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John Bascom: president of UW. 1874/1887

[Madison, Wisconsin]: [s.n.], 1874/1887

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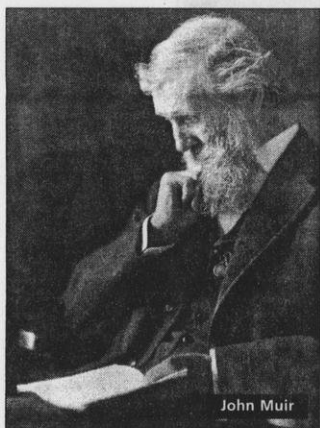
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UW's dazzling dozen: These faculty and

Michael Penn

SINCE FEB. 5, 1849, when John Sterling called together the University of Wisconsin's first class of 17 in a borrowed classroom, the people who have taught, studied, toiled and triumphed on this campus have shared a common goal: to make something munificent of this business of education. What makes this university special is that its history is dotted with individuals who succeeded not for their own glory, but for the good of us all.

It is always difficult to shine the spotlight on individuals, especially on a campus where collaboration and teamwork is so highly valued. That said, there have been faculty, administrators and alumni who are worthy of a little limelight. Though not a comprehensive list, we offer this group of a dozen who made a difference:



John Muir

John Muir

Muir attended UW from 1860 to 1863 and received his first botany lesson from a fellow student at the foot of a black locust tree near North Hall. Apparently, the lesson stuck. Muir left campus his junior year to launch a career as one of history's greatest naturalists. Considered the father of the national park system, he founded the Sierra Club and convinced the federal government to intervene in helping save redwoods and other natural treasures.

John Bascom

The Wisconsin Idea, the notion that the boundaries of campus extend to the boundaries of the state, is most often attributed to Charles Van Hise, the eloquent president of the



Edgar "Pop" Gordon conducting on the air

university from 1903 to 1918. But in truth it probably germinated from the earlier teachings of Bascom, who served as UW president from 1874 to 1887. A well-rounded scholar who was regarded as an expert in fields as diverse as mathematics and English literature, Bascom gave Sunday lectures to students on their moral responsibility to society. Among his audiences were Van Hise, a geology student in the 1880s, and future Gov. Robert La Follette, who called Bascom the guiding spirit of his time.

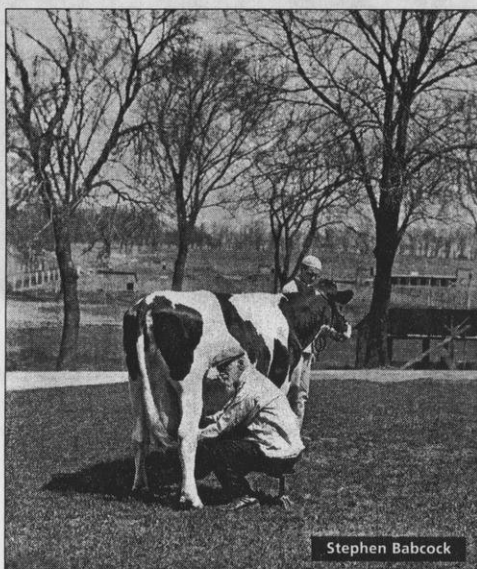
Richard Ely

In 1890, the university won the services of Ely, at the time already a noted economist, by prying him away from Johns Hopkins to direct UW's school of economics. Ely would do that — and more. His bold opinions about the rights of workers earned him a label as a socialist but also forged twin legacies that tie him to history. Ely's teachings are largely credited for inspiring the "Wisconsin School," a generation of thinkers who redefined government's role in the workplace and brought into being worker's compensation and minimum-wage laws. But the radical also became the focal point of a landmark trial over academic freedom. Charged with teaching such

"pernicious" ideas as labor's right to organize, Ely was exonerated by the Board of Regents' famed "sifting and winnowing" statement, which has become the rallying cry for the free exchange of ideas on campus.

Stephen Babcock

When the dairy industry languished in dire need of an accurate way to separate high-quality milk from cheap imitation, Babcock, an agricultural chemist, set aside his lab work and devoted himself to finding a solution. In 1890, he devised a simple, foolproof method to test the butterfat content of milk, allowing merchants to pay farmers based on butterfat rather than weight. Because Babcock unselfishly refused to patent his device, it gained almost-universal



Stephen Babcock

employment immediately, ending the days of watered-down milk and making, according to former Gov. W.D. Hoard, "more dairymen honest than the Bible."

Margaret H'Doubler

So gracefully athletic was UW student Margaret H'Doubler that after her graduation in 1910 she was asked to teach physical education. From that position, she helped shape the world of modern dance, commencing the nation's first college dance program at UW in 1926. Under H'Doubler's direction, dance transcended movement; she taught her students philosophy and art history, searching for a medium, as she said, "worth a college woman's time." Her curriculum



Margaret H'Doubler

helped define a structure for teaching dance that scores of universities still follow today.

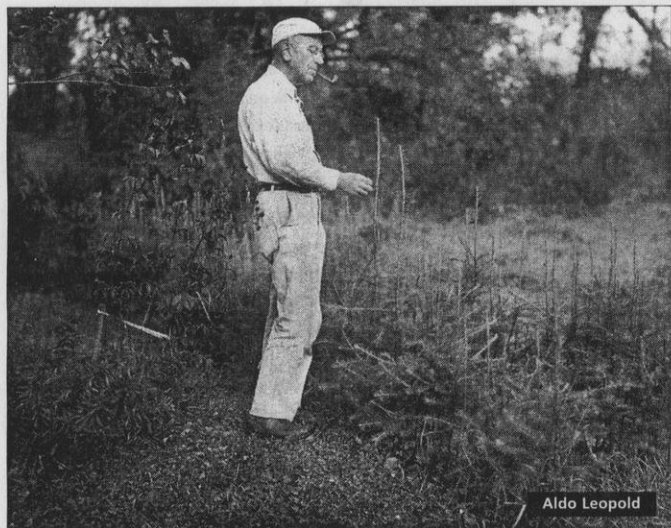
Harry Steenbock

Biochemist Steenbock effectively rid the world of rickets when he discovered in the 1920s that the vitamin D content of food and drugs could be enriched by exposing them to ultraviolet light. By presiding over the creation of the Wisconsin Alumni Research Foundation to manage his and future patents, Steenbock also created a path that scholarly inventions could follow from lab to the public domain, ensuring that we all benefit from Wisconsin's ideas. Steenbock's bright idea has resulted in WARF returning more than \$420 million to the university.

Edgar "Pop" Gordon

A familiar name to many native Wisconsinites, Gordon passed on his

alumni among many who made history



Aldo Leopold

appreciation for music to thousands of state schoolchildren by harnessing the educational power of radio. In the early 1920s, Gordon was one of the first people to grasp the possibilities for using radio broadcasting as a teaching tool. While most radio operators were sending out jumbles of Morse code, the UW music professor led sing-alongs and gave tutorials as a volunteer broadcaster for the university's fledgling radio station, WHA. Gordon delivered the joy of music to classrooms and living rooms at a time when many state schools couldn't afford music teachers. Over the next four decades, he shared his gift with more than a million listeners.

Alexander Meikeljohn

Meikeljohn's tenure on campus was short — lasting less than a decade — and tumultuous. Indeed, in 1932, when his Experimental College closed amid declining enrollment and heavy criticism, he was widely written off as a noble but naive dreamer. Only now are we seeing that he was far ahead of his time. A reformer who considered traditional college education a "chestnut-stuffed goose," fat with formalities, Meikeljohn envisioned the Experimental College as a bold reinvention of liberal education. When it opened in 1927 in Adams Hall, the college featured few tests, no traditional grades and an emphasis on learning by doing. Though it was short-lived, the experiment made a lasting imprint, and learning communities on today's campus — such as Bradley and Chadbourne — borrow much from Meikeljohn's dream.

Aldo Leopold

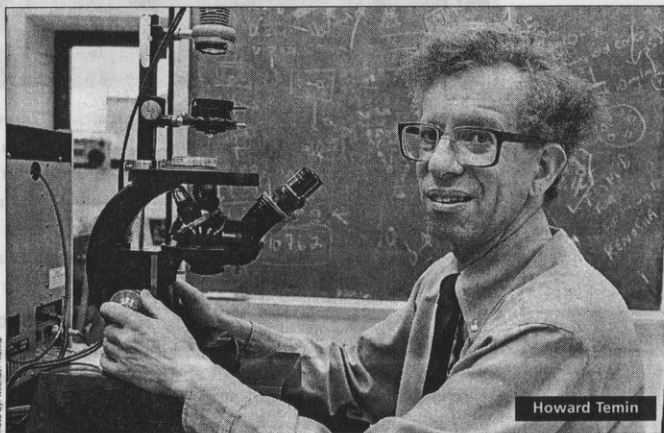
Few scientists have captured the emotional and aesthetic nature of their work as well as Leopold. His forceful and elegant narrative of the beauty and value of land made his 1949 book, *A Sand County Almanac*, a timeless best-seller that has become the wellspring for modern efforts to preserve our environment. The book chronicles Leopold's painstaking work, done on weekends away from his faculty desk, to breathe life into the tired soil of his farm near Portage. But Leopold's accomplishments transcend his ability

John Bardeen

Bardeen grew up in Madison and earned his bachelor's and master's degrees from UW-Madison. With that pedigree, he left for a doctorate at Princeton and a job with Bell Labs, where, along with two other scientists, he would fashion the world's first transistor in 1947. The tiny silicon chip did all the tasks that once required unwieldy vacuum tubes and sparked the modern electronics revolution. Without it, space-exploration equipment, televisions, portable radios and

Kathryn Clarenbach

As a UW alumna and political science professor, Clarenbach witnessed, participated in and led many of the landmark events of the women's rights movement in the 1960s and 1970s. In 1966, she and Betty Friedan co-founded the National Organization for Women, and, as NOW's first chairwoman, Clarenbach led the cause from her Madison office. Her managerial skill and ability to appeal to diverse audiences helped place women's rights squarely on the national agenda. She



Howard Temin

virtually every hand-held electronic device would have been inconceivable. The transistor earned Bardeen the

won the support of the various factions rallying for women's rights and helped unify them into an effective voice for political change.

Howard Temin

A methodical and introspective scientist, Temin waged a lonely battle to convince biologists that viruses can carry genetic information in the form of RNA. His 1970 finding of the reverse transcriptase enzyme, a biological catalyst that enables a cell's DNA to receive genetic information from RNA, turned bioscience on its ear. That and Temin's other discoveries enlarged our understanding of how genetic information flows in cells, yielding a clearer understanding of cancer and making possible the discovery of the AIDS virus. The work won Temin the Nobel Prize in 1975 and has enabled many of the techniques that are now common practice in biotechnology.



Kathryn Clarenbach, seated at right, with Gov. Warren Knowles

to write poetically. Joining the UW faculty in 1933 as the country's first professor of wildlife management, Leopold helped found the study of wildlife ecology on campus and served as the Arboretum's first research director.

Nobel Prize for physics in 1956. No one-shot inventor, the soft-spoken scientist stayed on physics' cutting edge, winning the Nobel again in 1972 for his explanation of superconductivity, the key to high-speed computer processing.

UW news

From The University of Wisconsin News and Publications Service, Bascom Hall, Madison 53706 • Telephone: (608) 262-3571

Immediately

10/1/71 jb

Release:

MADISON--Time takes its toll--and even Bascom Hall, a venerable, beloved old lady to many University of Wisconsin Alumni and students, needs a face-lift once in a while.

In fact, it's a continuing process.

Presently physical plant stone masons are checking and replacing worn, defective stone blocks on the first floor level. They are drilling out the old pieces and putting in solid blocks salvaged when the old Administration Building at State and N. Park streets was torn down to make way for the Humanities Building.

The old stone pieces have been stored for several years on Picnic Point, along with others taken from structures removed to provide space for new facilities.

Known as Madison sandstone, it came years ago from a quarry near Hoyt Park on the city's west side. The quarry itself was covered and abandoned to make room for new homes in the area.

Bascom Hall was opened in 1859. Designed by an Irish emigrant, William Tinsley, it was built for \$60,000, described then as "a staggering figure," far above original estimates.

The University's first classroom building, it endured a fire which damaged its dome severely in 1916. It was expanded with one wing in 1895, another in 1907, and the third in 1929. The dome was never replaced.

Known as University Hall until 1920, it was renamed in honor of one of the University's most distinguished presidents, (John Bascom.)

During the past six weeks, work has been going on a major renovation of the rapidly deteriorating sidewalks and road-way on the east and north sides of the structure. When completed, the area will have new lights, more shrubbery, and two benches, designed by Prof. James S. Watrous of the art history department. These will be dedicated to the late Alden White, long-time secretary of the faculty.

September 15, 1971

(President John Bascom) was a man highly knowledgeable in several fields. He came to the University of Wisconsin in 1874 from a professorship at Williams College, Williamstown, Mass. A scholar in theology, philosophy, psychology, political economics, he was considered "one of the last presidents of any American institution to represent the older concept of the cultured man as one at home in all fields of learning."

In today's world of labels, he could be put under the label of professor of philosophy, as a catch-all.

Some of the more interesting facts about the man is that he was an advocate of women's rights, coeducation but also a leader of the Prohibition Party. (Which can explain the Madison bar hours - because he had a lot to do with that.) He wrote one of the first books in the field of psychology, "Principles of Psychology," which was later developed into a pioneer effort in relating psychology and education in his "Growth and Grades of Intelligence. (1879).

For any further and/or more in-depth information, see Curti & Carstenson's book, "University of Wisconsin-a History," Book 1, pp. 246-295.

WIRE NEWS

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

4/26/49

RELEASE:

Immediately

Madison, Wis.--It's the women who know best at the University of Wisconsin--judging from their average grades.

In the all-University undergraduate averages, the women outscored the men with an average of 1.7 to 1.57.

Other smaller and more specialized groups achieved higher averages, but, as University Pres. John Bascom said back in 1877:

"Study is more congenial to the habits of young women."

The ratings are based on the first semester of the 1948-49 school year. An "A" counts for three points, a "B" is worth two, and a "C" is worth one point. If a student has a "B" average it is marked as a "two point" average, half B's and half C's would be scored as a one-point-five.

The all-University average was 1.61.

Class averages show that freshmen start slow and build up better grades as they go along. Freshmen had the lowest average, sophomores second, juniors third, and seniors ranked highest with a 1.85 average.

Another factor which seems to improve grades is marriage. Married students averaged 1.74 to the 1.5 average for single students.

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FEATURE STORY

Bascom, John

8/7/59 mcg

FROM THE UNIVERSITY OF WISCONSIN NEWS SERVICE, MADISON 6, WISCONSIN

RELEASE:

Immediately

MADISON, Wis.--If buildings celebrated birthdays, 100 candles would be lighted for Bascom Hall at the University of Wisconsin Monday.

The Old Lady of Lincoln Terrace was formally opened on Aug. 10, 1859, with University regents pointing proudly to her Doric pillars and arched portico, her ornate femerells, and the flutings and chimneys surrounding her dome.

Today, though she has lost her original dome and portico and grown plump with the addition of three sprawling wings, general opinion is she holds her age remarkably well.

Work on the Hall was started in 1856 with the \$40,000 voted the University for the purpose. The depression of 1857 put a stop to building until the regents had borrowed enough, from private sources at 10 per cent, to continue. The final cost was near \$60,000.

Highpoints in the old girl's history include the addition of the south wing in 1898 and the north wing in 1905, the placing of the Lincoln statue on the terrace in 1909, the burning of the dome in 1916, and the building of the theater wing in 1926. The original floor area, above the basement level, was 28,884 square feet. Today, with the wings and including the basement, it has grown to 134,300, and a new northwest wing, to cost around \$2 million, is on the University building priority list.

In 1920, when the administration began to name buildings for past presidents, "University" or "Main" Hall was formally dedicated "Bascom Hall" to honor John Bascom, the University's fifth president, whose philosophy was, "The wants of a thriving university are like the hunger of a growing boy, not easily nor long satisfied."

Words once penned by a University historian are as true today: "Though changed by time and fate, the 'main edifice' still holds its place on the brow of the hill, fronting towards the Capitol, the eye of the campus and of the State."

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feature story

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: Immediately

3/6/74

(This is the second in a series of stories concerned with the University of Wisconsin-Madison's 125th anniversary this year)

By JACK BURKE

MADISON--More than a century ago, the University of Wisconsin had a president who fought against the admission of co-eds on the Madison campus.

As a physiologist, he opposed, not merely coeducation, but any higher education for women in the lines pursued by men "because of female frailty."

Paul A. Chadbourne served as president in 1867-70. He arrived just seven years after the first co-eds, 30 in number, had registered for the special normal (teaching) course. At that time, they had the privilege of attending and reciting in any class they selected.

But in 1868 Chadbourne organized a "female college," with a special course of study. This the girls generally ignored. Since 1869 they have taken the same degrees which the men receive.

To pry Chadbourne away from Williams College, the regents agreed to set up a separate female college in Madison, a concession to his conservatism. It was true that his views were contrary to the sentiment of the people of the state and that earlier outlined by the regents. In the late 1850s, the regents had declared it to be their policy to receive women for preparation as teachers, with the added inducement later of access to other academic areas.

It does not appear from the record that the women of Wisconsin had been making any noisy clamor for admission to the UW. If they had done so, it might have been the impetus that the normal department most needed.

Add one--Chadbourne and coeds

The University in Madison trailed three private Wisconsin colleges in admitting co-eds into the classroom. Milton Academy received them in 1844, Ripon College in 1853, and Lawrence University a year later.

After 1870, there was no distinction except separate commencement exercises, and these were abolished in 1874. For some reason, the female college stayed in the catalogue until 1873, although it no longer existed, thus causing some confusion.

During the Civil War, with two-thirds of the male students away in battle, the women far outnumbered the men on campus.

The men grumbled when forced to move into a more crowded dormitory, but they eventually accepted their female counterparts. One literary society invited the girls to attend their meetings, another banned them.

Under Pres. Chadbourne's successors, John H. Twombly (1871-74) and John Bascom (1874-87), the female role grew markedly, with equal status in the classroom, dormitories, and other areas of the schools.

It is truly ironic that a girls' dormitory on the Madison campus was named later for Chadbourne, the only president who actively opposed them as students.

As alumni, students, friends of the University, Wisconsin residents, and others take a look back at the UW's early days, they join in a year-long celebration of the 125th year of teaching, service, and research provided by the institution.

It was on Feb. 5, 1849, that the first class met in a rent-free, borrowed classroom in the Madison Female Academy in downtown Madison.

A series of special programs and events will be presented during this anniversary year.

feature story

From The University of Wisconsin-Madison / University News and Publications Service, Bascom Hall, Madison 53706 / Telephone: (608) 262-3571

Release: AT WILL

9/18/80

CONTACT: Aaron J. Ihde (608) 255-9294

CHEMISTRY DEPARTMENT TURNS 100

MADISON—In 1868 the first agriculture and analytical chemistry professor at the University of Wisconsin-Madison taught his lone chemistry student with a carpenter's bench for a work table.

Twelve years later University President (John Bascom) deleted the "agriculture" reference from Professor William Willard Daniells' title, making him first chairman and only professor of a newly-created department of chemistry.

And in 1980, chemistry's centennial at UW-Madison, Professor Barry M. Trost chairs a 41-member, internationally-recognized department, a training ground for some 3,500 scientists presently working in nearly every field of chemistry.

A year-long centennial commemoration will feature monthly displays in the Chemistry Building, 1101 University Ave., and four invited speakers addressing chemistry and its future. September's set of exhibits focuses on chemistry's germination in the University from 1849 to 1867.

American Chemical Society President James D'Ianni, who earned his doctorate in 1938 from UW-Madison, presents the first lecture at 4 p.m., Sept. 24 in Room 1361 of the Chemistry Building.

In addition, Emeritus Professor Aaron J. Ihde is writing a book detailing the history of chemistry at the University; he notes that its past was frequently turbulent. Ihde, chairman of the centennial observance, joined the department in the early 1940s after receiving his doctorate in food chemistry there a few years earlier.

In his account, Ihde reviews the controversy that surrounded World War I activities of department members, when four left to help the government develop chemical warfare weapons while four others, all German-Americans, stayed behind. Chairman Louis Kahlenberg, an American-born chemist of German ancestry--already isolated from his peers for his opposition to the concept of ions--was renounced for his opposition to President Wilson's wartime policies. Kahlenberg was demoted when the four professors on leave refused to rejoin the department if he remained at the helm.

World War II burst in the middle of Professor J. Howard Mathews' 33-year chairmanship, drew seven chemistry faculty into government research, and produced a technological explosion in its wake. Mathews worked to attract renowned researchers to his faculty, making UW-Madison a magnet for chemistry students nationwide.

"He became chairman of a seven-man department in 1919; he retired from a 25-man department," Ihde wrote.

Under Chairman Farrington Daniels the department continued its rapid march into the future. Daniels had arrived in the post-World War I chemistry boom from the U.S. Nitrogen Fixation Laboratory to become a leading authority on nitrogen's oxides. During his 39 years at the University he authored a text that remained a chemistry student standard for decades.

While chairman, Daniels kept up his own research and presided over the American Chemical Society for a year. He appointed an associate chairman to give him this latitude, a practice now adopted by many University departments.

Daniels' post World War II research involved nuclear energy--he developed a nuclear reactor and searched for fissionable minerals. When he became discouraged with scarce uranium supplies he turned his energies to solar research.

A strong national economy in the 1960s brought swift growth to the University's academic departments, including chemistry, which saw a net gain in faculty of 11. Taking the chair in 1967 was Professor Irving Shain, now Chancellor Shain, who in 1952 had arrived at UW-Madison's chemistry department just out of the doctoral program at the University of Washington.

The dollar's slide in the '70s, Ihde writes, led to "a desperate holding action" in UW-Madison and universities elsewhere. The chemistry department's goal has become maintaining the status it has won over the past century, he says.

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John Bascom, 1827-1911, was fifth president of the U of W serving from 1874 to 1887. The portrait hanging in the main corridor just inside the central entrance to Bascom Hall was painted in 1887 by Artist James R. Stuart.

Hanging of the portrait of Bascom in Bascom Hall is another step in the program which Pres. Fred desires under which portraits of notable individuals would be hung in all those buildings on the campus bearing the names of those notable individuals, the men and women who have made great contributions to the progress of the University of Wisconsin over the years.

*This is
important
for any
article*

~~and in the same way~~
The loving cup/~~was~~ presented to John Bascom in 1905 by former students
was
of the University "in loving appreciation of the inspiring instruction and lofty ideals of a great teacher." (This is inscription on cup)
and the portrait
The loving cup/and the large number of books which were written by John Bascom were all given to the University by one of his descendants, Mrs. Charles J. Bullock, of Cambridge, Mass., following the death of his niece, Miss Florence Bascom, in Cambridge.

*This gives info
on portrait &
loving cups -
see next page on books*

(Cut-lines for JOHN BASCOM):

JOHN BASCOM (1874-87) brought to the Midwest the best traditions and methods from New England colleges. "Honor abroad and a liberal percentage of foreign students enhance the estimate in which a university is held at home," he insisted. "The wants of a thriving university are like the hunger of a growing boy, not easily nor long satisfied."

###

200

file History

U. W. Lenin Books
Written by Its Fifth
President, Dr. Bascom

14 pt.
Boed

Dr. John Bascom, who was president of the University of Wisconsin from 1874 to 1887, was a scholar of note and author of many volumes on philosophy, theology, and psychology. Through the kindness of one of his descendants, Mrs. Charles J. Bullock of Cambridge, Massachusetts, the ^{State} University recently came into possession of a collection of his works.

Among these volumes are ~~U. W. Lenin Books~~ "Comparative Psychology", or "Growth and Grades of Intelligence," published in 1878 and revised in 1894; "Principles of Psychology," 1877; "Political Economy", 1874; "Sociology", 1887; "Aesthetics", or "The Science of Beauty", 1872; "Ethics", or "The Science of Duty", 1879; "The Philosophy of Rhetoric", 1872; "The Philosophy of English Literature", 1876;

"An Historical Interpretation of Philosophy", 1893; "Problems in Philosophy", 1885; "The Words of Christ as Principles of Personal and Social Growth", 1883; "Evolution and Religion", 1897; "Philosophy of Religion", 1876; "The Goodness of God", 1901; "Natural Theology", 1880; "Baccalaureate Sermons", 1874; "Sermons and Addresses", 1913; and "The New Theology", 1891.

Mrs. Bullock also gave to the University a large portrait of Dr. Bascom, which now hangs over the mantel in the president's office.

This gives
info on
Bascom books

It is very desirable that there should be no confusion in the issue between President Van Hise and those opposing him in his plans for segregation at the State University. We believe that the present system should not be interfered with, and he believes that it should be modified. We believe that the modifications that he suggests are a serious menace to the principle and practice of co-education; he believes that those modifications will "be like^{ly} to preserve coeducation."

Here is a sharply defined issue that makes it necessary to show just what are the modifications he suggests, and the purpose underlying their suggestion. His position is very clearly to be shown by his words and his acts. As to the former, we shall rely upon the address ^{at Boston} he made before the national convention of collegiate alumnae on Nov. 6, 1907, which he has widely circulated for the purpose of making his position known. The cause leading to this address has been stated to me by the dean of the college of letters and science as follows: "I spoke to you of the educational difficulties which had led President Van Hise to make his address, and which had been for some time present in my mind, as well as in the minds of other members of the faculty. I am, as you know, head of the faculty before which had been laid the question of the best way of meeting these acknowledged difficulties (date unknown but subsequent to Dec. 17, 1907) and chairman of the committee, which had not as yet met," (on April. 1, 1908)". Letter from Dr. Birge dated April 6, 1908.

The fact just stated is significant as showing that to meet difficulties in coeducation in Wisconsin, the first step taken is Dr. Van Hise's Boston address; yet ~~we~~ have been criticised in some quarters for making this a public issue.

The title of Dr. Van Hise's address is, "Educational Tendencies in State Universities;" and the whole course of his argument is to show that coeducation was ad^{opted} by such institutions as an economic necessity alone, and that the "educational tendency" is to lead state universities away from that principle, and that he thinks the best opportunities

/

for both men and women are to be secured by favoring that tendency.

The "educational tendency" to which he chiefly confines himself ~~is re-~~
~~concerns~~
~~garding~~ coeducation. "I shall be obliged to formulate what I conceive
to be the more important special ^a features of state universities, and
thereafter confine myself to that part of the subject which is of espec-
ial interest to this Association." * * * "While I would be glad to con-
sider several other features of state universities, the time limit set
for this address demands that I hereafter confine my attention to that
aspect of the state universities in which this organization is espec-
ially interested--coeducation." ~~President Van Hise's address.~~

Having defined his subject, President Van Hise ~~proceeds~~ ^{attempts} to show
that the adoption of coeducation by state universities had no basis in
the principles of justice which we believe to be at the foundation of
coeducation. This is the first part of the issue between us. He
says it began "not in consequence of a theoretical belief in it upon
the part of the officials of those institutions, but in spite of such
belief." "In Wisconsin coeducation gained foothold only gradually
* * * it is to be said that at the outset the women were admitted only
to a normal department, and their class work was entirely separate."
The reasons which led to coeducation were then pure economic. The
western states were too poor to support two high grade educational insti-
tutions." "There was no way * * * but to adopt coeducation, and this
was the solution that was gradually forced. * * * The solution was
reached with much hesitancy." "The entering wedge which finally led in
Wisconsin to equal opportunities in the state university for the women
and the men" was the conclusion reached "with great reluctance" by
President Chadbourne "to allow the young men and women to recite together
in the subject in which he himself gave instruction, botany."

It is to be noted that President Van Hise here defines coeducation
as a condition in which the men and women recite together. Generally
he contends that coeducation may best be preserved by segregation, hav-
ing defined the latter as a condition under which the men and women do

not recite together.

President Van Hise represented at this meeting in Boston an institution where coeducation is supposed to be a fixed policy, yet there was not one word in his address from beginning to end in defense of coeducation as a principle. We have reread it carefully in the effort to find such a word. The only comfort ^{on this point} that the three Wisconsin representatives could get at this meeting was derived from Professors at Harvard and ^{at} Women's colleges.

President Van Hise in undermining the claims of coeducation as a principle ^{in Wisconsin} overlooked the following which we earnestly hope all will compare with his statements:

"The board deem it right to prepare to meet the wishes of those parents who desire university culture for their daughters by extending to all such the privileges of the institution."-- Board of University Regents in 1857. "All members of the normal school will have access to the lectures and other exercises of such other university ~~XXXXXX~~ classes as with the approbation of their principle they may elect to attend." --University Catalogue of 1863. (Since there were men as well as women in the normal school the qualification included above did not refer to sex.)

"The university in all its departments and colleges, shall be open alike, to male and female students." Sec. 4, chap. 114, laws of 1866. (This was before President Chadbourne came to Wisconsin).

We believe that in the first part of our contention the history of coeducation in Wisconsin proves it to have been established as a ^{just} ~~matter of~~ principle ^{in public education} and not for "purely economic" reasons. We believe that this fact should have a bearing on the present discussion; and especially that the failure of President Van Hise to recognize this ^{analyze his claim to be} should help us to ~~define his position as~~ an adherent of coeducation. In so far as his address commends coeducation, it is as a temporary expedient forced upon unwilling and hesitating state universities for the sake of economy. ("Coeducation" here as in all cases I use to indi-

cate the reciting of men and women together.)

President Van Hise clearly indicates in his address the modifications of coeducation which he favors. "At the present time, provision ^{has} been made for nearly complete segregation on a large scale by the establishment of courses and colleges which are practically for one sex or the other. The colleges of engineering, law, commerce, agriculture, and medicine are essentially men's colleges. While open to women, their opportunities have been taken advantage of only to a very limited extent."

"It thus appears that in coeducational institutions ^S natural segregation has appeared along two lines, one wholly fortunate, (see above) the other presenting a problem. All who are not such hopeless conservatives as to believe that the present situation is better than any possible change, will doubtless agree that the development of courses, schools, and colleges, ^a adapted to the special professions and in which, therefore men or women are segregated in accordance with their natural fitness, is highly desirable. I look to see such segregation go farther."

in President Van Hise's opinion

Two things are perfectly clear from the above statement: first, that it is "wholly fortunate" ~~that~~ so few women now take advantage of the opportunities offered for the study of "law, commerce, agriculture and medicine". Second, that the development of courses in which they may be segregated in these lines "in accordance with their natural fitness is highly desirable."

We are among the hopeless conservatives who believe that if a woman finds her "natural fitness" consistent with the study of law, she is freely entitled to all the opportunities now offered; and whether she intends to practice the profession or not, it should not be a course specially adapted to her supposed needs. We believe that the same principles underlying commerce that interest men, may be very useful and interesting to her; and that it is not highly desirable on any ground that a special course be arranged for her. We believe that if she

wishes to adopt the profession of agriculture, she can best be prepared by the present facilities; and that ~~XXXXXX~~ this is specially desirable considering the number of farmers' wives that are left helpless with expensive property that ~~must~~^{may} be sacrificed because of their incompetency; and that any feminine course in horticulture or backyard contests would be entirely inadequate. We believe that a course for women in medicine would be of no practical value to her ~~whatever~~; and in these days when women physicians are needed, and women's medical colleges are practically obsolete in this country, we believe our university should not consent to have medicine regarded as "essentially a man's college."

In all these points there is a clearly defined issue between us and President Van Hise.

Moreover, he looks "to see such segregation go farther." He wishes to carry it into the college of liberal arts as well as professional schools. "The natural segregation of the sexes in subjects which should be attractive to both is an undoubted educational tendency. * * * I believe the wisest procedure is for educational authorities to frankly recognize the tendency by providing in such subjects courses primarily for men and women as fast as the tendency shows that this is desirable, in order to give each sex the best opportunity, * * * in the college of liberal arts providing for separate divisions, which to a certain extent may be specialized." "It seems to me that in arranging for natural segregation * * * steps will be taken which will be likely to preserve coeducation." "I am in favor of taking such steps." ^{And again,} "In subjects such as language, literature, political economy, history, and mathematics, in a large institution there are many divisions. There is no reason whatever why such a course should not provide divisions primarily for the men and others primarily for the women. If the actual opportunities of women will be enlarged by offering courses in political economy for them, perhaps adapted to their special interests, when they otherwise would not pursue this subject because of the number of men, why

should not this be done? If the opportunities of men will be enlarged by offering courses in literature for them, when otherwise they would not take such courses because of the large number of women, what valid ~~XXXXXX~~ objection can be urged to the proposal? Why should there not be given a course in ethics for men only?"

It is seen that President Van Hise favors separate recitations for the men and women in practically all departments as soon as the tendency to segregate shows that this is desirable, i. e. as soon as either sex in a class largely predominates the minority should be given ^a separate division. He has ^{recently} disclaimed the intention to promote general segregation; but there is seen that there is not a department in the college of liberal arts to which he does not propose to extend it. There could not possibly be a wider application of its principles than he advocates in this address.

The only reason he gives for this, aside from the desire to specialize political economy courses for women, appears now: "Certain courses have become popular with the women, so that they greatly outnumber the men. As soon as this situation obtains there is a tendency for men not to elect these courses. * * * Similarly * * * there is a tendency for the women not to elect certain courses. Languages illustrate the first and political economy the second." In early times, "the women were greatly outnumbered by the men, and the entrance of the few women made scarcely more disturbance than the appearance of a considerable group of Japanses, Chinese and ^{Philippines} ~~Philippines~~." Now in the experience of several state universities "the women are undoubtedly pushing the men out" of the college of liberal arts. "In this college natural segregation has appeared with the tendency to drive men out of some subjects, and to drive women out of others." That is, because some men or women prefer separate recitations, such recitations should be given ^{them} in a coeducational institution supported by the state. This is certainly not coeducation ^{this meeting at} ~~it is~~ not significant that many distinguished educators at Boston ^{acknowledged} and depreciated the tendency now prevailing among the young men both in the

in the west and east, in coeducational institutions and in private foundations for men only, to forsake the humanities and seek a professional training; and that President Van Hise had not one word to say on that subject, except to express the belief that the women were driving the men out?

We believe he honestly seeks what he believes to be for the advantage of the students generally, but his theories ^{certainly} cannot be ^{interpreted} ~~as an~~ ~~into any semblance of~~ advocacy of coeducation, or protection for it. He does undoubtedly favor the higher education of women, but we believe that the higher education he promotes in advocating segregation can best be obtained at a woman's college. It is not coeducation. mw

We have here fairly stated his theories in his own words; and must examine into the measures he has taken to promote his theories in Wisconsin.

After taking the educational difficulties which are said to be disturbing the minds of some of our faculty before the whole country in this public address, and circulating the address in various forms, he presented the matter of segregation at a Regents' meeting on Dec. 17, 1907, and said that unless there was objection from the regents he should give permission for certain separate classes. The record of this meeting shows ethics and political economy to be the departments in which this was desired. A resolution was then introduced, expressing the objection of the regents, which resolution is now pending. He has within a few days indicated to the regents that he shall bring the matter before them on April 21.

There has never been any discussion or action of the faculty on this question. It is significant that the fixed policy of the university for more than thirty-five years, and the declared policy of its authorities for more than fifty years, was sought to be disturbed, without the knowledge of the faculty as a body or more than a few of its members. The people who supposed that the law protected the policy so long successfully carried out were to have no warning; and the amendment to the law of 1866 which gave the regents the power to make ~~new~~ rules and regulations for coeducation, was for the first time in the history

resorted to

of the institution since the day of President Chadbourne to be ~~used~~ *promoting the plans of* ~~in giving~~ President Van Hise ~~his way~~.

President Chadbourne, an enemy of coeducation, came here only because he could establish under this amendment the practice of segregation. It is now for the first time since 1870 sought to be used that the practice of segregation may be reestablished and its theory made applicable to all departments of the university.

President Van Hise is undoubtedly honest in his convictions and indefatigable in his zeal, but we cannot admit that either his words or his acts show him to be *favorable to* ~~a friend of~~ coeducation. Nor do we think that such a radical change of policy as he proposes should be suggested at all without the thorough discussion of the subject by the faculty; nor do we think such a policy should be accepted without the consent of the people.

Dr. John Bascom on Segregation.

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

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

The present form of co-education in the University covers the ground in the most direct and simple way, and can hardly be altered without raising against the questions which were under warm dispute years since, and were then answered with immediate reference to the fundamental rights of both sexes. These questions were met on the broad ground that a state university should give the best opportunity of education to all the young people of the state, and offer them under conditions open and available to all. The two ideas of opportunity and equality, to be held without carping, were uppermost. This simple and adequate result cannot be departed from without endangering the ~~peace~~^{peace}, and ought not to be modified except in view of a principle as general and as

important as the one on which this reconciliation of claims was made to rest. No right is more sacred than the right to develop and to use one's own powers under all the advantages which an enlightened community provides for this purpose. Our powers are the sufficient and the divine measure of our rights; our opportunities of acquisition are the most significant gift the community has to bestow upon us, and the two, in free interplay, express the best concurrent action of divine and human activity. This self-consistency of ~~xxxxxx~~ co-education hushes all strife and leaves every one, in his development, to his own powers and own ambitions. He puts his own seal on his own results. There is no other equally simple and equally just method in education provided by the state for its common and universal want.

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

Some seem to think that segregation and co-education can both be entertained. A university aims to give leading forms of knowledge their best expressions. As a knowledge of one thing often involves that of other things its instruction is arranged in courses. A young man comes to the university and says: "I like your course in politics^o but I am a

Norwegian, and I observe that this course is mainly taken by Germans; can't I have a course attractive to those of my own nationality?" The answer would be: "We arrange our instruction, not in reference to Americans or Norwegians or Germans, but in reference to adequate knowledge. We are a co-educational institution, and strive simply to give each person the most effective means of education. This is our exclusive object, and we cannot undertake to adapt our methods to the feelings of different classes. Such an effort might often interfere with our primary purpose."

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

John Bascom.

To the Editor:

I am convinced of your desire to help the cause of co-education and that you do not wish to misrepresent my advocacy of that cause. You say in the issue for April 13: "We do not share Mrs. Olin's fear that the segregation plan may be secretly promoted and established." No one can quote a word I have ever said or written expressing such a fear. What I have said and wish to emphasize is as follows:

"President Van Hise favors separate recitations for the men and women in practically all departments as soon as the tendency to segregate shows that this is desirable, i. e. as soon as either sex in a class largely predominates the minority should be given a separate division. He ~~has~~ disclaimed the intention to promote general segregation, but there is not a department in the college of liberal arts to which he does not propose to extend it. There could not possibly be a wider application of its principles than he advocates in his address."

The above is based upon his address in Boston in which he plainly states, "I believe the wisest procedure is for educational authorities to frankly recognize the tendency by providing in such subjects courses primarily for men and women as fast as the tendency shows that this is desirable." He has also specified as such subjects language, literature, political economy, mathematics, history and ethics.

He has been perfectly open in his advocacy and has distributed his address widely. To indicate that any one suspects secrecy is ridiculous. The only difference is that we believe his plan would injure "co-education" and he does not.

The fact that his plan was not discussed by the faculty, before being given to the public and proposed to the regents certainly does not indicate any attempt at secrecy. We were taken by surprise

because we did not think his public advocacy was to be applied here,
but this advocacy was no^{the}w^{less} public for all that.

Helen R. Olin.

THE MINORITY REPORT.

In discussing the fitness of the co-education of the sexes, Gentlemen of the Alumni, we shall be less inclined to haste and unfairness if we remember how intimately the question concerns one-half of the human family; those to whom we are not only bound by the most tender ties of life, but who have, in the secret keeping of their organic strength, the physical, intellectual and moral stamina of the race; who, in the deep recesses of life, lay upon the being every one of us the plummet and line of construction, plant its foundations and settle its magnitudes. As long as the germinal power of the race is with those who, as mothers, stand between us and the invisible, intangible forces of creation, we shall do wisely if we look carefully to the copiousness of these physical and intellectual fountains of our strength.

This question concerns not only the fecund half of our race, but concerns it at a point most immediate in its bearings on spiritual power, the acquisition of knowledge. Mind is the parent of mind, and a vigorous mind is the concomitant of large acquisitions. If we underfeed and dwarf the intellect of women, we shall enfeeble her progeny, shall blast and wither the branch on which the fruit of coming years is to hang. God forbid, also, that we, as an assembly of educated men, discussing the interests of education, should put any unnecessary restriction on any human being in gaining knowledge, knowledge whereby the soul knows its own, and reclaims it; knows what is another's, and respects it; what is God's, and grants it.

We may also remember to advantage that traces of a dark and savage past, of a history that has come slowly up from barbarism, are still with us, and it may be that this exclusion of women from our highest seats of learning is one among the remnants of that brood of fierce sentiments which in the beginning devoted her to servitude, and has reluctantly, under compulsion, emancipated her to one privilege and power after another. What emancipation more normal, what privilege higher, than that of an equal enjoyment of every opportunity to acquire knowledge? This is not our argument; we only wish, by these considerations, to evoke candor in listening to its presentation.

We shall all admit that women would be benefited by more education, and peculiarly benefited, since education with them has received much less attention than with men. Indeed, this is the gracious concession which the opponents of co-education are constantly making, that they may more courteously deny its leading corollary, that all, and certainly the best, institutions should be opened to young women. We go farther, therefore-and urge first, in preparing the way for co-education, that young women require a more thorough, severe and substantial discipline than that found in female institutions, or likely to be found in them, and that the effects of such a training on character, on society and on social questions would be most favorable. As regards character, we cannot accept the theory, avowed or latent, that women are to be surrendered to the accomplishments, graces, amenities of life, and find their chief beauty in dependence, their chief service in fragile flowering. Strength must always underlie the highest grace, must sustain and buoy up the best morality. That flower that lies, like an apple blossom, half way between the germ and the fruit, and seems already to smell of the harvest, is the best image of human beauty. Women, the more because they have so long and so constantly been taught lessons of trust, of persuasion, of coy art and intrigue, and been initiated in all the cunning ways of weakness, now require to be educated to self-reliance, to be infused with interior force and life, and led up to a more absolute, independent and personal ambition. They may shed some languid graces in their way, they may molt a few of the feathers of fashion, but they will replace these with the clear commanding eye, the erect carriage and the sovereignty of self-contained strength. In this there will be no loss of delicacy or true refinement. A Florence Nightingale can evince more delicacy, more refinement, than another of her sex, because she brings these qualities to their highest trial and best ministration. Contact with rugged things, in the line of labor and just influence, does but call forth and enlarge the native force of a truly graceful and lovable life. Strength is the quality we miss in women, is what we have sedulously overlooked in her rearing, and the want of which has taken from her graces their natural support, and sometimes left them, as roses that have slipped from the trellis, to

trail their petals in the very dust. What Addison says of the pleasures of women has hitherto been true in a much deeper sense of their instruction: "Their amusements seemed contrived for them, rather as they are women than as they are reasonable creatures; and are more adapted to the sex than to the species."

If character will gain strength by a stronger intellectual diet, not less will society. The demand in mixed society for more knowledge, knowledge deep enough to interest and sober and make fruitful the mind, is very evident, and it is, therefore, as evident that our methods of education should be shaped to this enlargement and establishment of thought. We give the current impression, and give it because it is the accepted estimate, when we say that general society is shallow, a sluggish, inland bayou, worried only by local winds, the teasing, tortuous breath of narrow gossip, that cannot even fret the surface without stirring the muddy and malign depths, wherein abide the sediment and miasms superficial, fashionable life. Society is to acquire purity, strength, dignity, by more depth and breadth of knowledge, by larger and more urgent relations, and profounder sympathies. An undercurrent of depreciation and contempt often pervade our estimates of female character. A ladies' man among men is a poodle among mastiffs. Whatever we now have of intelligent, pleasing and profitable society, would be greatly enlarged by a more thorough, generous and equal education. Essential equality must be the condition of respectful and profitable intercourse.

The social questions, also, which are arising between the sexes, the new labors which are entered on by women, the rights which are claimed by them, would find their proper solution much more readily and safely if women were subjected to a more rugged, practical and disciplinary training. Society has need of every productive hand, every warm heart, every wise tongue, and if we find for a large share of these only partial labor and insufficient expression, it is because our social organism is defective; because we do not know how to take up and use the material at our disposal, to be stronger and better being two than being one, ten than five.

It has been said of women, that they hang loose upon society.

They have had, hitherto, but a single point of permanent establishment and coalescence in it, that of marriage.

Slipping this, they have become "anxious and aimless," left adrift by that society in which and by which we must all live, or live not at all. In a competition for an independent and self-contained life, one that, poised on its own pivot, can yield to or decline as it pleases, the attractions that surround it, nothing is more needful to women than a more solid and fruitful discipline, one that gives a purpose and the power to pursue it; an object in life, and the independent ability to realize it. We urge, therefore, that our times, in the problems they propose to women, in the new avenues they are opening to their labor, in the enlarged rights which the genius of progress stands ready to bestow on them, indicate that corresponding knowledge, thorough and substantial, is to be sought for.

Ceasing from drudgery on the side, or mere ornamentation on the other, women are to find a less unequal, a less invidious distribution of the attainments the possibilities of life, and, with a more even-handed fellowship, accept its labors, aspire to its rewards, and sit down to its enjoyments.

Women is now found in the extremes of the most abject service, and the most absolute ornamentation, and meets on neither side her true unfolding.

There is, then, we affirm, not merely a general need, but a peculiar and relatively greater need now, than hitherto, of that enlarged training contemplated by co-education, on account of the direction in which the next steps of growth in character are to be sought for in women, because of the higher and more sober sentiment which should come to society by means of the urgent and delicate social problems that are now thrown upon us ofr resolution, and because the grounds of action are all new with us, the past having paid little or no attention to these questions of character and of right.

Knowledge, more knowledge, is our safe-guard against mistake; and those, above all, should possess this knowledge on whom the questions

of growth are turning, who must now achieve or lose the gains of centuries, who must step firmly into the position which, for the first time in the long march of the race, has been open to them. This discipline then, is needed, thrice needed; our second point in, that it will be gained more certainly, more quickly, more completely in connection with co-education than in any other way. That it can thus be realized more quickly seems evident. There are enough Colleges already organized, endowed, in convenient positions and in successful operation, to receive at once, without farther preparation or expense, all of both sexes who now wish a collegiate training. There need be in co-education no material delay. If women are to be educated separately, most of the institutions in which a sufficient and equal education can be given, are still to be built.

The requisite instruction will also be conferred more certainly and completely. Separate Female Colleges proceed almost on the idea that the same grade of intellectual discipline is not called for in the training of young women as of young men. They in the outset theoretically accept, and practically still farther accept, the view that female education is put forth freely on the southern side of accomplishments, and send out only a few branches in the rugged northern quarters of thorough knowledge and solid reflection. Institutions, with even this limited idea, are wanting, and if they were ready, they are unfit for their work. They concede inferiority of relation, assume superficiality as a desirable result, and play into the state of society built upon this theory. It is well nigh impossible to make a Female College as complete and thorough in its course as are even the majority of Male Colleges.

to have There is a presumption as well as a wish in the mind of the public against it; a position on the faculty of such an institution is not coveted by men of the best ability. The entire experience of the past, its associations and prestige are gathered about Colleges for the training of men. So true is this, that a deep-seated feeling against the admission of women is found in the latent conviction, that the standard of scholarship and cultivation would thereupon fall away, that there cannot be a co-education of the sexes without a reduction of attainments. The public is jealous of the fidelity and adequacy of its male institutions.

and but slight observant of its seminaries and Female Colleges. A certain rank, a fixed method, a standard result, are predetermined necessities in every good College, and this strength of interest and cogency of public sentiment cannot, for many years, if ever, gathered about purely female institutions. Compare Mt. Holyoke, in some respects the first of female schools, standing in many important particulars alone as a competitor for popular favor, with any one of many Colleges, in the public attention, support and interest it elicits. An educational force cannot in many years be independently secured equivalent to that at our immediate disposal in our present college system. In fact, it is impossible for us to establish and sustain a second series equal to the first. The theory which leads to two methods precludes it, and the poverty of human resources forbids it. So long as men are educated in distinct Colleges, these will and must be superior to those devoted to women in all that pertains to thorough education and public and public enthusiasm.

But it will be said, in objection to this argument of the immediate, realized and sufficient power at our disposal in the institutions already established, that the form of education is not adapted to women; that young men and young women do not require the same discipline; that one or the other must be sacrificed in joint education; that if young women receive absolutely less in their own schools, ~~they receive absolutely less in their own schools,~~ they receive relatively more in receiving what is adapted to their wants.

In the first place, this is an answer we never give to a young man. We never say to him, the idiosyncrasies of your mind require a different discipline from what we are giving in our College; you must go elsewhere. We more frequently say, we regard our institution as offering the best conditions for a general training of the human mind, we shall be glad to have you enjoy them. The same language addressed to a young woman would be just as true and just as apt. That which strengthens one mind strengthens another, and if men are often turned aside too soon from general knowledge and discipline to narrow and special ends, women are yet more often thus diverted. It is this precocity, this poverty and haste that we deprecate in female education. This it is which keeps the eye too sharply bent on current, social distinctions,

fitting the pupil to play a limited and conventional part in life. Thus at Vassar, Greek is an infrequent option. What is the result? The graduates of that institution are not prepared to take charge even of our high schools. They cannot fit young men for College. They must begin at once, in this chosen branch of female industry, not only to drop off from the higher departments of instruction, but from all that leads to them. Women may swarm in the district school, the grammar school, but they thin out and insensibly disappear when we mount so high as the instruction of a lad of sixteen in the preliminaries of a College course. Women cannot hold their own on education on such degrading terms as these. They must be able to rank with the best, or occupy a position, suffering the constant disparagement of an unfavorable comparison. But, you say, add Greek to the course. Yes, add it, and so add every other study, and thus it remains no longer a fact that one curriculum belongs to the one sex and another to the other. Neither in the theory of mental discipline, nor in meeting the daily wants of life, is it true that the course of our Colleges is excessive and superfluous for young women. If it be true that it is so for a portion of them, it is not less true that it is also superfluous for many young men. Liberty is just as good for the one sex as it is for the other. Some young women do wish exactly this College course, and this we should be glad to give it them. Here is the most thorough instruction which we have yet attained to, fully established and surrounded by every auxiliary and it is an outrage to say to one who seeks it, you are a woman, it would not benefit you. Language may be more contemptuous in form, but never more contemptuous in substance than this. It is not possible generally and at once to reproduce elsewhere the advantages of these established Colleges, established in spirit and regimen, and we shall hardly deal honestly with the question before us, if we fail to acknowledge it.

We must, therefore, open this best and highest in human thought to women, or be able boldly to say, "these things are not for you; less will serve your turn better than more."

It may be said that, at Oberlin, where co-education has long existed, very few women complete the course. It is not to be expected

that a community should at once or extensively avail themselves of a new and higher education. Such a change in discipline must involve a corresponding change in ideas, a modification of social ambitions, and a relaxation of social customs in a variety of directions. The opportunity and the disposition to improve it must arise together; the change in education, and the modified views which are fully to sustain and justify it, must accompany and complete each other. This is peculiarly true of a College course involving long preparation, itself consuming four years of time, and fitting one for entirely new duties, rarely recognized as belonging to women. Moreover, Oberlin is an institution which has its own character, not given it by this single feature of joint instruction. There is a variety of influences operative there not to be met with elsewhere.

It is also urged that women have not the intellectual and physical stamina requisite for an entire College course. As regards intellectual strength, facts do not give sufficient coloring to assertion to allow it to delay us. Health is so largely the result of wise action that we especially covet a little more knowledge for women, and for all classes, that this may be improved and established. Well ordered study is not injurious, but the reverse rather. What we need is more temperate and better sustained effort, and this is not only consistent with health, it is productive of health, even in those of a feeble constitution. The strength of women is as a fact wasted by their methods of dress, is sacrificed to the demands of society, and to relax these in favor of systematic physical and intellectual education would be a gain, not a loss in strength. Society is often very exacting; from its so-called claims, a well conducted College would be a retreat, a shelter, not less physically than intellectually and morally. We are to remember, moreover, that we are not imposing any thing on any one; that we only propose to open the ways of improvement to those who both wish them and are able to pursue them. It is a sorry reason to give to the strong and enthusiastic, repelling them at the door of knowledge, that there are those weak and unable to meet the strain of consecutive study; that they belong to a castle beset with restrictions, and

must abide its fortunes. The very knowledge thus gained would lead to the devotion of physical strength to higher ends, would impart higher motives for its cultivation, and a better comprehension of its conditions. A struggle with a difficulty discloses the means of surmounting it.

These advantages also lie open to them in co-education, on more economical conditions, and hence would be more generally available. The expenses of institutions exclusively devoted to young women, are almost always materially greater than those for young men. With one class, education seems to come under the economic laws which regulate a luxury; with the other, under those which control a necessity of life. Large endowments and public supervision improve instruction, increase its facilities, and diminish its cost in Colleges, while in seminaries, too frequently, private speculation retrenches the conditions of education and enlarges its fees. There are Colleges by the score in our country which, with a competent faculty and large endowments, have fewer students than they can readily accommodate. A College with a full corps of instructors is not completely justifying the expenditure involved with less than one hundred and sixty students. A class of forty has decided advantages over a smaller one. There is more moral force, more variety of ability, a better opportunity for that play of enthusiasms and affinities, of likes and dislikes, for receiving and exerting influence, which constitute so large a part of College life.

With fewer students, a College can secure that stimulus, that bracing atmosphere, which makes it education, quickening to the intellectual life-blood. The forces of mind and heart begin to grow feeble, and to fall off when fed on a thinner pabulum of thought, and aroused by less electric impulse than are involved in this number of companions. Moreover, a machinery of appliances and professors is kept up and run on two-thirds or one-half power, when the number of students drops down to a hundred, or fails to mount up to it. There is a great waste of educational strength in maintaining these feeble Colleges. What are we to think, then, of that policy, which, not venturing to reject the claim for an improved education of women,

proposes to create a corresponding and relatively worthless series of weak institutions for them?

There are very many Colleges that would be improved financially and educationally, would experience at once a bracing tonic in the acquisition of twenty, forty, sixty students, though not a single dollar were added to their endowments.

The general economy, therefore, of educational institutions taken as a whole, looked upon as so much strength put forth by the public for the training of its sons and daughters, can only be secured by making each of them available, if possible, to its full capacity, before the number is materially enlarged. This economy of complete use, co-education would signally tend to reach, and separate education tends as obviously to prevent; as the young women are to come from exactly the same territory now overspread and occupied by male Colleges.

The expenses also of each particular student would thereby be put at the minimum, since the charities that have gathered about our established institutions would be open to all; libraries, cabinets, apparatus, would render a more enlarged and adequate service; and the spirit of economy in board and personal expenditures, which is now possible to young men, would be equally so to young women. The aggregate of these gains would be very great in educational wealth, power and spirit.

We have now urged the need of a more thorough education for women, and that the most perfect, immediate and economic supply for this demand, is found in co-education. It remains to show that this course will be advantageous to both parties, that we shall not endanger one set of interests while securing another, but that the intellectual and moral results in both sexes will be in advance of those now reached.

Some seem to fear a letting down of the intellectual tone of labor in mixed institutions. This, we believe, is a mistaken apprehension.

There are certain complementary qualities in the male and female mind which fit them for interaction and mutual influence.

The intuitive faculties, the sprightly powers of memory belong in a superior ^{form} to women; the reflective faculties, the sluggish logic of experience to men. The driver on our Hoosic mountain, makes up his

six horse team with a lively eye to qualities. The strong, reliable wheel-horses, the gay, impulsive leaders, the spirited, restive mid-way team, that can be dragged, if need be, to the line of labor, together give that dash and power and spice of danger, which render his fingers nimble with skill, his voice resonant with command, and his mind fruitful of expedients.

Our College coach is often a two-horse vehicle, lumbering along in a jaded way, because we refuse to take fire under the compensations, the buoyant balancing of powers that nature has put at our disposal. How often a teacher wishes for a little of the lively insight and quick sentiment of the nimble female mind, that will not forever drag on in the rut and ditch as if these were God's only highway to truth. And, on the other hand, how will these run to superfluities and superficialities, or dash off in a break-neck race of sentimentalities, unless a sober, plodding, impecceable nature, that holds in derision all air-treading, is just behind them. Young men want more sentiment, young women more sense, and God has put them on an inter-change of faculties, that both may be in the highest degree fruitful, tempered to the best attainments, and able to enter by the force of each other's completions on fields otherwise closed against them.

In this interplay of diverse powers is found the enthusiasm of knowledge. Colleges are unenthusiastic; enthusiasm is sedulously, systematically suppressed in them. It is looked on as a weak and fictitious sentiment, better hidden than confessed; a mere moisture and mist of youth, which the noon-day of manhood will effectually drink up. There is a truth and a lie in this view, but the lie predominates. On the whole, it is the protest of the sluggish, poor and rebellious in knowledge, against the diligent and gifted. New elements of enthusiasm would be furnished by joint education. The tyranny of inferior minds would break down at this sex barrier. Fresh liberties of thought would be taken on either side of it, and, therefore, fresh light given. A sluggish sentiment, failing to rule into silence an entire class, would find itself, at least occasionally, ruled out in sheer shame. A genuine and spontaneous interest would

spring up in the collision of more varied and less familiar ideas, and, before, it was well aware, some conventional, water-logged mind would become dry and inflammable. The intellectual tendencies, at all events, would be in the right direction, and thought, and thought would be more sprightly and spontaneous under this double stimulus.

We should hope for greater intellectual honesty as the result of co-education. Dishonesty is reduced to a system in College, and is scarcely thought of as a vice. The parry and thrust of teacher and scholar in this matter are seen in the carefully devised and carefully evaded examinations. The wit of men has accomplished new and cunningly contrived things in this line, and has hardly remembered that it was most ignobly employed. We do not know as this evil would entirely disappear under a mixed system, but it would be compelled to adjust itself to new circumstances, to a fresh, more interested and more decided criticism. Criticism across a sex-line, or any deep-seated distinction, is always more rigorous and unsparing than between companions and accomplices. The sense of integrity is also stronger with women than with men, and we should look for a speedy reduction of this intellectual hypocrisy, which has become the commonplace of our Colleges. Such, at all events, has been the result in institutions of a mixed character.

These, then, are the probable and certainly the no slight gains of common discipline; a complementary and better balanced play of faculties, a consequent increase of enthusiasm, and a corresponding straightforwardness and honesty of intellectual action.

It will hardly be denied by an intelligent student of human nature and society, that there is this lively interaction of diverse power and tastes, finding its best, most animated and most genial expression between the sexes. It may, however, be urged that only the strongest moral conditions are able to endure the tension of this free, hearty companionship of young persons; and that, whatever may be its gains when these sufficient restraints are present, its losses are correspondingly great when they are wanting. This, it is affirmed, is the fact in Colleges. There is not in them that moral power which makes suitable and safe this social intercourse of the sexes.

We are quite ready to admit that a higher moral sentiment is presupposed and demanded by co-education than by a separate, cloistered discipline. The licentiousness of the East and its seclusion go together; the one fact is the ground and occasion of the other. The freedom of the West, of Christian communities, is due to their virtue, and this virtue alone makes safe this freedom. If the young men who come forth from our households cannot be trusted with these liberties and possibilities, then there is no alternative but to wait till they can be; to inculcate a nobler spirit of self-control, to displace more thoroughly the brute by the man. Yet this restraint on social liberty must be endured under protest as only a transition state, a badge of shame, the instant of whose abolition we are looking for. Is this, however, the present fact? Are mixed institutions dangerous to morals because of the unguided and unlicensed excesses of the young?

Experience gives a decided answer in the negative. The experiment of joint education has gone far enough to show that it may, at least in many instances, be entered on safely.

Experience is the only sufficient proof on a point like this, and it shows clearly that, under good conditions, skillfully applied, this form of training is morally a sound one. Our normal schools scattered all over the country, our academies, attended in many cases by advanced scholars more rude in character and under feebleness discipline than that of Colleges, and those Colleges which have already entered on this method, unite to show it safe. The necessity of a higher moral tone in a mixed institution is felt. Those who inaugurate and conduct such Colleges already possess it, and the very need of its presence helps to call it forth. If such joint education is possible, the very claims it makes for increased self-respect and decorum are in its favor.

We may also urge that this common education is in the line on nature and of God's providence. He so unites children in the family, in the community, and we, following in the same line of suggestion, so educate them in the common school and in all preparatory education. Young men in College come from the co-education of primary schools, and return to the co-education and intercourse of society. What sufficient reasons can be given for cutting out four years of life, and distinguishing it

from every other portion of it in its method of discipline. We should
also remember that, while seclusion is a partial preventive of impurity,
it is also a partial provocative to it; and that no man is so pure as one
who meets safely and well all the healthy conditions of society. While
College life is in some respects under less restraint than home life, it
has also peculiar safe-guards. The mind is never filled with higher
sentiments, nobler enthusiasm, than in these early years of the acquisition
of knowledge. It seems then to catch the first inflatus of the winds that
are stealing out over the abyss of the unknown, to feel the magnitude of
its own being, and to set sail with awe and wonder and fear, on these
limitless seas. Thus the mind, under enthusiastic instruction, is far
better fortified against vice than when moving in the heated, morbid,
frivolous atmosphere of fashionable society. The cool mountain breeze
is not more invigorating to the body than are these uplands of thought
to the mind. The hot, dusty wind that whips itself through the streets
of a great city is not physically more distressing than is the heat
of that intercourse now known as society, tempered by no sufficient
purpose, the incident of no adequate intellectual growth.

It is said, resisting this union of the sexes in College life, that
more rigorous rules, more vexatious restraints will be requisite, akin
to those which now fortify and defend a female seminary against the
approach of danger. I see no ground for this fear. The spirit of the
two methods is diverse. The one comprehensive direction will be, Do
right, and right action will impose no more checks on young men in their
intercourse with each other than it now does; while in their connection
with young women there will be more freedom than hitherto, less of the
vexation of a distrustful and critical regime. A few peremptory lines it
may, indeed, be necessary to draw, but these will be so justified by
every man's good sense as to create no friction in a healthy mind.
Indeed, we warmly advocate this system, because it gives young men broader
grounds of right and wrong action, disciplines them momentarily under
natural conditions of life, and makes a more constant and stirring appeal
to their good sense and good sentiments. It is the entire opposite of that
method which conquers by retreat, is virtuous by suppression, and safe by

the absence of danger. Of the two conditions of growth it is the better, and makes the better man. We should only be denied it when it is plain that we are too weak and feeble for it. Gruel is good if one is sick up to the necessity of it; a stronger diet is better if the stomach can digest it. We believe that our College communities are ready slowly and prudently to venture on progress, and that, far from being hampered by this necessity of immediate moral safety, they will find it ultimately the only true road to manly and varied self-control. God's conditions of society give freedom the moment we can use it.

There will also be this additional moral gain. The type of action and character we shall take on under this method will be broader, and more perfectly adjusted to the later conditions of life. The young man when he leaves College is apt to find that while he has been educated in some directions, in others he remains exceedingly ignorant; that his manners show the result of seclusion, and that his tongue, while ready and tripping in the use of College phrases, in other directions is thick and clumsy. The young woman, on the other hand, forms a very rose-colored and unreal estimate of life, has little practical insight into character, is very feebly protected against her first dangers, and, therefore, foolishly prepared for her first duties. If more of the conditions, more of the characters of later life were from the outside before each of the parties of our social drama, we might justly expect more wisdom, more sagacity, and that that which opens as comedy would less frequently assume the sombre hues of tragedy. Man's nature or woman's nature is but one-half the complex product of human nature, and the one half-enlarges and interlocks itself safely with the other half, only by the continuous processes of growth, as two trees that have intertwined their branches from the beginning, and together shaped themselves into one harmonious mass. Our present method seems to be to wait rather till growth is complete, till the trees are fully formed, and then force the boughs into each other at all hazards with such fracture of limbs and rending of foliage as may chance. We urge, then, that far from encountering new and insurmountable dangers by a joint education, we shall rather call forth, under broader and more exhilarating conditions, fresh moral force, that this will lead

to enlarged freedom, and this to more natural, complete and spontaneous development.

Yet, so far all is theory, it may be said, we are not willing to venture without experimental proof. Though experience can never take the lead of theory in progress, we are not without its testimony in this case, and to it we now turn.

What we have, though neither great nor varied, favors co-education.

President White, of Cornell, has recently completed an extensive tour in the West in express reference to this question, and he reports in a most unqualified way in favor of co-education, both as to its intellectual and moral results. He says, "the clearest and the clearest and the best reading of Tacitus that I heard at Oberlin College was from a woman. At the University of Michigan, the professor of Civil Engineering, Professor Wood, told me that for several years he had been in the habit of offering a prize for problems in the higher mathematics. For several years they had not been solved, but this year they had been solved, by a woman, and the testimony generally was that the women stood as well as the men. Professor Winchell, who has charge of the Botany, showed me a careful schedule which he had prepared to show which stood the highest, and in his department, the young women excelled."

We are most of us familiar with the combined testimony and argument of President Fairchild in favor of co-education. He considers, seriatim, all the current objections to the system; its effect on manners, on health, on study, on morals, and concludes, in view of them as met by his own experience, that co-education is at once more economical, more convenient, more stimulating; that it tends to refinement, good order, to morality, to a preparation for general society and to pleasant outside relations to the community in which the College is located. The testimony is full, unflinching, weighty and comes from a relatively wide experience.

Professor Orton, of Antioch College, writes me, in answer to inquires, a very candid letter:

"As to the intellectual result of co-education, I have seen nothing to warrant the belief that the general average of scholarship is lowered by it. Young women, as we find them, have not the same powers of endurance,

in severe and protracted study, that young men have; but, on the other hand, they do, much of their work with greater facility. In the Languages, in Rhetoric and Belles-lettres, for instance, they are apter pupils than their brother. Perhaps we do not find them as strong or original mathematicians as young men, but still it must be said that if the two most successful scholars of the last seven years, with us, were to be named in this department, both sexes would be represented. They recite what they know better, on the average, than young men. The sexes seem to take different results from the same course. The philosophic phases of a subject always seem to me to take deeper hold of young men. They have "Darwinism," for instance, harder. It seems to me that a more symmetrical view is obtained when a subject has been brought under both points of vision.

In regard to the moral effects, I do not find great disadvantages. There are some manifest advantages, as economy. I find nothing that makes it necessary to refuse any gains of this sort.

The millenium does not come to Colleges, however, with co-education. The kinds of discipline are changed, but government is not rendered unnecessary. The coarser features of young men's Colleges disappear, and the sentimentalism of girl's schools is abated, but women do not, as women, always and inevitably range themselves on the right side. I would not willingly abandon co-education, nor would I insist that all education should be of this sort.

President Angell has sent me the following testimony as to the result at Michigan University, in some respects a very difficult field for the experiment.

"To guard against misapprehension, and to enable you to understand the exact force of what I may say, let me remark, that it is only about two years since we received women into our classes, that we have not quite thirty in the Literary Department (which embraces more than four hundred students in all). Furthermore, you will understand that we have no dormitories. Our students live with private families in the city. There are no very large boarding-houses.

I think I should hardly convey an erroneous impression, if I should

say, that the effect of this admission of these women, upon the general spirit and life of the University, is much the same as would have come from the addition of the same number of earnest, intelligent young men. No new rules have been made since they came, no new courses of instruction have been established for their special accommodation. They pursue the same studies as the men, and in the same way, are treated in precisely the same manner in the class-room, receive no favors, and wish none. The fear which some persons expressed in advance, that the admission of women would result in lowering the grade of work, or in giving a sort of effeminacy to the spirit of our institution, has proved wholly unfounded. We are constantly and rapidly raising our requirements for admission, and so our standard of work.

So far, the women show themselves entirely competent to master any of the studies of the course, and without injury to their health. This year, the absence from sickness have not been proportionally more numerous than those of the men, my impression is, that they have been fewer. The number of women here is too small, and their residence with us has been too short, to justify generalizations concerning their special intellectual aptitudes, if, indeed, they have any, more than men have.

There is no department of study in which some of our female students do not excel, and in none have they, as a class, failed to do fine work. It is possible that those now here are under a special stimulus. As pioneers, they doubtless feel that the reputation of their sex is, to a certain extent, staked upon their efforts. And they labor with great fidelity; we have been constrained to caution some of them against over-work. But I think that substantially the same zeal may be expected of their successors. I am not aware that their presence in our class rooms has had any appreciable effect on the scholarship of the men.

Nor, can I say that the admission of women has been attended with any particular moral result. What would be the effect if the women equaled the men in number, I need not now stop to conjecture. You want facts not theories. But I ought to say that none of the unfavorable circumstances which many apprehended has been discerned. The bearing of the young men

toward the students of the other sex has been so far as I know, without exception, considerate and courteous and the bearing of the women had been above criticism. We have not attempted to make a single rule to govern their relations to each other, and have seen no occasion to make any. They know that we expect them to conduct themselves like well-bred gentlemen and ladies, and our expectations have in no case been disappointed.

I am told that several of the professors did not at first desire the admission of women to the University, but I am not aware that any one of them regrets the step, now that it has been taken. I am sure that it is the general opinion here, that so far, every objection which was made against the co-education of the sexes here, has proved to be groundless. I rejoice that we are offering the best education we can furnish, almost desires it and is fitted to receive it. »

To this I add the testimony of Pres. Merriman of Ripon College.

"Above two-fifths of our students, in preparatory and collegiate classes, are females. One-third of our instructors are also ladies. The ladies reside in a separate building, but male and female students attend recitations, lectures and chapel exercises together; they also board together in the same hall.

While there are considerable intellectual differences between the sexes, their average scholarship and intellectual power has been, here, about the same. The intellectual and moral influence of association of the sexes has been salutary. We are seeking to establish here a kind of College life somewhat better than that which has sometimes prevailed in some of the older Colleges. Tobacco is not used in Ripon College. We are trying to secure a public sentiment among our students, which will not tolerate hazing and similar barbarisms, or profanity, intemperance and similar immoralities. The co-education of the sexes is favorable to these ends.

We think it desirable to have the sexes associated in education for the same reason that it is desirable to have boys and girls in the same family, and the sexes associated in church and on social occasions.

Of course there are some practical difficulties connected with the working of the plan. The health of young women is generally inferior to

that of young men. Another difficulty is subjection to fashion in dress and social habits; another is conventional and unworthy ideas of what women should be or do-that she should be an ornament-perhaps pet, if she can, and if not must be a drudge.

But these sources of difficulty are great evils which education should seek to remedy; and co-education of the sexes is very favorable to the process. The plan is no longer looked upon as an experiment in this State. Public sentiment decidedly favors it."

Such, then, are the promises in fact, and the larger promises to the eye of reason, on which we urge you, Alumni of the College, to unite in requesting its Trustees to open wide the common gates of knowledge to all who wish to enter. It is always good to minister in holy things, but no one ever feels how holy these are, how inestimable is truth, till he is at liberty to give it to all who crave it. Standing upon Greylock, when the dawn is breaking, one says to himself, "Here comes a light that shall flood and transfigure the whole world." Brighter and more universal morning glories are meant to wait on the opening daylight of truth.

Why should we, as a College, enter on this work? Because we have abundance of room, and need to justify our being by larger service; because we are peculiarly free from temptation, and with the least risk could initiate the movement; because the few who would at first come to us, could unite themselves to the community and the Colleges with no extra expenditure or unusual exertion; above all, because it is a good and progressive work, and it has been our wont to seek and perform such labors; because it is in the line of the missionary, moral spirit that has hitherto pervaded our action; because, so doing, we shall deserve better, and, therefore, may hope for better things.

Gentlemen of the Alumni, we have faith in growth, we have faith in nothing else, whom God blesses he makes to grow, and he now brings to us the proffer of wider sympathies and a more open-handed giving. It weighs little with us that those who founded the College did not anticipate this result, and provide for it. Fortunate is it, that good deeds grow, and outrun their first love. It is enough for us to know that we are acting in the spirit of the fathers. Neither should we be borne down with


the risk and the liabilities of such a venture. The experiment is, indeed, not finished; if it were, where would be our peculiar interest in it, its hold upon us?

Do we prepare to vindicate progress when progress is accomplished, or when it is being urged? Do we propose, full of a creeping, along-shore policy, to discover our continents after Columbus has returned from his voyages? Here is a reasonable venture, a service not yet divested of its enthusiasm, a labor not yet accomplished. God forbid that the timidity of caution should outweigh the courage of belief, and leave us the rewards of laggards. A birth-right of power we would neither forego nor delay.

(Signed)

John Bascom.
David Dudley Field.

Williamstown, June 28, 1872.



Bascom, John
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History Digest

THE UNIVERSITY OF WISCONSIN
1848-49 1948-49

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From October, 1948, *Wisconsin Alumnus*

THE UNIVERSITY OF WISCONSIN
1848-49 1948-49

★ The University of Wisconsin is 100 years old this year. On February 5, 1849, instruction commenced for 20 preparatory students in a borrowed room. Today over 75,000 UW degrees have been granted, the University is housed in \$36,000,000 worth of buildings on a 2,600 acre central campus and 16 extension centers around the state, and the fame of Wisconsin as a great state institution of higher education is world-wide.

This is a pocket edition of the 100-year story of the University of Wisconsin. In an account so abridged as this, it is difficult to present much more than a chronicle of the comings and goings of professors and presidents, courses and curricula. But we have tried to add those brief touches of sidelight and interpretation which give flesh to a skeleton of dates. We are vastly indebted to the late J. F. A. Pyre, professor of English, for material from his *A History of the University of Wisconsin* (1920); to Merle Curti, Frederick Jackson Turner Professor of History, and Vernon Carstensen, assistant professor of history, for material from their *The University of Wisconsin* (1949) and for personal assistance in the preparation of this article; and to Prof. Robert Pooley, chairman of the department of integrated liberal studies, Dr. Clifford Lord, director of the State Historical Society, John Berge, executive secretary of the Wisconsin Alumni Association, and the President's office for comments and criticisms. —CLAY SCHOENFELD, editor of the *Wisconsin Alumnus* and executive secretary of the University of Wisconsin Centennial.

The University of Wisconsin

A History Digest

ONE HUNDRED YEARS AGO higher education in America meant primarily the small academy or college, with its classical curriculum, sex segregation, and dormitory residence, founded by private donations and swayed by denominational interests.

Today American higher education features the sprawling state university, with its strongly vocational courses, minimum costs, co-education, non-sectarianism, and vast research and public service programs, supported by public tax moneys.

In this transition the University of Wisconsin has played a major role. Here in the heart of the Middlewest have developed cultural forces which have helped to shape the course of American history.

How has this story come to pass?

Small Beginnings

The University of Wisconsin may in a sense be said to have opened in the Autumn of 1850. At least it was then that a designated freshman class assembled for instruction in the first year of a four-year college curriculum.

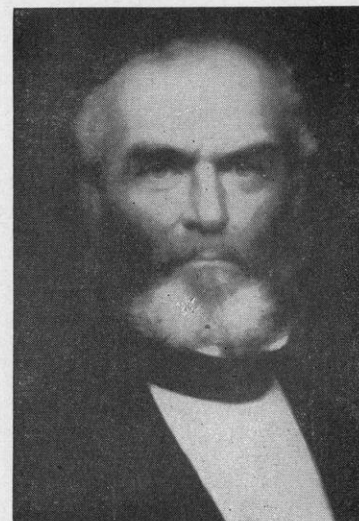
But the antecedents of Wisconsin's State University go back much further than 1850, and, indeed, its official Founders Day is marked as February 5, 1849.

The history of American state universities in general is usually held to begin with the Ordinance of 1787, that celebrated instrument in which were formulated the principles that should regulate relations between the Old Northwest Territory and the original federation of states. Among its assurances was that contained in the oft-quoted clause respecting education: "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." True, there is here no explicit reference to higher education. But in the nego-

tiations between Congress and the Ohio Land Company, Congress agreed that two townships of the public domain should be set aside for the endowment of seminaries of learning. When Ohio was admitted to statehood these grants were confirmed and the lands were transferred to the state. Thereafter, the dedication of a fixed portion of the public domain to the encouragement of higher education became one of the stereotyped inducements offered by the nation to settlers upon its unoccupied lands. The national government had thus entered upon a course of action which, combining with other conditions of the frontier, was to produce a new type of educational institution—the American state university.

Steps toward acquiring the national endowment of land were taken by Wisconsin's Territorial Legislature in 1837, and the Legislature of the following year provided for the establishment of a university "at or near Madison," the newly created "seat of government." The customary grant of two townships of public land within the territory, "for the use and support of a university," was voted by Congress and approved by President Van Buren in 1838, and the location of these lands was begun the following year.

In 1848 Wisconsin became a state. The new constitution provided for



JOHN HIRAM LATHROP
1849-1858

"The American mind has grasped the idea and will not let it go, that the whole property of the state, whether in common or in severalty, is holden subject to the sacred trust of providing for the education of every child in the state."

"the establishment of a state university at or near the seat of state government," and the first State Legislature specified with considerable definiteness the scope and character of the projected institution. This act, creating "an institution of learning under the name and style of the University of Wisconsin," became effective upon receiving the signature of Governor Nelson Dewey on July 26, 1848. The government of the University was vested in a Board of Regents to be elected by the Legislature. But the Legislature failed to perform this duty, and a bill was rushed through in the last moments of a crowded session empowering the governor to fill vacancies. Governor Dewey thus appointed the first board.

The Regents met at Madison in October, 1848, and organized with Eleazer Root of Waukesha as temporary president of the Board. There were as yet no funds, provision having been made for the appraisal, but not for the sale of the University lands. Nor were the schools of the state sufficiently advanced to fit students for entrance to the University. Nevertheless, the Board determined to begin operations at once by establishing a preparatory department. John W. Sterling, a graduate of the College of New Jersey (Princeton), was elected to the professorship of mathematics in the University and invited to take charge of the preparatory school. The school opened in borrowed quarters in the Madison Female Academy Building on Monday, February 5, 1849. Seventeen pupils appeared the first day. Three more enrolled later to bring the first class to 20.

John H. Lathrop, a graduate of Yale College, was called from the presidency of the University of Missouri to become, in the autumn of 1849, the first Chancellor of the University and president of the Board of Regents. He was inaugurated with much ceremony January 16, 1850, in the presence of the Legislature and the state officers.

The Regents had acquired by purchase about a quarter section of land on the edge of the village of Madison, about one mile from the capitol building. A portion of this tract was reserved for the college campus, a portion was exchanged for other lots that were wanted to fill out the site, and a considerable part was laid out in village lots and five-acre tracts and sold for the benefit of the University. By these processes the University secured a building site of something less than 50 acres and was enriched by a profit of about \$7,500 from its land transactions.

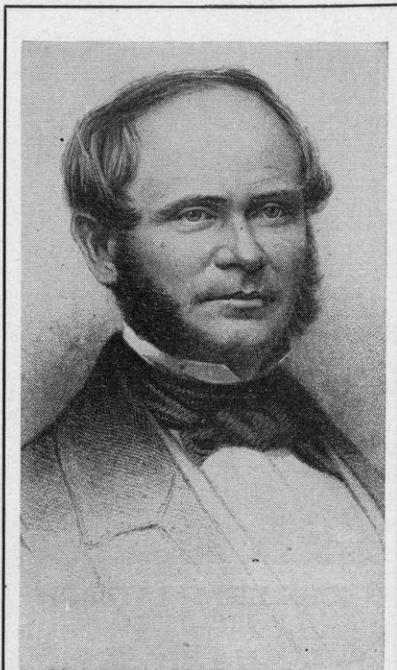
Plans for the University, at this time, contemplated a "main edifice" on the crest of the Hill, where Bascom Hall now stands, an avenue 240 feet wide from the building to the east line of the grounds, and four dormitories lower down the hill, two on each side of the avenue. Of the

five buildings here contemplated three were eventually built: North Hall, completed in 1851, South Hall in 1855, and old Main Hall, nucleus of the present Bascom Hall, in 1860.

The three buildings erected by 1860 were constructed on loans authorized by the Legislature against the security of the lands held in trust for the support of the University. It was the intention that these loans, amounting to about \$100,000, should be returned out of the income of the University fund; but that income proved insufficient to achieve this purpose in addition to supporting the University, even in its small beginnings. Eventually (1862), the Legislature authorized their payment out of the principal of the fund. The effect of this act was equivalent to constructing buildings out of the capital funds of the University.

The University lands were originally appraised (1849) at an average of less than \$3 an acre. Lathrop and the Regents protested that this was altogether too low, and the Legislature of 1850 was induced to set a minimum price of \$10 an acre upon the lands. Contrary to expectations, however, the land did not sell rapidly at these prices. In 1852, a minimum of \$3 an acre was again established and most of the lands were soon disposed of at this price. By the end of 1854 the fund amounted to \$161,000 with only 6,000 acres remaining unsold. In the meantime, on the petition of the Legislature of 1851, the federal government had duplicated this endowment, granting the state, "for the benefit and in aid of the University," 72 sections of land in lieu of an equal amount of salt springs land previously granted for general state purposes. By the end of 1856 most of the second grant had been contracted for, and the land fund then amounted to \$310,000.

During the first few years, the University had paid its running expenses almost entirely out of student fees, the profits on its land purchase, and the remnants of its first building loan. In 1852 it had been compelled to borrow \$5,000 to defray current expenses, but it seemed about to enter upon an era of relative prosperity. Unhappily, the panic



HENRY BARNARD
1859-1860

"I am to be at liberty to co-operate with the Board of Regents of Normal Schools, as their agent, and with the teachers and friends of common schools, in their efforts to develop all the means and institutions of education intended for the great masses of the people."

of 1857 was at hand, to be followed directly by the Civil War, so that new troubles were in store.

Although its charter unfolded larger plans, the University, as it existed under Chancellor Lathrop, was virtually a small classical academy and college of the old fashioned New England type. Most of the students lived in the dormitories, North and South Halls. When the first college class, consisting of Levi Booth and Charles T. Wakeley, graduated in 1854, there were 41 students in attendance, exclusive of 15 in the preparatory course. The

faculty consisted of Chancellor Lathrop, professor of ethics, civil polity, and political economy; John W. Sterling, professor of mathematics, natural philosophy, and astronomy; Obadiah M. Conover, professor of ancient languages and literature; and Stephen H. Carpenter, tutor. Daniel Read, professor of philosophy and English literature, John P. Fuchs, professor of modern languages, and Ezra S. Carr, professor of natural history, were added in the two years following. Professors Read and Carr were expected, in addition to their regular duties, to give instruction in the art of teaching and in agriculture, respectively. Modern tendencies in education were further recognized by the establishment of the degree of bachelor of philosophy, first conferred in 1858.

These mild readjustments and a moderate growth in attendance were not sufficient to appease critics of the University. There was hostility to the preparatory department; and it was held that the University was not rendering that large and practical service to education which the state expected. A reorganization in 1858 led to the resignation of Chancellor Lathrop and the election, in his place, of Henry Barnard, a graduate of Yale and an educator of very great reputation. Chancellor Barnard was destined, however, not to occupy that conspicuous place in the annals of the University of Wisconsin which he achieved in the history of American education at large. On account of ill health, he spent but a few months in Wisconsin and during this time employed his energies chiefly in the conduct of institutes for teachers, with the aim of improving general educational conditions in the state. With respect to the University he presented to the Board of Regents a number of recommendations, but these were not followed.

With the departure and subsequent resignation of Chancellor Barnard in 1860, the immediate government of the University lapsed into the hands of the faculty with Professor Sterling as executive officer. As dean of the faculty and afterward as vice chancellor, Professor Sterling continued to direct the af-

fairs of the institution until 1867. A large proportion of the students volunteered for military duty, so that in 1864 no Commencement was held, all but one of the senior class having joined the army. Finances were in a pitiable condition. Professors were practically on half pay. Still the institution was kept alive.

Reorganization, Rebirth

The close of the war brought a new inspiration and growth to the University of Wisconsin. The returning soldiers took up their studies, and by 1870 there were nearly 500 students in residence. In 1866 a complete reorganization was effected and Dr. Paul A. Chadbourne of Williams College was called to the presidency the next year. To his vigorous and intelligent labors as executive and teacher, the University owed very largely its firm progress during the next few years. The Legislature of 1867, conceding that an injustice had been done to the University in permitting its capital fund to be impaired for the erection of buildings, voted that the amount thus lost be made good by annually restoring the sum of \$7,303.76 to the University fund. Three years later, just at the close of President Chadbourne's administration, the Legislature made its first direct gift, an appropriation of \$50,000 for the erection of a separate building for women students. This building, the nucleus of what now is known as Chadbourne Hall, was dedicated in 1871, after the arrival of President Twombly. It was an early and significant event in the nation-wide movement of those years toward co-education and the higher education of women.

Another important event of President Chadbourne's administration was the founding (1868) of the College of Law, which immediately enjoyed a rapid growth. The same year (1868) a professor of agriculture, W. W. Daniells, was added to the faculty, thus putting into active operation the agricultural department which had been ordained in 1866 to take advantage of the Morrill Act granting to the state 240,000 acres of public land for the encouragement of agriculture and the



PAUL A. CHADBOURNE
1867-1870

"The object of the state colleges is to obliterate the supposed superiority of the so-called learned professions by securing a liberal—that is, the highest education—for those who choose industrial pursuits, thus lifting agriculture and mechanic arts from the plane of mere routine labor to the dignity of learned professions founded upon scientific knowledge, and allied to, or connected with, those branches of learning essential for a broad and generous culture of the whole man."

mechanic arts. The institution of the departments of agriculture and engineering as integral parts of the University was a departure from the policy of most other states of the Middlewest, which had, up to this time, founded colleges of agriculture and engineering apart from the state university. It was a feature of organization which, while its influence was not felt immediately,

was fraught with important consequences for the University and the state.

Dr. Chadbourne was succeeded in the presidency by Dr. John H. Twombly, a Methodist minister from New England. Twombly was elected in June, 1871, and was forced to resign in January, 1874, on the ground of unfitness. Perhaps the most significant event of his short and unhappy administration was the dedication of Ladies' Hall already mentioned. A normal course for women had been conducted during the war; the reorganization of 1866 had explicitly provided for co-education; but for some years the work of the women was kept ostensibly separate from that of the men, in what was known as the Female College. During Dr. Twombly's administration there was a gradual approach to actual co-education, which was openly recognized upon the advent of President Bascom.

On the side of finance there was a distinct change of policy when the Legislature in 1872 voted an annual tax of \$10,000, to be levied and collected for the benefit of the University. Nor was any dissatisfaction with this new departure to be detected in the state. On the contrary, the newspapers of that year seem to have been unusually friendly in their tone toward the University. The establishment at this time of a system of free tuition to graduates of high schools who passed the entrance requirements of the University foreshadowed closer relations between the University and the secondary schools of the state, a movement which the University of Michigan had inaugurated several years before.

The Bascom Era

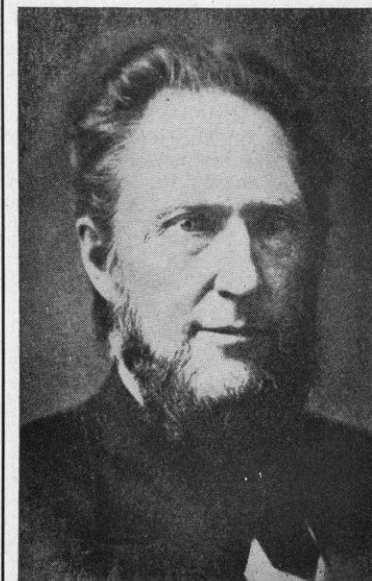
Competent students of University history have generally united in assigning peculiar importance to the administration of President Bascom. John Bascom came from a professorship at Williams College to the presidency in the spring of 1874; he retired at the close of the academic year 1886-87. The length of his incumbency, the vigor and distinction of his personal character, and the ripeness for progress of

state and University combined to make the years of his leadership a period of unusual solidarity and significance. Dr. Bascom clearly saw and resolutely attacked the most pressing problems of the University: the ambiguity concerning co-education, the imperfections of the preparatory system in the state, and the insufficiency of means in every respect.

During the first year the young women were "put in all respects on precisely the same footing in the University with the young men." In 1875 the Legislature appropriated \$80,000 for the construction and equipment of "Old Science Hall," and the following year the scientific collection of I. A. Lapham was purchased at a cost of \$10,000. All told, \$112,400.22 had been expended for material improvements by 1877. In 1876, Wisconsin followed the lead of Michigan in granting the first mill tax in favor of the University, one-tenth mill on each dollar of the property valuation of the state. The mill tax was increased to one-eighth mill in 1883. Assembly Hall, later Library Hall, and now Music Hall, the first building of the University to be erected out of the savings of its current income, was completed in 1879. For nearly a quarter of a century this building housed the University Library. Washburn Observatory, the first University building erected by private munificence, had been built in 1878 at a cost of \$45,000.

The next building era came at the close of President Bascom's administration when, after the burning (1884) of "Old Science Hall" with the scientific collections housed in it, the Legislatures of 1885-87 voted a total of nearly \$400,000 for the erection and equipment of Science Hall, the old Chemical Laboratory, the Machine Shops, and a power and heating plant for this group of buildings. The rapid development in laboratory science and the expansion of the engineering department which came toward the end of this period are well exemplified in this relatively lavish expenditure for buildings and apparatus.

The opening paragraph of President Bascom's first address to the Board of Regents had thrown em-



JOHN H. TWOMBLY
1871-1874

"On surveying the period of my connection with this University, I find that it has been fruitful of valuable results to the institution. The requirements for admission have been increased, the standard of scholarship raised, the facilities for instructions multiplied, a generous addition made to the funds, the favor of the public assured, and the important connection established between the University and the public schools. If the University was ever a mere 'high school,' it is not so now."

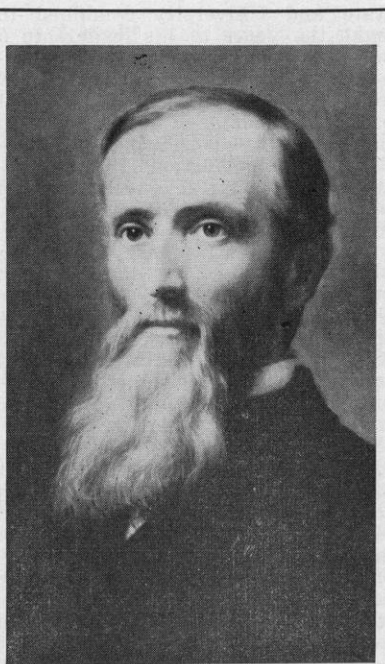
phasis upon the necessity for an articulated system of public education leading to the University. There was, throughout this year, a wide agitation among educational leaders for improvement of intermediate instruction in the state. The next Legislature (1875) passed the important "act to aid in the maintenance of free high schools." This action paved the way for the

gradual elimination of the preparatory department, which was finally dropped in 1880, and for the introduction of the accredited-schools system. In 1878 the state teacher's certificate was extended to graduates of the University. With the improvement of the secondary schools it became possible to increase requirements for entrance to the University, and to raise the standards of instruction within it.

The discontinuance of the preparatory department, the increase of the teaching force, and the subdivision of fields of instruction tended more and more to make the University "the home of the keen intellectual life." Thus, Professor W. F. Allen, who had been elected in 1867 professor of ancient languages and history, became in 1870 professor of Latin and history, and in 1886 professor of history, a field to which he had given himself with increasing singleness of interest. Though still more restricted fields of research and instruction were soon to prevail, Professor Allen is mentioned because he was a distinguished teacher and scholar of this epoch as well as a fair illustration of its rate of progress toward specialization.

In the development of science in the University, Professor Roland D. Irving had an important part. He came to the department of geology in 1870, as a recent graduate of the Columbia School of Mines. He brought to his subject enthusiasm, thorough training, and a scientific temperament. The Wisconsin Geological Survey, which began in 1873, offered him large opportunity for research in the new and difficult field of Lake Superior geology and this work was later continued, until his death in 1888, under the United States Geological Survey. He became an acknowledged master in his own field, and, like Professor Allen, whose service was terminated by death only a year later than his own, he founded one of the exceptionally strong departments of the University.

Even a brief account of the University of this period would be misleading if it conveyed no impression of the UW's influence as a school of



JOHN BASCOM
1874-1887

"Honor abroad and a liberal percentage of foreign students enhance the estimate in which a university is held at home. . . . We cannot secure the force of large life without large life itself. . . . I beseech for the University a generous method and a large spirit, on the part of the faculty who order it, on the part of its governing board, and on the part of the people of the state."

character and ideals. It was a time of unusually rapid readjustment in matters of belief. Possessed of a faith at once intellectual and devout, President Bascom brought to the University as ethical and spiritual leadership of singular efficacy in this period of transition. The material progress of the University during the 13 years was not remarkable. The increase in attendance was from about 300 to about 500

students in the college proper—a less impressive growth than that of any later period. This period is noteworthy for an improvement, more difficult to estimate, in the quality of the moral and intellectual service rendered to the student and to the state. The central college had been refined and strengthened; expansion would come in due time.

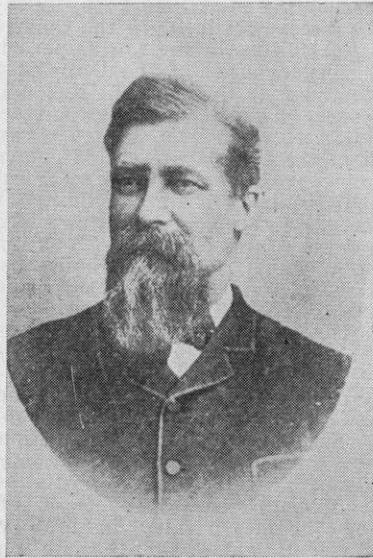
Coming of Age

The scientific development which influenced the material additions to the University toward the close of President Bascom's administration was recognized in the appointment of his successor. The new president, Thomas C. Chamberlin, a graduate of Beloit College, was a geologist of authority. He assumed the presidency in 1887 and resigned in 1892 to become head of the department of geology in the University of Chicago. During these five years distinct advances were made in the enlargement of scientific and technical instruction, in agricultural research and extension, and in inducements and facilities for graduate work. The first University fellowships were established and the University announced itself ready to confer the degree of doctor of philosophy early in the new administration (the first such degree going to Charles R. Van Hise, later to be president); the seminar method of teaching was introduced in several departments; the faculty was strengthened by the addition of several young scholars who had been trained in modern methods of research at Johns Hopkins University or in the universities of Europe. The organization, in 1892, of the School of Economics, Political Science, and History under the directorship of Dr. Richard T. Ely, marked a decisive stage of this movement.

Toward the close of President Bascom's administration there had been some agitation in the state for the removal of the agricultural department and its organization as a separate institution, and this stimulated the University authorities to a more vigorous development of this department. Immediate progress was made, and although for a number of years the long-course students

continued to be few in number, some of the most noteworthy scientific discoveries made in the College of Agriculture belong to this period. The organization of the University into the four Colleges: Letters and Science, Engineering, Agriculture, and Law, which was effected by an act of the Legislature in 1889, gave a new prominence to the technical departments. The only building of importance erected during this era was the Dairy Building, Hiram Smith Hall. Two other buildings, however, provided for by the same legislature (1891), were completed shortly after the arrival of President Adams, namely the Law Building and the Armory and Gymnasium. During the five years, the number of students in the University had doubled and diversification of their pursuits had set in, not only through a wider range of studies but through the introduction of inter-collegiate rivalry in oratory and athletic games, and through the development of college journalism and other student activities. In the social life of the student as well as in the character and organization of the academic work of this period there was a marked transition from the college of former times to the modern university.

Charles Kendall Adams had won a wide reputation as professor of history at Ann Arbor and as president of Cornell University. He was president of the University of Wisconsin from 1892 to 1901. His health failed toward the end of the time, and, except for a few weeks in the autumn of 1901, the administration of the University, from 1900 to 1903, was in charge of Edward A. Birge, dean of the College of Letters and Science, as acting president. The expansion of the University during these 11 years was exceedingly rapid; the number of students nearly trebled, the instructional force more than doubled in size, and the life and organization of the University became far more varied and complex. In spite of advances in valuation of taxable property and numerous special appropriations for buildings and maintenance, the resources of the University were severely taxed to provide room for its new activities.



THOMAS C. CHAMBERLIN
1887-1892

"I conceive it to be a peculiar function of public education to foster unbiased intellectual action and to promote intellectual rectitude and those noble attributes of the mind that spring from rising above the disturbed atmosphere that envelops party and sect and clique and clan and individual."

The opening of a Law Building on the campus in 1893 was a recognition of the importance which has been attained by the oldest professional department of the University.

The Armory and Gymnasium was first occupied in the autumn of 1894. It was, at the time, the most ambitious building of its kind in the country. In purpose, though not in situation, it ostensibly replaced a shabby, wooden drill hall which had been burned in the spring of 1891. The attention given to its equipment as a gymnasium was due to the recently awakened interest in physical education and in athletic recreations with which President Adams

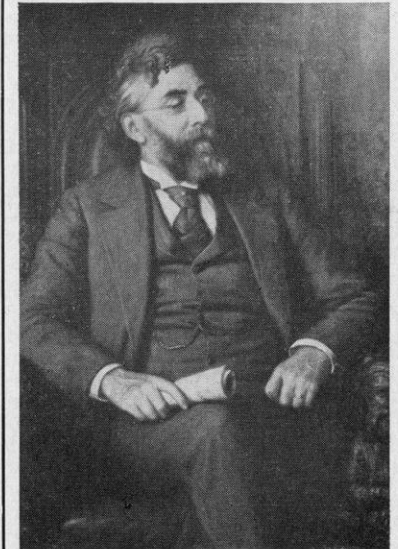
heartily sympathized. The great increase of sports enthusiasm which characterized the '90's was a spontaneous student growth. In the last year of President Chamberlin's administration the Boat House had been built, largely by student subscriptions, and crew racing commenced; competitive football had begun in 1890 and track and field sports developed shortly after. About the same time (1893) a special appropriation was secured from the Legislature for the purchase of Camp Randall, of which a portion was laid out as an athletic field.

The lighter phases of University life, here touched upon, developed rapidly during the administration of President Adams, not without encouragement from the president. Ladies' Hall was renovated and increased in capacity and fitted with a gymnasium for the young women. Besides providing a drill hall and gymnasium floor of large capacity, the main room of the Armory afforded a practicable scene for musical, intellectual, and social functions on an ample scale, and a reasonable indulgence in recreations of this kind was not discouraged. The formation of the Choral Union was due directly to the personal influence of the president. It was to endow the University with facilities for appropriate musical culture that the organization of the School of Music was undertaken in 1894. The Adams house had been enlarged to receive the treasures with which the president and Mrs. Adams had surrounded themselves, and its doors were liberally opened to both faculty and students. The development of athletic recreation and of a livelier and more urbane social life in this epoch widened the appeal of the University so as to embrace a class of students, increasing as the wealth of the state increased, which had been tending to look with favor upon remoter institutions eastward. At the same time, the growing numbers and activities of the student body began to dictate the need of better plans for the regulation of their recreations. In 1897, Miss Anne C. Emery (PhD, Bryn Mawr) was appointed dean of women. Under her influence Wisconsin pioneered in developing a self-government associa-

tion of the coeds. A little earlier the faculty had found it necessary to exercise some degree of control over intercollegiate athletics, though for some years to come the management of these continued substantially in student hands.

All of the educational movements which have been mentioned as beginning under President Chamberlin continued with increasing momentum during this epoch and in addition special impetus was given to the improvement of library facilities and to the development of history and allied humanities. Research and graduate study developed to a volume and quality which warranted the forming of a Graduate School. For the work of the School of Economics, Political Science, and History the collections of the State Historical Society afforded special advantages. The prestige of the historical department was recognized by establishing in 1900 a School of History under the directorship of Professor F. J. Turner. The establishment in 1897 of a School of Education followed by the appointment in 1899 of a special inspector of high schools were necessary steps in a more formal organization of the relations of the University with the high schools of the state. More and more, too, the University became a finishing school for the graduates of the normal schools of the state; an understanding as to the terms of their admission had been arrived at in 1895-96. It was chiefly to serve the teachers of the state that a Summer School had been organized as early as 1887; its scope was much enlarged by transforming it, in 1899, into a regular Summer Session of the University, of six weeks' duration.

Education in the special applications of science to industry had been developing gradually for a long time. Just at the close of this administration it took on a new pace which first appeared in an accelerated growth of the College of Engineering. It was not until some years later that the impetus transferred itself to the full course in scientific agriculture, though, to watchful eyes, the beginnings of the latter movement were already perceptible at the turn of the century, dramatized by Prof. S. M. Babcock's in-



CHARLES K. ADAMS
1892-1901

"We cannot for a moment believe that knowledge has reached its final goal, or that the present condition of society is perfect. We must therefore welcome from our teachers such discussions as shall suggest the means and prepare the way by which knowledge may be extended, present evils be removed and others prevented. We feel that we would be unworthy the position we hold if we did not believe in progress in all departments of knowledge. In all lines of academic investigation it is of the utmost importance that the investigator should be absolutely free to follow the indications of the truth wherever they may lead. Whatever may be the limitations which trammel inquiry elsewhere, we believe that the great State University of Wisconsin should ever encourage that continual and fearless sifting and winnowing by which alone the truth can be found."

vention of the butterfat test. An analogous application of knowledge to the practical pursuits of life underlaid the last important project which received the attention of President Adams, namely, the School of Commerce, founded in 1900 under the direction of Professor W. A. Scott. This enterprise involved, if not a new principle, at least a new emphasis. It was a decisive step in the introduction of the vocational conception into the activities of the college of liberal arts.

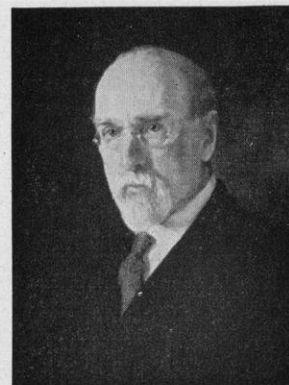
The University was crowded toward the end of President Adams' administration. The south wing of Bascom Hall was first occupied in the autumn of 1899, and the Engineering Building a year later. In 1900, also, the library building of the State Historical Society, which had been nearly five years under construction, was made ready for occupancy. While not strictly a University building, it is like the Historical Library itself, substantially one of the resources of the University. Here for the first time the humanities were given facilities fairly comparable with those which had been provided for the natural sciences in their laboratories and apparatus. One of the last public appearances of President Adams was at the dedication of this building. It is the most impressive, as doubtless it is the most significant monument of his administration, unless that credit should go to the Regents' approval of his heroic statement that the University should ever encourage "that continual and fearless sifting and winnowing by which alone the truth may be found."

The expansion of the University continued unabated under the provisional administration of Dean Birge. The central building of the College of Agriculture was completed and the Chemical Laboratory was projected. The number of students in attendance had passed 1,000 in 1891-92; and had passed 2,000 in 1899-1900; a university of over 3,000 students greeted President Van Hise in the autumn of 1903. In five years there had been a gain of over 1,000 students. To meet the necessity of furnishing instruction to this body

of students the faculty had not only been greatly increased in number; it had been much modified in character. Under President Bascom and even under President Chamberlin, it had been composed very largely of professors; now it was composed of departments, usually made up of one or two professors of full rank with a considerable number of instructors of lower rank under their direction. This was but one of many respects in which the University was increasing in complexity as well as in extent.

The "Wisconsin Idea"

President Charles R. Van Hise was the first alumnus of the University to be called to its chief executive position. Since his graduation in 1879 he had been continuously associated with the institution and had attained eminence in his chosen science of geology. The University made his installation the occasion of a commemorative celebration at the 50th anniversary of its first Commencement, June, 1904. Besides alumni, students, and friends of the University, the "Jubilee" brought together a brilliant gathering of representatives from a large number of the most important institutions of learning of this continent and of Europe and the achievements of the University were introduced as never before to the knowledge of the learned world. The medal struck for this occasion bore the inscription, "The University of Wisconsin commemorates 50 years of service to the Commonwealth." These words have become in a very special sense the keynote of the University ever since. Not only to pursue knowledge for its own sake and to widen its boundaries has been assumed to be the responsibility of the university, but to make more widely serviceable to humanity that which is already known. That is, the University has tended to throw stress upon the application of knowledge to affairs and to give as much energy to the distribution of knowledge beyond its own boundaries as is consistent with the maintenance of its efficacy as an institution of teaching and research. This tendency was evident in all the state



CHARLES R. VAN HISE
1903-1918

"I shall never rest content until the beneficial influences of the University are made available to every home in the state. . . . I hold that the state university, a university which is to serve the state, must see to it that scholarship and research of all kinds, whether or not a possible practical value can be pointed out, must be sustained. A privately endowed institution may select some part of knowledge and confine itself to it, but not so a state university. A university supported by the state for all its people, for all its sons and daughters, with their tastes and aptitudes as varied as mankind, can place no bounds upon the lines of its endeavor, else the state is the irreparable loser."

universities, but Wisconsin was nevertheless both a pioneer and an influential leader.

This *Wisconsin Idea* is typified by the history of efforts to awaken interest in the scientific practice of agriculture. "The history of agricultural schools in this country and in Europe shows that they are the most difficult to sustain," President Salamon of the Board of Regents wrote in 1867. In 1881, 14 years later, President Bascom recorded

that the agricultural department was "for the first time beginning to strike root a little and promise some growth." Yet for nearly 20 years longer the work of the department was effective only in research and in its dissemination of scientific knowledge by means of bulletins, farmers' institutes, and short courses in agriculture and dairying. A full technical course in the subject was maintained; but almost no one could be induced to take it. Finally, about 1900, there set in a gradual movement toward the long course. Beginning in 1908, when the increase in engineering came to a standstill, the annual increase in agriculture accelerated until in 1914 it exceeded that in any other department of the University. The attendance upon the College in 1914-15 exactly equalled that of the entire University in the last year of President Chamberlin's regime. Even more significant was the number of graduate students in the College, which in 1914 exceeded the total number of graduate students in the entire University 20 years before.

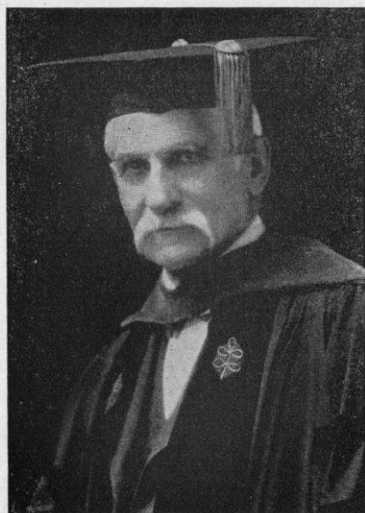
The *Idea* is typified, too, by the fact that much of the historic social legislation enacted by the state in the Progressive era was drafted in University seminars. The activity of John R. Commons, Richard T. Ely, and at least a score of other professors in this movement attracted the attention of both the educational world and progressive thought all over the nation to Wisconsin. The *Wisconsin Idea* was widely publicized, and, despite opposition both with the University and around the state, it gave the institution vitality and distinction.

Another striking feature of the progress of the University in the Van Hise period was the development of university extension. An effort in this direction began under President Chamberlin and was continued under President Adams. The older type of University extension depended for instruction almost entirely upon lectures by the regular staff of the University and, for pecuniary support, entirely upon the communities that undertook the work. It did not prove feasible, and was allowed to languish until special

means could be provided, when it was revived in a new form. This began in a small way in 1906-07. The new extension made profitable use of the experience of preceding years in the agricultural college and in part adapted to other branches of knowledge, the methods which had produced success in that department. Since 1907-08, when the present organization was begun, the Extension Division has operated upon funds appropriated expressly for this purpose. It receives expert assistance from the general staff of the University, but its work is mainly carried on by a special staff. In this movement Wisconsin was again an influence on other institutions, not only in the United States but in other countries as well.

Another movement which gained great strength during President Van Hise's administration was that in the direction of increased specialization in the various colleges, but particularly within the central College of Letters and Science. In this, the Wisconsin pattern differed from that of many other state universities, which gave greater autonomy and emphasis to the new pre-professional courses. Originally both the College of Agriculture and the College of Engineering sprang from single departments of the University, manned by a single instructor. Near the end of the administration of President Adams there came, as we have seen, the organization of the School of Commerce within the College of Letters and Science. This was soon followed by other courses organized within the College in a somewhat analogous manner; that is, by a combination of certain technical studies with a selection of studies already given in the regular curriculum, the whole leading to some particular occupation in practical life.

One of the most important so far as the central College was concerned was the course for the training of teachers, which was reorganized as a School of Education in recognition of a pronounced movement toward a more definite preparation for the profession of teaching. Another field in which a more systematic preparation came to be demanded than had been required in



EDWARD A. BIRGE
1918-1925

"The most obvious duty of the state university is to meet the needs of the community for technical and professional training. . . . The second great task is the providing of courses of liberal education. . . . The third great duty lies in research and in training for research. If the state university fully recognizes these three duties and recognizes them as growing equally out of her obligations to the state, all else is matter of arrangement and of detail. If she is quick to feel and to supply the needs of the people for professional and technical instruction, broad and clear in her courses of liberal education, faithful in guiding the chosen minds of the state to fruitful research and in drawing thence the inspiration of her teaching—if she accomplish these duties, she is worthy of the name of a state university."

the past was that of journalism. These are only examples of the more ample as well as the more specific equipment that became requisite for many callings.

Through beginning to minister to these requirements, the University experienced, during the Van Hise days, a dazzling swiftness of growth. The rush toward engineering had no sooner slackened, in 1908, than the surge toward agriculture began. Then a new drift toward commerce began.

There is no room in an article of this scope for a detailed account of the material growth of the University during those years. A mere list of the buildings erected and the lands acquired would occupy pages. The period of most rapid constructional development was the five years between 1908 and 1913. The growth in attendance continued at an accelerating pace until interrupted by American entrance into World War I. There is likewise no room in this article for a delineation of the sharp conflicts, both personal and institutional, which marked the Van Hise administration.

World War I brought about a relative slowing down of University momentum. With the end of the war came the end of a great chapter in the history of the institution. The rejoicings that followed the Armistice were stilled by the announcement of the unexpected death of President Van Hise. Dr. Edward A. Birge, since 1891 dean of the College of Letters and Science and often acting president of the University, was shortly installed in the presidency.

Interregnum

Dr. Birge was to remain in the chair until mid-1925. For the University it was a slack-water period. President Birge, in the full knowledge that his was only a temporary appointment, was reluctant to commit the school to long-range policies. For the University it was also a period of being caught in the backwash of post-war socio-economic strains to which the only result could be a lessening of public support and a decline in the distinctive leadership Wisconsin had enjoyed among other universities.

The close cooperation which had marked the relationship between the two ends of State Street during the early days of the Van Hise-La Fol-

lette axis had begun to deteriorate even before 1917, and it deteriorated further when an internationalist-minded faculty signed a round-robin letter condemning the elder La Follette for his opposition to American entry into the war. The scars of this fracture were in abundant evidence under the Capitol dome in the early 1920s. Despite a surge in enrollment which carried registration past the 7,000 mark, two successive Legislatures were disinclined either to increase the University's operating budget or to provide for new buildings.

President Birge fell heir to untimely criticism from diverse quarters. The student Social Science Club attacked him for his refusal to grant the use of a University hall for a public address by Scott Nearing, famous Socialist of his day. An alumnus attacked him for his "un-Christian" attitude on evolution. A prominent assemblyman criticized expensive social functions on the campus. A Milwaukee temperance league charged that the student body was engaging in excessive drinking. And even the governor of the state complained publicly that the number of faculty members had been increasing far more rapidly than the number of students.

These controversies were but fore-runners of the stresses which were to mark University history during the coming decade. They inclined to place in the shadow the University's continued progress in the *Wisconsin Idea* tradition, exemplified by the opening of the State of Wisconsin General Hospital.

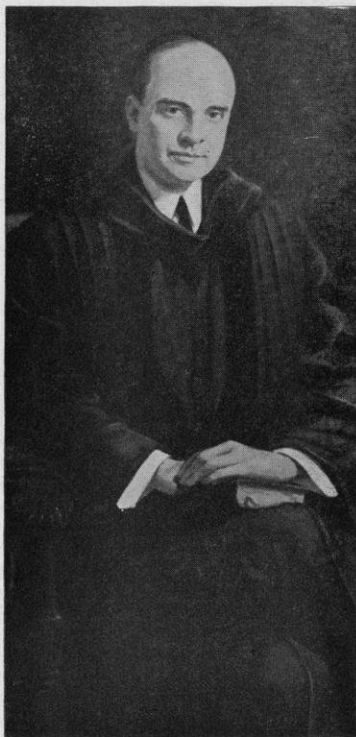
By January, 1925, matters reached a stage which Theodore Kronshage, Jr., president of the Regents, could only call "an emergency the like of which has not confronted the University since the far-off days of the Civil War." Birge had asked for a sizeable increase in the University operating budget and a building fund of \$3,000,000, pointing out that the state had expended no money for academic buildings since Sterling Hall had been erected in 1913. The State Board of Public Affairs elected instead to cut the University appropriation by \$300,000 and recommended a building fund of only some \$591,000.

In the face of this critical situation, the University mustered popular support such as had not been recruited since the turn of the century. Faculty, students, Regents, alumni, and friends pitched in. President George I. Haight of the Wisconsin Alumni Association published at his own expense a booklet which carried broadside around the state the message that "if financial measures now before the Legislature are enacted into law, they will not only prevent the development of the University, but they will cripple it beyond all recognition." A Janesville superintendent of schools, Frank O. Holt, who was later to serve the University as registrar, dean of the Extension Division, and director of public service, presented the University's requests to the Legislature. In the middle of the fight the Board of Regents announced that it had finally picked a new University president, Glenn Frank, the young editor of *Century Magazine*.

Almost over night in the Spring of 1925 the University grass turned green. The Legislature appropriated a respectable, though still inadequate, operating budget and a \$1,500,000 building fund. Dr. Frank arrived. Prof. Harry Steenbock announced from a biochemistry laboratory that he had discovered a way to irradiate foodstuffs artificially with vitamin D, spelling the end of rickets. The University granted, 1,870 diplomas to its largest graduating class. Ground was broken for two new men's dormitories, Tripp and Adams Halls, and for the Memorial Union Building, after long campaigns for each project. And 1,000 concrete seats were being added at Camp Randall Stadium. Little wonder that the editor of the *Wisconsin Alumni Magazine* proclaimed with confidence that "Wisconsin's golden age is here!"

Frank and Depression

The first five years of Dr. Frank's regime were verily to seem a gilded era. Indeed, the University could hardly have escaped sharing in the halcyon prosperity of the time. Whatever he may have lacked as an administrator, President Frank



GLENN FRANK
1925-1937

"The educator must be more than a teacher of accumulated knowledge. He must be keenly alive to the character and demands of his time; for today the street cuts squarely across the campus, the classroom opens into the market place, and the slum is next door to the seminary. The university is an anachronism that puts its graduates into the modern world with the information and outlook of the medieval world."

came to 157 Bascom bursting with ideas. He was not long in trying them out. By June of 1926 he was attracting national attention with a Baccalaureate address on "The Six Lamps of Liberal Learning." By

October of 1926 he set up an "all-university" extension system headed by Chester D. Snell. By December of 1926 he had rescued Alexander Meiklejohn from Amherst and commissioned him to set up an experimental college. By January of 1927 he had asked for a whopping budget by declaring that "I am willing to make a sporting proposition to the people of Wisconsin"—and got it. By June of 1927 he was entertaining Baron Ago von Maltzan, the German ambassador, the first of many distinguished Frank guests. By September of 1927 he was welcoming a record registration of nearly 9,000 students. By October of 1927 he was dedicating a sizeable addition to Bascom Hall, including a theater and a reading room. By January of 1928 he was writing *Thunder and Dawn*. By December of 1928 he had helped the Phi Gamma Delta boys housewarm their new \$90,000 mansion, one of many fraternity and sorority houses to go up along the Langdon Street "gold coast." By June of 1930 he had encouraged a liberalization of the Letters and Science curriculum. By October of 1930 he had trimmed the powers of his deans of men and women, following a series of incidents in which Prof. William Ellery Leonard had accused Scott H. Goodnight of "snooping tactics." By November of 1930 he had called for a revival of responsible student government.

But Glenn Frank was not to be allowed to play out his University career in an era of sweetness and light. Three factors were to operate to make his final six years in office as strongly marked by controversy as his opening five-year honeymoon was with calm. They were the onset of the depression, a relative decline in the confidence which the University family was able to place in the man personally, and political turmoil within the state.

University enrollment had increased steadily since World War I, but in September of 1930 came a falling off which the registrar attributed to "the general business and industrial depression." This brought a decrease in student fee income which was not to be reversed until the New Deal funnelled FERA and

NYA funds into the campus for student part-time jobs and sent the 1935 enrollment back up to over 9,000 again.

Not only did the student body grow smaller, it grew more critical. It took a new interest in the economic system that had led 76 out of 91 fraternities into bankruptcy. It inveighed against the status quo. And Dr. Frank was a part of that status quo.

The depression brought a sharp decline in University appropriations from the state. A system of salary waivers was instituted which reduced faculty pay checks from 3 to 13 per cent. President Frank was reluctant to pare his own. The University Teachers Union criticized the Frank "key man" policy by which "a few eminent men are retained at salaries the University cannot afford," resulting in a "a tendency to starve the whole University to keep a few stars."

A combination of the tenor of the times and Dr. Frank's own vacillations in administration produced during this period a series of campus thunderstorms which followed each other in breathless succession and which were finally to be "trumped up," as Dr. Frank put it, into a "tempest of hysteria" which was to blow him out of office in January of 1937.

Criticisms, charges, investigations, threats, and muckraking came from all sides. So early as 1928 the liberals had jumped on Frank for his barring the use of a University auditorium to Dora Russell. They cried again when he sided with the Regents who in 1930 revoked a Board ruling prohibiting the acceptance by the University of subsidies from incorporated educational foundations.

The conservatives looked askance at Frank's authorization of Prof. Max Otto's "atheistic" philosophy courses, his espousal of the National Mooney-Billings Committee and the Victor L. Berger Foundation, and his failure to censor the *Daily Cardinal* when it printed a communication which scoffed at the idea that free sexual relations among students were necessarily bad.

There was the John B. Chapple charge that Dr. Frank was a "Red."

There was the *Capital Times* complaint that "education is being corrupted by the eternal quest of University presidents and regents for big endowments and bequests from those who have the money." Free love, football, liquor, fraternity hazing, administration, the Memorial Union, the dormitories, and a dozen other phases of college life came in for goings-over. There were minor tempests like Prof. F. H. Elwell's disagreement with Rev. Alfred W. Swan over the campus minister's liberalism. And there were major ones like the firing of Football Coach Clarence Spears and Athletic Director Walter Meanwell (who disagreed about who should run the show), and Trainer William Fallon (who reportedly gave the team blackberry brandy between halves).

Frank labeled the whole series of controversies "nagging criticism by a band of connivers and a few newspapers." But it was more than that. It was an almost complete breakdown of public confidence in the integrity of the institution which had been so painstakingly built up 20 and 30 years before. As the *Wisconsin Journal of Education* put it: "During these years when the University is kicked and pummelled there is nothing with the remotest resemblance to organized protection or expression of faith."

Philip F. La Follette, in his inaugural address as governor in 1931, had made official the schism when he declared that "we cannot afford increasingly large expenditures with increasingly diminishing returns."

Six years later Frank was summarily called before a meeting of the Regents, charged with mismanagement of finances, weak execution of administrative affairs, failure to devote sufficient time to the University, and lack of backing from those with whom he had to deal. He was dismissed by a vote of 8 to 7. By May his successor was on the campus—Clarence A. Dykstra, city manager of Cincinnati.

World War II

Dykstra set about mending the University fences which alumnus Richard Lloyd Jones said were "as full of holes as a Swiss cheese." He



CLARENCE A. DYKSTRA
1937-1945

"We must safeguard and defend the inescapable implications of the democratic way. We must realize that our choice is not between liberty and safety; that the time does not come when freedom becomes an outworn shibboleth to be cast aside as a luxury with which we can dispense; that liberty is rather a weapon to be used than just a theory to be defended; that we defend freedom by using it, and that it is as important to have democracy fight for the country as to have the country fight for democracy."

had several sound posts with which to work. All the fury of Dr. Frank's latter days had somewhat obscured the fact that the University had continued to make progress, at least so far as progress can be measured by national boards and rating sheets. H. G. Wells had recently labeled Wisconsin "one of the great institutions of learning in the United States." The *Atlantic Monthly* had just rated Wisconsin 10th nationally among colleges and universities, although admitting that "it has lost some of the distinction it held during the great days of Van Hise." And an educational board had given

approval to 31 Wisconsin departments, a record exceeded by no other American university.

Dykstra also set about to do some building. He managed to get federal money for more dormitories and for a Wisconsin Union Theater, but Wisconsin was still far, far down the roster of American colleges in its number of PWA-financed buildings.

Dykstra, already experienced at politics, patched University relations under the capitol dome. When Republican Governor Julius Heil had unseated Philip La Follette in 1938 he declared, in reference to the University, that "something is smoldering somewhere and I'm going to clean it up. I'm going to cut out this cancerous growth or kill the patient." But after he had wiped out the old Board of Regents and replaced it with nine men of his own choice, Governor Heil said no more about budget cuts and campus Communists.

Dykstra also cultivated his students and "big Dyke" and his wife became familiar and popular figures at undergraduate affairs.

But President Dykstra, like his predecessor, was not to be accorded a tranquil tenure. Almost from the moment he took office, even though the sun was shining in Madison again, there could be seen on the horizon, as he put it, "the violent lightning flashes of approaching storm." So early as 1938, Wisconsin physicists were fussing around in the basement of the Chemistry Building with something called an electrostatic generator, a machine which was later to be shipped to Los Alamos, New Mexico, and play a role in the development of the atomic bomb. By the fall of 1940 the national defense program was making big inroads in the hospital, physics, chemistry, and engineering staffs. President Dykstra himself was borrowed by Washington to serve as civilian chairman of the draft and then as a member of the national defense mediation board. He returned to the campus in November of 1941 to find his faculty riddled by the loss of over 100 scientists and technicians. The student body, likewise, was evaporating.

As it did on all campuses, war came to the University with breathtaking suddenness on the afternoon of Dec. 7, 1941. Probably no single event in the history of the institution had such an immediate and such a far-reaching effect.

Instead of hibernating, the University accelerated its tempo. The normal enrollment went down, but the total registration went up, due to 1,200 sailors and 480 WAVES in a Navy radio school. Some 200 AAF mechanics were also in training. The Army set up its correspondence institute in Madison. The University went into a year-round calendar, created an Emergency Inventions Development Council. The ROTC, which had become compulsory in 1941 after being voluntary since 1923, had an enrollment of 2,500 cadets. Enlistment programs, civilian pilot training, special research, a cooks and bakers school, war bond drives, civilian defense organizations, home nursing, a student War Council, scrap drives, blood donations, free publications to men in the Armed Forces, and other projects marked the war years. They all helped to build the prestige of the University to the point where the 1945 Legislature not only granted a thumping operating budget but also an \$8,000,000 building fund. And they also helped to give purpose to a student body which five years before had been at odds and ends.

The close of World War II, as did the end of World War I, corresponded with a change in University command. Dr. Dykstra resigned to become provost of the University of California at Los Angeles, and his title passed to Edwin Broun Fred, who had been on the campus since 1913 as bacteriology professor, dean of the Graduate School and dean of the College of Agriculture.

Fred and the Future

Dr. Fred's first three years have seen the University cope with the staggering problem of an enrollment bulge of 23,500 students. They were housed in trailer camps, army barracks, an ordnance plant village 35 miles away, and a new men's dormitory. They were taught in

Quonset huts and more barracks. They were handled by an increased faculty. They were financed by a biennial state appropriation of \$18,236,100. They were accommodated not only at Madison but at over 20 extension centers around the state.

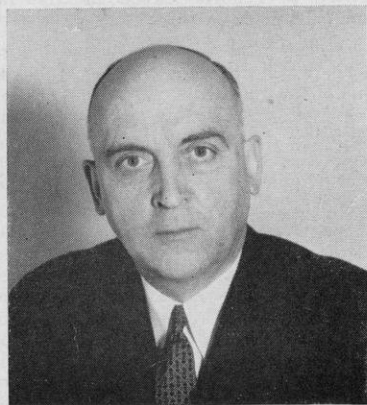
By September of 1948 the bulge in enrollment had tapered down but the sense of educational urgency in an atomic world had not.

University of Wisconsin life today is typical of the three great 20th century trends which have come to mark the institution.

The first is the teaching of an ever-increasing number of students on a budget which the University maintains is not sufficient for maximum effectiveness and in a physical plant which is grossly over-crowded and out-moded.

The total University enrollment passed 5,000, as we have seen, before the United States entered World War I. It dropped about a thousand during the war but immediately afterwards reached 7,000. Within a decade enrollment exceeded 10,000 and although that number was reduced during the early days of the Depression it rose again in the late 1930s. By the time the United States entered the second World War, over 12,000 students were registered at the University. After World War II enrollment again rose rapidly, stimulated by some 12,000 veterans returning under federal subsidies. The University was called upon in 1947 to provide instruction for a student body almost twice as large as it had ever had before. Indeed, in 1948 the number of degrees granted by the University exceeded the total enrollment in the institution only 40 years earlier.

When President Van Hise assumed office in 1903 the University had outgrown its physical plant. In the years that followed, Van Hise worked successfully to win from the state funds sufficient to build needed classrooms, laboratories, and other University facilities. But the period of rapid expansion of the University plant came to a close in 1914. The state has been slow to take up again the responsibility for providing sufficient permanent classrooms, laboratories, and other facilities for re-



EDWIN BROUN FRED
1945-

"We stand at the threshold of a new era in American education. We are beginning what some observers call 'America's cultural renaissance.' More and more people are using the services of the University. What then are the responsibilities of the University? I think that the responsibilities are mainly two. The first responsibility is to teach. The second responsibility is to learn. To teach means to participate in the building of excellent citizens—citizens who are competent to do their share of the world's work; who are understanding and tolerant of people who may differ from themselves; who appreciate the beauty of the universe; who have respect for the dignity of man and some vision of his possibilities. And if the University is to teach effectively, it must continue to learn. It must keep on learning how to unlock the mysteries of disease; it must delve for the answers to problems of superstition and prejudice; it must search for the keys to understandings between economic and political groups."

search and instruction. Major construction activities since 1919 have included the Wisconsin General Hospital, the Mechanical Engineering Building, the Biochemistry Building, the student dormitories, the Memorial Union, the Field House, and a new faculty apartment project. Of these, only the ME and biochem buildings, 1929 projects, were state financed. Practically no extra additional space has been provided for the College of Letters and Science. The University Library has become perhaps the most overcrowded of any part of the University. It shares with the State Historical Society a building which was completed in 1900. In 1908 Van Hise had declared that the building was already inadequate. In the enrichment of its holdings it failed to keep pace with neighboring institutions. In 1948, professional librarians voted it 24th among American college libraries.

Today the University has a building kitty of some \$8,000,000, but inflated costs have rendered this usable for only a relatively small number of structures. Only an \$80,000,000 budget will bring the Wisconsin physical plant up to par with the needs of the state and the pace of other universities.

The second great University trend is the emphasis on research. So early as 1890, when Dr. Stephen M. Babcock announced his butter-fat test, the University had begun to think of its laboratories as places of production rather than of mere teaching. Today thousands of research projects are carried on annually, and within the past five years the Wisconsin contributions include immensely valuable new strains of oats, wheat, and tomatoes, a cheaper means of producing penicillin, a bullet detector, biological warfare techniques, basic atomic research, nitrogen fixation developments, synthetic rubber production methods, and many others. In 1940 the University granted 150 doctorates, third largest number of any American university that year.

Since 1883 the state has subsidized research in the College of Agriculture and since 1917 in the College of Letters and Science, but the real reason for Wisconsin's worldwide leadership in many fields

of bio-scientific inquiry has been the funds supplied by the Wisconsin Alumni Research Foundation.

The Foundation was set up in 1925 to handle patents on the Steenbock process of vitamin D irradiation. Since 1928 it has turned over to a faculty research committee a total of \$3,889,919 and is now prepared to endow University research in the natural sciences to the extent of at least \$400,000 a year. During the depression years, particularly, it was emergency WARF grants which held the Wisconsin research program together. Besides grants-in-aid, the WARF provides for scholars and fellows, full-time professorial summer research, lectureships and symposia, a department of wildlife management, a University press, a new enzyme institute, a Slichter professorship, and a 150-family faculty apartment project.

The third great trend influencing University life in the 20th century has been the concept of public service, the *Wisconsin Idea* that knowledge of all kinds is to be extended to the very boundaries of the state.

A radio education program, for instance, has grown directly out of the experiments conducted by Prof. Earle M. Terry of the physics department in wireless telephonic transmission. In 1919 the first clear voice transmission was made and the next year the broadcasting of weather bureau reports was begun. Station WHA and its School of the Air are products of these early experiments and have maintained high standards in radio education.

University extension work has continued to flourish through the efforts of many of the staff to maintain and improve the standards of correspondence work, continued effectiveness of agricultural extension work, the success of the Milwaukee Extension Center, and of the circuit classrooms in other cities. Two innovations of the Wisconsin extension program, each relating to citizenship training, cut new paths. In 1932 Dean Chris L. Christensen, impressed by the comprehensive scope and success of the Danish Folk School in training rural leaders and in enriching rural life, reorganized the Short Course at the College of Agriculture. The young farmers

were now housed together, rather than being left largely to shift for themselves. Community living was considered a new type of training in citizenship. This emphasis also found expression in 1938 in the launching in Manitowoc County of a roundtable group for the study of public administration. The Legislature has since made an annual citizenship program mandatory for each of the 71 counties.

In one extension innovation Wisconsin was indeed unique among American state universities. In 1925 new ground was broken when a summer school for workers was launched to provide needed education for the wage earners of the state. In addition to the summer courses the school conducted an extension program in industrial centers through the year. In time Michigan, Illinois, Cornell, and Harvard followed the Wisconsin example in devising programs for industrial workers which offered both training in union techniques and leadership and education for a deeper understanding of economic issues.

Important, too, has been the way in which the University has lifted to new levels the traditional concept of service to the state in the esthetic sphere, long neglected for what many deemed an over-emphasis on practical affairs. In 1936, thanks to the generosity of the Thomas E. Brittingham estate, John Steuart Curry, a leading regionalist, was made artist-in-residence. This was the first appointment of its kind in an American university. In addition to painting murals for the new Law School Library and the Biochemistry Building, Curry stimulated many amateur painters all over the state to find increased pride and pleasure in their work. Also striking was the coming of the Pro Arte Quartet, again made possible by outside support.

Through the years the University of Wisconsin has been the recipient of many tributes from observers of national and international repute.

President Eliot of Harvard was among the first to recognize Wisconsin's educational leadership. In 1908, in conferring an honorary degree upon President Van Hise, he gave the University the title of

"the leading state university of the nation."

From Abraham Flexner of the Carnegie Foundation: "Wisconsin is fortunate beyond almost all other states in the concentration of its higher institutions of learning."

From Lincoln Steffens: "The University of Wisconsin is a highly conscious lobe of the common community mind of the state and of the people of Wisconsin."

In recent years the *Saturday Evening Post* has lauded Wisconsin as a University whose function it is "not only to disseminate knowledge but through research to acquire new knowledge and to see that it finds a place in the lives of the people."

And just this Fall, an article in *Look Magazine*, headlined "University of Wisconsin an influential state university . . . famous for academic freedom and its beautiful campus," declared that "the ratio of work to marble is higher at Wisconsin than at any other university."

What is the measure of the University of Wisconsin on the occasion of its 100th birthday?

It is clear that in its Centennial year the institution faces tasks comparable in difficulty with those that confronted the pioneers.

There is the physical task of educating 20,000 students in a plant designed to accommodate half that many and under a budget inadequate to finance a superior job.

There is the moral task of bringing to all the citizens of Wisconsin education for a fuller realization of democracy in every phase of living, education directly for international understanding, and education for the application of creative imagination and trained intelligence to the solution of social problems and to the administration of public affairs.

Meantime there are the assets of a hundred years of experience and tradition and spirit.

There is abundant campus experience in making ends meet in cramped quarters. There is a vibrant tradition of profound economic, social, and scientific thought. And there is an unquenchable spirit of untrammelled inquiry and unselfish devotion to the public weal.

