



LIBRARIES

UNIVERSITY OF WISCONSIN-MADISON

A booklet of information for freshman. June, 1922

Goodnight, S.H.

[Madison, Wisconsin]: [University of Wisconsin-Madison], June, 1922

<https://digital.library.wisc.edu/1711.dl/RGYXJJMTPRGHE9E>

This material may be protected by copyright law (e.g., Title 17, US Code).

For information on re-use, see

<http://digital.library.wisc.edu/1711.dl/Copyright>

The libraries provide public access to a wide range of material, including online exhibits, digitized collections, archival finding aids, our catalog, online articles, and a growing range of materials in many media.

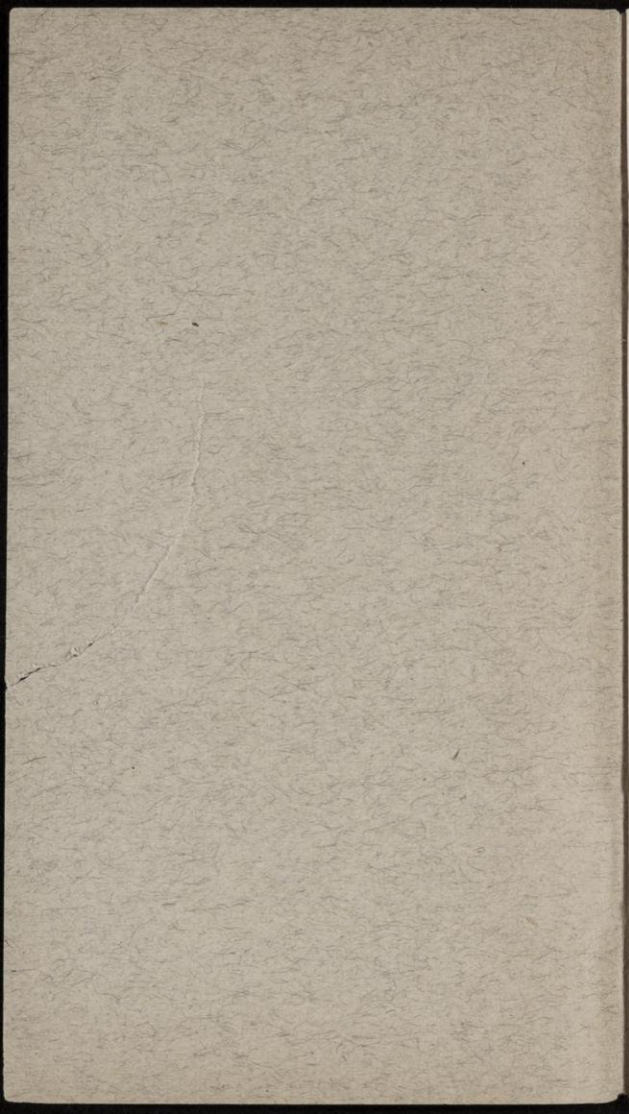
When possible, we provide rights information in catalog records, finding aids, and other metadata that accompanies collections or items. However, it is always the user's obligation to evaluate copyright and rights issues in light of their own use.

THE
UNIVERSITY OF WISCONSIN

A BOOKLET OF INFORMATION
FOR FRESHMEN

By
S. H. GOODNIGHT
Dean of Men

MADISON, WISCONSIN
June, 1922



THE
UNIVERSITY OF WISCONSIN

A BOOKLET OF INFORMATION
FOR FRESHMEN

By
S. H. GOODNIGHT
Dean of Men

MADISON, WISCONSIN
June, 1922

TABLE OF CONTENTS

	Page
The Start:	5
Lodging Place—Finding a Room— The Bargain—The Landlady—Meals —Getting Registered—Care of Money —Working Your Way—The First Week—Keep Cool—Don't be Gullible —Seek Reliable Information—Tempta- tions—Don't Neglect Reading—Does it Pay to Study?—Hazing and Tradi- tions—Lake Danger.	
Selecting Your Course:	
The College of Letters and Science.....	27
By Junior Dean F. W. Roe	
The Course in Commerce.....	29
By Director W. A. Scott	
The Course in Journalism.....	31
By Director W. G. Bleyer	
The Course in Chemistry.....	34
By Director J. H. Mathews	
The School of Education.....	37
By Director V. A. C. Hemmon	
The Medical School.....	39
By Dean C. R. Bardeen	
The Law School.....	42
By Dean H. S. Richards	

	Page
The College of Engineering.....	43
By Professor J. G. D. Mack, State Chief Engineer	
The College of Agriculture.....	48
By Dean H. L. Russell	
Student Organizations.....	51
Student Activities.....	56
Social Life and Fraternities.....	59

THE START

Well begun is half won. If you can pass through the first semester at the University without being dropped for poor work or placed on probation, it is proof positive that you are not lacking in ability to finish a four-year course in a creditable manner and the probabilities are that you will. But, unfortunately, fellows with plenty of ability often fail *because they don't get started right*.

How are you going to start?

If the following suggestions, born of two decades of experience and observation in the University of Wisconsin, shall be of some assistance to you in making a good beginning, the purpose of these pages will be richly realized.

Lodging Place. The house you live in and your associations there may make or mar your first semester in college. An uncomfortable room, insufficient heat or light, noisy surroundings, associates who are careless with their own work and regardless of yours, and who insist upon loafing about in your room or in coaxing you to go out with them every afternoon and evening—these are things which consistently tend to draw or drive you away from your work, and you must conquer them or they will conquer you. An ounce of prevention is worth a pound of cure. Use care and judgment in selecting your quarters and don't expose yourself to these evils if you can help it.

Finding a Room. The house shortage from which Madison has suffered in recent years is somewhat relieved. Rooms for students were more plentiful during the past year and at no time was the supply entirely exhausted. Often, however, those available were high in price or badly located or poorly furnished or

had some other serious drawback. If you want a good room at a fair price, rent early. If you put it off until you come at registration time in the fall, you will not be able to do so well.

The Dean of Men prepares lists of approved lodging houses for men, a copy of which will be sent upon application. If you are a stranger in Madison, go at once upon your arrival to the University Y. M. C. A. and you will find there a student ready to go with you at any time and aid you in securing a room. He will help you through registration, too, and be of service to you in any way he can. Ask his advice freely and don't be afraid to follow it.

Observe these Don'ts:

Don't take a room in a dormitory over a store, or go with other freshmen into a separate apartment in an apartment house. Experience has shown that such an environment is the worst possible for freshmen. These apartment houses furnish a very large proportion of the freshmen who fail and are dropped.

Don't seek a house in which there are only freshmen, but get into one where there are upper classmen too.

Don't be afraid to take a room a few blocks back from the campus; you can get a better room for less money and the daily walk will do you good.

The Bargain. When you have found a room that suits you, talk the terms over freely with the landlady. Remember, you are bargaining for at least a full semester, so don't make a hasty and careless selection, excusing it in your own mind with: "Oh well, it doesn't make much difference anyway; if I don't like it after a week or two, I'll move out." You know you can't buy a new suit on time at the store, wear it a week or two, and then send it back to the merchant

with the information that you have changed your mind and don't expect to pay for it as agreed. If you should give up your room after two or three weeks, the landlady would have as little chance of re-renting the room then as the merchant would of re-selling the suit you had worn, and her loss in money would be just as real and just as great as his. The University considers it just as essential that its students show a high regard for business integrity and for a business bargain, whether oral or written, as that they should realize the importance of their studies.

The landlady will probably ask you to make a \$5 deposit on your room, this deposit to apply on the rent for the last weeks of the semester. She will also stipulate that, if you desire to give up your room at the end of the semester, you must give her notice to that effect not later than January 15. And she will probably ask you to sign some simple agreement, such as the following:

"I hereby agree to be responsible for the rent of room at at \$..... per week, from to with charge for vacations, unless obliged to leave the University or unless conditions in the house as to heat, cleanliness, etc., make it advisable in the judgment of the Dean of Men for me to leave before that time."

You have no reason to take offense at being asked by the landlady to sign such an agreement with her. She doesn't do this because she doesn't like your looks or because she suspects you personally of dishonesty. These measures are correct business practice and all lodging-house keepers whose houses are upon our approved list *are advised to conform to them.*

The Landlady. In nine cases out of ten you will find her a right good sort and if you will play fairly with her, she will do the

right thing by you. She will want you to pay your room rent promptly, and that is quite right, for she pays a big rent for her house, and probably her living depends in large part upon the income from her rooms. She will want you to be economical with gas, electricity, and hot water, for these are heavy items in her expense account. She will want you to go to the gym, or out of doors, to do your rough-housing and scuffling, for she knows you will not be anxious to pay for the furniture you smash or the holes you punch in the plaster. And when you come to think it over, is she asking anything that is unfair? Is there anything in that which ought to make you peevish or perhaps impertinent to her? Turn the case around and imagine your mother keeping roomers here in order to send you through school; wouldn't you think her entirely justified in holding the views just expressed?

Then, too, you can't in all fairness expect for \$3 to \$5 per week all the comforts and privileges you may have enjoyed at home. Just remember what you are paying for: a furnished room (or half of it, or one-third of it, as the case may be); the necessary service (sweeping, dusting, and bed-making), a light to study by, sufficient heat to keep the room comfortable when the windows are closed, and bathroom privileges. Most of the trouble between lodgers and landladies arises from the demands of the former for 80-watt lamps when 40-watt are amply sufficient, for a warm room to dress in when the occupants have left the windows open all night in zero weather, because the boys became angry when spoken to about leaving the hall lights on, or faucets running, or gas jets burning all night, or because the landlady protests against loud and boisterous conduct in her house.

And finally it should be borne in mind that lodging-house keepers are good citizens

and respectable people. They appreciate courtesy and consideration fully as much as you do, and they are glad to return them in kind. They also resent being looked upon as menials or social inferiors, just as you do. If you will keep in mind the good old Golden Rule and accord them fair treatment, you are not likely to be imposed upon. If you should be, bring your case to the Dean of Men and he will do his best to obtain justice for you.

Meals. The old-fashioned college "boarding-house" is now virtually extinct. It is almost useless to search for a house in which you can obtain both room and board. If you can find a place—a student boarding club, for example—in which you can get three meals a day at regular hours, do it, by all means; it is good health insurance. But, in general, students are now almost wholly dependent upon cafeterias and restaurants. You, too, will have to depend on them, at least for a while. So be on your guard in advance against the dangers inherent in the system, viz., (a) meals at irregular hours, and (b) an ill-balanced ration. Eat *regularly* (not just at "any old time you feel like it"), and observe a proper balance between meats, vegetables, and desserts.

Getting Registered. Come to Madison in time to get established in your room before registering. If you are approached by fraternity men with offers to help you or with invitations to their house, remind them that you are not yet registered. The University rules make it a misdemeanor for fraternity men to "rush" a freshman before he has registered and paid his fees. As soon as you have taken possession of your room, go to Bascom Hall and register. Give your name, home address, Madison address, and telephone number, then take the printed instructions and follow them out carefully. Fill out the registration blank in detail, even if you do not see the reason for giving some of the

information desired. One of the first impressions formed of you at the University is produced by the manner in which you fill out your registration blank. It may take an hour or so to register; there are seven or eight thousand others who are just as anxious to register as you are, so take your place in line, wait your turn in patience, and move promptly when your turn comes. One of the steps in registration is the payment of your fees; have your money ready.

Care of Your Money. Take your remaining money to a bank, deposit it there, and open a checking account. Pay all your larger bills by check. Have your bank book balanced occasionally, and preserve your canceled checks. Keep a careful day-to-day expense account, keep within your income, and be able to know at any time just what your financial status is. It is an essential part of your college training to learn how to conduct your business affairs properly. Above all, *don't run frivolously into debt*. If you must contract a debt, consult your parents or guardian by letter before doing so. It is vastly easier to deny oneself and *stay* out than to *get* out.

Working Your Way. Don't do it if you are not compelled to. If you can put full time and energy upon your college course, allowing a fair amount of time for recreation, it will benefit you more than if you have to slight both your studies and your recreation in order to earn part of your expenses. Try to go through your freshman year at any rate without earning any considerable part of your expenses. At the beginning of your sophomore year you will have a better idea of how much outside work you can carry without harm to your course. Don't try to come to the University if you cannot bring at least \$250 with you for your first year's expenses.

But if you must earn part of your support, go to the Y. M. C. A. building, 740 Langdon street, and register there for work. Get a *regular* job, if possible, such as washing dishes, waiting on table, tending lawn and furnace, or clerking. Then plan your work for each day, setting aside hours for recitations and for laboratory, hours for study in each subject you take, hours for physical training and for military drill, and hours for your outside work. You are certain to fail if you cannot *systematize your time and devote regular periods to each of your tasks*. If you must earn your way in part, then face the situation bravely, and go into it with pluck and determination, realizing that it will mean giving up many of the pleasures of college life, for not one man in fifty can work his way, carry his course with profit, and devote as much time to recreation as can those who have only their college work to do. You must slight one of these three things, and if you are obliged to work your way, let it be the pleasures, for they cost more in both time and money than you can afford to put into them.

The First Week. The Freshman Banquet and the 'Varsity Welcome are two big events in honor of the first year men which no freshman should miss. The banquet (usually about 50c a plate) is given under the auspices of the Y. M. C. A. during registration week. It is a get-together and get-acquainted meeting, at which the program consists of songs and short speeches by upper classmen who are prominent in athletics and other college activities, and at which the work of the Y. M. C. A. is briefly presented. You will be both surprised and pleased at the amount and variety of good work done for the students by the Association, and you will find many of the most prominent men in all lines of college endeavor actively engaged in Y. M. C. A. work. The Association has a large

building of its own with dormitories, restaurant, parlors, reading rooms, and playrooms, and you would do well to join an association which is able to do so much for you and which has no selfish motives with regard to you.

The 'Varsity Welcome is an all-university affair given by the University on the Upper Campus on the first Friday of the semester, and here the freshman gets his first chance to hear the President and the Deans speak. This event is planned, not as a jollification or a rah-rah affair, but as a fitting induction of freshmen into academic life, and in that hour, if you have your eyes and ears open, you may gain an insight into the size and dignity and tradition of service of the institution of which you have become a part. Cherish this vision. You may have unhappy experiences later which will tend to blur it, but you will never be a true Wisconsin man if you haven't idealism enough to catch and hold some conception of the glory and the altruistic spirit of a great university.

Keep Cool! This first week is the ruin of many a freshman. Everyone vies in doing honor to the first-year man. He is "welcomed" and "received" and "banqueted" and "rushed" by the fraternities and taken out to see the football team practice, until (unless he keeps his head) he becomes obsessed with the apparently reasonable idea that college life is all just one grand good time. The streets seem full of students going down town; he is asked to go to the movies or to the vaudeville in the evening. It is extremely easy to put in every minute of the afternoon and evening until bedtime at something pleasant. And he is away from home, nobody is keeping watch of his going and coming, the other fellows all seem to be enjoying themselves, so why shouldn't he? In the meantime, classes begin, but his thoughts are so taken up with other things

that he doesn't settle down to real work—perhaps he hasn't learned in high school to do real, independent work—and he dawdles along for a time until he presently finds himself badly behind in his classes. Then, to be sure, he gets alarmed and begins to try to catch up, but he finds to his dismay that the class doesn't slow up and wait for him and that, having missed the fundamentals of the first few weeks, he is hopelessly floundering and unable to make any headway. At mid-semester he is put on probation and is lucky, indeed, if by dint of severe "grinding" and "coaching" by some older student or paid tutor, he escapes being sent home at the end of the semester. And many don't escape it. Why? Are they too dull? No, they have plenty of ability. Is the work too heavy? No, the majority of their fellows carry it successfully. The whole trouble lies in the fact that a lad may be so completely swept off his feet during the first two or three weeks that he doesn't realize the importance of *steady, consistent work from the beginning*. Keep cool during that first week. Get your program of recitations and laboratory periods as early as possible and then sit down alone and make up your schedule for each week; allow two hours of study for each recitation, i. e., an average of about eight hours per day for study and recitations. If you will faithfully stick to your program, work intensively while you do work, and above all *get a good start* in all your classes, you will soon find that the work will grow easier instead of more difficult and that you will have at least eight hours a day on an average for meals, exercise, and recreation, and eight hours for sleep. Such a program will carry any student of average ability and adequate preparation through successfully, and will furthermore develop him into a master of himself and a well rounded man. It is the fellow who hasn't

the self control and the will power "to stick to his knitting" who fails in his university course.

Don't be Gullible. One of the delights of the college student's life is to play practical jokes on freshmen. If a sophomore can sell you a convocation ticket (all convocations and lectures are free to students) or a membership in the Wisconsin Union (by virtue of being a Wisconsin student you are a member of the Union without the payment of fees) or get you to call "12" on the 'phone (the Madison police station), his cup of joy will be full. If the Dean wants to see you he will notify you in writing to that effect—don't call him up because somebody tells you he left a call. The Sphinx and the Awk, one time comic monthlies, have been defunct some years—don't subscribe for them. The "universal fraternity," T. O. C. (Take Our Cash, or Touch the Other Chap), will relieve you of all the spare change you have and enjoy a good laugh at your expense—don't join when you have more than ten cents in your pocket. You will do well to be very conservative at first about buying, subscribing, and joining. Take the Daily Cardinal and one of the magazines if you can afford it. The Y. M. C. A. handbook and all publications by the University, including the student directory, are free.

Seek Reliable Information. Keep a copy of the university catalogue and of the little booklet entitled "Regulations for the Guidance of Undergraduate Students" at hand and consult them freely for what you want to know. They are both conveniently indexed. If you are in perplexity and want an interpretation of something you do not understand, or want further information, go to an authoritative source and make inquiry. "One of the fellows said" causes an immense amount of blundering and misunderstanding. Your instructor will be anxious to clear

up points of class or laboratory work which you have failed to grasp. Your class adviser will be glad to explain to you the requirements of your course of study or anything of that nature. Go to see him occasionally during his office hour; you will find him greatly interested in your work and progress. The Dean of Men has office hours forenoon and afternoon and will willingly advise with you on any matter pertaining to your student life which you may wish to bring to him. If you are ill, go to the university clinic at once; a staff of able physicians and nurses is on duty constantly to look after the health of students.

Temptations: a. *Loafing*—an easily acquired and very pernicious habit. Beware of a crowd of “good fellows” who have it; it is alarmingly prevalent and frightfully contagious. b. *Depending on someone else to help you do your work*—nobody can “show you how” to be an athlete; you must train and practice in order to excel; nobody can “show you how” to be a student, you must do your own studying. c. *Cribbing*—it usually comes about as a combination of the two evils just mentioned ($a + b = c$). The Faculty Committee on Discipline has a drastic remedy which rarely needs to be applied more than once. d. *Smoking*—a treacherous and insidious habit that soon develops to the point of dulling both physical and mental alertness in growing youths. Let it alone. e. *Profanity*—a useless, inane habit which stamps the habitué as of low ideals and vulgar mind. Shun it. f. *Gambling*—a fascinating vice which consumes time, money, and moral tissue in quantities too large for any student to afford. Never begin it. g. *Drinking*—a most vicious practice which is unfortunately popular among college men just now because of the difficulty and danger attendant upon procuring liquor. It appears to be regarded as particularly “smart” to be

able to defy the laws of the federal and state governments and the rules of the University and to "get away with it." There are always some students among the thousands at the University who will incur any risk and pay any price for a vile decoction procured through a bootlegger, regardless of the fact that it may blind or poison them, that the courts are busy handling "booze" cases, and that each year students are sent away from the University in disgrace for drunkenness. A boy who yields to the weakness of posing before his fellows as a "dead game sport" by drinking under present conditions hasn't the stuff in him that men are made of. He is launching upon a perilous career which will probably not lead to an education and a diploma. h. *Lewdness*—nothing more speedily stamps a student in a co-educational institution as an undesirable academic citizen than lack of high regard for womanhood as evidenced by questionable female associations. On this point public sentiment, so long indifferent, is being rapidly molded. Clean living and respect for women are now being recognized as essentials, not as mere embellishments, of "college spirit."

These temptations are not indigenous to any one locality. They are not new to you. You have met them all in high school. But you had the safeguards of home to aid you in overcoming them. Alone in a strange town, they will present themselves to you more persistently than before. As towns go, Madison is a clean town; there is no licensed vice of any sort here. Nevertheless there is no talisman which can protect you from these temptations, here or elsewhere; you cannot hide from them. Meet them you must, and it is only by meeting them squarely and in overcoming them directly that you can gain that measure of self-mastery which is the end and aim of true education. No weapons for overcoming temptations have

as yet been invented which are half so effective as a whole-souled interest in the work of the classroom, intensive application to one's studies during study hours, and recreations—wholesome reading, outdoor exercise, and the cultivation of one of the student activities.

Don't Neglect Reading. Spend a little time each week in the library in acquainting yourself with good books. It will repay you richly and will more than compensate you for missing the show at the Orpheum or the movies. Your freshman English instructor will give you "A List of Books for General Reading" which the department has published. An attendant in the reading room of the library will be at your service in suggesting books of any special kind. There is a compartment where new books are continually exhibited; the most recent publications in every field are available for you as soon as they can be procured. Foreign and domestic newspapers and magazines are in the periodical room adjoining. It would be a pity for you to neglect so rare an opportunity. The reading habit is a most valuable one for you to acquire. Don't neglect it.

Does it Pay to Study Hard in College? There are plenty of students and plenty of people outside of college who will tell you that it doesn't. They will point to examples of fellows who have been dropped from college for poor scholarship and who have been successful in business notwithstanding. They will tell you that the college course is of little or no "practical" value, that if you can "get by" with your studies, attaining merely passing marks, you are doing all that is necessary. There is a comforting tradition that success in one's studies in college has no connection whatever with success in after life. If this be true, how foolish to spend four years of time and a large amount of money in coming to college! If you are convinced

that there is no use in striving to excel in scholarship and expect to study only just hard enough to keep out of trouble with the faculty, you had better reconsider, alter your plans, and not come to the University at all. Go into business at once and earn money instead of wasting it. For, to be frank, the University doesn't want you. You will be a continual annoyance to the faculty, a bad influence among other students, and, if you should finally succeed in graduating with mediocre marks, there is hardly one chance in a dozen that your subsequent success would be sufficient to justify the outlay of time, energy, and money which your parents and the state would have made for your education. Wild theorizing? Not a bit of it. The traditional beliefs cited at the beginning of this section are simply untrue. For each case of success in after life attained by a man who was a poor student in college, a dozen can be shown which have been attained by men who excelled in their studies in college. Some years ago the Wisconsin chapter of Phi Beta Kappa, the scholastic honor society, desired to confer the honor of membership upon those alumni of this university who were worthy of the distinction, but who had graduated before the chapter was organized here. In order to select these worthy candidates, letters were sent out to prominent alumni of the institution asking each to name three or four people who were in college with him, and who had since been distinctly successful in their life work. When the replies were received, the college record of each person nominated was looked up. *Almost without exception these people had received unusually high marks in their college courses.*

The Registrar of the University of Wisconsin scrutinizes with care the high-school records of all entering freshmen. All whose high-school records are clearly weak are

placed on probation and they and their parents are warned that they cannot succeed without very great effort. Our statistics show that *of these weak students who enter on probation not more than one in ten ever makes good in the University and graduates!*

I wish that every freshman who enters the University this fall would read thoughtfully the spirited ten page article by President Foster in Harper's Magazine for September, 1916, entitled "Should Students Study?" President Foster has visited one hundred universities and colleges in all parts of the United States, making use of all the studies on this subject available to him and gathering statistics wherever he could get them. His findings show conclusively that, in an overwhelming majority of cases:

1. Students who do well in their studies in high school do well in college; and *vice versa*, those who do not do well in high school, do not do well in college.

2. Students who do well in college do well in professional school, and *vice versa*. For example, not one student in twenty years who was content with grades of "C" or lower in Harvard College, attained distinction in Harvard Law School.

3. Of the men who graduate with honors from either college or professional school, a far greater proportion later attain success, as success is commonly measured, than of those who go through college without distinction.

He then sums up the matter thus: "Apparently the 'good fellow' in college, the sport, who does not let his studies interfere with his education, but who intends to settle down to hard work later on, and who later on actually does completely change his habits of life, is almost a myth. At least his record does not appear among those of thousands of students whose careers have been investi-

gated under the direction of President Lowell and others. It seems that results are legal tender, but you can't cash in good intentions. * * *

"A knowledge of these facts will hardly make thinking as popular as a moving picture show, but it ought to silence those who seek to excuse their mental sloth on the ground that it doesn't matter."

In these two paragraphs President Foster has hit the nail squarely on the head. We can safely put the entire class of college students who do not take their studies seriously into these two groups, a goodly number who hug the delusion that "it doesn't matter," and that the training they get in student activities and in college experiences outside the classroom and laboratory is really more essential, and a very much larger number who do realize in a vague sort of way that it does matter and who really intend "some day" to go to work. Alas, that day never comes! Says Dean Clark of the University of Illinois: "I seldom call a man for procrastination and neglect of duty who does not tell me that it had been his serious intention to see me that day even if I had not called him, and I presume he is often telling the truth. I seldom talk to a loafer who has not promised himself, even before I urge him to get down to serious work, that he will stop his loafing at once." That is the experience of every college officer. Boswell quotes Johnson as saying that the road to hell is paved with good intentions. Certainly the road to failure in college is.

There is not the slightest doubt in the mind of any competent man or woman who has given the matter any thought, that it is worth while, and very much worth while, for every student to give to his studies the very best he has in him. Not merely because hundreds go from the University every year into good positions which were offered them

before graduation on the basis of good work done in college courses—by the way, just ask one of our chemists, pharmacists, commerce men, engineers, or agriculturists how hard it is to place a candidate who has a poor scholastic record—but most of all because of the training he gains in grappling vigorously with a variety of tasks and in mastering them. A boy who has given his best efforts for four years to such widely diversified disciplines as are represented in a modern university course and has done creditably in them, has gained more than mere knowledge. He has acquired resourcefulness, versatility, a knowledge of how to tackle any sort of a job and an appreciation of when a piece of work is *done*, not half done, nor almost done, but *well* done, and these are the qualities which put him inevitably to the front when he goes out into life.

It was that sort of chap who, immediately after our entry into the great war, was in such great demand for officer material in every branch of the military and naval service. And the men who went out from our colleges at that time, the men who had not neglected their studies, but who had attained an all-round development, mental, moral and physical, were the men who made good, both in the officers' training camps and in the service afterwards, while their weaker mates who had not found it worth their while to develop their powers to the full while in college had to go in as privates and could render a far less important service at a time when officer material was scarce. The former were the men who officered America's new army and navy; and no one who knew these boys during the period of their development and who afterwards had a glimpse of them in the training camps, where the finishing touches were given to their military training, had the slightest doubt of their fit-

ness for their great task. They were brave, sturdy, self-reliant men, humane as well as efficient, the kind of officers we all wanted to see in command of America's armies. And they "delivered the goods." At every place from Cantigny to the Argonne and Metz, where the American arms distinguished themselves, the troops were officered in great part by American college men. Then these fine, bronzed fellows returned, doffed the uniform and turned to the pursuits of civilian life just as cheerfully, just as quickly and quietly, and just as effectively as they had taken up the arduous duties of the soldier a year or two before.

But these qualities of versatility, of independence, and of competency, are the very ones which can never be gained by intuition or absorbed from some one else without effort. They are as unattainable as the stars to the "pass mark" man and to the loafer. Only he who puts into his college work the very best he has in him can hope to reap the real benefits of a college education.

Hazing. Hazing is an ancient practice in colleges and universities, some forms of which still survive in many schools. What red-blooded men think of its modern manifestations is well expressed in a recent editorial in a state paper outside of Madison, which is here quoted in part:

FOR CHIVALRY, NOT COWARDICE!

The coward never on himself relies
But to any equal for assistance flies.

—Crabbe.

"Our State University is no place to graduate cowards. We have many times severely criticized the tendency of young men in schools and colleges to forget chivalry and to indulge in cowardly acts toward other students. In every case where two or more students combine to molest a single student the act is cowardly. In every case where older students combine to degrade younger students the act is cowardly. The influence of our university students upon our high

school students is a powerful one. It should not be menacing. We want chivalry, not cowardice, for a shining example."

It is a pleasure to be able to state that this idea is taking effect among the students. The boys are beginning to realize that twenty to one, a mob against a few, is bad sportsmanship. The traditions committee of the sophomore class last year took the first big step in advance by sponsoring the conception that the freshman cap should no longer be a symbol of servitude and a mark to render hazing victims easily recognizable, but a badge of honor, proclaiming the wearer to be a loyal member of his class and a Wisconsin man, immune from discourteous treatment. The Senate and the newly reorganized Student Court are prepared to promote this view, and it is hoped that the cowardly hazings of former days are gone for good. Thinking students all admit that it is "small town stuff" that must go.

If, however, during your first semester, a bunch of hoodlums should attempt to revive the old practices, keep away from it all as far as you can. If you should fall into their hands and be made to climb a lamp post or roll a peanut with your nose or deliver your high-school oration, do it good naturedly and get away quietly as soon as opportunity offers. Don't be frightened; cowards and bullies always like to scare some one, and if you show fright they will be all the more eager to prolong the torture. But if you keep cool and treat it as a joke they will soon let you go.

In general, the safe procedure is: attend to your own affairs, keep out of crowds which assemble on the street at night, and don't rush out every time you hear a gang yelling. We hope that the University may count upon *you* during your college course to help discourage and put down the cowardly practice of hazing. We want and need

a real Wisconsin spirit that is broad enough to see and do what will advance the welfare of Alma Mater, a spirit that will boldly oppose all rowdyism which puts her to shame before the people of the state.

Lake Danger. Our beautiful Lake Mendota, six miles by four in size, on whose southern shore the University is situated, is the pride and love of every Wisconsin student and alumnus. It is a splendid asset in our university life—but it is also a liability. For Mendota occasionally claims a victim. Three student drownings occurred during the spring months of 1921, two in Mendota and one elsewhere.

The University maintains a fast launch and a life saving service which does much good work each year. There are city ordinances and university regulations governing canoeing which are conspicuously posted and which, if properly observed, greatly reduce danger. *All three of the student drownings mentioned above were brought about by a direct disregard of regulations or warnings!*

The water near the shore is shallow so that swimming is not dangerous. It very rarely happens that anyone is drowned while bathing near shore. The danger lies in canoeing, especially in going out far from shore when one is not an expert paddler. It is the greenhorn who is the constant menace. In order to show that he isn't green, he proves conclusively that he is by taking chances which the initiated wouldn't think of taking. This is the cause of nine out of ten of our accidents. If you want to canoe on Mendota:

1. Go to a member of the Physical Education department and get some instruction in the handling of a canoe.

2. Stay close to shore until you have learned the art well.

3. *Observe the regulations*; they were not devised as an interference with your personal liberty, but as a safeguard to your life.

4. *Don't take chances*. Play safely at all times. A canoe is always a treacherous craft, and recklessness in handling a canoe stamps you at once, not as a brave and fearless hero, but as a fool.

SELECTING YOUR COURSE

The problem varies greatly in difficulty with different individuals. Many students come to the University with their careers mapped out; their home environment, parental influence, their own predilections have helped to mold their plans and they aim directly at literature, science, law, engineering, commerce, agriculture, or medicine, as the case may be, and lose no time. Others feel positive when they come that they know what they want, but after making a start in the chosen field, are deflected from their original purpose and pursue a totally different course of study. Still others have no specific aim when they come, take the general course, and after one or two years of basic study, elect a field in which they feel they can work to good advantage. All three of these plans have their advantages and strong men are developed in all three ways.

But Don't Be a Floater. Whether you select a course before you come to the University, or reserve your choice for a year or two, give the subject careful thought and advise with those who know you and your work. If you make a mistake, be sure you profit by your first experience and make your second choice your final one. The chap who drifts aimlessly about from one course to another is usually looking for a "snap" course which he never finds and which would do him no good if he did find it.

For those who are thoughtfully considering this problem, a brief discussion of various courses by men eminently qualified to speak of their advantages and of the qualities requisite for their successful pursuit may be of use.

THE COLLEGE OF LETTERS AND SCIENCE

By JUNIOR DEAN F. W. ROE

Every young man and woman who enters the University of Wisconsin should have a purpose that demands the best energy and ambition of which each is capable. All higher education is intended for those who are determined to live more by their minds than by their hands, or at all events who have decided that whatever their hands find to do shall be done under the inspiration and guidance of the mind. Those who enter with any other ideals are untrue not only to their parents and to the state, but most of all to themselves. This is a principle that underlies every kind of university education, not less for the student who goes at once into a professional college than for the student who postpones his professional course until he has laid for himself a foundation of liberal training.

The college to which is submitted this non-professional training is the College of Letters and Science. Here, as in the other colleges, a student may work partly, if not wholly in the spirit of professional study and elect such courses as will prepare him to enter at once or later a special field.

But in two respects the College of Letters and Science differs from the other colleges and schools within the University: *in the spirit in which its studies are pursued and in the opportunity it offers to students to take studies that either cannot or will not be taken elsewhere at any other time.*

A man is more than his profession. He is sure to have interests, tastes, curiosities, longings that remain unsatisfied if he cannot pass at will from the narrow boundaries of his own chosen work into wider fields of human thought and endeavor. An educated

man, moreover, is and must be a social being. More and more, as the world advances, are people of different ideals, occupations, and even nationalities, brought together in their work, their recreation and their travel. For these reasons, men and women are increasingly unlikely to be in the way of realizing contentment, as well as success in life, if their education does not mean more than the knowledge and skill necessary to get on in the world. And the pursuit of this broader education (which is traditionally called liberal, because it frees the mind from its narrowness and its prejudices) is a sufficient end in itself.

When large groups of students seek together their education under a competent faculty in a college set apart for the purpose there is created precisely that *spirit* of which I spoke. It is not easily described, but every college student who has breathed the atmosphere where it lives knows what it is; and he knows, too, that he cannot happily spend his future days in any other atmosphere. This spirit it is which has brought college men and women without number to realize that, if it is true that man must earn his bread in the sweat of his brow, it is no less true that he cannot live by bread alone.

What are these liberal studies which the College of Letters and Science offers that either cannot or will not be taken, if they are not taken before the student is fairly launched upon his professional career? They are too many to be named individually, but they belong chiefly to one or the other of four great fields: history (including social science and political economy), natural science, philosophy, and literature. History may have little bearing upon a business career, but what college man or woman, however successful, wishes to go through life ignorant of the past that has made the present what it is? Science and literature are

far from the practical occupations of most men, yet no genuinely intellectual person can be content to know nothing of the great works of art and nature. Philosophy is still further removed, but he who has never been taught to reflect upon the interpretations of life given to us by the philosophers has missed one of the most illuminating and steadying influences in higher education. The pursuit of such studies is a pleasure in itself, creating a new life and a new vision. It has also an effect beyond itself, increasing many fold the chances of stimulating contact with one's fellows, by arousing the imagination and thus awakening sympathy with the way in which other people live and think, in other places, and under other conditions. Such studies deal with opinions and ideals quite as much as they deal with facts, and they therefore cultivate the judgment and give to it balance and sobriety. They give to a man the power to see in the world something bigger and finer than merely a place where selfish people scramble for money; and they enable him to find in his life an outlet for the energies and tastes which his liberal education has awakened and set free.

THE COURSE IN COMMERCE

By DIRECTOR WILLIAM A. SCOTT

The Course in Commerce is designed for those who wish to make business their life work. It is also frequently selected by those who intend to enter the legal profession or certain branches of the public service. Business is a very broad term and includes many forms of specialized activity, such as manufacturing, transportation, wholesale and retail trading, jobbing, brokerage, the various forms of banking, the marketing phases of agriculture, and the accounting and statisti-

cal phases of other professions and of government.

Highly specialized preparation for these various branches of activity and their numerous subdivisions is not attempted in this course. Instead, their common features are studied, such as accounting, the principles of money and banking, systems of transportation and rates, the geography and history of commerce, statistics, commercial law, advertising, commercial correspondence, salesmanship and marketing, labor problems, taxation and the principles of business organization and management.

A degree of specialization is provided for in the so-called groups elected at the beginning of the junior year and followed to the end of the course. In arranging these, so far as possible, the needs of the individual student are considered and courses are selected and, when the demand is sufficiently great, specially provided, which will most help him in the special work he is preparing to do.

Experience has shown that the mastery of such subjects as those just enumerated requires a broader and a more thorough previous training than is provided in the ordinary high-school and preparatory course. The first two years of this course are, therefore, devoted primarily to the laying of the necessary foundations in English, natural science, mathematics, political economy, history, and foreign language. In certain cases, for example, in mathematics, foreign language, and history, the courses offered in these subjects are adapted to the special needs of commerce students, but for the most part these and the other courses in this group are identical with those offered for students in the College of Letters and Science.

On account of the combination of specialized studies with those usually pursued for purposes of general culture, this course occupies a middle position between the general

course of the College of Letters and Science and in the more specialized courses of the other colleges. On this account it is often taken (by those who can afford to spend the requisite time) as a preliminary to or in connection with some of these other courses, as well as by those who expect to go into business immediately after graduation.

Freshmen are warned against the attempt to anticipate the special subjects of this course by substituting them for the required work of the freshman year. Experience has shown that this practice is undesirable except in very special cases, such as those of mature persons whose business or other experience has given them a training and a basis for these studies which the ordinary student does not possess.

THE COURSE IN JOURNALISM

By DIRECTOR WILLARD G. BLEYER

The Course in Journalism was established seventeen years ago in order to train young men and young women for positions on daily and weekly newspapers, magazines, trade publications, technical papers, and agricultural journals, as well as for positions in various branches of advertising.

General recognition by editors, publishers, and advertising managers of the value of college courses in preparation for journalistic work has resulted in a demand for graduates of the Course in Journalism that has always been greater than the supply.

By combining courses offered by the Department of Journalism with those given in commerce, agriculture, and other special fields, students can prepare themselves for any type of journalism or advertising in which they are particularly interested. Under the elective system, students in the

Course in Journalism may choose the subjects best adapted to their needs.

The courses in journalism and advertising have been arranged with a view to giving four years' instruction and practice in all the important branches of newspaper and periodical work, including reporting, editing, editorial writing, the editing and publishing of a country newspaper, business administration, special feature and magazine writing, the law of the press, newspaper and magazine illustrating, cartooning, agricultural journalism, retail advertising, national advertising campaigns, commercial correspondence, and the preparation of advertising booklets.

In addition to these strictly professional studies, the Course in Journalism consists of courses in economics, political science, history, sociology, psychology, philosophy, languages, and literature, subjects which have been generally recognized as best adapted to give the broad training necessary for the successful pursuit of the profession. No profession requires so wide a knowledge in so many different fields as does that of journalism.

From the beginning of the freshman year throughout the four-year course students must guard against the danger of becoming so absorbed in the practical aspects of journalism that they neglect the fundamental studies, in a mistaken belief that their success in journalism and advertising depends on technical information and training alone.

In order that freshmen in the Course may understand the opportunities offered and the preparation required in various kinds of journalistic and advertising work, the General Survey of Journalism (Journalism 1) is required of all students in the first year. With the information given in this course as a guide, students can choose all of their studies so as to secure the preparation best suited to their needs.

Freshmen are urged to make the most of the opportunities for practice in writing offered by freshman English, as ability to express ideas easily and accurately is essential to the successful pursuit of all courses in journalism and advertising.

The Daily Cardinal affords freshmen in the Course in Journalism the means of securing practical experience in reporting and in the soliciting of advertising. First-year students are permitted to "try out" for places on the staff of the *Cardinal*, and those who do satisfactory work are appointed to positions on the paper at the end of their freshman year.

The other student publications to which freshmen may contribute are *The Octopus*, a monthly magazine of humor; *The Wisconsin Literary Magazine* that publishes essays, verse, and short stories; *The Badger*, the junior annual; *The Commerce Magazine*, a monthly published by commerce students; *The Wisconsin Engineer*, issued monthly by engineering students; and *The Wisconsin Country Magazine*, a monthly publication for students in agriculture.

First year men in the Course in Journalism are eligible to membership in Delta Pi Delta, a professional journalistic fraternity which maintains a club house. The other organizations for journalism students are the Press Club, consisting of sophomores, juniors, and seniors; the Advertising Club and Sigma Delta Chi, honorary journalistic fraternity for juniors and seniors.

Students who intend to earn all or part of their expenses while attending the University and who before entering college have had practical experience as printers, reporters, or advertising solicitors, can often obtain work in Madison newspaper and printing offices.

Freshmen who desire to do practical work, whether on *The Daily Cardinal* or other pub-

lications, must beware of doing so at the expense of their studies. Obviously it is the height of folly to neglect the work for which students are attending the University, for the sake of getting practical experience that might quite as well be obtained elsewhere.

For a student to devote the most of his time and the best of his effort to his studies is the surest way to success in journalism as in every other profession. Carefully compiled statistics prove that the majority of college graduates who win distinction after leaving college are those who won recognition for their scholarship as undergraduates.

THE COURSE IN CHEMISTRY

By DIRECTOR J. H. MATHEWS

During the Great War, now happily a matter of history, chemistry received an enormous amount of gratuitous advertising and the general public understands better than ever before the role the chemist plays in modern civilization. Not many decades ago, to many otherwise well informed persons, the word *chemist* meant a compounder of pills, patent medicines or hair tonics; it has been only in comparatively recent times that the recognition of the value of chemical knowledge has become general, and that chemistry has become a universally recognized profession. In practically all lines of industrial work, in the arts, and in other scientific lines a basal knowledge of chemistry is of the utmost importance; indeed in many it constitutes almost the sole foundation.

Great as were the responsibilities of the chemist in time of war, his responsibilities in times of peace are even greater. If we are to maintain the industrial and commercial supremacy and the independence of foreign

domination gained through the war, it will be accomplished largely through the efforts of the chemist and the instrumentalities that he has created.

The profession of chemistry, like most other professions, is becoming more and more specialized. The aim of the Course in Chemistry, however, is to lay a sure foundation for later specialization rather than to attempt to turn out specialists along each line. To accomplish this end, a definite program of work has been laid out for the four years the student spends in undergraduate work. This program varies somewhat, depending on what line of work the student intends ultimately to enter, but the basal subjects are the same in each. In addition to the required courses in chemistry there are courses in other related sciences, and in English, French, and German. The Course in Chemistry aims not only to familiarize the student with the fundamental facts, principles, laws, and theories of chemistry and the cognate sciences, but requires that a certain portion of the student's time be devoted to those subjects which are generally connoted as cultural. In each of the four courses there is provided a considerable number of electives, and the student is required to take some of his electives in other university departments, such as history, economics and philosophy.

Special emphasis is placed upon the cultivation of the power to think independently. To be successful, a chemist must not only be able to think clearly in chemical terms, but he must also be able to express himself with equal clearness, and forcefully. Success or failure often depends on "getting it across," hence a good command of English is necessary. No matter how intelligently or painstakingly a research may be carried out, the ultimate valuation of the resulting scientific paper or report depends very largely on

the investigator's command of his mother tongue.

Wherever marked ability is shown, the student is urged to continue his chemical training beyond the undergraduate period. Four years is too short a time for the training of a specialist. Little more than a sound general training in chemistry can be given in this length of time, and he who hopes to become an expert or a trained research worker should plan on spending an additional three years in graduate study, leading to the doctorate. There is a great need for such highly trained men.

The purpose of the Course in Chemistry is to give the student the training necessary for a useful, remunerative, and personally gratifying career in a responsible profession. The work laid out is not easy, nor is it beyond the capabilities of the student who has natural talent for the work. No one can tell you in advance whether you will make a success of chemistry. If you have a natural aptitude and love for science and are willing to devote yourself to an earnest effort to master the work outlined, you should succeed. The opportunities in chemistry are great, both from the point of view of financial return and from the more important view of useful service to your fellow-man. This University stands especially for the latter point of view. Chemistry is no profession for the intellectual slacker. The profession is one which has made wonderful strides in recent years. Theories and hypotheses have changed rapidly, are still changing, and will continue to change as new facts are discovered and keen minds utilize them. This means that he who takes up this science as his life work must realize at the outset that continual study will be necessary through the years to come, else he will soon be left hopelessly behind.

The work of each succeeding year becomes more complex and more interesting, and its satisfactory completion depends upon the excellence of the work of the preceding year; hence it is very important that the student coming to the University for the first time should get a good start. Frequently students decide to go to some small college or to a normal school for a year or two before coming to the University, usually as a matter of economy. For those who desire to become chemists this plan is inadvisable. Those who have come to the University by this route and have entered the advanced classes in chemistry have invariably regretted that they did not come directly to the University.

Four years at a University represents a very considerable investment for persons in moderate financial circumstances. If you come to the University, come with the idea of getting full value on this investment. The University places the knowledge before you in an orderly, systematic way, but it cannot force you to assimilate it; you must attend to that. Don't "follow the line of least resistance," thinking you are getting the better of your instructor or the University. There is just one way to "put one over" on the University, and that is to get more knowledge than you actually pay for. No one will begrudge you your bargain!

THE SCHOOL OF EDUCATION

By DIRECTOR V. A. C. HENMON

Teaching is so important a form of social service and so fundamental in any successful plan of democratic government that it always has, and always will, make a strong appeal to college students. In earlier times the bachelor's degree signified, in fact, that the possessor of it was qualified to teach, the degree being essentially a teachers' certifi-

cate. Temporarily, as during the past five years, there may be a drift away from teaching as a vocation into other pursuits, but increased salaries for teachers and decreasing opportunities in industrial and commercial fields have been noticeably effective, during the past year, in bringing about a restoration of normal conditions. Many of those who left teaching have found, as one of them put it, that there is more satisfaction in working with human beings than with things.

Teaching as a profession offers two main inducements: the opportunity for social service of the highest type and compensation sufficient to give a reasonable amount of leisure and economic independence. Increasing recognition of the fundamental importance of education is gradually bringing about higher salaries, longer tenure, better working conditions, pensions, a keener professional consciousness, and improved social status. With these go the right on the part of school officers to demand better academic and professional preparation. The principle of building salary schedules on a basis of preparation and training rather than on the type of school in which the service is rendered is growing rapidly the country over. School authorities insist that the candidate shall not only be well grounded in the subjects that he is to teach, but also that he shall have made special preparation for the work of teaching. The time has gone by when knowledge of his subject is a sufficient warrant of the ability of the college graduate to teach. Students should be warned that this doctrine is still preached in some quarters, even in the University, but boards of education and superintendents who employ teachers refuse emphatically to accept it.

The School of Education is organized to provide the necessary courses for the professional training of teachers. Except in the

courses in industrial education and physical education, students do not register in this school until the junior year. Those who have definitely planned to teach should take the course in introductory psychology in the sophomore year, and then register in the School of Education at the beginning of the junior year. They can then get information as to the courses required, their proper order and sequence, and the requirements for the University Teachers Certificate and the State License. Experience has shown that too many students either do not read the University catalogue or else fail to understand the requirements. The result is that they come to the last semester of the senior year with deficiencies that bar them from receiving the University Teachers Certificate or from the possibility of positions in the North Central High Schools where the professional standards are higher than those set for the state license to teach.

THE MEDICAL SCHOOL

By DEAN C. R. BARDEEN

To a high school graduate of strong character, good mental ability, and warm human sympathies medicine offers an attractive career. Without these natural endowments one should not attempt a medical course. Preparation for medicine costs more in time and money than preparation for any other profession and the rewards come much more from joy of service than from large financial returns. For those who like to throw themselves completely into their work, who aim ever to acquire greater skill in performing difficult tasks, and who find satisfaction rather in the feeling of being of service to others than in that of being served by others no career offers more than that of medicine.

Training for medicine now requires at

least seven years after graduation from high school. Of these years two are devoted to premedical college work, four to class work in the medical school and one to practical hospital work. The premedical college work must comprise courses in physics, chemistry, biology, and modern language, which take up the greater part of two college years. If one expects to study medicine he should therefore elect the medical science course on entering college and put himself under the supervision of a member of the medical faculty unless he is prepared to spend more than two years in premedical college work. The premedical work in the sciences of physics, chemistry, biology, and language offers an excellent general education to one who may subsequently decide not to complete the whole medical course. The world war has but served to emphasize the importance of science.

The four-year medical course is divisible into two parts. During the first two years the basal sciences of physics, chemistry and biology are studied with special reference to the human body, the specialized sciences being known as human anatomy, gross and microscopic, physiology, physiological chemistry, bacteriology, pathology, pharmacology, and physical and clinical diagnosis. During the second two years the application of these studies to the diagnosis, treatment, and prevention of disease is studied in hospitals and dispensaries. At Wisconsin merely the first two years of the medical course are at present given but our students have their choice of schools in big clinical centers for the completion of the medical course and find that their training at Wisconsin has given a good preparation for the clinical studies.

After the four-year medical course a student spends one or more years as an interne in a hospital or as laboratory assistant, getting further experience in the application of

science to the study of disease and its cure, alleviation, and prevention.

Unless a student or his family has abundant means, the financial expenses of the premedical and medical course will require sacrifices. The student will have to work during vacations and during the few spare hours that the heavy requirements of the course leave free. He may find it advisable to borrow money to cover part of the expense. While large financial rewards are rare in the practice of medicine, a capable, well trained man is fairly certain of a comfortable living, so that a healthy young man of ability is justified in borrowing money for a medical education.

The field of medicine offers to the graduate divers possibilities. In addition to general family practice, there are the various specialties, such as surgery, obstetrics, eye, ear, nose and throat work, for which one may prepare by further study; there are open careers in public health work in which emphasis is placed rather on prevention than on cure, although the two cannot be really divorced, and in which great public good may be accomplished; and for those so gifted there is open a career in science on which the progress of medicine depends.

The value of men well trained in medicine has been brought out by the late war. About one-fifth of those active in the civil practice of medicine joined the medical services of the army and navy, a far larger proportion than any other class furnished for these services. The patriotic service of those preparing for medicine was also recognized by the government and special provision was made exempting qualified young men from the draft in order that they might continue their studies in preparation for active service.

THE LAW SCHOOL

By DEAN H. S. RICHARDS

Many students entering the University intend ultimately to take up the study of law, either as a profession or for the purpose of fitting themselves for a business or public career. They are naturally concerned with the question of what courses in the College of Letters and Science will be most helpful for the future study of law. Unlike the professions based upon the natural and physical sciences, such as medicine and engineering, it can not be said that any particular courses are absolutely essential as prerequisites to the study of law.

Two years of prelegal college study is required of candidates for a degree in law. Two years is the minimum, however, and all students are strongly advised to complete the full four years' course in Letters and Science before taking up legal studies. If such a plan is not possible for any reason, the student is advised to take the combined Letters and Science and Law course, which leads to the degree in Arts and Law in six years.

A student with a bent for law will naturally be interested in the social science group of studies, embracing economics, history, political science, and philosophy. The best results in legal study will be attained by those who bring to their work intellectual maturity, minds trained to precision in thought and expression, habits of industry, and a sufficient knowledge of the history of American and English institutions and civilization to appreciate the economic and social forces back of our legal institutions.

To secure this training the student should select during the first two years of his course subjects such as mathematics, foreign languages, natural and physical sciences, that require exactness in thought for their

mastery. The possession of a strong, clear English style is of the highest value to the lawyer. A study of English literature and composition is indispensable to that end. A knowledge of Latin, while not a prerequisite to legal study, is strongly recommended, not only for its disciplinary and literary value, but as a means of developing literary precision in the use of English. The last two years of the course should be devoted to fundamental courses in economics, political science, and institutional history.

Under modern conditions of practice, some knowledge of business methods is desirable, particularly a knowledge of accounting and finance.

All this by way of suggestion merely. Any course of training that has stimulated thought, developed powers of analysis, intellectual tolerance, and sympathy is, after all, the best possible training for the public profession of the law.

THE COLLEGE OF ENGINEERING

By PROFESSOR JOHN G. D. MACK, *State Chief
Engineer of Wisconsin*

When engineering again became a recognized profession about a century and a half ago, after a lapse of many centuries, it was as military engineering. Military requirements and war have always demanded from men of science the solution of problems, many of which find application later in the arts of peace. A separation was therefore made between the field of the military engineer and that of the civil engineer, the latter devoting his energies to the works of civil life, such as roads, bridges, mills, machinery, and power development.

As these enterprises became more divergent terms were employed to indicate the particular branch in which the engineer was

engaged, such as mechanical, electric, mining, or marine engineering. These general classifications have now become very finely subdivided. During 1916 the writer listed one hundred and thirty-six officially recognized varieties of engineer. Doubtless many were overlooked and it is probable the number has been greatly increased by the prominent part taken by the engineer in the world war. This subdivision may tend to confuse the prospective engineer unless his choice is already made. The entire matter, however, is not only far less complex than it appears, but is really quite simple, and some thoughts along the line of reducing it to lower terms will be of as much value to the student who has decided on the special engineering course he is to pursue, as to the one whose mind is made up only on the point that he wishes to study engineering.

The practice of engineering rests on solid facts and fundamental principles. This is true for every one of the many varieties of the profession. A large part of the success of an engineer is due to his ability to analyze a problem into its basic elements, the truth of each of which he knows or can prove. He makes his proof by reason and by experience. The portion of reason is the principal thing the engineering student gets in the four years' college course; the portion of experience comes later in professional practice.

A skilled trade is a happy endowment for any man, particularly an engineer, to possess, but one large difference between the practicing of a trade and a profession is that in a trade the same problem is presented over and over again and solved by about the same methods, while the successful professional man is daily meeting new problems which have to be solved in new ways. A profession, such as architecture, engineering, law, or even medicine, may be, and often is, practiced as a trade. Many instances also

come to mind of men who have practiced a trade as a profession, constantly studying to devise better and more economical methods, at the same time widening their view to see and grasp other opportunities. Not the least of the returns upon an acquaintanceship with them, has been the pleasure of watching these men with no technical school training rise in the engineering world by their own efforts. Not one, however, but has wished that he might have had this training, for it shortens the route and lessens the trials.

A man studying his way through a mass of technical subjects alone is like a man making his way through a strange country without a guide. He gets off the track many times; he studies his way through books and subjects only to learn at the end that they were not the books and subjects he needed and that he has wasted time and energy. If, on the other hand, he goes to a good school, he finds laid out for him an engineering course that is the cumulative and orderly arrangement of decades of study, experiment, and survival—of changes constantly going on to meet changing conditions.

These changes are made principally in the more highly specialized subjects. The general subjects, such as mathematics, physics, or chemistry change but slightly, for they are built around the facts of science which change only with the slow growth of basic knowledge. These general subjects deal with principles of scientific reasoning and broad training, which are applicable to all branches of engineering. The different engineering courses, therefore, have substantially the same basis.

The work of the freshman and sophomore years is fairly similar in all courses, so that even after two years it is not difficult to change from one to another by taking some

additional studies. The studies taken in the course of first choice but not required in the second, will never be amiss, for something from them may be just the idea needed to start the solution of a hard problem in the future. Often a graduate from one course enters the field of another with success, because he has been trained in the solution of engineering problems.

Assume, however, that a student may decide on the line he wishes to follow, even before entering the University—for illustration, highway engineering. The college does not offer a four years' course in this branch, but the student will be directed to take the civil engineering course, which provides in the junior and senior years a small group of electives especially adapted to the profession of highway engineer. The student may possibly take these electives, even if he is preparing for some other line. Thus the broad training of the civil engineering course is made to serve as a solid base for highway engineering, while it also prepares the graduate for other fields for which this course is designed. Similar illustrations could be made over and over again, not only with the civil but equally with the other engineering courses, the underlying principle being that the training of the college of engineering is broad and fundamental, intensive specialization coming with the later professional experience. It is hoped that this explanation will clear up many of the complexities due to the multitude of varieties of engineering.

The College of Engineering offers a four years' course in each of the following five standard branches of engineering, which are recognized as such the world over: Civil, Chemical, Electrical, Mechanical, and Mining Engineering. The general plan and purposes of each are described in the Bulletin of the College of Engineering. A few thoughts are worth being reduced to writing and put

in plain sight for the prospective engineer to observe during his college course.

Thought 1. The general preparatory subjects, extending in part through three years, must not be looked upon as a useless and disagreeable task to be accomplished before you get to the "real engineering" subjects, for these preparatory studies are an essential part of the whole. If you neglect them, you will sometime realize to your sorrow that they are just as truly "real engineering" as some highly specialized technical subject. Suppose a graduate in practice, who is qualified on the so-called technical side, writes a report in such miserable form that his superior throws it in the waste basket. Said graduate may be in luck if he does not follow his report; in any event he suddenly realizes that one of the most valuable engineering subjects he neglected in the University was English. Members of the engineering faculty have heard this regret expressed many times, and it applies with equal force to every one of the general subjects.

Thought 2. Never lose an opportunity to broaden your view of the engineering field. As freshman you will attend the series of lectures arranged especially for you, but, in addition, go to the general engineering lectures whenever your schedule will permit. Subscribe to the Wisconsin Engineer. It is run by your fellow students and will help you to keep in touch with the engineering world. Go to the library at regular intervals and look over the technical literature. Subscribe for a magazine in your chosen field, and become familiar with what is happening in that field.

Thought 3. In No. 2 you work alone, but this is not sufficient by far. Join one of the engineering societies in the college and take an active part in its work. In this kind of endeavor you will obtain nothing by absorp-

tion alone; in order to get anything of value out of it you must give much more.

Thought 4. Do not be so filled with the idea of narrow specialization that you come to regard a student in another course as in a world apart. Hunt him out and make him tell you about his work; it will be good for both of you.

Thought 5. One of the startling developments of engineering is its increasing grasp of things human; it no longer deals with inert materials alone. Above all, therefore, do not forget for one minute that you are in, as well as a part of, a great university, and do not fail to take full advantage of its overwhelming offers. Use your electives in broadening your outlook; go to lectures in addition to those on engineering subjects, meet students and faculty outside engineering; read something in the way of literature worth while, get interested in some wholesome activity; in substance, use the University for that training which will make you at ease even when you happen to be the only engineer in any group with which you may meet.

Thought 6. All thoughts along these lines reduce to this: Keep ever in mind that you are studying a profession—one which at last has come into full recognition as such. The world expects much of the engineer in days to come, therefore make it part of your life to do all within your power, that the world may not be disappointed.

THE COLLEGE OF AGRICULTURE

By DEAN H. L. RUSSELL

Many a young man who has finished high school is now considering the question whether he will spend additional time in educational training to fit him better for his

life work. He has not yet fully made up his mind just what line he expects to follow. In fact most of us who are already engrossed with the problems of life did not consciously prepare in the most advantageous way for the particular niche we may now be filling.

While the opportunity to learn is always before us, no matter how old we are or the conditions under which we labor, yet the years of conscious training and preparation come to the great majority only during youth. If we do not take advantage of the opportunity then, the chance slips by and too frequently the regrets of after years are unavailing.

In the field of agriculture the opportunity for useful effort is unrivaled, for there is no limit to the chance which the well trained young man has in this field. In earlier years naturally a large majority of the graduates of our agricultural colleges were needed to fill the professional positions which were then open, but competition is now much keener for these positions, as in all other branches of the teaching field.

Thorough training in the fundamental sciences, economic as well as natural, in addition to a comprehensive grasp of the practical sides of agriculture, is now more than ever before a requirement for collegiate preferment either in the teaching or research fields.

For many years the emphasis in agricultural training has been laid almost wholly on the physical or material side, but more recently the economic aspects of the subject are receiving a larger amount of attention. The business management of the farm has come to be recognized as the crucial spot in which all theories are tried out to see whether they will stand the economic test of profitable use.

The practical field of agriculture offers to the properly equipped student the widest op-

portunities. The keenest of intellect is needed to overcome the difficulties which confront the modern farmer. No longer is it possible to rely merely on the bounty of nature. The field of practical farming is a constant struggle in which the energy and ability of man is pitted against the forces of nature. To know and understand these forces is to be able to guide and often to utilize them. Failure to appreciate them is sure to result in loss or disappointment. Disease and waste impose a burden which taxes production to an amount which makes the cost of government seem small. The man who best succeeds in agriculture today is the man who knows how to avoid these pitfalls, who is prepared to meet the emergency which may arise, who is resourceful enough to turn the tide of circumstances so that it will not overwhelm him.

Moreover, he must possess business ability that will enable him to feel the pulse of the markets in order to know how to make the most of his products. To such a trained intellect, agriculture offers a life of independence where one is master of his own activities, a healthy existence in which to develop family relations, where the substantial outweighs the ephemeral, where steady, well-directed efforts bring their reward in those things which make life well worth living.

STUDENT ORGANIZATIONS

These are so numerous, and serve so many purposes, that no attempt is made to give a complete index here, but the following lists will give the student an idea of the organizations which may be open to him. In fact, there is a distinct feeling on the part of many that the student body is over organized. Go slowly in affiliating with clubs and societies of all sorts. After you have been here a semester you will have a better idea of what you can afford to join and of what is worth while.

Scholastic Honor Societies. These four organizations, known sometimes as honorary fraternities and again as honor societies, represent the highest scholastic honors attainable to the undergraduate student, and membership in one of them should be the ambition of every student of high ability.

PHI BETA KAPPA

This is the oldest and best known of the group and maintains the most rigid scholastic standards for membership. Membership is limited to students of the two upper classes in the College of Letters and Science who, by reason of their grades, rank among the upper ten per cent of their class. The Phi Beta Kappa key is everywhere recognized as a symbol of high scholastic attainment.

PHI KAPPA PHI

Membership in this society is open to students of any school or college of the University. Membership is not granted, however, solely on the basis of scholarship as evidenced by grades, but on demonstrable achievement in significant student activities as well. A record of two grade points per

credit (an average of good for the student's entire college course) and noteworthy participation in worthwhile campus activities are the requirements for eligibility. From juniors and seniors with these qualifications, the members are elected by a faculty committee.

TAU BETA PI

This society, which is open to students in all branches of engineering, is the most distinguished honor fraternity in that field. Superior scholastic attainments are the prime requisite for membership. Election is by the undergraduate members, subject to the approval of a faculty advisory committee.

ALPHA ZETA

Membership in this organization is open only to students of agriculture. Election is on the three-fold basis of scholarship, character, and leadership, the minimum scholastic requirement being two grade points per credit. The undergraduate members select candidates from the junior and senior classes subject to the approval of a faculty advisory committee.

A list of other honorary fraternities open to men students follows:

- Artus (Economics)
- Beta Gamma Sigma (Commerce)
- Chi Gamma Pi (Civil Engineering)
- Delta Phi Delta (Art)
- Delta Sigma Rho (Forensics)
- Eta Kappa Nu (Electrical Engineering)
- Gamma Alpha (Graduate Scientific)
- Gamma Sigma (Gymnastic)
- Order of the Coif (Law)
- Phi Delta Kappa (Educational)
- Phi Lambda Upsilon (Chemical)
- Phi Mu Alpha Sinfonia (Musical)
- Phi Sigma (Biological)
- Pi Epsilon Delta (Dramatic)

Pi Tau Sigma (Mechanical Engineering)
Scabbard and Blade (Military)
Sigma Delta Chi (Journalistic)
Sigma Delta Psi (Athletic)
Sigma Sigma (Medical)
Sigma Xi (Graduate Scientific)
Star and Arrow (Athletic)

Professional Fraternities. In addition to the honor societies, none of which maintain houses, there is a group of professional fraternities membership in which is limited to students enrolled in the appropriate professional courses; these organizations maintain houses in which the members reside. A degree of excellence in scholarship is frequently a prerequisite for election.

Alpha Chi Sigma (Chemical)
Alpha Pi Delta (Commerce)
Delta Pi Delta (Journalism)
Farm House (Agricultural)
Gamma Tau Beta (Medical)
Kappa Psi (Pharmaceutical)
Phi Alpha Delta (Law)
Phi Chi (Medical)
Phi Beta Pi (Medical)
Phi Delta Phi (Law)
Triangle (Civil Engineering)

HONORARY CLASS SOCIETIES

Iron Cross—Senior
White Spades—Junior
Ku Klux Klan—Junior
Skull and Crescent—Sophomore
Inner Gate—Sophomore

Professional Clubs and Societies. These are for the promotion of interest in specific lines of academic or technical work, are usually under the guidance of the departments interested, and are valuable adjuncts to the college work. Many of them will not appeal to you until you shall have passed your soph-

omore year and chosen your major subject, or even later.

Advertising Club

American Association of Engineers

American Chemical Club

American Institute of Electrical Engineers

American Society of Mechanical Engineers

Arts and Crafts Club

Biological Club

Chemical Engineers' Society

Civil Engineers' Society

Commerce Club

Country Life Club

Engineers Club

French Club

Geology Club

German Club

Graduate Club

Grafters' Club (Horticulture)

Hockey Club

Language and Literature Club

Mathematics Club

Mining Club

Pentagon Club (Engineering Geology)

Pharmaceutical Society

Physics Journal Club

Poultry Club

Press Club

Saddle and Sirloin (Live Stock Club)

Ski Club

Social Science Club

Sociology Club

Spanish Club

Religious Organizations. The religious life of the students is the object of genuine solicitude on the part of most of the religious denominations. A number of these maintain student pastors in addition to the ministers of the city churches, and it is the function of these men to seek out the students whose traditional connection is with their denomination and to help to keep alive their interest in the Christian life. When you register in the University you will be

asked to indicate your church preference. You should by all means do so, accept the invitation of the representative of your denomination, and attend services regularly on Sunday. Even the fellows who don't go themselves will respect you the more for it. Some of the denominations maintain rooms or parish houses near the campus as headquarters of their denominational student clubs. In other cases the church is headquarters. Both the churches and the clubs extend a cordial invitation to students, new and old. The organized denominational clubs are:

The Baptist Students Alliance, 429 North Park street.

The Campus Religious Council, Interdenominational.

Christian Science Society (meetings in Room 35, Music Hall).

The Congregational Students Alliance, Parish House, 422 North Murray street.

The Lutheran Students Club, Luther Memorial Chapel, 600 Blk., University avenue.

The Methodist Students Parish House, 1121 University avenue.

Newman Club (Roman Catholic), St. Paul's Parish House, 723 State street.

The Presbyterian Students Alliance, 731 State street.

St. Francis Society (Episcopalian), 1015 University avenue.

The Unitarian Club, Unitarian Parish House, Wisconsin avenue and West Dayton.

The University Young Men's Christian Association is a strong and active organization which is non-denominational in character and which maintains study classes, social service work, sick visitation, tutoring systems, and other lines of Christian and philanthropic activity. Its building is opposite the lower campus at 740 Langdon street.

STUDENT ACTIVITIES

Besides the strict disciplinary work of the curriculum, there is abundant opportunity at the University for students who desire to cultivate their talents along literary, forensic, dramatic, musical, journalistic, athletic, political, and managerial lines. All first-year students, unless excused on the ground of physical disability, are required to do a certain amount of physical training, either in the form of competitive athletics or group sports.

A sane participation in some branch of these activities to which the student is attracted by taste and ability is highly desirable, and it is a great pity that so many students go through their college courses without enjoying the pleasure and development afforded thereby. To be sure, the competition in some lines is keen, but to have tried out and failed is better than not to have tried out at all, and the experience of the first attempt may be the deciding factor in achieving success the next time. In other lines, on the contrary, there is often a genuine dearth of good material and places are not hard to gain. The more students who come out for the activities and the sharper the contest for places becomes, the better for both the activities and the participants as a rule. Each student who is carrying his college work successfully and who is not compelled to devote all his spare time and energy to earning his living, should go in for some form of extra-curricular activity.

Unfortunately, however, many students who are both capable and energetic become so interested and so involved in these activities that they are drawn away from the real purpose of college life. Some engage in several lines of activity during the same semester and tend to become so engrossed in these things that their ideas warp and they begin to conceive that their studies are of second-

ary importance as compared with the activities. Consequently they begin to put in their best time and most conscientious effort on the sideshows to the neglect of what is going on in the main tent.

To counteract this tendency, the Committee on Student Life and Interests has framed a set of eligibility regulations governing participation in extra-curricular affairs. These are printed in full in the little "Green Book," (Regulations for the Guidance of Undergraduate Students), a copy of which is supplied to each student. Freshmen are for the most part debarred from participation in the activities, with the exception of their class officers and committees, their class athletic teams, and of the opportunity to try out *in their second semester* for positions for which they hope to qualify in their sophomore year. Sophomores, juniors, and seniors who have been in residence a full college year are eligible for participation in such activities as they may choose upon obtaining certification at the office of the Committee to the facts that:

- a. They are carrying a regular program of college work, and
- b. That they have no unsatisfied failure, condition, incomplete, or probation on their past record and that they earned grade points equal in number to the credits on their program in the preceding semester.

It is not the purpose of these restrictions to hamper or impede the activities—although they do, of course, debar many students from participation who have special ability along given lines—but to accentuate the fact, which young people are so prone to overlook, that the prime purpose of a college is the college work. And, on the whole, the activities do not suffer greatly. In these things, as elsewhere, the conscientious student who does his work best is the one who has the

keenest joy in his recreation and derives the greatest profit from it.

Among the more important organizations in the various activities not purely social nor professional in character which are open to men, or to men and women are:

Intercollegiate and Intramural Athletics:

Football	Golf
Baseball	Tennis
Basketball	Fencing
Track	Boxing
Crew	Wrestling
Cross Country	Gymnastics
Swimming	Hockey

Forensics:

- Debating (intercollegiate, intersociety, interclass)
- Oratory (intercollegiate, intersociety, interclass)
- Athenae Literary Society
- Hesperia Literary Society
- Philomathia Literary Society
- Agricultural Literary Society

Journalism:

- The Daily Cardinal (the university daily)
- The Badger (annual)
- The Octopus (humorous monthly)
- The Wisconsin Literary Magazine (monthly)
- The Wisconsin Engineer (monthly)
- The Country Magazine (agricultural monthly)
- The Commerce Magazine (monthly)
- The Athletic Review (quarterly)

Student Self Government:

- The Student Senate
- The Student Court
- The Wisconsin Union
- The Cardinal Board of Control
- The Badger Board
- The Athletic Board

The Forensic Board
The Agricultural College Federation

Dramatics:

The Haresfoot Club (comic opera)
The Edwin Booth Club
The Union Vodvil
The Engineers' Minstrels

Musical:

The Regimental Bands
The University Orchestra
The Men's Glee Club
The Choral Union

Political and Managerial:

Administrative and managerial positions
in the various classes and in virtually
all the activities noted above.

SOCIAL LIFE AND FRATERNITIES

When such a large number of young people is gathered at a state university the social life plays an exceedingly important part, and organizations for promoting its various forms spring up in great numbers. Just as in the case of the other student activities, a rational participation is excellent training for a young man and he ought not to neglect it, while on the other hand over-indulgence leads to the neglect of more essential matters and may easily mar a student's career.

The Greek-letter societies are the most prominent of these social organizations, but their importance in academic life is as frequently overestimated by incoming freshmen as it is misjudged and condemned by persons who have passed through the undergraduate stage, particularly by those who have little or no first-hand knowledge.

It is not true that fraternity houses at Wisconsin are dens of iniquity, as some worthy people have been led to believe.

Each chapter has its house rules which forbid gambling and the use of intoxicating liquors on the premises. There is probably no more surreptitious indulgence in these vices in fraternity lodges than in other dormitories and lodging houses. And the fraternity offers congenial companionship, social advantages, and training in the social graces to a degree which seldom falls to the lot of the student in a private dormitory or lodging house.

On the other hand the danger of becoming an idler and loafer is more imminent in a fraternity than elsewhere for the very reason of the congeniality and comradeship which prevail and of the temptation which constantly presents itself to a group of "good fellows" to seek amusement and shirk their work. It is for this reason that the University will not permit a freshman to be initiated into a fraternity, nor to lodge or board in a fraternity house, until he has carried one full semester of work in the University without having been placed on probation. The fraternities themselves are thoroughly aware of the danger which so constantly besets them and the majority of the chapters are making a serious effort to keep in close touch with the work of their individual members, to curtail the freedom of those whose work is poor, and to stimulate them to greater industry in their studies.

A fraternity recruits its members by selection from the student body. A student may not, however, signify his desire to become a member of a fraternity—he would certainly be rejected if he did—but must wait to be asked. Boastful and vulgar speech, awkwardness and uncouthness, surliness, a haughty and overbearing demeanor, and effeminacy are qualities likely to render a candidate undesirable in the eyes of fraternity men. But the competition among the fraternities to "pledge" strong men of the incom-

ing freshmen class is very keen and the result is that a lad of good appearance and good address, or one who promises to excel in his studies, or one who has gained some distinction in high school athletics, or forensics, or music, or journalism, is likely to be "rushed" by several fraternities and strongly urged by each to pledge to it. The rushing takes place immediately after registration and adds to the distractions of the first week. Other freshmen may be entirely overlooked or, perhaps, may be rushed but not invited to pledge. In either case, keep cool. The decision to pledge to a fraternity is an important step, one which should be given mature deliberation, and the freshman who escapes the necessity of making such a decision need not regard himself as altogether unfortunate. A "misfit" plays an unenviable rôle in a fraternity, as elsewhere. The man who is rushed in with the greatest haste is the most likely to be spoiled by the privileges of fraternity life, to become a loafer or a fop in spite of the efforts of his chapter brothers to prevent it, and to be sent home, a disgrace to both himself and the fraternity.

On the other hand, the freshmen who have sufficient strength of will to resist pressure and to look before they leap, who enter a fraternity as a matter of deliberate choice, after having become acquainted with its members and fully informed concerning the local and national standing of the chapter, are the men who will add strength to the fraternity and be in turn strengthened by it. The men, too, who are not rushed or pledged at first, often develop independently into strong men who are welcome in the best fraternities later on.

In considering an invitation to pledge with a fraternity—and no freshman should pledge without considering the matter very carefully—the following points should be kept in mind:

It costs more as a rule, to be a fraternity man. Board and room in a fraternity lodge cost no more than board and room of the same quality elsewhere, but the chapter dues, the expenses of social life, the things one must do "because the other fellows do," make the year's expenses greater by one-quarter or one-third.

The fundamental principles of fraternalism are congeniality and comradeship; the chief matter for you to decide, then, is whether or not this is the group of men with whom you desire to be associated throughout your college course. The kind of house which the fraternity occupies is quite immaterial if the men composing the chapter are all strong, clean fellows.

The grandeur of the lodge is no index, either, of the credit or financial standing of the chapter. A group which owns a modest house may be rated considerably higher than another which occupies a palatial mansion encumbered with mortgages. *You have a right to know the financial status of the chapter which asks you to join it; ascertain its indebtedness; also what your initiation fee and chapter dues will be.*

The comparative scholastic standings of all the chapters are published each semester and in general this table is a pretty fair index as to which chapters tolerate loafing and which are effectively organized against it.

In their anxiety to pledge you early, perhaps before another fraternity has a chance to invite you, fraternity men sometimes resort to intimidation, e. g., by intimating that if you do not pledge at once, the invitation will be withdrawn, etc. This is pure buncombe and the freshman who allows himself to be rushed into pledging without taking time to inform himself fully and to consider the matter carefully, merely announces himself as so doubtful of his own worth that he fears the chapter may not want him upon

longer acquaintance. Furthermore—if the freshman is wise enough to perceive it,—the chapter which resorts to trickery of this kind to force a man's decision without giving him opportunity to look further, is thereby proclaiming its own inferiority to other groups whose competition it fears to meet openly.

The social fraternities now established at Wisconsin are, in the order of the founding of the respective chapters here:

Phi Delta Theta	1857
Beta Theta Pi	1873
Phi Kappa Psi	1875
Chi Psi	1878
Sigma Chi	1884
Delta Upsilon	1885
Delta Tau Delta	1888
Phi Gamma Delta	1893
Theta Delta Chi	1895
Psi Upsilon	1896
Kappa Sigma	1898
Phi Kappa Sigma	1901
Sigma Nu	1902
Alpha Delta Phi	1902
Sigma Alpha Epsilon	1903
Delta Kappa Epsilon	1906
Acacia (Masonic)	1906
Alpha Tau Omega	1907
Sigma Phi	1908
Alpha Sigma Phi	1909
Zeta Psi	1910
Alpha Gamma Rho (Agricultural)	1916
Chi Phi	1916
Phi Sigma Kappa	1917
Theta Xi (Engr. and Scientific)	1917
Lambda Chi Alpha	1917
Tau Kappa Epsilon	1917
Theta Chi	1918
Delta Sigma Phi	1920
Pi Kappa Alpha	1920
Sigma Phi Epsilon	1920
Delta Chi	1921
Phi Sigma Delta (Jewish)	1921

Phi Kappa (Catholic)	1922
Alpha Chi Rho	1922
Zeta Beta Tau (Jewish)	1922
Sigma Pi	1922

House Clubs

These are groups of students who rent houses, conduct their own business affairs, and have their own boarding tables. They have many of the advantages of fraternities in their communal life and frequently develop through the stage of local into national fraternities.

Norwegian House
Delta Pi Epsilon
Alpha Theta Pi

Social Societies and Clubs

Badger Club
Chinese Students Club
Gun and Blade (U. S. Veterans' Bureau students)
International Club (Students of foreign birth)
Philippine Badger Club
Square Club (Masonic)
Wisconsin Menorah Society (Jewish)

There are also a number of locality clubs, composed of men and women students who live in the same city, state, or section of the country. The activity of these organizations depends mainly upon the individuals who comprise the membership during any given year.

