university under a monarchy.' And my position has been justified. The legislature and the people of the state have supported this idea and now there are being carried on researches in Madison with reference to many state problems. The state is liberally supporting these researches. . . . If you reflect for a moment what would your answer be to the question, which of the lines of work at Madison is more worthy of state support, research or instruction? The instruction which the four thousand students obtain at Madison is available to students from every part of the state. Wherever you have a university graduate, you have there a center of enlightening and uplifting influence. But the other work, that of research, is directly for the million and a half of people of the state. Plainly the state cannot afford to neglect either the one or the other. Both instruction and investigation are equally the function of the state university, which is to serve all the interests of the state.

"But should the university confine its field of instruction to the students at Madison, or should its instruction, like its investigation, be available to all the people of the state? It seemed to me that the latter was the only logical answer, and that led to the establishment of university extension.

"Knowing as I do the condition in the rural communities, knowing as I do the condition in the industries, I realize that only a small fraction of our youth have a full opportunity to develop their talents. There are many boys and girls who do not have the opportunity to go beyond the grade schools or the rural schools,

who eagerly desire higher education. The conditions are not such that they can continue their studies, and it was with the idea of helping these boys and girls that university extension was established."

Attention was directed by President Van Hise to the exceptional impetus that has been given to scientific agriculture by the extension work of the college of agriculture and the experiment station. He emphasized the advantages to the farmers that were being secured through the ten-day course for farmers, held at Madison during the winter, and pointed out that this was in fact "extension at home."

Director Reber devoted his address to a presentation of the scope and variety of the work and the methods pursued in the university extension field.

"The Extension Division of the University of Wisconsin, as now organized," he said, "comprises four distinct lines of work: First, the Department of Instruction by Lectures; second, the Department of Correspondence-Study; third, the Department of Information and General Welfare; fourth, the Department of Public Discussion and Debating.

"The first, that of instruction by lectures, has been in existence at the university for many years, the work being done by university professors. It is desired as soon as possible to reorganize the department and place it upon such a basis as will admit of presenting at a very low cost scientific and informational matter in popular and instructive form, by a corps of lecturers selected with special reference to this end, whose

time will be devoted exclusively to it.

" . . . The department of information and general welfare is of recent organization. It is intended to be a link between the people of Wisconsin and the national, state, and university research departments. These departments are employing an army of experts who are studying great practical problems. They garner the material and publish bulletins with the object of giving the results of their labors to the people, but comparatively little of this information reaches those who would be especially benefited. The result is that a tremendous force for popular education is largely latent. It is necessary not only to publish a scientific fact in order to make it effective in promoting public welfare, but to publish and properly distribute it in such form that it will be understood and appreciated by those who can use it.

"The department of debating, also of recent organization, is already doing a great work. The purpose here is not primarily to teach debating, although that is an important factor, but to lead the people to think upon and discuss problems of vital interest to their lives in domestic, state or national relations.

"But it is the opportunities offered by the department of correspondence-study that should bring the greatest benefits to the people of the state. To those who desire to continue their education beyond the secondary schools but are obliged to become earners immediately upon graduation, and to those who desire to take a university course but have not the means, the correspondence-

study department offers the opportunity to enter upon courses of study which will not interfere with their wage earning pursuits. Essentially the same work that the university is giving to its students at Madison it offers to those who cannot come to the university. It offers, also, a lower grade of work to meet the conditions of boys and girls who, though desiring to continue their studies, have been obliged to drop out of public or other preparatory schools in order to become wage earners. To these, the Extension Division offers studies which will better fit them for the work which they have chosen, or which will prepare them for a more profitable occupation.

"In order to make our work more effective, we are forming classes to be met by an instructor at regular intervals. It is not our intention to depart from the ordinary correspondence methods so far as the correspondence work proper is concerned. The student, after registration, will receive lessons from which he will prepare papers to be mailed back to the university where they will be carefully corrected. These papers will be returned to the student with a letter, calling attention to errors and making helpful suggestions. The object of forming classes, met by the teacher at regular intervals, is merely as a supplement to the ordinary correspondence work by which the student will be encouraged and stimulated. As you probably know, one of the greatest difficulties experienced in correspondence work is due to the students dropping out after they have pursued the work for a short time. The discouragement and flagging interest which cause this trouble are in the majority of

cases not felt by students who are met occasionally by an instructor, experience showing that the average pupil is kept so thoroughly interested that he has no desire to drop out but on the contrary is ambitious to continue in other subjects. Students engaged in industrial study will be afforded the additional advantage of visiting with the instructor local plants where the object of observing methods and, where practicable, of making tests."

Mr. MacKenzie, who was formerly assistant secretary of the Merchants and Manufacturers association, spoke of the impetus that University Extension will give to the industrial progress of the state by training the mechanic and clerk and by helping to apply the results of experiment and investigation at the university to the problems of trade and manufacturing. After referring to the interest that manufacturers are beginning to take in industrial education, and pointing out a few of the provisions that have already been made to furnish such education, such as the Milwaukee School of Trades, the various workingmen's associations, and the training of employes carried on by individual firms, he said:

"I wish to point out that this extension work offers practical assistance to you in building up and perfecting the industries and commerce of the state. In this connection we would do well to recall again what Germany is doing. Through her continuation schools, she is giving education and training to her workingmen and women without compelling them to leave their work. This training increases their efficiency and gives them a broader knowledge of their trade. Increased efficiency

means greater economy of production and higher grade of output to the employer. So important has this system of training for the masses become, that an expert in the United States bureau has declared the continuation schools to be the keystone to the whole arch of industrial education in Germany.

"We have seen going on in Germany during recent years a remarkable advance of scientific knowledge, together with an almost marvellous development of manufacturing and commerce. Indeed, Germany has well been called 'the workshop of the world.' Now, the fact that science and industry have progressed together is not merely a coincidence; it is really the key to Germany's industrial achievement. Science has been *applied* to industry over there; and the industrial training schools have been the chief medium through which scientific knowledge could be brought to business and manufacturing and turned to practical account.

"Herein, to my mind, lies one of the greatest functions of university extension. It may be made the medium through which scientific knowledge can be carried directly from the state university to every workshop and office in the state.

"You all know of the experiments and investigations that are being carried on at the university. It has grown into a veritable bee-hive of scientific research, and the most valuable stores of knowledge are being gathered there into useable form, ready to be given to the people of the state to help them solve the practical problems of life. The college of engineering and the school of commerce are doing work of special significance to you merchants and man-

ufacturers. Important experiments and tests are now being conducted in the engineering laboratories, as President Van Hise has told you,—but, gentlemen, there is an opportunity and a necessity for greater development along that line. You need out there at Madison an engineering experiment station more fully equipped and financed to carry on experiments in every important field of mechanical industry in the state. Then you would find the manufacturing and business interests reaping the same golden returns that agriculture is now reaping from the work of the agricultural experiment station. As the short courses and farmers' institutes and agricultural bulletins are now carrying this scientific knowledge out and applying it to practical farming; in the same way the Extension Division is prepared to extend expert and scientific assistance from the engineering and commercial departments to aid in the upbuilding of business and industry.

"In still another way the university is reaching out a helping hand to the commercial and industrial interests of the state. Through its bulletins, which contain the results of the important investigations and experiments carried on in the various departments, new principles and discoveries in engineering, science, and economics, and other fields of knowledge, are given freely to the citizens of the state. This is to my mind a very important and effective medium through which scientific knowledge may be applied to both industrial and social problems in Wisconsin. But, as in the case of the engineering experiment station, this work must be developed in order to be of the greatest service to the state."

SEGREGATION AT WISCONSIN

By DR. JOHN BASCOM

I OBSERVE that the question of a modification of coeducation, in what has come to be called a segregation of the sexes, is under discussion in connection with the University of Wisconsin, and that a committee of the faculty has it in consideration. This change may be offered as a slight formal one, but I much fear it may prove a serious, retrograde movement; that, instead of turning out to be a wise concession to an unfortunate but unavoidable sentiment, it may be regarded as a concession that coeducation is, at least in part, a failure, and may thus prepare the way for an indefinite retreat toward the earlier state of separate training.

Coeducation is not a thing of compromises or of half way measures. It is a thing of primary principle and of wide reaching rightfulness. We are not to be caught vibrating in a debatable land, between one or another, a lesser or a greater, difference in the claims of the sexes, but are to reach and retain a permanent equilibrium in which we have ceased to discuss the right of man or woman fully and freely to avail himself or herself of all approaches to knowledge. The encroachments of segregation will ultimately alter the entire spirit of the university.

The present form of coeducation in the university covers the ground in the most direct and simple way, and can hardly be altered without raising again the questions which were under

warm dispute years since, and were then answered with immediate reference to the fundamental rights of both sexes. These questions were met on the broad ground that a state university should give the best opportunity of education to all the young people of the state, and offer them under conditions open and available to all. The two ideas of opportunity and equality, to be held without carping, were uppermost. This simple and adequate result cannot be departed from without endangering the peace, and ought not to be modified except in view of a principle as general and as important as the one on which this reconciliation of claims was made to rest. No right is more sacred than the right to develop and to use one's own powers under all the advantages which an enlightened community provides for this purpose. Our powers are the sufficient and the divine measure of our rights; our opportunities of acquisition are the most significant gift the community has to bestow upon us, and the two, in free interlay, express the best concurrent action of divine and human activity. This self-consistency of coeducation hushes all strife and leaves every one, in his development, to his own powers and own ambitions. He puts his own seal on his own results. There is no other equally simple and equally just method in education provided by the state for its common and universal want.

If coeducation, in its operation, develops more intelligence at one point or another than we anticipated, if the remains of conventional sentiment under which we still labor issue in attractions here and dislikes there, these misjudgments and these repulsions, before hidden from us, are a part of the very facts under which the problem of life is to be wrought out, and are not by a clever compromise to be hidden out of sight, as if in themselves they were nothing and expressed nothing. The young man is not to pride himself behind an assumption of superiority which does not exist, or an assertion of difference which is merely the remaining shadow of an earlier framework of society. Coeducation helps to uncover the deeper facts of life, and the instructor or the student who does not quite like them should get his powers together and prepare to meet them. Few things can be more mistaken or more cowardly than to desire a veiling of sunlight, a reduction of the general welfare, that we may the more readily grope along our path.

Some seem to think that segregation and coeducation can both be entertained. A university aims to give leading forms of knowledge their best expressions. As a knowledge of one thing often involves that of other things its instruction is arranged in courses. A young man comes to the university and says:

"I like your course in politics but I am a Norwegian, and I observe that

this course is mainly taken by Germans. Can't I have a course attractive to those of my own nationality?"

The answer would be:

"We arrange our instruction, not in reference to Americans or Norwegians or Germans, but in reference to adequate knowledge. We are a coeducational institution, and strive simply to give each person the most effective means of education. This is our exclusive object and we cannot undertake to adapt our methods to the feelings of different classes. Such an effort might often interfere with our primary purpose."

That coeducation should offer some difficulties and bring with it new dangers is a matter of course. The same is true of all progress. Education itself, east and west, has brought to the students of our universities a great increase of temptations, social activities, social pleasures. Even the simple growth of indolence surrounds the student with incentives and diversions which may go far to wreck his effort. New strength must always mean new burdens, and not to accept the burden is the loss of the strength. One idea from the days of the cave dwellers, from that dark road, still traveled by the caste and sexes of India, comes to us ever growing in brightness, the glory of human life, redeemed in one and all. I feel sure that those who, in their own experience, have come fully under coeducation will not willingly surrender any portion of its advantages.

LA FOLLETTE OF WISCONSIN

By MICHAEL B. OLBRICH, '02

One day in September, 1904, I was in the office of Mr. Joseph Loeb in the city of Chicago. Conversation turned to La Follette and the desperate odds piled up against him by the arbitrary action of the National Convention in excluding the La Follette delegation. His eyes flashing fire, such as only his possessed, and head thrown back, Loeb said, with all the deep intensity of his nature: "I believe in him from A to Z, and some day, in the providence of God, I hope to see him president of these United States. If the time ever comes when I can help him to that end, I'll close up this office and stump the country for him."

In these words, one of the most brilliant, forceful and promising graduates that has ever gone out from the University of Wisconsin—sad indeed was his untimely death—voiced the faith in a great leader, the hope beyond all thought of personal gain or advantage, of the final recognition of his leadership by a whole nation, and the determination and willingness, even at great personal sacrifice, to concrete into a glorious reality, the dream of a Wisconsin man for president, that characterizes each member of the militant band of Wisconsin alumni who demand for their beloved leader the highest honor in the nation's gift.

To review for them the claims La Follette has upon the office, to set forth his record of achievement, to tell again the story of primary election, of equal taxation and rate regu-

lation, would be as superfluous as the telling of the story and the virtues of the silent man of Appomattox to the heroes of the Wilderness and the Seven Days' Battle. For his battles have been their battles and his victories their victories.

Even less would it profit to recount his more recent achievements in the Senate. The glow of pride, the warm suffusion of loyalty that came when they read of the epoch-making speech on "Railway Regulation," that marked his entrance on the field of national affairs and recalled again the giant days of Clay and Webster, is still upon them. They, too, felt all the sensations of the Massachusetts men in those days when Webster spoke, and they, too, walked full six inches taller, in the consciousness of new honor and glory to Wisconsin, and to them.

The secret of their faith in the man, their belief in his ultimate triumph, their loyalty in forwarding his cause, is not far to seek. Robert M. La Follette is typically a university man—a Wisconsin man. He is an embodiment of all the highest ideals for which Wisconsin stands. He was one—a type—of the hard working, self supporting students, active in the work of the literary and debating societies and in all that pertained to the intellectual life of the university, from whose ranks have come the men who have brought their Alma Mater greatest honor. The La Follette who compels the attention and respect of a hostile and unwill-

ing Senate is the same La Follette who stood the unquestioned champion of the college forum. He has gone out into the world, carrying with him in undimmed freshness all the virility, the unconquerable optimism of the college orator.

Yet, he has been no mere jingler of words, no conjurer of phrases. His has been the method of the joint debater in the large. His speeches move in an orderly progression to the conclusions of an inexorable logic. Comment has been made time and again upon their nature. Men have said that they are devoid of humor, fancy, poetry or classical allusion. That they are but crammed with facts and statistics. True indeed; but they are facts vitalized; statistics dramatized into soul moving significance; ordered into an irresistible phalanx, along whose ranks there glisten everywhere the bayonets of truth.

He is still the same in the intensity of his beliefs—in the conviction that the theories of the class room can set right the evils of the world. Here, indeed, is his peculiar genius. He has seized upon the doctrines that fell half-formed from the hesitant and inconclusive lips of academic theorists—to be speedily dismissed by hundreds as things apart from the problem of getting a living and the real concern of life—and transformed them into the slogans of a great political party, written them into statutes, made of them effective instruments for lifting from the backs of overburdened thousands the heavy weight of injustice, inequality and wrong.

And yet, men can ask, is he sincere? Let them look for answer to the results obtained—to the tremendous sacrifices he has made for opin-

ion's sake. No one with open mind and heart ever spent five minutes face to face with him and went away unconvinced of his sincerity. Nay, more, to such a one ideals half forgotten mid the ruck of common things come trooping back,—the old yearning for the higher things of life gives pain once more. Doubt and cynicism vanish, belief in the integrity of men and things is bred anew and loyalty to truth persuaded once again. For let it be set down without fulsomeness or fustian, simply, as the truth, Robert M. La Follette is a great man. Great not merely in his own tremendous force and earnestness, but great in inspiration to his fellow men, and greater still in his conception of the stupendous work laid out by Providence for him to do.

But, "they say" that this is but a pose,—that La Follette is theatrical—an actor. An actor? So he is—in the sense in which Cæsar and Napoleon and Alexander were actors. An actor, as Richard Mansfield had it, all great men are actors. An actor who has chosen to play a leading role in the affairs of men,—that of a devoted, fearless, unyielding, unshrinking, uncompromising champion of the public right. Unchecked by obstacles piled mountain high, undeterred by slander, ridicule and abuse, he has pressed on along the way of dauntless self reliance. He is an actor in a titanic role, played up to its utmost possibility, in which, as Emerson Hough has said, "he will go to the stake if need be and smile through the flames."

Such is La Follette, the man, the pioneer in this new struggle to bring back to common men their rights; such are his ideals, his methods, his conceptions of his mission. He may

not succeed today nor tomorrow. He, indeed, may fail. But, as in the past, each defeat will mean one step nearer the ultimate goal of achievement. In the words of the lamented Loeb, the alumni of Wisconsin *believe* in him and they look forward with unclouded hope and confidence,—nay, certainty,—to the day when a grateful nation will offer up thanksgiving that La Follette of Wisconsin lived.

COMING CLOSE TO THE PEOPLE

Opportunities by which the employers of skilled labor in Wisconsin and the mechanics and artisans in their employ may be of great mutual help through the agency of the university were disclosed in the addresses of the representatives of that institution at the smoker of the Merchants and Manufacturers' association Tuesday evening. From the intelligent interest that was evinced by the manufacturers present in the industrial extension work of the university, it is probable that the scope of its usefulness in this city will soon be greatly enlarged to the advantage of the men engaged in the industrial crafts as well as of their employers.

The statements of President Van Hise and Messrs. Reber and MacKenzie as to what the institution is doing in its extension work, including the correspondence courses, contained much that was new to Milwaukee business men. The achievements in practical research work, particularly in the colleges of agriculture and engineering, and the plan of extension lectures were known in a general way. But much of the information relative to the correspondence work and the attention paid to the needs of ambitious artisans was a revelation.

The extension work for this class forms a connecting link between the college of engineering and the practical mechanics of the state who are unable to pursue university courses proper. Similar connection has been established between the commercial courses and the young men engaged in mercantile pursuits. Here is a phase of university endeavor that merits encouragement.

Dr. Van Hise demonstrated that efforts in this line are made as broad in scope and as cheap to the beneficiaries as the finances of the institution warrant. By proper co-operation between the employers and the young men desiring the instruction vastly greater numbers may be able to come within the sphere of this department. At one Milwaukee manufactory, it is said, special classrooms have been fitted up, at which instruction is periodically given by the professors as a supplement to the correspondence lessons.

This is a movement which brings the great institution closer to the people and greatly enlarges its practical usefulness. The university is supported by the people, and the people to the fullest extent should receive its benefits. The advanced methods that are being followed to this end simply mean that the dividends which the public draws from the investment are being greatly increased.

As a business proposition, the additional cost of thus enhancing the productive value of the great educational plant will represent money well laid out. At the present rate of growth of the extension work and with the encouragement of the business interests this will ere long be a fact apparent to every citizen.—Editorial, *The Milwaukee Sentinel*, April 16, 1908.

WOMEN IN THE UNIVERSITY OF WISCONSIN

By EMMA O. LUNDBERG, '07

AFTER the very drastic measure in 1857 establishing a normal department of the University of Wisconsin by which "females" were admitted into the purlieus of the Eveless Paradise, there was considerable agitation among students and alumni and the state at large of the question which we still have with us concerning the effect of higher education upon women, and the effect of women upon higher education. There was a strong feeling of opposition to the department throughout the state. It was feared that the standards of culture would be lowered in consequence of bringing women into the university. Discussing this matter, Dean Sterling said in his report to the regents in 1865, after coeducation had stood the test for several years,—“No reason whatever has as yet existed for this apprehension. There has been no such mingling of classes in the higher and more recondite subjects as to render this effect possible, even if it would be the result; and in point of fact, there has not been a period in the history of the university when some few students have carried their studies to a higher or wider range than in recent classes.” President Adams, in his report of 1896, saps this in regard to the mooted question: “The old query as to whether the health of young women would bear the strain of a university course has been swept away by the energetic hand of ex-

perience; so also has the doubt as to whether scholarship would not suffer from the presence of women in the classes. . . . The average scholarship of young women is higher than that of young men.”

The war for coeducation was long and bitter. In 1857 the regents report: “The completion of the central edifice will open the way to the admission of female pupils of the normal and other departments of the university. It is a question now much agitated, whether the liberal culture of the female mind is at an end most approximately attained under the existing agency of separate educational establishments, doubling the array and quadrupling the expense of the instruction. The entire success which has attended the common education of the sexes in the normal schools and the higher academies of the eastern states, goes far toward settling the question for the university. It may be alleged that public sentiment in Wisconsin is not yet ripe for dispensing with separate female schools, still the board deem it right to prepare to meet the wishes of those parents who desire university culture for their daughters, by extending to all such priveleges of the institution.” In the summer of 1860, thirty of the fifty-nine students of the normal department were women. Owing to a lack of funds and to the opposition to the department, the normal class was discon-

tinued until 1863, when one hundred nineteen women were registered. Forty women graduated from the normal department in the years 1865, 1866 and 1867.

The reorganization act of 1866 declared that "the university in all its departments shall be open to male and female students." Finding considerable difficulty in obtaining a suitable man who was willing to take the presidency of the university under existing conditions, the regents were forced to modify the coeducational clause, and amended the objectional section to read: "The university shall be open to female as well as male students, under such regulations and restrictions as the board of regents may deem proper." What had been known as the normal department was called the female college. The south dormitory was devoted exclusively to the women students, and was placed in charge of a preceptress, with an assistant preceptress, a teacher of music, and a teacher of drawing and painting. The women students had the privilege of attending university lectures, but recitations and other exercises were distinct from those in the other colleges. The women were "to be instructed in an optional study for which they were prepared, and receive such appropriate degrees as the regents may determine." Until 1870 the women had separate recitations, but this was found to be inconvenient and expensive. In 1871 both sexes recited together, because there were not enough professors and instructors to conduct separate classes. Ladies' hall was opened in 1871. The regents expressed a desire to "do all in their power to provide for ladies the same facilities for college educa-

tion enjoyed by gentlemen" and "speak with pride of the fact that Wisconsin is far in advance of her sister states in the noble provision which she is making for the higher education of her daughters." In 1871 the regents reported: "The growing conviction in the public mind for many years back, that very many avocations might be fairly opened to women, who had thus far in the history of our state been denied in the history of the race been denied, has borne fruit in a liberal acquiescence to woman taking her place in the acquisition and practice of some of the scientific professions. Instructions have been given to carry out a system of education for the female college, which, while it opens every department of the university to both sexes alike, yet leaves to the choice of the lady students as ambition or taste may dictate, to pursue in their own college under the lady teachers, or with the regular college classes, the studies in which they desire full accomplishments." Women were first graduated from the college of letters and science in 1869, when six received the Ph. B. degree. This degree was conferred until 1873, when they were given the same degrees as the men for the same courses of study, although they had separate commencement exercises. Since 1874, women have graduated with the men, and have been on an equal footing with them, venturing into every department but engineering, which will no doubt be invaded before long.

In 1896 the regents instituted the office of a "dean of women," whose duties should be "to exercise a general oversight of the young women of the university," in accordance with

President Adams' wish that there should be a dean of the woman's department,—a woman with "education, tact, discretion, and wisdom," who should regulate the "natural tendency to excessive recreation" which he foresaw might result from coeducation. Miss Annie C. Emery, Ph.D. was chosen to embody these virtues. After an interval of several years, the office was again revived, and Mrs. Cora Stranahan Woodward entered upon her duties as adviser of women in 1906.

A "Self-Government association" of the young women of the university was organized in 1897, the objects of the association being to further the spirit of fellowship among the women, and preserve and promote a high social and moral standard in the university. Several social events are given during the year, designed to bring the women of the university together, and create a spirit of unity among them. The business of the association is carried on by a board composed of the four officers and representatives of the sororities, the non-sorority women living in town, the non-sorority women boarding in town, and the women living in Chadbourne hall. In 1907 the association decorated and furnished two rest rooms in Main hall at a cost of over three hundred dollars, and have the supervision of these rooms which are made as comfortable and attractive as possible for the use of the students during vacant hours on the hill. When the new Woman's building is completed, the surplus funds will be devoted to providing articles that will add to the comfort and beauty of the rooms for public use.

Two literary societies of about sixty members each are active factors

in the intellectual and social life of the undergraduate women. Their programs consist of essays, debates, recitations, music, papers, or short plays, followed by a short informal social session. The Castalian society was founded in 1864 and incorporated in 1877, and has a roll of almost nine hundred alumnae members. Lauria, of Castalian origin, was organized in 1873, and continued until 1900. Pythia was founded in 1902. The Red Domino Dramatic society presents usually one play each year, or takes part in plays given by the men's dramatic societies. The Girls' Glee club has attained a very high standard of excellence, owing to careful selection of the voices and a very thorough training. They appear at various university events during the year, and unite with the men's Glee club or one of the dramatic societies in a grand public appearance.

One rather remarkable,—we hesitate to say result, of the coeducational system seems to be the gradual retreat of the men from the women's stronghold,—the college of letters and science. It is very probable, of course, that this falling off is due largely to the expansion of the university in other directions, bringing new opportunities for training along practical lines. The following figures may be of interest as showing the increase and decrease respectively in the number of women and men graduating from the college of letters and science.

	Men	Women
1898	101	61
1899	126	71
1900	134	69
1901	131	57
1902	140	109
1903	137	89

1904	119	84
1905	134	101
1906	127	124
1907	105	154

These figures represent practically all the women graduated from the university during the past ten years, while the number of men graduated from the college of letters and science, as compared with the total number from all colleges, has in the last ten years decreased from sixty-three percent to thirty-six per cent.

It may be that the admission of women into all departments of the university has, as the augurers of deterioration prophesied, lowered the standards of culture and exerted a demoralizing influence upon the male students. We have no means of measuring the rise or fall of the masculine intellect as the powers of the coeds waxed greater year by year, but comparative statistics seem to indicate that the women have held their own in the struggle for intellectual supremacy, as far, at least, as the current standards of mental measurements show. The elections to Phi Beta Kappa since the organization of the society in 1899 number ninety-two men and sixty-nine women, or, among the men of the college of letters and science, a little less than eight per cent, and slightly over eight per cent of the women. During the past ten years one thousand two hundred fifty-four men and nine hundred thirty-three women have graduated from the college of letters and science. Eighty-seven of the men and forty-five of the women have taken their Masters degree in the University of Wisconsin, or 6.9% of the total number of men to 4.8% of the women; twenty-nine men and eight women have received a Ph.D.,

or 2.3% of the men and .85% of the women. Fifty-six men and twenty-one women graduating from the university have been awarded fellowships in Wisconsin, or 4.5% of the men and 2.3% of the women; and forty-six men and twelve women, or 3.7% to 1.3% have received scholarships. These figures do not take into account the large number of Wisconsin graduates who have taken higher degrees or been awarded honors at other universities, but the proportions would no doubt be about the same.

The University of Wisconsin has conferred honorary degrees upon five women, none of them, however, Wisconsin graduates. Four of them received the A.M. degree,—Rev. Florence K. Crooker, for thirty years an ordained minister in Boston; Mrs. Anna R. Sheldon of Madison, a Wisconsin University Extension lecturer; Miss Ellen C. Sabin, president of Milwaukee-Downer college, and a former student at the University of Wisconsin, and Miss Rose C. Swart, supervisor of teaching, Oshkosh normal. The LL.D. degree was conferred upon Miss Jane Addams of the Hull house, Chicago, in 1904.

Almost every possible vocation has been entered upon by Wisconsin women. We say “entered upon” advisedly, since a large percentage have deserted the field of intellectual and domestic warfare for domestic life. Leaving a margin of ten years, we find that out of the five hundred forty-six women graduated up to 1898, three hundred thirty-four are married; of the nine hundred thirty-one graduated since 1897, one hundred ninety-two are married. We can conservatively estimate that about sixty-one per cent of Wisconsin

sin women marry in spite of higher education and independence.

Teaching has, of course, taken the lead among the professions, largely, no doubt, due to the fact that the training most often selected by the women leads most naturally and easily to this ever-increasing field of recognized women's work. During recent years, the per cent of increase in the number of women who have taken up teaching temporarily or permanently has been alarming. Comparing five-year periods since women first graduated from the university, we find the percentage of teachers to run as follows: twenty per cent, eleven per cent, thirty-one per cent, thirty-two per cent, fifty per cent, fifty-three per cent, sixty-two per cent. The large percentage in 1869 to 1878 was of course due to the fact that normal instruction was the only kind secured by women. There are at present about six hundred teachers, graduates of Wisconsin. Perhaps seven hundred fifty have taken up teaching for a time. One hundred five of the one hundred seventy-five who taught before 1898, and four hundred ninety-five of the five hundred seventy-five who became teachers during the past ten years are still in the profession. There has been a surprising lack of originality in the choice of vocations in recent years. Of the thirty-eight per cent who did take up teaching during the past five years, ten per cent have married, and of the remainder less than two per cent have gone into other occupations.

Ten women have graduated from the college of law and received the LL.B. degree. Of these, three are at present practising law,—Miss Kate Pier, Mrs. John H. Roemer and

Antoinette V. Jacowska Peterson, all of Milwaukee. Mrs. Robert M. La-Follette was the first woman to graduate from the law school. Mrs. W. A. Lyman, formerly pastor of a Congregational church in Fort Pierre, South Dakota, and Mrs. Lillie McDonald Merrill, pastor's assistant in the Evanston Avenue, Congregational church, Chicago, are the only Wisconsin women who have entered the ministry. Two graduates of Wisconsin have been appointed to the board of Visitors of the university, and three have been regents,—Dr. Almah J. Frisby, Mrs. E. Ray Stevens, and Mrs. G. A. Buckstaff.

The vocations entered upon by Wisconsin women graduates may be briefly summarized as follows:

Artist	1
Astronomer	1
Actress	1
Civil engineer	1
Court reporter	1
Clerk in state house	1
Bank clerk	2
Book-binder	1
Book-keeper	4
Botanist	1
Dietician	1
Charity work	2
Factory inspector	2
Florist	1
Journalists and authors	9
Lawyers	8
Lecturer to public schools	1
Library work	29
Milliner	1
Missionary	4
(China 2, Japan 1, India 1.)	
Music teacher	12
Ministers	:
Pharmacist	11
Physician	12
Postmaster and asst. P. M.	2
Postal clerk	1

Private secretary	2
Proof reader	2
Scientific research, zoology	1
Secretary	1
Settlement work	3
Stenographer	7
Teachers	
High and graded schools	750
Univ. and coll. instructors	22
University professors	6
Univ. asso. professors	1
Univ. asst. professors	2
City sup't. of schools	1
County sup't. of schools	4
Tenement house inspectors	2
Trained nurse	1
Translator	1
W. C. T. U. lecturer	1
Woman's suffrage	1

—
 Total 923,
 or sixty-two per cent of the women
 graduated from the university.

Although there are women students in almost all departments of the university, the majority devote themselves to the literary courses, preparing to utilize their education as teachers. We have noted above the alarming increase in the rate at which University of Wisconsin women have entered the teaching profession, with apparently no realization of the manifold opportunities open to women of high education and efficiency, such as should result from university training. One reason for this tendency to drift naturally toward teaching is, no doubt, the ease with which women gain admission to this career. Another potent factor is that women are rarely foresighted enough to look beyond the first few years and compare the respective futures of various positions, or perhaps, as is oftenest inferred, they enter upon their work with the

American spirit of independence, expecting to change their vocation in the course of a few years. The criticism of Professor Julius Sachs of Columbia university seems most just,—"The most serious objection that at the present moment can be formulated against the system of coeducation is that girls elect from the courses offered what will rear a race of teachers, not a race of women thoroughly equipped for home duties as well as for the general welfare of the community."

In the perfect curriculum of the years to come, our universities will graduate women who have had every opportunity to develop all their essentially womanly qualities, as well as their intellectual-materialistic abilities. This perfect curriculum will include, besides the "humanities" which now stand in the front rank as the chosen studies of women, several practical courses which will be made requisites to the university course, as gymnastic training is now. These will include lectures on such subjects as hygiene, physiology, sanitation, the elements of nursing, comparative food values and home decoration. A training in these branches would not fail to be of value to every woman adding to her value to the community as well as to her power to live her own life in a more sane and happy manner. We can say without fear of contradiction that our university not only gives to its women superior intellectual and moral training, calculated to make them self-reliant, intelligent, and usually successful workers in whatever career they elect to follow, but it also makes womanly women, who, though they have in its fullest measure the longing for independence and self-devel-

opment, at the same time hold the highest ideas of true womanhood, and a desire to fulfill their destiny, whatever it may be, in a manner worthy of a woman who has had the good fortune to learn what life may mean in its largest and noblest sense.

Charge of the Con Brigade.

(A Pologies to A Tennyson)

Half a page, half a page
Half a page onward,
Into the books of blue
Wrote the six hundred.
Stormed at by quiz and ink
Bravely they tried to think
Into the books of blue,
Wrote the six hundred.

Flash'd all their papers bare
Flash'd as they turned in air,
Flunking the writers there.
Writing a final, while
All the world wondered.
Plunged in the wretched dope
Right in the eye they poked—
Prof. and Instructor
Reeled from the pencil-stroke
Shatter'd and sunder'd.
Then they re-registered,—not
Not the six hundred.

When can their glory fade
O, the wild try they made
All the world wondered.
Honor the stab they made
Honor the Con Brigade,
Noble six hundred!

—*Sphinx*. B. P. Stiles, '11.

Optimism.

You may prate of erudition
And of social recognition,
Of the petty college triumphs you
have seen—

Honorary invitations—
Private club initiations—
Of a seance on th e sofa with your
queen;

But to be the social debtor
Of the faculty is better—
I've a self-directed letter from the
Dean.

Though it caused me no elation,
Just a chilly perspiration—
I am tempted, in my misery, to gloat;
For the Dean is quite exclusive—
I'll be very unobtrusive
In my formal recognition of his note.

I have been to the Majestic
With a Johnson street domestic,
I have called at Delta Gamma, quite
serene,

And, without the least compunction
Witnessed every social function,
Driving thither in a Fashion Palan-
quin.

But my heart had palpitation,
'Twas the season's real sensation
When I had my invitation from the
Dean.

In my present great affliction,
In this summary restriction,
("Please confine yourself to study"
—thus he wrote).

There is still this consolation,
I have made a rerutation—
I shall be among Wisconsin's men of
note.—*Sphinx*.

THE MAN ON THE FRONTIER*

By EDGAR ROBINSON, '08

THE Westerner, the type and master of our American life, will soon disappear. This prophecy, made scarcely ten years ago by an eminent historian, is partly true. For two hundred years our seemingly limitless unoccupied land has allured men who preferred the hardships of frontier life to the confinements of highly organized society. Wave after wave of population eager to grasp the great free domain has swept westward over the continent. But today from the Atlantic to the Pacific one people occupy a conquered continent. The Westerner as a frontiersman has passed: the charm and romance of border life is gone. Yet, I believe that the influence of the pioneer movement remains, the controlling force in our present development; and that the traits of character that have made "the Westerner the type and master of our American life" will in the future dominate in the larger life of the nation. Is it not well for us, representatives as we are tonight of the Old Northwest, to dwell on the rise and the passing of the frontier, and to consider the role that the larger West is to play in our national life?

It is natural to look upon the men who with rifle and ax fought and blazed their way into the wilderness as personifying the spirit of the frontier. We recall the romantic picture of Daniel Boone, who in coon

skin cap and buck skin leggings threaded his way through a trackless forest and amid perils that might well have terrified a dauntless soul erected a cabin home. Such adventurers are indeed the extreme types of the American pioneer. The free land which the nation opened up impartially has been occupied by a sweeping movement of individuals. The continent has been won not so much by organized conquest as by restless American individualism. But the spirit of the frontier is broader than this. Ten thousand Boones, Crocketts, and Houstons opening up the new country are but the manifestations of a mighty spirit of conquest. The real genius of the frontier has never been solely the physical occupancy of the new country. The West is vastly more than a geographical area. As the line of settlement has advanced from place to place, frontier conditions have left a passionate demand in the heart of Westerners for the widest possible range for the freedom of the individual. It is this characteristic, this frame of mind, this devotion to individual freedom, rather than the picturesque individual or the geographical area, that has constituted the American pioneer movement.

With this broader significance of the West in mind, scholars are today asserting that the frontier spirit has since 1820 been the controlling influ-

*The oration with which Mr. Robinson will represent Wisconsin in the Northern Oratorical League, at Iowa City, May 1.

ence in American development. The West has stamped the national life with freshness and vigor. On the broad stretches of our Mississippi valley religious ideals and educational projects have been given a breadth and a reach possible only in a new country. The West has kept our immigration policy practically free from restriction. There has been room for all who would come. It has influenced the relations of employer and employee for the opportunity of "going west" has helped maintain a high standard of wages. At the same time the constant stream of migration has depleted and weakened the organization of labor. A sturdy western democracy has tended to predominate in the politics of the nation. It gave us Thomas Jefferson with his idealism, his faith in the people, his vision of territorial greatness. In 1829 western democracy broke the succession of aristocratic eastern executives and swept into the presidency that prince of frontier personalities, Andrew Jackson. From that time forward the West has never lost its hold upon the national government. In 1860, firmly resolved that freedom must obtain in the new frontier states, the West selected the pioneer son of a pioneer father as the one man to unite a disunited nation. Abraham Lincoln, the gaunt, rugged, self-reliant frontiersman, was the personification of western training and ideals.

Thus we find that the existence of a West has always guaranteed to every American social equality, industrial opportunity and political independence. But our stupendous western movement has done more than possess the continent and dominate the national life. In each de-

cade western statesmen have insisted that the nation's land be given to all men on terms of equality. As a result there has been developed a type of thoroughly American individualism, which means that every man shall have the untrammelled opportunity, on terms of absolute equality with other men, of going as far as genius and daring will carry him. The West made opportunities, not the attribute of a select few, but the heritage of every citizen.

But we are told that within the past two decades the continent has been conquered. No free land and no invigorating frontier, we indeed entered upon a new epoch. The new problem of the West began. The last twenty years have seen the rise and fall of Populism; the development of a colonial policy; the rapid increase of foreign commerce; the preservation of the forests; the reclamation of arid lands; in all of which the aggressive spirit of the West has dominated national action. But the most marked change has been the tremendous growth of corporate power and activity. In a certain sense the rapid advance of the corporation is due to the frontier spirit, giving unhindered sway to men with imagination and daring. Strong individuals, such as Rockefeller and Hill, operating under the name of corporate activity, are in the strictest keeping with the American tradition of unrestricted opportunity. Utilizing their tremendous power these individuals have monopolized the great agents of public service and have obtained control of the necessities of life. By so doing they have been constantly encroaching upon the liberty of the mass of the people. Equality of opportunity no

longer exists when a few grow powerful enough to limit the freedom of the many. Our western love of personal freedom has given us powerful individuals who are today denying the masses equality of opportunity. When we had primitive border conditions, liberty of the individual insured equality; now that society is more highly organized unrestricted liberty makes possible inequality. In a democracy whose watchword is liberty, we find, strange and startling paradox, public liberty threatened by private liberty.

The West has within the past two decades developed this perverted form of personal liberty. How shall we retain the principle of individualism and yet prevent its excesses? We recognize that unification of effort, lowering of cost, keenness of private initiative, those manifest advantages of combination in great industries, must be retained. But industrial forces must be subject to certain agencies representing the mass of the people. When the organized society of the Old World has found that the liberty of the people rested upon industrial control it has turned to public ownership. By so doing it has destroyed individual initiative. Such a solution is inconsistent in a democracy, for the exercise of individual action is at the very basis of our growth. Our solution lies not in the destruction but in the regulation of individual enterprise. The western spirit that once countenanced absolutely unhindered liberty is today proclaiming that the freedom of a few powerful individuals must be limited in the interests of the mass of our citizens.

Do we fully realize the deep political significance of the movement of

our epoch for government control of industry? It means simply that the representatives of the people are exercising a wholesome restraint upon the heretofore unchecked operations of a few unscrupulous individuals. In Chicago government control means that a few street car magnates shall not impose upon the liberty of the individual by exorbitant fares and wretched service. In New York and Wisconsin such control means that the insurance companies shall no longer violate their obligations to the mass of policy-holders. In the nation it aims simply at the preservation of the liberty of the masses. It does not destroy any justifiable individualism. Only the excesses are prohibited. Street car magnates are to own and operate their lines. The insurance companies are unhindered in legitimate transactions. The railroads are permitted to reap rewards proportional to their multiplied traffic. The real political significance of government control is to preserve the liberty of the many by preventing the excessive liberty of the few.

So we see that as the national government in the first epoch by offering free land to every man made sure his opportunity, so in the second epoch government is to preserve freedom of opportunity, the heritage of every American, by the enforcement of law. The evolution of a method by which combinations shall be kept amenable to the popular will is the work of the present generation. It is the manifestation of larger American spirit that today, as of old, demands that personal liberty, which is at the very basis of our democracy, shall be preserved for all on terms of absolute equality. Such Americanism is the cry of no class, the creed of no

party, the personality of no man. It is the national temper imbedded deep in the hearts of the people. It is a feeling of responsibility for his own freedom in the mind of every American. It leads to reform movements in corrupt municipalities; it dictates the policies of our progressive states; it is the moving force in the present national administration. It is not the appeal of a single section. The western spirit having successively dominated each frontier, has now become the voice of the whole people.

Since 1492 the American has been the frontiersman of the world moving westward. He explored and conquered the new continent. Democracy was born of this spirit of adventure; found a home in the practical institutions of the Anglo-Saxon; and dominated the conquest of the continent. In no country has democracy been given such a sweep. Boundless opportunities and limitless resources have beckoned to men with imagination and daring. This youthful democracy has presented to the world a wonderful type of freedom with its home in the vastness of the continent. And today as the first problem is completed and the continent lies conquered, the same spirit of the American pioneer brings forth a new doctrine that this democracy shall preserve by authorized agents the institutions and rights already won. The same spirit of resourceful-

ness, the same belief in the destiny of this nation, that developed the democracy of our fathers, now brings as the second gift of America to the world, democratic institutions preserved by the strong arm of government.

The Westerner, then, has not ceased to be the type and master of our American life. Although the frontiersman long ago disappeared, we have ever had leaders of western training and ideals. As the problems of the first epoch found solution in the democracy of a living frontier, so the problems of our day are solved by democracy in government. As the frontier taught the profound lessons of individual equality, so the American brings to the world the means by which we are to preserve the heritage of the nation. Jefferson, Jackson and Lincoln will always be hailed as the leaders in the creation of American democracy. The leaders of our epoch will remain as the preservers of a perfect democracy. With memory holding firmly the lessons of a glorious past, we may wisely heed the words of a leading historian, when he says, "Let us see to it that the ideals of the pioneer in his log cabin shall enlarge into the spiritual life of the nation where civic power shall dominate and utilize individual achievement for the common good of all." Such may be the influence in our own day of "The Man on the Frontier."

THE UNIVERSITY OF WISCONSIN

Embraces the Following Colleges and Schools

**College of Letters and Science, College of Mechanics and Engineering, College of Law,
College of Agriculture, College of Medicine, Graduate School.**

THE COLLEGE OF LETTERS AND SCIENCE offers a General Course in Liberal Arts, of four years, which leads to the degree of Bachelor of Arts; a Course in Commerce, of four years, which leads to the degree of Bachelor of Arts; a Course in Pharmacy, of four years, which leads to the degree of Bachelor of Science in Pharmacy; a Course in Pharmacy, of two years, which leads to the degree of Graduate in Pharmacy; a Pre-Medical Course of four years which leads to the degree of Bachelor of Arts; a Course in Education, of two years, which leads to the degree of Bachelor of Philosophy in Pedagogy (a course especially adapted for graduates of Normal Schools who desire to pursue advanced work in philosophy, pedagogy and similar branches); a Course in Home Economics, of four years, adapted for young women who expect to teach this branch or to pursue other professional work; a Course in Music, of four years, which leads to the degree of Graduate of Music.

THE COLLEGE OF MECHANICS AND ENGINEERING offers courses of four years in Mechanical Engineering, Electrical Engineering, Civil Engineering, Sanitary Engineering, Applied Electrochemistry and General Engineering, including the Mining Engineering group of elective studies, each of which leads to the degree of Bachelor of Science in Engineering; and upon the completion of an additional year's study in the College of Engineering, or of three years' study in connection with approved field work, to the degree of Engineer.

THE COLLEGE OF LAW offers a course extending over three years, which leads to the degree of Bachelor of Laws, and which entitles graduates to admission to the Supreme Court of the state without examination.

THE COLLEGE OF AGRICULTURE offers (1) a course of four years in Agriculture, which leads to the degree of Bachelor of Science in Agriculture; (2) a course of two years which includes the scientific and practical subjects bearing directly upon agriculture; (3) a short course of one or two years in Agriculture, in which exclusive attention is given to studies in theoretical and practical agriculture; (4) a Dairy Course of two terms of four months each, in which the student is taught the most successful method in the manufacture of butter and cheese; (5) a Farmers' Course of two weeks designed for busy farmers, and providing only the most practical instruction.

THE COLLEGE OF MEDICINE offers a course of two years in pre-clinical medical work, the equivalent of the first two years of the standard medical course. The students in the College of Letters and Science who are candidates for the degree of Bachelor of Arts may register in the College of Medicine during their senior year; and those candidates for the degree of Bachelor of Science may take two years in the College of Medicine. After the successful completion of the two years' course in the College of Medicine, students can finish their medical studies in any medical school in two years.

THE GRADUATE SCHOOL offers courses of advanced instruction in all departments of the University. The degrees of Master of Arts, Master of Science, or Master of Pedagogy is conferred upon graduates of the University or of other institutions of equal rank, who have previously received the degree of Bachelor of Arts, Bachelor of Science, or Bachelor of Pedagogy, and who pursue successfully at least one year of graduate study. The degrees of Civil Engineer, Mechanical Engineer or Electrical Engineer are conferred on graduates of the Engineering courses of the University or other institutions of equal rank, who have received the degree of Bachelor of Science in Civil, Mechanical or Electrical Engineering, and who pursue either one year of advanced professional study in the University, or three years of such study in connection with professional work of an approved character. The degree of Doctor of Philosophy is conferred upon successful candidates after not less than three years of study, of which the first two years, or the last year, must be spent in attendance at the University.