



Vol XI. Oct. 23, 1911. No. 6.

Entered at the postoffice in Minneapolis as second class mail matter.

Subscription price, \$2 per year for all who have been graduated more than three years.

To those who have been graduated less than three years, \$1.25 per year.

A discount of 25 cents is allowed for payment before October 15 of each year.

Loose money sent in payment of subscriptions is at the sender's risk.

Address all communications to the  
Minnesota Alumni Weekly  
The University of Minnesota,  
Minneapolis.

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Editor of the Special Medical Issues.

HARRY WILK, '12, Advertising Manager.

### "OUR PRESIDENT."

There were present at the inauguration of President Vincent the leaders in the college world—men whose names are household words—and "Our President" was the peer of any. Not a Minnesota man would have been willing to have had in his place any one of the distinguished men who honored the occasion with their presence.

There is a reason. He is not only a big man among big men, but, he has already won a place in our hearts. He has not taken the place of Presidents Folwell or Northrop—he has won a place for himself. In the chorus of good will and welcome which has greeted the coming of President Vincent we have yet to hear a discordant note.

President Northrop's whole-souled welcome of his successor made us ready to meet him more than half way—but when we came to know the man he

needed no endorsement—we were ready to take him at face value and we have found him a man—a man we are proud to call "our president" and one we love for his manly, lovable qualities.

President Vincent, the alumni like you tremendously—they have confidence in your ability and trust you completely. They are ready to follow your leadership. You may call upon us for any service in our power to render. We are with you to a man.

### THE THREE PRESIDENTS.

We wish that every alumnus of the University might have attended, not only the torchlight procession on the evening preceding the inauguration of President Vincent, but might have been present at the inaugural exercises on Wednesday. There were gathered on the platform the leading men in the educational world of today and seated in the front row were Minnesota's three presidents—Folwell, Northrop and Vincent. We are sure that every alumnus would have felt a sense of pardonable pride in these men. They are men to be proud of, for Minnesota has been exceedingly fortunate in its leaders.

Dr. Folwell, who guided the University in the early days, is what has been termed "a constructive educational statesman," and the work of organization, in which he had the leading part, will be felt in the life of the University as long as the University exists, and has had its influence upon the educational institutions of the country as well. Every alumnus will rejoice that Dr. Folwell has lived to see the institution develop to its present proportions and assume so high a place among the leading universities of the country. The alumni love and honor him not only for the wonderful ability as shown

in the organization of the University, but for his lovable qualities as a man.

President Northrop's administration has been one of wonderful growth and achievement in every line. Not only has the institution grown in numbers but it has grown in prestige and has developed to a degree almost incredible. He has not only received recognition at home but has been recognized among the leading educators of the country as a man who has made a most enviable reputation as an administrator. We do not need to remind the alumni how dear he is to everyone who has ever had anything to do with him. His place in the hearts of the alumni, students, faculty and the people of the state is secure for all time.

President Vincent completes the trio. While he has been at the University but a few months, in those few months he has won a place in the hearts of everyone who has come in contact with him. He begins his administration under auspices that could not be more favorable. Everybody is with him; everybody believes in him; his administration promises to carry on the work of the University so that it shall, in ever increasing degree, serve the state and the nation.

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#### INAUGURAL WEEK.

The events of Inaugural week have passed into University history and those who were privileged to take part in any of the events of the week will long look back to the event as one of the great occasions of their lives. From the Inaugural Procession through the formal Inaugural Exercises and including the President's reception, everything passed off without a hitch and with no breaks on the part of anyone. The procession, which is described else-

where, was an unqualified success. The two programs, morning and afternoon, of Wednesday, were delightful—not a discordant note and all the speeches of the highest order. The banquet of Wednesday evening was, from beginning to end, a delight—such a program of speeches was never before heard in this part of the country. The President's reception, on Thursday evening, was a fitting ending of a brilliant series of events. Even the most inveterate knocker for once has nothing to knock. The weather, too, was all that could be asked during an unusual rainy season. Monday was one of the most disagreeable days for months past, Tuesday it cleared up and was a typical Minnesota October day, in the evening it clouded up but did not threaten rain, though a small shower did come shortly after the crowd had left the field. While Wednesday was far from ideal, it was much better than many of the days preceding. Altogether, things conspired to make the whole event one unbroken and unmistakable success.

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#### WHAT IT MEANS.

Last Tuesday evening's demonstration was made possible by thousands of factors that have entered into the building up of a proper spirit at the University of Minnesota. These forces have been working since the day when Governor Ramsey first suggested that the Territory of Minnesota should make provision for an institution of higher education. Every unselfish act in the interests of the institution, from that day to the present hour, has helped to make such an expression possible. The men who worked in the early days of small encouragement and who bore almost unsupportable burdens that the institution might be saved for the peo-

ple of the state—all wrought better than they knew and to each we owe a debt of gratitude. Merrill, Stevens, Braden, Sibley, Pillsbury, Folwell, Northrop, and a host of others, nameless here for lack of space, not for lack of appreciation—all have helped to make that spirit, of which, the demonstration was but an outward evidence of an inward healthful consciousness of a past to be proud of, a present in which to rejoice and a future to look forward to with visions of great things to come.

Just as the smooth working of all the factors which entered into the making of that demonstration a success, was evidence of careful planning and work, that, at the time seemed trivial, just so surely the demonstration of loyalty and devotion was an evidence of the unselfish service of the men and women of the past of the institution. Such spirit is not born in a moment of wild enthusiasm—it is a matter of slow growth—though the recognition of its existence may be a matter of sudden comprehension.

The University of Minnesota has found herself—she has a new-born sense of an existence of which heretofore she has been scarcely conscious. For years there has been a growing consciousness of the presence of a University spirit—the work of the General Alumni Association has demonstrated it a number of times in most striking manner, and the May Fete, last spring, demonstrated that the students had come to feel that pervading something that is called college spirit and to be actuated by it. But last Tuesday evening was the first time in the history of the University when alumni and students have been moved by a common impulse to express their enthusiastic loyalty to the University. The occasion was not one to call forth a spas-

modic exhibition of what is sometimes mistaken for college spirit—the expression was so spontaneous, so genuine, so unmistakably representing a deep-seated sentiment of love and loyalty, that no one could doubt that it demonstrated the existence of a spirit that has come to stay.

It means much that this is so. Just as the existence of this consciousness is an evidence of unselfish activity on the part of thousands who have labored without hope of reward, just so surely is it an evidence that some one has discovered its existence and had the courage of his convictions to put in motion the forces which proved his faith well founded—that man is Professor Henry F. Nachtrieb, president of the General Alumni Association. His faith in the existence of such a spirit has been gloriously demonstrated. Others helped to make the affair a success and to each a meed of credit is due—but the initiative was his—when others said, “It can’t be done,” he said, “We’ll go ahead and do it,” and led the way.

Among the many who have helped to make Minnesota spirit what it is today—an entity of which we are all proud, and whose existence reflects credit upon all connected with the University—he deserves high rank. None have worked with a higher ideal or a more single devotion to all that is best in University life. We are glad of this opportunity to say what has been in our hearts many years to say.

#### PRICE OF THIS ISSUE.

Many subscribers have asked the price for extra copies of this issue of the Weekly. We can furnish subscribers with extra copies at 25c each, or bound in boards, at 50c each. To those who are not subscribers the price is 50c each and 75c each if bound in boards.

## NO WEEKLY FOR OCTOBER 30.

Owing to the delay in issuing this Special Inaugural number there will be no weekly issued October 30th, the next regular date of issue. There will be the usual thirty-six numbers during the college year.

## SPEAKS FOR THE ALUMNI.

The Reverend John Walker Powell, '93, who was chosen to speak for the alumni at the inaugural exercises, represented the alumni in most creditable manner. In behalf of the alumni he greeted President Vincent and promised him the loyal support of the alumni in carrying out the policies of his administration. Mr. Powell enjoys the reputation of being an unusually able speaker and he more than lived up to his reputation last Wednesday.

## ACKNOWLEDGEMENTS.

The general committee, having in charge the arrangements for the torch-light procession, are very grateful for the help afforded them in making the plans for the procession a success. They wish to make particular acknowledgements to the class presidents of the various colleges and to the following individuals who were specially active and helpful: Miss Butner, Dorothy Loyhed, Martha Keller, Jean Muir, Harold Hansen and Blaine Bates. There are so many others who did their share to make the affair a success that it is impossible to name them all, but their help is appreciated and their unselfish devotion to the best interests of the institution helped to make the procession the grand success which it was.

The general committee in charge

consisted of Professor Nachtrieb, Major Butts and Dr. Cooke.

## WILL ENTERTAIN PRESIDENT VINCENT.

The Minnesota Alumni living in New York City and vicinity will entertain President Vincent at a dinner on the evening of November 16th. Arrangements are being made for this dinner by a committee of which Mr. Roy V. Wright, Eng. '98, is the chairman. Mr. Wright's business address is care Railway Age Gazette, 83 Fulton St., New York. His house address is 192 N. Walnut St., East Orange, N. J. Anyone who knows of any alumnus or former student living in the vicinity of New York who might otherwise be missed is urged to send the names and addresses of such persons to Mr. Wright.

## GREETINGS FROM THE OREGON ALUMNI.

The following telegram was delivered to President Vincent at the Inaugural banquet held at the Department of Agriculture, October 18th.

"All hail to our new chief. We are with you for grand, successful future."  
"OREGON ALUMNI OF MINNESOTA.

"A. M. Webster, President,  
"H. R. Dewart, Secretary."

## GIVES CREDIT TO HIS MOTHER.

Dr. Gustav A. Andreen, president of Augustana college of Rock Island, Ill., congratulated Bishop Vincent, on the day of the inauguration of his son as president of the University, remarking that "As the father is so is the

son." Bishop Vincent responded saying,

"Don't congratulate me. Of course I am proud of George, but if my son has any eminent qualities he owes them to his mother, for she made him what he is. She, unknown to fame, was truly a wonderful woman. Even before my son could read, from his earliest childhood, she would tell him stories and read to him by the hour. She read Thackeray, Dickens, Scott and many other authors for the boy's benefit and it was this early training at the knee of his mother that gave him his keen interest for things of a literary nature. You must congratulate Mrs. Vincent rather than myself."

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#### ACKNOWLEDGMENT TO THE PIONEER PRESS AND DISPATCH.

Through the courtesy of the Pioneer Press we are able to offer our readers four views of Inaugural Week, which appear in this issue of the Weekly. The Pioneer Press has also furnished the Weekly a full set of clippings of news items published during the past few weeks relating to the Vincent Inauguration, forming a very complete and accurate history of the preparation for the event and of the event itself. The Pioneer Press and Dispatch have given a great deal of space to University news in recent years. They are represented at the University by Mr. Keefe who is unusually conscientious and accurate in his reports as well as successful in getting the news that is news while it is news.

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#### GRASPS ITS REAL SIGNIFI- CANCE.

The following editorial, clipped from the St. Paul Dispatch, shows a remarkable grasp of the real significance of Tuesday's torchlight procession.

"A Significant Demonstration.

"Those who were fortunate enough to witness the remarkable demonstration on Northrop field last night must have been impressed with the idea that the spirit of loyalty and devotion to alma mater has come to be a significant factor in the affairs of the University of Minnesota. It is only part of the story to say that it was a brilliant demonstration, splendidly conceived and splendidly executed. The illumination of torches, lanterns, searchlights and fireworks, the marching and countermarching of thousands of alumni and students, led by the university band and singing their college songs and with it all the general manifestation of enthusiasm and delight, revealed a spirit which more than anything that will be said at the exercises of the inauguration is to insure the future of the university.

Leading the procession and in the place of honor came the old students with their standards telling the story of the early days of small things and the period of early struggle. Those who are at all familiar with the history of the university must have been reminded of the times of stress and trial through which it has passed as an institution, gathering strength with each decade, and growing gradually into the great institution which it is today. When an occasion of this kind brings together from all over the Northwest the men who have been trained here for usefulness and efficiency, revives in them for the time the spirit of old-time comradeship, of zeal and of loyalty to the university, and makes them a part of the jubilant, cheering multitude, it is assurance that there is back of the institution a constituency and an influence which will be powerful in the guarding and

the guiding of its interests and destiny.

We can not voice President Vincent's feelings on that occasion, or express the sentiments and the memories which must have been awakened in the minds and hearts of his predecessors as they sat with him, witnesses of this splendid spectacle. Certainly they had a right to indulge a feeling of pride and satisfaction in the past and inspiration for the future. The University of Minnesota today, after that demonstration, and more than ever before, in the minds of some people at least, must be regarded as an institution to be cherished, promoted and exalted for what it has done, for what it is and for what it is to be.

This was no mere students' frolic. There were in that demonstration men on whose shoulders rest some of the weightiest cares of public and private activities in this state. It was worth while to bring them together in that manner, to give them the opportunity to participate with the students of the present day in a tribute to their alma mater. The occasion was worthy of it, and the demonstration was worthy of the occasion. Its significance will be impressed more and more upon, not only the participants, but the public at large, as the incident is recalled in after years and loyalty and devotion to the institution are put to the test.

"It was a great night for the University of Minnesota."

#### FEARLESS AND SENSIBLE.

Extracts from an address to the senate of the University of Vermont and State Agricultural College by Guy Potter Benton, installed as president on October 6, 1911.

"No more hateful spectacle confronts advancing civilization than a

beer-sipping, wine-bibbing college or university professor. He is hateful because he is incongruous. More than that, he is hateful because of the havoc he works as an iconoclast in the beautiful temple of youthful ideals. It is a safe prediction in the near coming day when the American saloon is only a historic tradition, that the college professor who drinks in public or in private will not be tolerated beyond the meeting of the board of trustees next succeeding his discovery, and I should say to you in perfect candor at this time, in order that there may be no misunderstanding from the beginning, that I will not serve on a teaching body with any man who uses intoxicating liquors in any form whatsoever. My responsibility to young manhood and womanhood for character ideals is too great to permit me to attempt to bear the burden of responsibility which I could not escape for a colleague who leads an immoral life."—From Science, Oct. 13, 1911.

Order of exercises for the inauguration of George Edgar Vincent, Ph. D., LL. D., as president of the University of Minnesota, Minneapolis and St. Paul, October 17th to 20th, 1911.

#### WILL SETTLE THE BREN SHORTAGE.

President John Lind, of the Board of Regents, has announced that the bonding company has agreed to settle the Bren shortage. The exact amount which this company is to pay has not been determined but it will cover the amount which the public examiner finds Mr. Bren's books to be short. The regents held that the bonding company was liable whether Bren was robbed as he asserts, or whether he embezzled the money as is charged in indictments pending against him. The shortage according to the public examiner is approximately \$14,400.

# INAUGURATION WEEK

## Full Report of the Proceedings

Connected with the Inauguration of  
George Edgar Vincent as President of the University of  
Minnesota, Oct.  
17-19, 1911

### GENERAL PROGRAM.

Tuesday, October 17th.

8:00 p. m.—Torchlight Procession of Alumni and Students.

Wednesday, October 18th.

9:40 a. m.—Academic Procession to the Armory.

10:00 a. m.—Morning Session at the Armory. Recessional to the Library Building.

12:30 p. m.—Luncheon at Sanford Hall given by the Board of Regents to Delegates and Official Guests.

Luncheon at Alice Shevlin Hall given by the Board of Regents to Invited Guests.

2:10 p. m.—Academic Procession to the Armory.

2:30 p. m.—Inaugural Exercises at the Armory. Recessional to the Library Building.

7:00 p. m.—Dinner at the University Farm Dining Hall given to Delegates and Guests by the President and Faculties of the University.

8:00 p. m.—Addresses in the Chapel of the Main Building.

Thursday, October 19th.

10:00 a. m.—Automobile visit to the University Farm and the parks of Saint Paul and Minneapolis, fol-

lowed by luncheon at the Town and Country Club, given to Delegates and Official Guests by citizens of Saint Paul and Minneapolis.

8:00 to 11:00 p. m.—President's Reception at the Armory to Delegates, Guests, Alumni, Members of the Faculties, and their Families.

Friday, October 20th.

8:15 p. m.—Concert of the Minneapolis Symphony Orchestra at the Auditorium. Delegates and Official Guests invited by the courtesy of the Guarantors of the Orchestral Association of Minneapolis.

### A GLORIOUS SUCCESS.

The torchlight procession of alumni and students, held on the evening preceding the inauguration of President Vincent, has passed into history as a complete and unqualified success. During the days preceding the event there were many who were ready to prophesy a frost but there is not one person who witnessed the event who is not enthusiastic in praising the wonderful way in which the well-laid plans were carried out. A great many people who have seen similar events in the east unite in saying that Minnesota's torchlight procession, in honor of President Vincent, excelled anything ever before attempted. President Vincent said, the morning following the procession, that he had seen such events in various parts of the country but that he had never seen anything that approached the Minnesota torchlight procession, and expressed his hearty appreciation of the way in which the alumni and students united in making the affair such a great success. Those who have been bewailing the lack of Minnesota spirit were answered once and for all in this demonstration. The whole event was a

demonstration of the fact that Minnesota alumni and students are not lacking in a proper sort of college spirit.

The finances will be cared for by the payment of assessments made on classes, which have been agreed to by the classes, and on which payment has been guaranteed. In most cases the payments have been turned in to the Association. A full statement of the finances will be published in the Weekly as soon as it is possible to close up the various accounts.

The procession was advertised to begin at eight o'clock and those who were to take part were to appear not later than 7:30 to secure a cap, gown and torch. The alumni began coming a few minutes after six o'clock and by 7:30 over eight hundred caps and gowns and torches had been given out and the line of march was formed. The procession itself started before eight. The alumni, in order of graduation, headed the procession, marching first along the avenue in front of the Library building and Pillsbury hall to Northrop field, then to the left to University avenue, then up University avenue to Fifteenth, on Fifteenth avenue across the campus to the Mechanic Arts building, then turned on itself and came back to University avenue, passing up University avenue and in the main gateway and along the drive in front of the buildings and back to Northrop field. When the head of the procession had reached Northrop field there were at least two thousand who had not yet started to march. There were almost one thousand alumni in the procession and nearly four thousand students. The men and women were equipped alike with cap and gown, the men carried torches and the women Japanese lanterns. The campus was a sea of moving torches

and presented a wonderfully fine and inspiring sight.

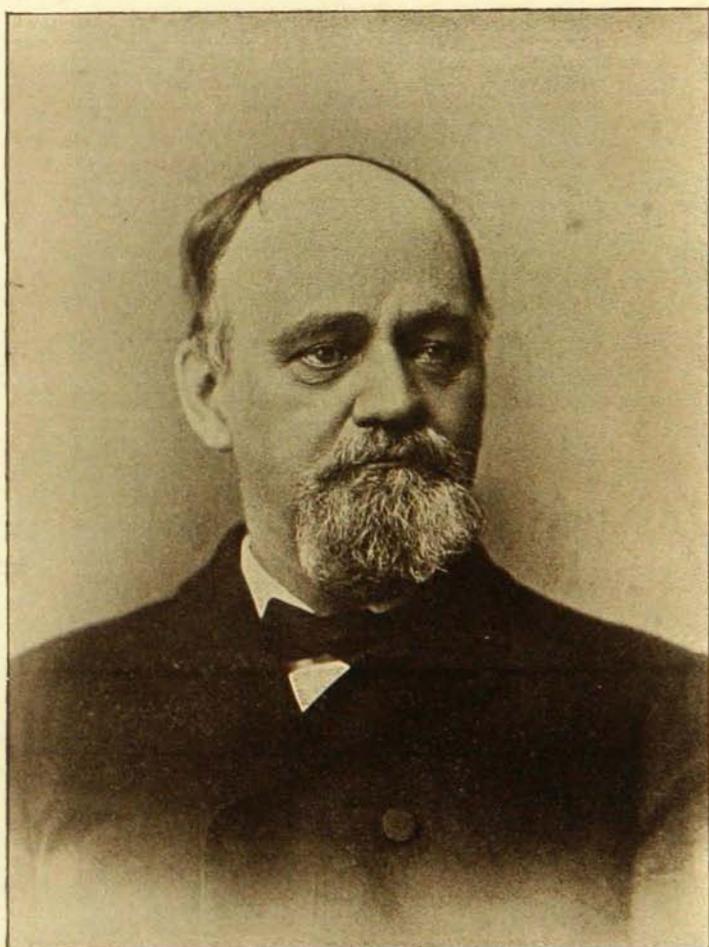
The alumni procession was headed by J. E. Miner of the class of 1875 who was the only representative of his class. '76 followed with Professor John S. Clark and Dr. W. E. Leonard in line. '77 was represented by Professor Wilkin, W. C. Bryant, W. S. Pardee and Judge Stephen Mahoney. Every class from that time down was represented by a delegation. Some classes were particularly well represented.

1891 had one of the most effective banners in the parade. The banner bore a fine portrait of President Vincent and the inscription: "He Came;" "We Saw;" "He Conquered."

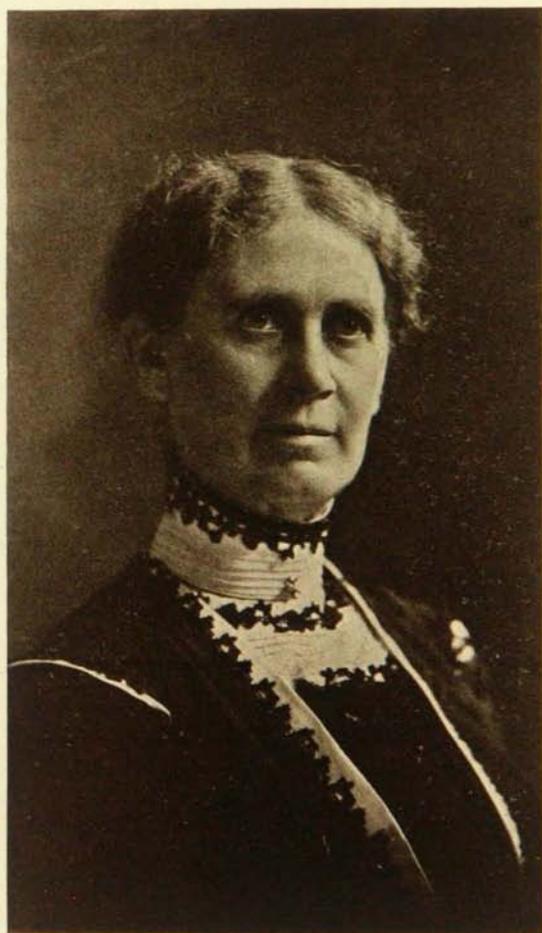
The Wisconsin alumni, to the number of about fifty, accepted the invitation of the Minnesota alumni to participate in the torchlight procession. They carried a banner with the inscription—The Wisconsin Alumni Greet President Vincent. Fifty Yale graduates marched, headed by their own band. Those in line were dressed in blue and carried a transparency reading—Vincent, Yale, Minnesota. When the Yale group passed President Vincent's seat they halted and gave the Yale yell and followed it with cheers for President Vincent, repeating his name ten times.

The student body was represented by a number of floats. The mechanical engineers had one which showed several young men working at the forge. The civil engineers carried a sign "Dig brother, dig." The electrical engineers had a big float beautifully decorated with electric lights with a sign reading, "We shine for Vincent." The home economics girls presented a cozy little house and the law school had a police court in session.

Heading the student contingent in



John S. Pillsbury  
(Father of the University)



Mrs. John S. Pillsbury

the line of march was the academic college, the "Mother of Them All," according of the banner of the senior class, which prepared a unique float for the occasion. The float showed the wise owl as impersonated by a befeathered student, and then there was Atlas, who was offering the world that rested on his shoulders to the senior coed, Miss Dorothy Loyhed. The float was drawn by senior men and was accompanied by a bodyguard carrying torches.

The forestry students carried a transparency showing an enlarged snapshot of President Vincent with his arm around the neck of a fawn. The picture was taken last summer when President Vincent visited the Itasca school.

It was a noticeable fact that the older classes were proportionately better represented than the later classes which outnumbered them many times. There were represented in this procession the alumni who really count, not only in alumni affairs but in business affairs in the city and the state. The enthusiasm shown by all who took part in the procession was remarkable and the good spirit that pervaded the rank and file of five thousand alumni and students who turned out to make the affair a success, was really wonderfully inspiring. The impression upon the visitors from the colleges all over the country must have been most favorable.

Among the earlier classes particularly well represented were the classes of '77, '83, '88, '89, '91, '92. Some of the later classes were represented by large and enthusiastic delegations. After the torches, caps and gowns had been given out the various classes gathered around a common standard which had been provided and waited for the signal to light their torches. In each group there was one lighted torch and when the signal was given immediately

the other torches were lighted and as in a flash the whole campus was in a blaze of light. The lighting of the Japanese lanterns took a little longer but when they were lighted they made an unusually fine and impressive showing. The whole campus was a moving sea of light. For an affair employing so many people the procession was managed with remarkable success. The students and alumni who took part followed directions literally and the whole effect was strikingly beautiful.

As the procession moved about the campus, and one viewed it from a position where he could see it in its entirety, the scene was one not to be forgotten. It was impressive as well as beautiful. The good feeling manifested from one end of the line to the other was noticeable. If there were any disaffected among the alumni they were certainly not in the procession that night and if they were in the grandstands they were not making themselves prominent.

Various classes were provided with transparencies which told of their achievements of past years, or promised support for the University in the future. The men and women who marched in line were there because of their love for Alma Mater and they gloried in the opportunity to show their love and loyalty.

Upon entering Northrop field the procession followed the cinder path along in front of the grandstand, then passed over to the opposite side, doubling on itself and coming back to the east end of the grandstand where the alumni proceeded to take their seats in sections reserved for them and viewed the student part of the procession as it entered the field and went through evolutions under the direction of Miss Butner and Major Butts.

The cadets formed in a hollow square surrounding practically the whole football field. The torches, which had been carried over their shoulders, were placed on the ground and formed a continuous frame of fire. The young women bearing their Japanese lanterns marched to the center of this frame and formed geometrical figures in their marching. They presented a wonderfully beautiful sight. After going through their evolutions the young women took their seats in the grandstand and the cadets formed by companies immediately in front of the grandstand and on a signal from the commanding officer proceeded to form the letters U M. At a second signal the whole company of cadets kneeled down, bringing the letters out in bold relief against the black background. Again the cadets assembled by companies and at a given signal formed themselves a second time in letters forming the word VINCENT. When the letters U M had been formed the whole audience arose, and, led by the band, sang "Minnesota." After the cadets had been recalled to their positions, they marched to the side of the field next the grandstand, and, when taps were sounded, at a given signal all lights were put out, leaving the whole field suddenly dark. Immediately after the fireworks began to go off and the following program was given.

1. Salute of 15-inch guns.
2. Illumination of college gates.
3. Display of three-pound rockets and Washington rockets.
4. The fan of the Mikado.
5. Clouds of fireflies and lightning bugs.
6. Display of 13-inch shells.
7. Eight little devils among eight little tailors.
8. Flight of 6-pound parachute rockets.
9. Salvo of 15-inch shells.
10. Ascent of 4-pound colored exhibition rockets.
11. Gigantic floral batteries.
12. Aerial field of clover.
13. Pain's celebrated 6-pound asteroid rockets.
14. Bayonet Tourbillions.
15. 6-pound rockets with peacock plumes.
16. 6-pound weeping willow rockets.
17. 6-pound electric and star rockets.
18. Chromothrope or blazing sun.
19. Display of 15-inch shells.
20. 6-pound "Old Glory" rockets.
21. Pain's 1910 novelty shells.
22. Columbian batteries of jewelled mines.
23. Flight of fiery waggler rockets.
24. The weird white falls, 150 feet long and 20 feet high—Niagara by moonlight.
25. Aerial novelty—emeralds and diamonds.
26. Cascade of fire or bayonet Tourbillions.
27. Salvo of variegated shells.
28. Five break "German Enchore" shells.
29. Flight of 6-pound prismatic torrent rockets.
30. The athletic students—a scream.
31. Gigantic whirlwinds.
32. Display of hanging chain rockets.
33. The grove of jewelled palms.
34. Mother of Thousands—simultaneous flight of 18-inch shells.
35. 6-pound Painite rockets.

36. Set piece 40 by 60 feet.

MINNESOTA

1851

1911

Portraits of

President Folwell President Northrop

President Vincent

A magnificent piece of fireworks.

37. The General Alumni Association Bouquet—flight of 150 large colored rockets.

38. Good night.

With the "Goodnight" the audience broke up and passed out of the field, everyone impressed with the wonderful display which had exceeded the most sanguine expectations of the most enthusiastic supporter of the Maroon and Gold. It was without qualification a marvelous accomplishment and it showed not only the most careful planning and willing carrying out of the plans, but, it showed a spirit that could not be the result of plans, a true University loyalty that could not be surpassed by any college in the country today. It was Minnesota spirit and it was fine spirit. Every alumnus and student who took part in this procession will rejoice to his dying day that he had a part in it. Those who were privileged to see the procession will never forget it.

As the St. Paul Dispatch said in an editorial the next afternoon, "The affair revealed the spirit which more than anything that will be said at the exercises of inauguration is to insure the future of the University." The procession which has passed into history was the most significant feature of the week's events. The only regret connected with the whole affair is that the thousands of alumni scattered all over this country, who would have been glad to take part in this procession, could not be present.

It was remarked by the chairman of

the various classes who had charge of getting their classmates out to the procession, that some of the alumni who were farthest from the University showed fully as much, if not more, enthusiasm over the affair than those who were nearer at hand. The letters that have been received at this office concerning the matter have demonstrated beyond a doubt that the alumni all over the world were intensely interested in the affair and would have been delighted to have been able to take a personal part in the procession. Many of these alumni who could not be present personally, were glad to contribute their money to make a success of the event.

The affair, so far as the alumni part of it was concerned, was worked up through a committee consisting of representatives from all of the various classes from the beginning down to the class of 1911. It was really remarkable with what enthusiasm these men accepted the task laid upon them and with what unselfishness they worked to make the whole affair a success. No less significant than the procession itself was the way in which these chairmen sacrificed time and money and worked unselfishly to make this affair a complete success. While some of the chairmen were particularly active very few failed entirely to assume the task laid upon them.

**Order of the Academic Processions.**

MAJOR EDMUND L. BUTTS,

Chief Marshal.

LOUIS J. COOKE,

Assistant Chief Marshal.

**First Division: Members of the University Faculties.**

E. A. COOK, Marshal.

**First Section: Instructors.**

B. F. P. Brenton and Edwin L. Newcomb, Marshals.

Second Section: Assistant Professors.

Otto S. Zellner, Marshal.

Third Section: Associate Professors and Professors.

F. H. Scott and R. E. Scammon, Marshals.

Fourth Section: Deans of the Colleges and Schools in the reverse order of their founding.

Rodney West, Marshal.

Second Division: Guests, Delegates, Regents and the President.

E. E. NICHOLSON, Marshal.

First Section: Donors and Special Guests.

John Abner Handy, Marshal.

Second Section: Delegates of Learned Societies in the reverse order of their founding.

Charles E. Skinner, Marshal.

Third Section: Delegates of Colleges and Universities in the reverse order of their founding.

William H. Hunter, Marshal.

Fourth Section: The Board of Regents and former Members of the Board of Regents.

Hugh E. Willis, Marshal.

Fifth Section: Speakers.

E. P. McCarty, Marshal.

Sixth Section: President Emeritus Cyrus Northrop and President George Edgar Vincent.

#### Order of Exercises on Wednesday Morning.

President George Edgar Vincent, Ph. D., LL. D., Presiding.

Invocation: The Reverend Laurence Albert Johnston, President of the Augustana Lutheran Synod, Saint Paul.

Symposium: "The Leading Ideas of Higher Education."

"The Idea of Culture:" President Albert Ross Hill, Ph. D., LL. D., of the University of Missouri.

"The Idea of Vocation:" President John Huston Finley, A. M., LL. D., of the College of the City of New York.

"The Idea of Research:" President Harry Pratt Judson, A. M., LL. D., of the University of Chicago.

"The Idea of Service:" President Charles Richard Van Hise, Ph. D., LL. D., of the University of Wisconsin.

Benediction: The Reverend Harry Pinneo Dewey, D. D., of the Plymouth Congregational Church, Minneapolis.

### SYMPOSIUM ON THE LEADING IDEAS OF HIGHER EDUCATION.

#### CULTURE AS A UNIVERSITY IDEAL.

By A. Ross Hill, President of the University of Missouri.

As in the case of many another conception, we are indebted to the Greeks for the ideal of a liberal education. They first conceived of education as a means to the development of a free personality, a love of knowledge for its own sake, and an appreciation of the things in this life worth living for. They defined, perhaps for all time, the most worthy objects of a man's life—intellectual and aesthetic enjoyment, political and moral freedom, social and personal excellence — called culture. The fruits of such social and educational aims may be seen in the products of Greek civilization in the Age of Pericles. Such statesmen as Themistocles and Pericles controlled her destinies; Herodotus and Thucydides were her historians; the tragic drama was represented by Aeschylus, Sophocles and Euripides, and comedy by Aristophanes; and in art the work of

Phidias and Myron and the construction of the Parthenon give evidence of the taste and the achievements of the Greek mind. No wonder that, through education, at a later time, "captive Greece took captive her rude conquerer."

But the university as an institution is a product of the Middle Ages, and liberal culture was naturally not its original aim. The University of Salerno was a school for the training of physicians; that of Bologna was called into existence to furnish professional training for jurists; while the University of Paris, the common mother of all northern universities, was originally a school of theology and scholastic philosophy. But at a very early period there was differentiated within the University of Paris an organization composed of the masters of arts, and eventually the faculty of arts became predominant; and in the school of liberal arts candidates for the professional schools received their preliminary education. But the "seven liberal arts" (grammar, rhetoric, and dialectic—the trivium; arithmetic, geometry, music, and astronomy—the quadrivium) furnished a restricted field for the education of youth; and besides, the work was directed more toward the mastery of form than to the acquisition of knowledge or the pursuit of truth in any large sense. Throughout the Middle Ages the aim of university instruction was either professional or disciplinary.

To the Renaissance we owe the revival of the idea of a liberal education as formulated by the Greeks and partially at least adapted to the Romans by Cicero, Quintilian, Tacitus and others. In fact on the educational side this revival is just what the Renaissance was. The view of educa-

tion which found no worthy aims or interests in this life except as they were connected with the life to come, and which looked upon school training as a mere discipline in a few restricted activities of the mind or preparation for the professions of law, medicine, and theology, yielded gradually to the conception of a liberal education, aimed at the development of the free man, with individuality of his own and power of participation in everyday life, based upon a knowledge of life in the past and an appreciation of opportunities of life in the present. This revived conception of education opened up especially three new worlds to the student: first, the real life of the past, the life of the ancient Greeks and Romans with their more varied interests and their wider knowledge of life and of its possibilities; second, the inner life of the individual with its intellectual or contemplative pleasures and satisfactions, its appreciation of the beautiful, its human interest in the activities of the time; and, third, the realm of nature around him, a realm that to the mediaeval mind had been considered debasing in its influence on man. An insight into man, humanity and nature became the leading aim of some universities and was represented in all the universities of Europe, and many students were drawn from the dominant interest of law and dialectic. Here is a clear recognition of culture as a university ideal and we may not today overlook the essential soundness of the conception as it furnished motive for study and instruction in European universities four centuries ago.

The chief educational instrument for the realization of this aim was found in the classical literature of Greece

and Rome. In this recovered literature the three phases of culture above mentioned found their basis and through it they first worked themselves out. The mistake should not be made, however, of confusing this means of education with either the cause or the purpose of the prevailing educational point of view. Its causes lay deeper and more remote in the whole movement of history and of thought, and its aim was culture, that advancement in knowledge and breadth of view and of experience which develop "those highest gifts of body and mind, which ennoble men and which are rightly judged to rank next in dignity to virtue only." The interest was in "the pursuits, the activities proper to mankind" ("Humanitas"), and Greek and Latin literature was merely a means to an insight into these.

Soon, however, that which was at first merely a means to be considered as an end in itself, the term humanities came to indicate the language and literature of the ancients, and the aim of education came to be thought of in terms of language and literature instead of in terms of life. Furthermore, the formal instead of the content or literary side of these writers became of greater importance, and thus a type of education developed which was decidedly narrower than and inferior to the liberal education out of which it grew. The religious doctrinal interests occasioned by the Reformation began to exert a powerful influence on higher education, and the aims of the universities again became disciplinary and ecclesiastical. Now the first Latin schools and colleges in America were direct outgrowths of the Reformation spirit. They were established to train up young men "for the service of God in church and common-

wealth." Especially it was felt by the colonists to be essential that a body of educated ministers should be trained up for the public offices of religion. Contrary to the common opinion, the early established colleges of this country did not aim at culture in the Greek or early Renaissance sense, but they were semi-professional in character and were meant primarily as institutions for the training of an educated minister. But as they used the same instruments of education, their apologists came to assert as their claim to distinction that their chief purpose and their distinguishing trait were to be found in the production of the cultivated man.

The American Revolution brought with it a growing sense of the value of education for its own sake or for its effect in the "heightening of sheer human worth," and the idea of liberal culture took strong hold of the academies which came into being in response to social needs during the first half century of our national life. Partly at least through the influence of the academies upon the colleges, this idea became the dominant note in American college education during the nineteenth century; education came to be regarded as a good thing in itself. The gradual encroachment of the sciences and modern culture subjects in the college also led finally to the adoption of the elective system and with it the abandonment, to a large extent, of the disciplinary basis of education, even in the collegiate study of the classical languages. But the multiplication of courses and freedom of election, while not inconsistent with the idea of culture, have tended to take away all content from the conception. People generally, and even educators, had so long associated the conception of cul-

tural education with its older instruments (the classics) that, finding no longer any unanimity regarding the curriculum, no clear cut notion of what a liberal education is or how it is to be secured, they have shown some tendency to discredit the unknown object "as an elegant superfluity or useless ornament." There is, therefore, need of a re-statement of the significance and meaning of culture and a re-assertion of its claims as a university ideal.

For one thing, culture must mean enlightenment, a catholic intellectual sympathy, an ability to share in the world's best inheritance in the great realms of human thinking, a social orientation which reveals to the individual his relations to other persons and orces. The specialist who lacks this culture must sometimes feel like the Indian lost in his own field, the forest, and his only excuse must be virtually the same: "Indian not lost, camp lost." He may have control of his own powers of thinking and acting but he has lost the rest of the world. But the cultivated man has come out of his provincial intellectual habit and knows something of what the world at large is thinking and doing and what the impulses are that are moving it. A university should give men and women, as it were, the freedom of the modern world so that they will not bury their heads in particular interests but will stand high enough to survey the field of human interests and activities and see where the tides move. It should generalize each generation of students as they come on and give them a view of the stage as a whole and the plot of the drama of life before they take up their several parts in the play.

As educational instruments there are in the first place the social sci-

ences. If culture is the rise of the individual into the life of the race, a social character must always have belonged to studies that yielded real culture. Why were the classics once the chief instruments of culture? Because they were the ark in which was preserved so much of the higher life of the race, because they gave the individual student a fuller membership in the life of mankind. And the classics have ceased to hold the place they once did because of the rise of modern humanities which, however deficient in form and disciplinary quality they may be, do really aim to explore human life and to reveal to the student his social world, to broaden his sympathies and to quicken and give direction to his moral impulses. And this is culture: to be possessed of insight into and appreciation of modern civilization and to be responsive to its claims upon one. O course if we rely entirely upon the modern humanities we are liable to get only the short modern view, our connections with the past upon which the modern thought rests are likely to be revealed only indirectly and obscurely, and we fall short of a complete orientation. Nor do I suppose that classical literature is incapable of revealing as much or even more to us than it did in the universities of the sixteenth century. But we have other means of securing insight into the relations of the ancient and the modern world, classical literature is in fact too good for everybody enrolled in a modern American university, and cannot be made a universal educational instrument in our universities of this generation.

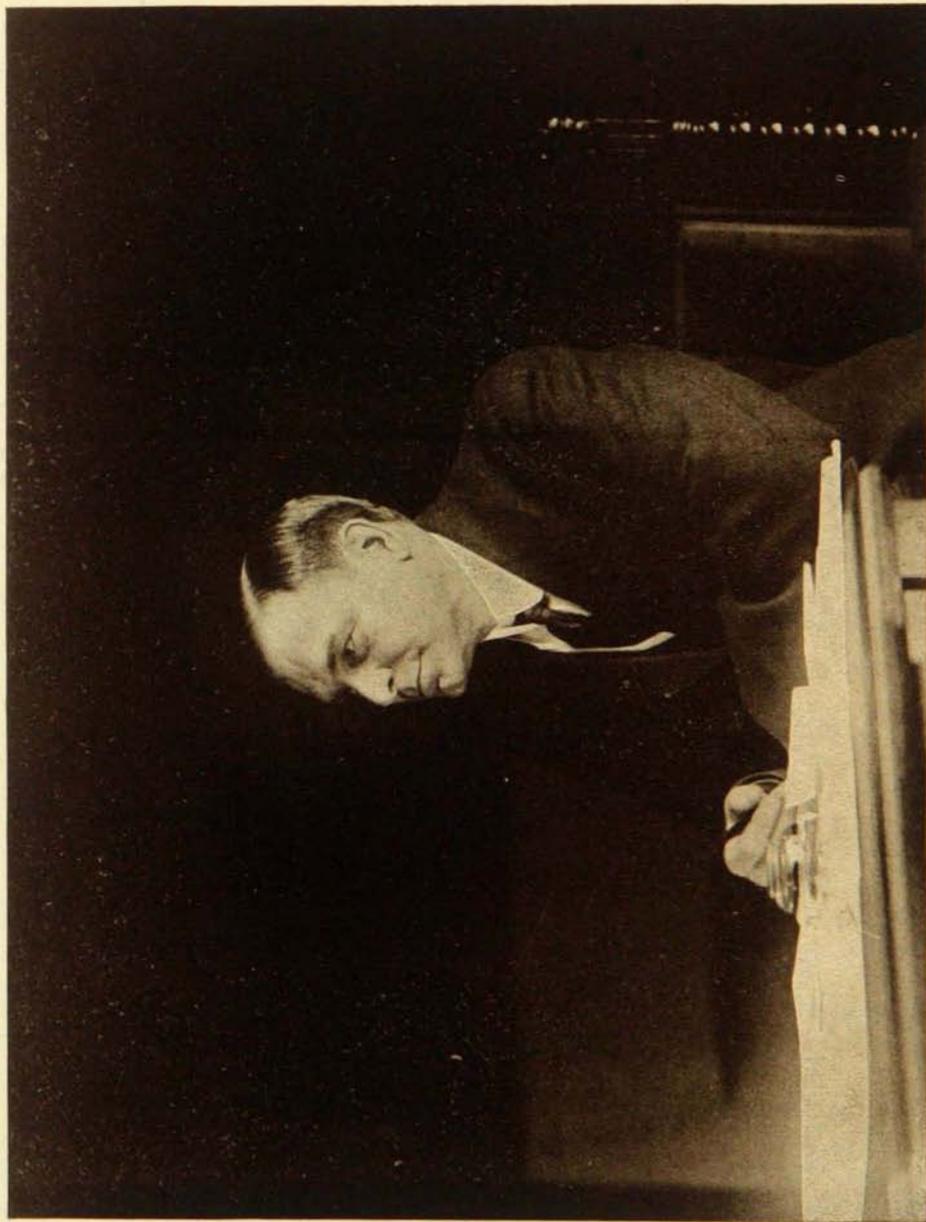
Then there are the natural sciences, so characteristic a phase of human thinking in modern times. As culture demands insight, and science has, during the nineteenth century, trans-

formed the world as the scene of the human drama, and the scientific method has become the universal method of inquiry, the method of thinking that has proved most fruitful, no one can today lay claim to cultivation who is ignorant alike of the achievements and the method of modern science. Especially it would seem that the scientific habit and attitude of mind are essential elements in a liberal education today and that in large measure the future of our civilization depends upon the widening spread and deepening hold of this attitude. How to mature it and make it effective is one of the great problems of a university. It must emphasize fundamental principles more than processes and train its students to drink at the fountains of scientific inquiry instead of contenting themselves with tapping only the lower courses of the streams. Some insight, too, into the essential unity of nature and its laws is involved in a liberal education, and scientific study cannot fully prosper or have its best effects in isolation, for every science is indissolubly related to others. In fact even the natural sciences exist only as an historical process, a bit of historical life; they have had their heroes and martyrs, their struggles with prejudice and superstition and their glorious triumphs; and they should have something to do with forming the social or moral ideals for the sake of which they are used, whether this is done in the science courses themselves or by the department of philosophy.

But culture is not merely insight, it is also appreciation; and a university should aim to bring all of its students to an appreciation of the great values of life, to an attitude of mind from which a sane criticism of life and life's

values is possible. This seems to me especially important for a state for it should be not only an organ of democratic society, but the highest expression of democracy itself; and the most disintegrating, most fundamental and harmful division of a community into classes is not that based upon material wealth, but a division into the intellectually and artistically rich and poor which results in one group doing the productive work of the world but not being able to share in the moral, social and aesthetic values of that work, while another appropriates the values but does not render social service. The work of a university should be carried on in an atmosphere permeated with ethical and aesthetic ideals, and students in all departments should be in constant touch with the best in the realms of literature, music and the fine arts. Taste, character and religion should at least be given a chance to be caught if they are not taught.

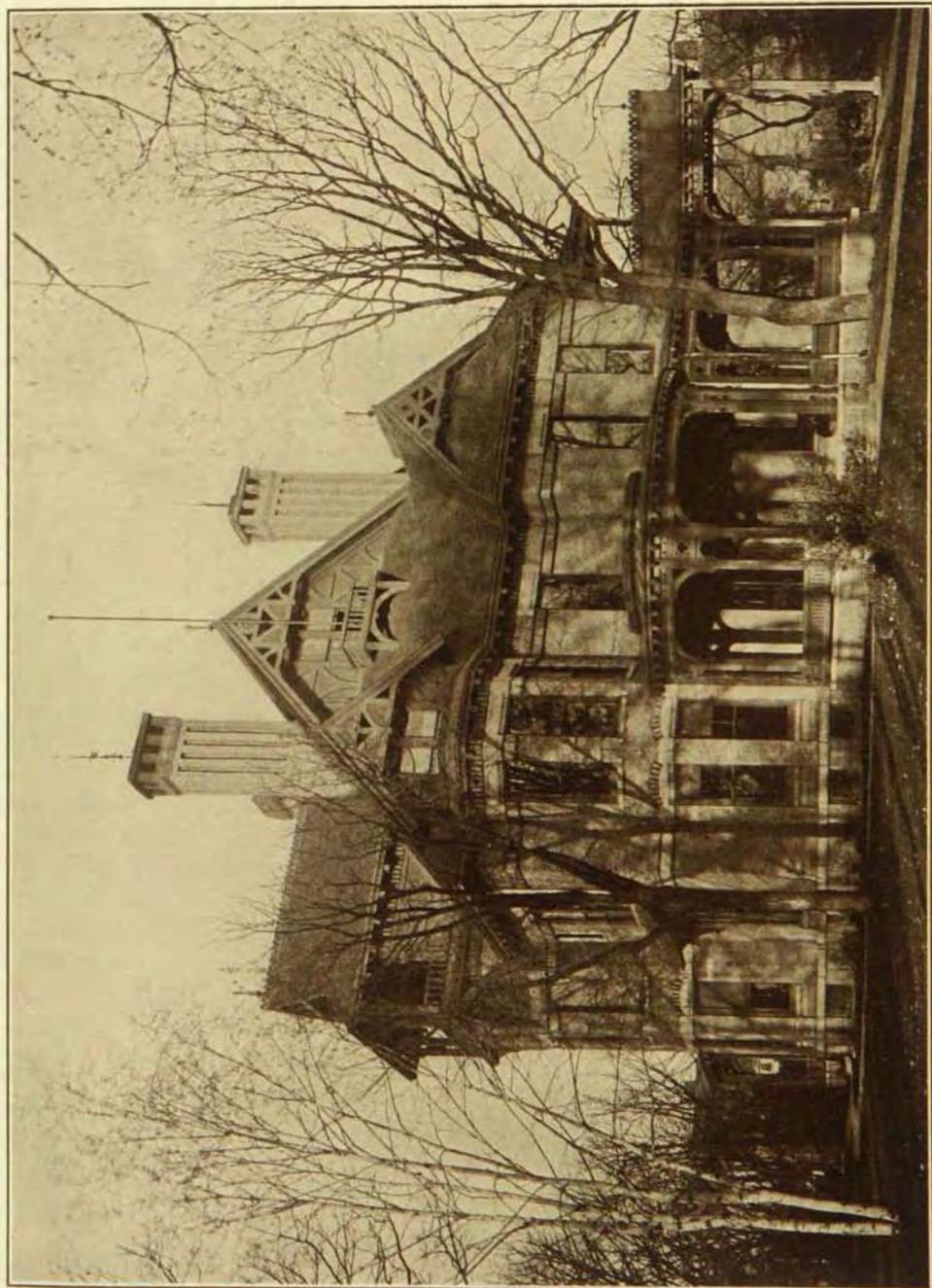
In the educational ideals of our own time, with our vaguer perception of the meaning of culture, we may perhaps note chiefly one great change from the Greek conception of a liberal education: we tend to emphasize powers of material achievement where the Greeks set up the aim of aesthetic expression of personality, but the change is not an unmitigated blessing nor an unqualified advance. Situated as you are here in the midst of rapid and stupendous industrial progress and ministering to the needs of the most virile and progressive population on this continent, the University of Minnesota will doubtless often be called upon to meet the customary American tests of efficiency; but there is also here a great opportunity and an obligation to train men and women in the fine art of living. All values go



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back ultimately to personal worth, and all educational effort must justify itself finally in its ability to further better living. The aesthetic has a close kinship with the still higher values, and a university should enable its students to enter into all values with appreciation and conviction, for "where shall wisdom be found" if not in a university?

I would not depreciate the significance of other university ideals, but I take pleasure in enforcing the claims of culture. A university should graduate men and women whose judgment has been sobered by the lessons of the past and by the methods and spirit of modern science; who have acquired intellectual toleration and social sympathy; who have taste, insight and a capacity for devotion to great causes.

#### PRESIDENT FINLEY'S ADDRESS.

The Weekly has been unable to secure the address of President John H. Finley, of the University of the City of New York. The address will be printed in a later issue of the Weekly in form so that it can be clipped and pasted in this issue in the proper place. President Finley's address was a notable one and we regret that we cannot give it in this issue.—Ed.

#### THE IDEA OF RESEARCH.

By Harry Pratt Judson, President of the University of Chicago.

One of the most whimsical facts in our educational history is the great variety of meanings given in different parts of the country and at different times to the term "university." We are all familiar with the thriving frontier town, one of whose prominent citizens boasted that it was growing in population and business very rapidly, had two news-

papers, three banks, six saloons, two universities, and was just planning for a third. Of course in the town in question a university was any institution of learning other than a common school. This is a typical case. Throughout the country at times the term "university" has been attached to a great variety of institutions, with the vaguest possible connotation. It has the advantage of sounding bigger than "college" or "school" or "academy." Again, in other parts of the land it apparently has been considered that a university differs from a college merely in bigness, and therefore that any college if sufficiently large may properly be called a university. Here at once there is a line of connection that runs through the previous consideration, the essential idea being that of magnitude. In quite a different sense the term has been used as applied to a group of colleges. Here we are reaching firm ground. This is essentially of course the English idea. The University of Oxford consisted of a federation of more or less independent colleges. It is in this sense I suppose that the state universities have been organized, and while in their incipiency perhaps the name "university" was rather indicative of hope and ambition than of realization, still as time has passed on and organization has become more definite and standards have become better the state university is very properly a group of colleges.

Within the last generation, however, another step has been taken in the development of universities, and two new ideas have appeared. The first is that of the so-called "graduate school," which essentially is simply an organization for training those who have taken their baccalaureate degree in some specialty,—geology, chemistry, political economy, law, or what-not. Accompanying this is the idea of research. This implies that one essential function of the university is

the pursuit of new truth. Of course the graduate school idea and the research idea are to a very considerable extent conjoined, as the specialist must himself be an investigator. Therefore the university professor is engaged primarily in investigation, and at the same time he is training the graduate students in investigative method.

The definition adopted by the Association of American Universities may perhaps be considered as indicative of the present trend of thought in that direction. In accordance with this definition the American university should have a strong graduate school, and if it has professional schools these must be essentially graduate in character. Now I put the statement in this form, understanding distinctly the present limitation in the regulations of the association whereby "at least one of the professional schools must have a combined course, graduate and collegiate, of not less than five years." Of course the expectation is that ultimately all professional schools will be of such character that the professional degree will be given only after a baccalaureate degree has been obtained, thus making the school essentially graduate. But the graduate idea implies both specialization and research, so that research may be regarded as the heart of the university idea at its present stage of development.

The purpose of university investigation is merely to ascertain new truth in the various fields of knowledge. The advance of science has of course resulted from the activities of the many men who have been eager to extend the boundaries of knowledge beyond what exists. On the brilliant results which have followed these activities it is needless to dwell. Few things are more fascinating than the researches now under way in many parts of the world in the various fields affecting human health. The discoveries

which have made it possible to eliminate malaria and yellow fever in the way of preventive medicine are familiar to all; the discoveries which have made it possible to cure in nearly all cases of cerebro-spinal meningitis and other virulent diseases have also yielded large results. The foundation of the Rockefeller Institute of Medical Research, and many other endowments for this purpose in this country and abroad, are certain to be of benefit to humanity beyond the power of words to describe. In like manner investigations on the part of science have revolutionized agriculture, and enormously multiplied the possibilities of the soil. These are the merest suggestions of what investigation, properly conducted, has already yielded to the advantage of human power. Every university should have, therefore, as an essential part of its purposes the prosecution of investigation in order to encourage the advance of knowledge.

But it should not be forgotten that the immediate beneficial results of investigations can seldom be forecast. On the other hand, discovery of new truth in any line may easily lead to utterly unforeseen results of great practical value. Men of science, therefore, should be encouraged in their investigations in as many fields as possible, with the confidence that after all what we need is truth and sound knowledge. Applications are sure to follow.

The question at once arises as to whether it is not better for university men who are engaged in research to give their whole time to this subject, and to be released altogether from teaching. There may be circumstances which would warrant such a procedure. I am satisfied, however, that in the great majority of cases an investigator is benefited rather than injured by a reasonable amount of teaching. He is able in this way often to test what he is doing, and

the contact with those who are learning is in itself a stimulus to his mind. On the other hand, of course he ought to be a far more fruitful and inspiring teacher from the fact that he is not giving information that he has acquired in a routine way, but that he is always speaking and working from the point of view of one who is himself a productive scholar. One may be an excellent teacher who is not a good investigator; one may be an excellent investigator who is not a good teacher; but in the long run each of these applications ought to be of great benefit to the other. As a rule it follows, therefore, that research and teaching should be combined. It may easily be wise in case of a given investigation of large purpose to release the investigator for a given time from any other employment. This, however, should as a rule be wholly temporary.

At the same time it is obvious that no one can carry on an investigation satisfactorily if all his strength is absorbed in teaching. Therefore the proper relation of investigation and teaching should be kept carefully in mind, and a good investigator should be relieved from overmuch teaching if the best results are to be obtained.

There is a wide variety of teaching ability in any faculty. Some are teachers by nature; some are teachers by experience; some are not teachers at all. The same considerations absolutely apply to research aptitude. Some men are created to investigate; some men learn to investigate and to do it reasonably well; others have no fitness for it at all. It should not therefore be presumed that everybody should be engaged in investigation, or that all who are so engaged should be engaged to the same extent. Where the research idea has become dominant oftentimes it has resulted in a great amount of useless work by unfit people who have the impression that

everybody must be an investigator. All that is quite needless. But the university should be so adjusted as to encourage research on the part of those who are qualified to carry it on with success.

It does not at all follow that any one institution is under obligations to carry on research along all lines of human knowledge, or even along all lines in which the institution in question gives instruction. On the other hand, better results will probably be obtained if research is provided in a limited number of fields; in this way it will be prosecuted more effectively and far more fruitfully. Investigations may easily be costly. The mere fact that investigators should be relieved from the full quota of teaching in itself involves additional cost to the institution. Therefore, not merely should investigation be encouraged only among those who are good investigators, but also only in those subjects for which the university can make adequate provision. Obviously some institutions may prosecute successfully certain lines of research activity, and others quite different lines. In this way, taking the country at large, the field of human knowledge should be adequately covered.

A fair question is whether an institution supported by the state should devote itself largely to research. Why not? It is the purpose of the state, of course, to educate its young men and women to make them better and more effective citizens. It is also the purpose of the state in its educational work to provide such knowledge as is needed not only by the young but by all parts of its population. To this end our states have already done a great deal of enormously valuable work in agricultural investigations, with the purpose, of course, of securing practical results which may be placed in the hands of the agricultural community. This has had a very great practical and financial value, and bids fair to have in the future

even larger results in these ways. The State Geological Survey is a piece of investigation of great importance, and in its nature is essentially a part of university work. The whole question of conservation of such natural resources as a state may possess involves investigation scientific in character, and essentially closely connected with the university. In short, the state owes it to itself, to its great body of citizens, and to their welfare in all fields, to follow out so far as possible all investigations along lines which will benefit the public. Surely nothing is more vital than public health, but the health of the state on the moral and spiritual side is quite as vital to good citizenship and progress as physical health itself. Investigation therefore in such lines of social activity as are connected with the care of the feeble-minded and the delinquent classes, for instance, is a legitimate subject for the expenditure of state money. The state establishes and maintains a great university. It has in mind the higher education of its youth, in general culture and in specific professions. It has in mind also the discovery and dissemination of new truth which will aid the people of the state to make their lives safer and more prosperous. It aims to do its part towards adding to the sum total of human knowledge for the benefit of all mankind.

#### THE IDEA OF SERVICE.

By President Charles R. Van Hise of the University of Wisconsin.

The idea of culture was, and to a large measure is, the central ideal of the colleges of liberal arts whether a part of a university or an independent college. The idea of vocation was introduced with the higher educational institutions when the demand for technical education arose; it is represented in the universities by colleges of agri-

culture, engineering, schools of chemistry, commerce, journalism, etc. The idea of research came into the American university in a large way when Johns Hopkins was founded; it is now regarded in the greater universities as of correlative importance with that of culture. In a broad sense the idea of culture, the idea of vocation, and the idea of research are held and developed in order that the institution may perform service; and thus the idea of service may be said to be the ultimate purpose of the ideas of culture, vocation, and research.

It is to be presumed, however, that in assigning to me the subject, The Idea of Service, following addresses upon The Idea of Culture, The Idea of Vocation, and The Idea of Research, something different was meant. I shall assume that what was meant was something more direct than the great service of the institution through the students who are benefited by its instruction or the inestimable benefits of research to mankind. I shall assume that what is meant is the service of the institution directly to the people of the state and nation.

#### General Principles Involved.

The principles which demand such service may be clearly formulated: To about the middle of the 19th century the advancement of knowledge was comparatively slow and at least a fair proportion of the knowledge that the people could apply had been assimilated by them in the more enlightened nations. But since the year 1850 the advancement of knowledge has been greater than in a thousand and probably in five thousand years before. The result is that the accumulation of knowledge has far outran the assimilation of the people. Much of this knowledge has accumulated during

the past twenty-five years—since men still in full maturity have left the schools and colleges.

To illustrate: We know enough so that if that knowledge were applied the agricultural product of the nation could be easily doubled. We know enough about soils so that they could give this result and improve in their fertility instead of deteriorate. We know enough about scientific medicine so that if the knowledge were applied infectious and contagious diseases could be practically eliminated within a score of years. We know enough about the breeding of animals so that if that knowledge were applied to man, the feeble minded would disappear in a generation, and the insane and criminal class be reduced to a small fraction of their present numbers. Even in politics we have sufficient scientific knowledge so that if it were fully used there would be vast improvement in the government of this country.

The specific idea of service under consideration is then that the university shall carry to the people the knowledge which they can assimilate for their betterment along all lines.

It may be suggested at this point that, while this idea of service cannot be gainsaid, it is not a function of the university, but rather of some other instrumentality. If it is meant by this that it has not been the function of the traditional university, to this dissent cannot be made. But it seems to me that whether it is the function of the University should be decided by the simple criterion as to whether the university is the best fitted instrument to do this work. If it is so, it should do it without reference to any person's preconceptions as to the scope of the university.

By the phrase "carrying out knowledge to the people" I do not mean to include the regular instruction of the elementary, secondary, and vocational schools to children of school age, nor the instruction in colleges and universities. To those having the opportunity of elementary, secondary schools, colleges, universities, and professional schools, the best means of transmitting knowledge is the regularly organized educational institutions; but as has already been indicated a large part of the knowledge which could be applied to the advantage of the people has accumulated since men and women of middle age have left the schools; and also large numbers of men and women, now engaged in the active work of the world have not had the opportunities of the schools. It is this great class of people, constituting roughly about four-fifths of the population, that is now being considered.

Carrying out knowledge to the people requires the highest grade of experts. It involves comprehensive knowledge of the more recent advances along all lines. The work of carrying out knowledge must be organized at some center. What other organization can meet these specifications better than a university? Objection has been made to this undertaking by the university on the ground that it will involve work which is not of college grade; a further objection has been made that so far as the work is of university grade it cannot be done elsewhere as well as at the central institution. The hypothesis upon which the first objection is based is that the university shall not extend its work beyond traditional boundaries. The second objection is a theoretical one which must be weighed by results; and even if the objection

be sound with reference to some subjects, it does not follow that this is true for all.

If a university is to have as its ideal, service on the broadest basis, it cannot escape taking on the function of carrying out knowledge to the people. This is but another phraseology for university extension, if this be defined an extension of knowledge to the masses rather than extension of the scope of the university along traditional lines. The history of university extension shows that the point of view above given was appreciated in a measure by the Oxford Commission which drew up a scheme for extension in 1850, more than sixty years ago.

I therefore conclude that the broadest ideal of service demands that the university as the best fitted instrument shall take up the problem of carrying out knowledge to the people so far as the same is necessary to supplement the work of the elementary and secondary schools.

By the above it is not meant to imply that the university is the only instrument which can perform extension service. Work of this class has been done for many years by the Lowell Institute in Boston, the Cooper Institute in New York, the Peabody Institute in Baltimore, and by other less noted institutions. These institutions have special foundations, the money of which was largely granted for what now may be called extension work; they are conclusive evidence that the founders had a clear appreciation of the needs of the people for the extension of knowledge. Other important instrumentalities for extension are the various lyceum bureaus, Chautauquas and their summer schools, literary and scientific circles

and the various American schools of correspondence.

With a few notable exceptions, however, it is clear that the university is the institution which is most advantageously organized to carry on extension work. A few years ago it might have been a moot question as to the advisability of recognizing as a function of the university, in addition to the instruction and investigation, this third great field. But now the consensus of judgment of men in charge of universities has clearly decided the question. As has already been indicated the idea originated at Oxford; Cambridge followed Oxford's lead.

So far as I am aware university extension was first definitely organized in this country by the University of Wisconsin. In that institution agricultural extension in the form of farmer's institutes had an annual appropriation of \$12,000 as early as 1885; but it was not until 1888-89 that the English idea of university extension was there taken up. Says the catalog of 1888-89 (p. 51): "The realms of knowledge widen as fast as the possibilities of instruction, and faster than the possibilities of general reception; but it is no more impracticable to extend the popular range of university education than to extend the sweep of the university courses. It can scarcely be more prophetic to contemplate the higher education of the masses today than it was to look forward to the common education of the masses a few centuries ago. The latter nears its realization; endeavor now begins to reach forward toward the former."

While not signed, unquestionably these are the words of Dr. T. C. Chamberlin, then president of Wisconsin.

The English extension idea soon spread and was taken up not only by other universities but by many organizations and societies; some of the latter being formed definitely for this work. For instance, extension work began at Minnesota in 1890-91, only two years later than at Wisconsin, the work being done at St. Paul under the auspices of the Academy of Science, and in Minneapolis under the direction of the Public Library Board.

**Proceedings of the First Annual Meeting of the National Conference on University Extension, pp. 201-202.**

The earliest and perhaps the most successful of the independent societies was the American Society for the Extension of University Teaching at Philadelphia.

The idea of extension caught like wildfire and by the end of 1890 it is reported that more than two hundred organizations were carrying on extension in nearly every state of the Union; and a national conference on university extension was held in December, 1891, at Philadelphia.

The extension movement, taken up with great enthusiasm, has an immediate success; but like many other propaganda its activity and strength were largely ephemeral. In a few years, with the exception of Agricultural extension, there was a distinct decline in the power of the movement, and many institutions which still announced extension did this work only to a very small amount. One marked exception to this is the University of Chicago. Its first annual register announced a comprehensive university extension division which included a lecture study department, a class work department, a correspondence teaching department, an examination department, a library department, and a

training department. Three of these later were discontinued but two of these departments have kept up their activity to the present time.

**Annual Register, University of Chicago, 1892-93, pp. 173-198.**

Wisconsin was among the universities in which the extension movement, pushed with enthusiasm for a few years, later waned in its influence. It was not until the year 1906-07 that the extension division, then moribund, was reorganized on a new basis. Since that time a large number of state universities have again taken up extension work vigorously and the movement has greatly expanded in the endowed institutions.

According to Dean Reber of the University of Wisconsin, in 1910, twenty-one state universities reported themselves as having organized extension divisions under a permanent director or committee, and almost without exception, the twenty-five or more independent agricultural and mechanical colleges are doing extension work. The list of state universities is as follows:

California, Colorado, Florida, Georgia, Indiana, Iowa, Kansas, Minnesota, Missouri, Montana, Nebraska, North Dakota, Nevada, Oklahoma, Oregon, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming.

**University Extension by Louis E. Reber, Eleventh Annual Conference of the Association of American Universities, p. 58.**

Columbia and Harvard will illustrate the recent expansion of extension work in the endowed universities. In Columbia until the year 1910-11 extension was carried on under the trustees of Teachers' College, but beginning with that year the university took full control and financial responsibility for

extension teaching, a director being placed in charge of the work. President Butler says it is the purpose to extend the class room and laboratory work in the evening in New York City and in neighboring parts of New Jersey, New York and Connecticut, and, in addition, evening classes will be organized which may be taken advantage of by wageworkers.

**Annual Report of President Butler, Columbia University, pp. 33-34.**

President Lowell's report for 1909-10, tells of the formation of a permanent commission on extension courses, containing representatives of Harvard and Boston universities, the Massachusetts Institute of Technology, Boston, Tufts, Wellesley and Simmons Colleges, and the Museum of Fine Arts. The commission arranges that instructors in these institutions have courses which are identical with or equivalent to those offered in the various institutions. The courses are maintained in part by fees from the students and part from subscriptions from the Boston Chamber of Commerce and the Lowell Institute. The detailed administration of the extension work has been undertaken by Harvard and an administrative board for extension work was created with a dean for its chairman. For students taking work by extension a special degree has been instituted by Harvard, Radcliffe, Tufts, and Wellesley, that of associate in arts to be conferred upon those taking courses equal in number and character to those required for the degree of bachelor of arts without any requirements for entrance. It is interesting to note that this degree of associate in arts will suffice for admission to the graduate schools of Harvard university and other institutions.

**Report of the President and Treasurer**

**of Harvard College, 1909-10, pp. 20-22.**

Chicago has already been mentioned. Other endowed institutions are carrying on more or less extension work. Among these are Brown University, Tulane, Pittsburg and Northwestern.

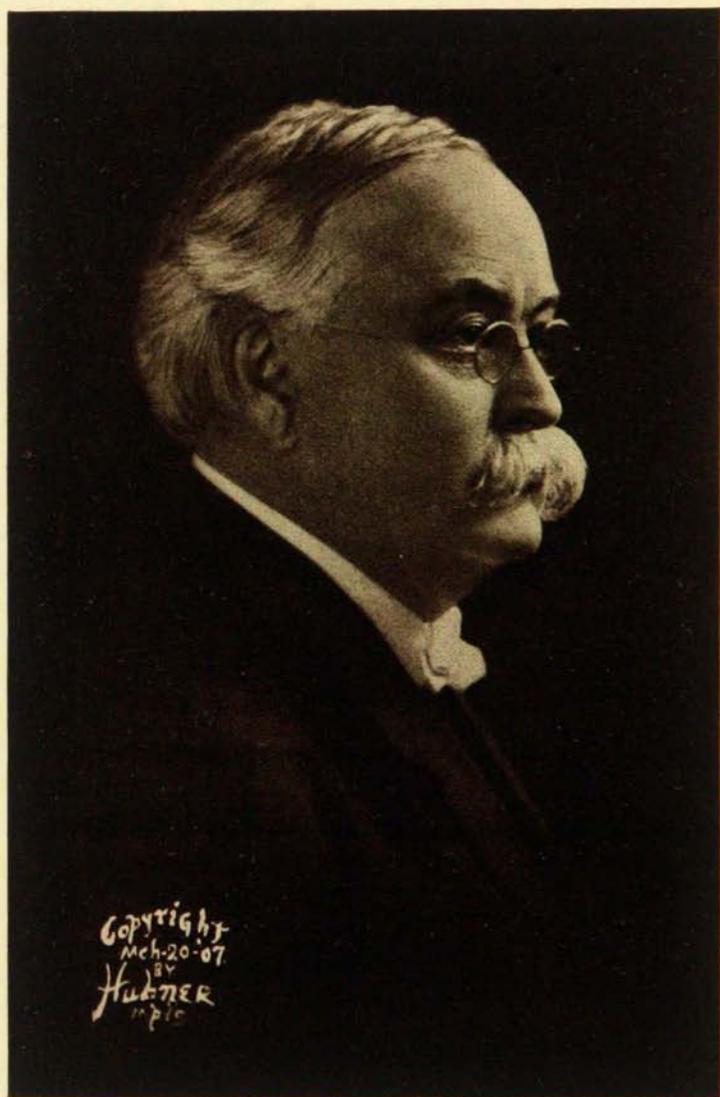
The rejuvenated movement for university extension, beginning about five years ago, has shown power and breadth. The new movement, guided by the experiences and disappointments of previous years, is upon a sounder and broader basis than heretofore. Indeed it may be said that the policy of carrying out knowledge to the people has become a general one with the majority of the stronger American educational institutions; and it may be confidently predicted that those universities that have not already recognized this will do so in the near future.

I shall therefore use the remainder of my time in giving a brief outline of extension endeavor in this country without any attempt to make the same exhaustive as to the particular lines of work done by the different institutions. So far as specific institutions are referred to this will be merely for the purpose of illustration.

#### **The Lyceum Method of Extension.**

The extension method of Oxford was that of a set of lectures with colloquiums and examinations. Naturally this was the first method of extension transported to this country. As already noted, the method was enthusiastically accepted by many universities, but few have persisted in continuing it on a large scale.

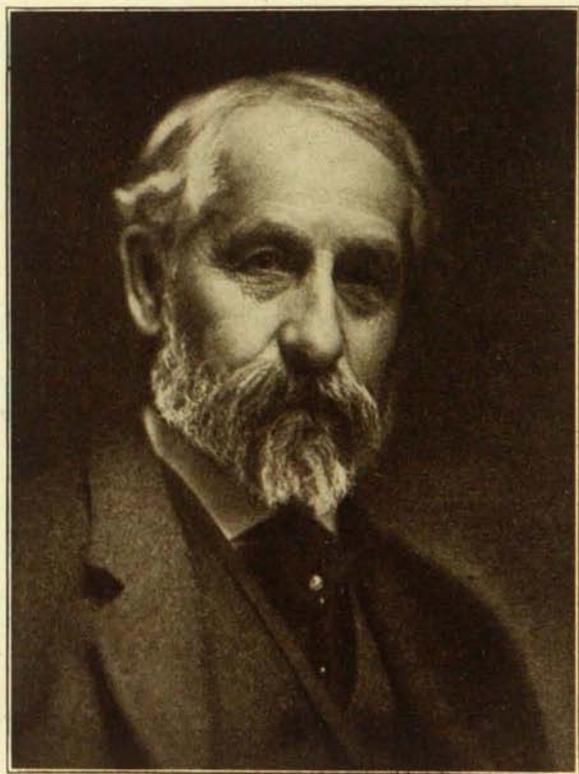
The chief illustrations are The University of Chicago in the city of that name and Columbia University in the City of New York. Much has been



President Northrop



Mrs. Cyrus Northrop





Mrs. William Watts Folwell

accomplished by the method, but its limitations have clearly appeared. The difficulties of a sparsely settled country have prevented its wide application, and in those institutions which are located in a great city with a surrounding dense population the movement has been most useful. Another difficulty with the lecture system is that it has been self supporting. In order to accomplish this it has been necessary to have classes of large size; it has been necessary to make the treatment popular; and it has been necessary in the same community to follow one popular series of lectures by another of a wholly different kind.

While I would not underestimate the importance of the influence of extension lectures and the inspiration aroused by them, the method has the fundamental defect that it consists mainly in pouring in knowledge upon the recipients rather than consistent instruction for some length of time along definite lines,—involving not only pouring in but drawing out, not giving information merely, but requiring students to do work. In short the lecture system is informational rather than educational.

The above facts have led to this class of work being dubbed "second rate at second hand."

It is notable in this connection that the secretary of the lecture study department at the University of Chicago reports a marked decline in the last few years in the number of lecture courses given and depletion of the ranks of successful workers; as a result the existence of centers at a distance from Chicago is very seriously threatened. Says the secretary: "It is with keenest regret that we are forced to contemplate withdrawal from any portion of this larger field of uni-

versity extension so long cultivated by the university." He states, however, that if this is inevitable it is to be hoped that the university will give itself with increased energy to the more thorough development of the field for popular adult education in Chicago and its suburbs.

#### President's Report, The University of Chicago, pp. 99-101.

The above gives some of the reasons why the lyceum method of university extension to a certain extent has had a "flash in the pan" history, and only in two or three institutions has settled into a steady flame.

#### Instruction by Correspondence.

A second phase of extension work is that of instruction by correspondence. In this line the proprietary schools, not the university, first found the opportunity, exactly as education in medicine and law were not first developed in connection with the university but in the proprietary school. The great service which the proprietary correspondence school has performed to education in this country cannot be gainsaid. Hundreds of thousands, indeed it is claimed, millions of students have received valuable instruction through this medium.

While many universities have announced courses for many years, Chicago has primacy in maintaining a successful correspondence department on a large scale. As has already been indicated correspondence work was begun at the time of the foundation of the university.

Contrasting with the lecture work the correspondence study department at Chicago has continued rapidly to grow. Then number of registration has increased from 1,485 in 1901-02 to 4,010 in 1909-10 and in the latter year

the actual number of different students was 2,755. Also the force of the faculty engaged in carrying on correspondence during the same period increased from 23 to 89.

President's report, *The University of Chicago, 1909-10*, pp. 102-106.

The Chicago correspondence work includes that required for entrance to the university and courses of college grade, each of which is recognized for its particular purpose when satisfactorily completed and an examination passed.

At Wisconsin the correspondence work differs from that in Chicago in that a large proportion of it is vocational. Out of 4,026 doing correspondence work in 1910-11, 3,322 were carrying vocational courses not of college grade or designed for entrance to college. This work is very large with apprentices and artisans, who, finding that their vocational training is inadequate (indeed there has been opportunity to obtain regular vocational training in this country), desire to gain knowledge of the industry in which they are engaged whether it be pattern making, plumbing, machine work, foundry work, etc., etc.

This is the class of work in which the proprietary correspondence schools have found their great opportunity, although their work is not confined to it.

When vocational correspondence work was developed at Wisconsin defects appeared. The method required an unnatural amount of stamina; an artisan who never came in contact with his teacher would not continue work by himself in the evening after he had finished his day's work in the shop.

To remedy these defects a group of vocational students in a large shop are given the same work, and arrange-

ments are made with those in charge of the manufactory for the traveling professor to meet the men from time to time. In most cases the manufacturer is willing to furnish a room for this purpose and gives the men the time necessary for them to meet their instructor without reduction of pay. At present Wisconsin in carrying on a number of classes of this kind. Supplementing correspondence work by class room work places the institution on a new and higher basis. One result of the improvement is that instead of a very large percentage dropping out before completing a course as is the case in the proprietary schools, the percentage is small.

There can be no question that correspondence work, especially if it be correspondence supplemented by class room work, has an enormous advantage over the lyceum method, in that it is truly educational; in that it demands that students do definite and systematic work under the guidance of a teacher.

Both at Chicago and at Wisconsin correspondence work, when satisfactorily done in courses of standard character, is accepted to one half the amount required for a degree; thus the student may do one half work for a baccalaureate degree in absentia. Also a certain, but not so definite, amount of graduate work may be done to count toward a second degree.

Upon a priori grounds many objections have been brought forward by professors against accepting such work for credit toward a degree, and undoubtedly some subjects can better be treated by correspondence than others. This difficulty is met at Wisconsin by requiring no department to offer correspondence work. It is the testimony of those men in departments that have

correspondence courses that they succeed in getting work of at least as high average grade as from an equal number of resident students.

It is my profound conviction that the correspondence method of instruction will become of increasing importance in work of college grade, and that it has enormous opportunity in vocational work at least to such time in the future as continuation and vocational schools are developed in this country on a basis as thoroughgoing as in some parts of Germany.

### Regular Classes.

A third line of extension work is that of systematic instruction at other places than the university by regular members of the staff. So far as I know this method is most extensively in vogue at Columbia; it has been applied to a certain extent at Harvard, to a small extent at Wisconsin in the city of Milwaukee, and perhaps by other institutions.

Undoubtedly this is the most satisfactory form of university extension. Indeed at the centers where are proper facilities in the form of books, or there are laboratories available to the students, this form of extension work may be made as effectively educational as the regular college or university work at the central institution.

The method has severe limitations in that it can only be applied in those cities which have library facilities and contain a university in which the men are willing to undertake additional instructional work. This few able professors are willing to undertake, to more than a small amount. Therefore it cannot be hoped that the amount of work of this kind will become very large, unless special staffs are organized.

### General Welfare Work.

All of the above lines of extension work are of a kind for which a fee may be charged, and which therefore can be made to a greater or less extent self supporting. In many cases these lines of endeavor have been made altogether self supporting, but it cannot be hoped that this will be true in the future. Extension if made truly educational along the highest lines and with the best results, like any other educational work, will inevitably become a source of expense to an institution.

For another class of extension there is no return in fees; it is wholly a source of expense. This may be called general welfare work. In such work every university in the country is engaged in varying degree; and in many of them it is important; but so far as I know this division of extension work is on a more systematic basis at Wisconsin than elsewhere; and therefore that institution is used for illustrating the principle.

Some of the functions of the department of general welfare in Wisconsin are as follows: It serves as a clearing house to answer reasonable inquiries of the people from all parts of the state in reference to any questions concerning which they desire information and expert advice. As has been indicated the accumulation of knowledge is so vast and it is stored in so many hundreds of thousands of books and pamphlets that it is wholly impossible for a man in a rural community with small library facilities to get the data needed. Informational work can be very efficiently and economically done by an organized central staff having this as a special field. Its scope includes hygiene, sanitation, economics,

politics, ethics, sociology, education, conservation, technical questions in agriculture, engineering, manufacturing mechanics, etc. A vast amount of work in the general welfare department has been done without differentiation, including the answers of many thousands of questions, conferences upon many matters, and assistance to many individuals and organizations.

### Expert Service to the State.

Certain lines of general welfare work have become so important that they have become definitely formulated into special fields. One of these is service by a staff of university experts with reference to economic, social, engineering, and other technical questions, which arise in the legislature, before the commissions, or in the various state departments, and institutions. In 1909-10 there were no less than thirty-six men doing instructional work in the university who are also doing expert work for the state. These lines of co-operation, so far as finances are concerned, are divided as follows:

(a) The compensation of the staff is partly paid from the university funds and partly from the state funds, usually with, but in some cases, without a definite combination arrangement.

(b) Men receiving their compensation from the university serve on various commissions as experts and in other ways without pay from the state.

(c) Some men receive their compensation from the state and render instructional work in the university without pay.

In the state of Wisconsin is a public utilities law. The wise enforcement of this law by a railway commission requires that a physical valuation of each of the public utilities

be made, that these valuations be adjusted each year, that the rates of depreciation be determined, and in fact all information with reference to cost and operation which can be determined by engineering experts. Similar information is needed by the tax commission. The above work is done for the railway and tax commissions of Wisconsin by the engineering staff of the university, civil, mechanical, electrical.

A very important technical service performed by the university staff is that of service upon state commissions without compensation from the state. These include the live stock sanitary board, the geological and natural history commission, the board of agriculture, the forestry commission, board of immigration, the free library commission, the conservation commission, etc.

Another important line of expert service is that done by a large number of professors who do not have definite places on commissions, as for instance, the work of the professors of political economy, political science, law, and sociology, who at the request of the committees of the legislature assist in the formulation of bills. In some cases professors have worked with the committees during several months in the formulation of important pieces of legislation, such as that of the railway commission, a water power law, etc.

Finally, men whose main service is to the state and whose compensation comes from that source give lectures in the university, as in the case of the head of the legislative reference library and of the bureau of forestry.

In short, it may be said that for many aspects of state administration and legislation requiring expert ad-

vice the assistance in which the university is called upon for help. Help is granted when asked for; great care is exercised in not to volunteer in these matters lest the impression should become justified that the university is exercising its influence in fields not belonging within its scope.

The University of Wisconsin is not the only institution in which experts of the university are serving the state and municipalities. Harvard has a legislative municipal reference department; Columbia has a legislative drafting department. Some states have legislative reference department which ask the co-operation of their universities to a greater or less extent. Here are included Indiana, Illinois, Nebraska and California. In a number of universities there is co-operation in municipal work. These are illustrated by Johns Hopkins and Chicago. Indeed the municipal research and reference departments in many states are calling upon professors in the universities for expert service.

#### Municipal Reference Bureau.

Another line of general welfare work which has been definitely organized is a municipal reference bureau. This bureau furnishes information on all subjects of municipal organization and administration, including public utilities, paving, sewage disposal, water supply, and the hundred other problems having scientific aspects which arise in a city. The establishment of this bureau at Wisconsin has been a marked success from the outset. At first there was some fear that such a bureau might create criticism for the university as entering into questions having a political bearing, but the information furnished by the university in reference to various

problems is strictly scientific and not a word of criticism has appeared.

#### Debating and Public Discussion.

Another class of general welfare work which has been regularly organized is that of debating and public discussion. The American youth everywhere wishes to debate. At the cross-roads and in the country town are scanty libraries, or none at all, and he is unable to wisely decide upon questions for discussion. As a result of the establishment of this department various political and social questions before the people have been formulated as subjects for debate. Syllabi have been prepared which give in outline the legitimate arguments on both sides of the question, with references. Since the rural community has not the briefs and documents referred to these are sent with the questions, and are available to both sides. The most burning political questions of the day have been analyzed and sent out to all parts of the state, such as the primary election, the election of senators by popular vote, the commission form of city government, the guaranty of bank deposits, etc. And yet so fairly have the two sides of the question been presented in the syllabi that there has been no complaint with reference to this department.

#### Educational Exhibits.

Another class of general welfare work in Wisconsin is that of educational exhibits of various kinds which are made at the county fairs, the state fairs, the villages and cities. This class of exhibits may be illustrated by the tuberculosis exhibit which has been shown in those towns of the state many in number which would furnish quarters for the exhibit, all

without cost to the community except that of transportation.

### Institute Welfare.

Another line of work which has been undertaken is that of institutes. These may be of vocational nature lasting a few days, such as the bakers' institutes, or may concern society and educational questions, as in the case of the municipal and social institute held in Milwaukee in 1901-11, which extended through six months.

### General.

The above sketch of the welfare at Wisconsin is not designed to be exhaustive but merely illustrative. It is clear that there is no limit to the amount of that class of extension work which may be advantageously done. It is, however, a work which cannot be made self-sustaining. The funds have come mainly from the extension appropriation, although in some cases, as in that of the municipal and social institute at Milwaukee, special gifts were received. The Anti-tuberculosis Association has contributed to the expense of the tuberculosis exhibit from the sales of the red cross seals.

### Agricultural Extension.

The foregoing statement as to the scope of extension has not included agricultural extension which is a class of work by itself, having manifold phases, and which to treat adequately would occupy my full time. Suffice to say that it has not been found adequate to make agricultural discoveries at the various scientific agricultural stations of the world, at the station at Washington, and the various stations of the states. These may be embodied into bulletins and distributed broadcast without producing a widespread

effect. It is necessary to go out and figuratively knock the farmer over the head with agricultural knowledge in order to get him to apply it. Thus there has been organized by the United States government and by the various state experiment stations and agricultural colleges, extensions on a vast scale, including farmers institutes, farmers' schools, short courses for farmers at the university, demonstrations in the field of various kinds, demonstration farms, dissemination of high-bred seeds through organizations such as the agricultural experiment association, comprising the graduates of the institutions, boys' clubs leading to contests in county fairs, dairy scoring exhibitions, extension lectures, etc.

With reference to the future there can be no question as to the prime importance of the agricultural extension work. Already in this country, a comparatively new one, a large proportion of the land east of the Alleghenys and Blue Ridge and a considerable portion of it even so far west as the Mississippi River, has become more or less depleted in richness, and large areas have been partially or wholly destroyed.

In the years to come there must be food and clothing from our soil for hundreds of millions of people instead of a hundred million, and within two or three centuries five hundred million people. If this vast host is not to be severely circumscribed in the development as are the people in India and China by insufficient food and poor clothing, this can only be accomplished by the dissemination of agricultural science to more than five millions of farmers of the country, a truly colossal task; and yet one which must be vigorously and successfully confronted.

### Conclusion.

It is apparent from the foregoing summary that the work of carrying out knowledge to the people is one of enormous magnitude and not inferior in importance or in opportunity to the functions of the university earlier recognized,—those of instruction and research. The work is so vast that it can be best organized with the states as centers. In those states in which the universities are mainly endowed institutions these may well co-operate with one another, as is now proposed in Massachusetts.

In those states in which the universities are tax supported institutions they are the natural centers of organization.

When fully developed the work will not only involve in each state a center at the university but district centers. Already in Wisconsin three such district centers in addition to the center at Madison are established and it is planned ultimately to organize several others. It should be realized at the outset that effectively carrying out knowledge to the people will prove to be expensive. For the work definite funds must be available, precisely as for the other colleges and divisions of the university. We may confidently predict that extension work will be sympathized with by state legislatures and will be one or which an appeal may be successfully made. To illustrate, at Wisconsin in 1905, enough work was done in extension from appropriations made to the university for general purposes so that by the year 1907 the legislature was asked for \$20,000 a year for this work for two years. This sum was granted. Two years later, in 1909, there were appropriated for general university extension \$50,000 for the first year and

\$75,000 for the second year of the biennium; and also \$30,000 a year for two years for agricultural extension in addition to \$20,000 per annum for farmers' institutes.

In the year 1911 the legislature increased the appropriation for general extension to \$100,000 for the current year and \$125,000 for the year following; and for agricultural extension \$40,000 a year for two years, in addition to the appropriation for farmers' institutes. Thus there will be available for extension work of all kinds in Wisconsin for the current year \$100,000 plus the fees, and for the coming year \$185,000.

It should be noted that these increases in appropriations for extension have not resulted in curtailing the appropriations for the other divisions of the university. Indeed it has been easier to secure appropriations for other lines of work because extension has been undertaken. The last Wisconsin legislature for the general purposes of the University and for permanent improvements, educational buildings, land, etc., granted precisely the amount which the university authorities requested.

Aside from Wisconsin, excluding agricultural extension, so far as I am informed, the following institutions only have specific appropriations for extension.

Clark University—\$5,000.

Columbia University—\$30,000.

Harvard University for the year 1910-11 from the Lowell Institute and Chamber of Commerce—\$9,150.

University of Maine—\$1,900.

University of Michigan—\$10,000.

University of Montana—\$1,000.

Ohio State University—\$40,000.

University of Vermont—\$1,000.

These appropriations are annual unless otherwise specified. To these amounts should be added the fees which go to the extension work.

As already indicated, nearly all of the agricultural colleges are doing extension work, either with specific appropriations or from their general funds: amounts devoted to such work varying from \$50,000 to \$60,000 per annum, as in the case of Cornell and Wisconsin respectively, to comparatively small sums.

These facts presented make it clear that utilizing the opportunity to carry out knowledge to the people will be an advantage rather than a disadvantage to the growth of the university along other lines. But this should not be its purpose; the purpose should

#### Order of the Inaugural Exercises.

The Honorable John Lind, President of the Board of Regents, Presiding.

Hymn:—America.

Invocation: The Reverend Humphrey Moynihan, A. M., DD., Rector of the College of Saint Thomas, Saint Paul.

Greetings:

In behalf of the State: The Honorable Adolph Olson Eberhart, Governor of the State of Minnesota.

In behalf of the Public Schools: The Honorable Charles G. Schulz, State Superintendent of Public Instruction.

In behalf of the Normal Schools: The Honorable Ell Torrance, President of the Normal School Board.

In behalf of the Colleges of the State: The Reverend John N. Kildahl, A. B., President of Saint Olaf College, Northfield.

In behalf of the State Universities: President William Oxley Thompson, DD., LL. D., of the Ohio State University, President of the National Association of State Universities.

In behalf of the Students: Mr. Stanley Gillam, of the Class of 1912, Windom.

In behalf of the Alumni: The Reverend John Walker Powell, D. D., of the Class of 1893, Duluth.

In behalf of the Faculties: Professor Emeritus William Watts Fowell, A. M., LL. D.

Presentation of the President: President Emeritus Cyrus Northrop, LL. D.

Formal Induction into Office: President Lind, of the Board of Regents. Address: President George Edgar Vincent, Ph. D., LL. D.

Song: Minnesota.

Benediction: Bishop John Heyl Vincent, D. D., Chancellor of Chautauqua Institution.

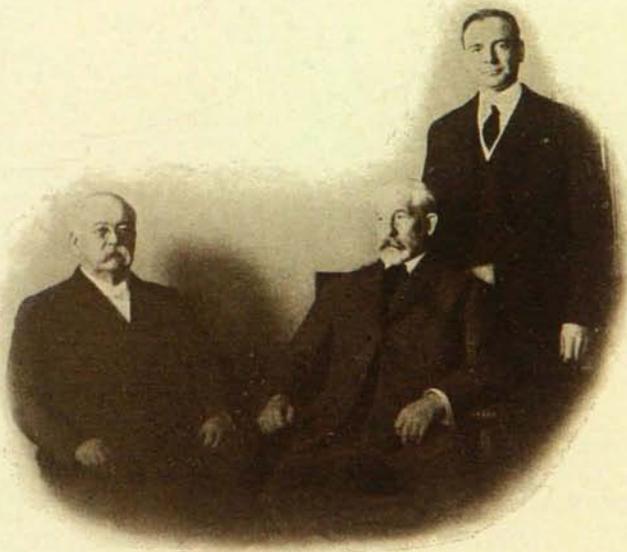
#### GREETINGS FROM THE STATE OF MINNESOTA.

By Governor A. O. Eberhart.

President Vincent:

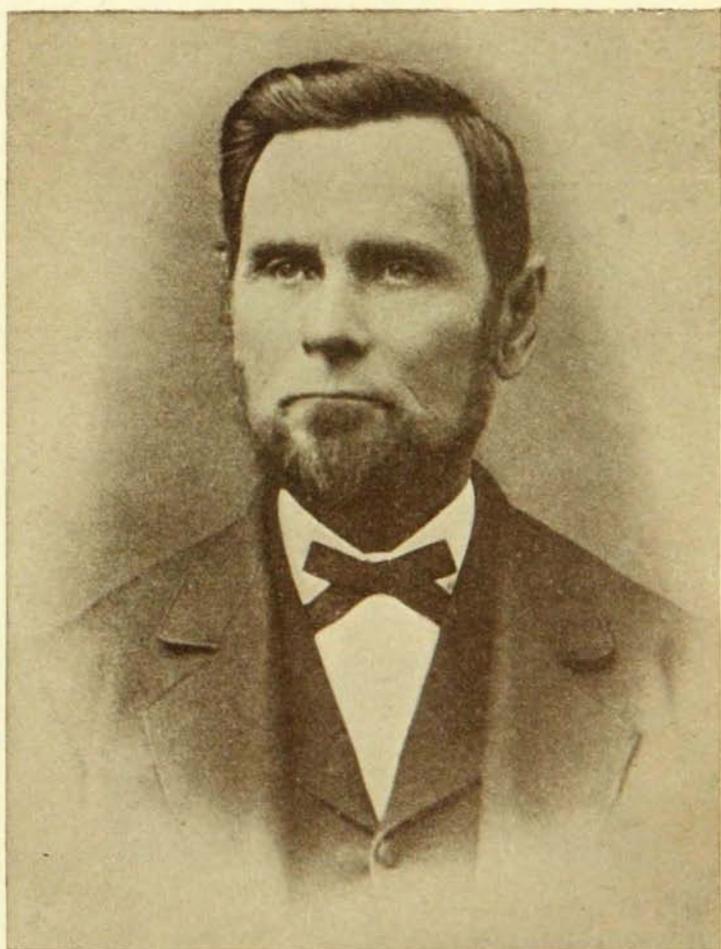
The people of Minnesota take this occasion to extend to you and your estimable family the most sincere greetings and hearty welcome, and to show you the great interest they have in their university and the cause of popular education which it represents.

Realizing the importance of free popular education, the builders of our state laid the foundation to one of the best public school systems ever established, and provided for its support a permanent school fund, which today approximates \$27,000,000, and which within 50 years will exceed \$150,000,000, according to reliable estimates. With such a large school fund to guarantee a liberal education to all and in addition thereto a most generous support from the people of the entire state, no man was ever offered a greater opportunity nor charged with a

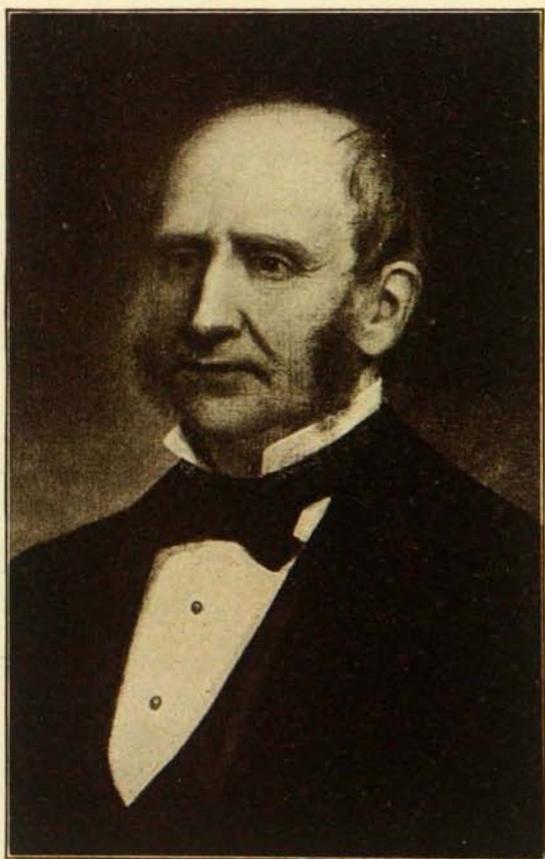


Presidents

Northrop - Folwell - Vincent



Rev. Elijah W. Merrill  
Principal of the Preparatory School  
1851 to 1855



Edward D. Neill  
Chancellor of the University, 1860-61

greater responsibility than the president of the University of Minnesota.

This day marks an epoch in the history of our state. While comparatively young, our state is recognized as one of the leading states in the Union, and we cannot look back upon our career without recognizing the great influence for good exerted by our university under the efficient leadership of President Northrop. That this new epoch, with unparalleled opportunities, will make the university a still greater force for intellectual, moral, and social advancement, no one, who knows President Vincent, will doubt. The state of Minnesota maintains this institution that those who study may better fit themselves for all duties of citizenship and be able to render the state greater service in return. No education is worthy of the name that does not accomplish for the student such a proportionate development of all faculties of mind and body as will result in more efficient service, right living, well doing, better citizenship.

While the great function of a university is to distribute knowledge, it should also be a positive factor in the solving of every problem that confronts the state. In government, it should represent the highest ideals of civic righteousness, in citizenship the cleanest and most intelligent. This is essential in a cosmopolitan nation like ours, where citizenship is limited only by the confines of the human race and where industrial and commercial influence is exerted in the remotest corners of the globe. If the people of our state and nation shall have the right conception of law, freedom, and justice, if in the achievement of our unparalleled industrial and commercial

development we shall succeed in granting equal rights to all and special privileges to none, if we shall maintain a strict state and national integrity, and if we shall lead the nations of the world in the establishment of universal peace and brotherhood,—then our educational institutions must train the youth in the duties and responsibilities of self government.

President Vincent: Representing the great commonwealth of Minnesota, I speak for over 2,000,000 people, as intelligent, industrious, and prosperous as can be found anywhere. Their co-operation and support I pledge to you, their respect and love shall be your reward.

May this institution under your guidance prepare the boys and girls of Minnesota, not for school, but for life, that they may bequeath to unborn generations the greatest of all legacies, the memory of a noble character and a well spent life! Then, and not otherwise, shall this university, and the culture that it represents, endure until the gathering shadows of time have collected into the night that precedes the dawn of eternity.

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#### GREETINGS FROM THE PUBLIC SCHOOLS.

By C. G. Schulz, Superintendent of Public Instruction.

In a broad sense the public school is an elementary university. It is the concrete expression of the idea through which the state seeks to equalize opportunity. Its principal aim is to give alike to all that elementary instruction and training which is essential to citizenship, useful activity and right living.

Our public school system forms a harmonious whole. Its parts articulate. Its training is not only cultural, but prac-

tical. The immediate need for the greater efficiency of public school work is a trained and permanent body of instructors and leaders who will make of teaching a recognized profession.

The high schools, the graded and the rural schools look with confidence to the University for leadership in public education. This great institution is so adjusting its relations to all public school activities that its guiding and inspiring influence will be manifest in every department of public school work.

I express on behalf of the leaders in public education for eighty-five counties, of superintendents and principals of high and graded schools, of fifteen thousand teachers and twenty-five thousand school officers, a continuance of the interest and confidence which the public schools have entertained for the State University under your predecessor.

We have an abiding faith that under your leadership the University will attain still greater power in extending its means of service for public school work, and in establishing a relationship between itself and the public school which will result in harmonious and well-balanced progress.

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#### GREETINGS FROM THE NORMAL SCHOOLS OF MINNESOTA.

By Ell Torrance, President of the Normal School Board.

A soldier undergoing an examination for promotion was asked to define strategy, and replied, "To keep on firing in the presence of the enemy after you are out of ammunition."

On this occasion and in the presence of friends I can assure you that it is no easy task to continue the flow of soul after all the good things that have been said here today.

In the beginning the Normal School became a part of the educational system

of Minnesota and August 2d, 1858, just eighty-three days after Minnesota had been admitted into the Union, Governor Sibley approved an act establishing a system of normal schools, only four of the sixty-nine members of the Legislature voting against the measure. The value of the normal school was thus recognized by the founders of the commonwealth as essential in maintaining an efficient common school system and paving the way for a more advanced collegiate course.

As a result of this legislation the Winona Normal in June, 1910, celebrated the semi-centennial of its existence and emphasized the remarkable fact that it was the fourteenth normal school established in the United States and had graduated and given to the state of Minnesota 3,327 teachers. Today Minnesota has five well equipped and flourishing normal schools and has graduated more than 10,000 trained teachers, many of whom have reached distinction as educators, and the great majority of whom have rendered faithful, efficient and long continued service in the public schools of the state. They compose an army without banners or weapons of war, but an army essential to the preservation of the institutions upon which rest the welfare, intelligence and happiness of the people.

Time has demonstrated the value of the work of these teachers and every nook and corner of the state testifies to the beneficial results of their labors, so I represent on this occasion a worthy constituency and speak in behalf of institutions of learning that have achieved well earned renown in the educational development of Minnesota. The normal schools through their graduates reach the homes and firesides of the people and awaken in the minds of the youth worthy ambitions based upon a sane democracy, thus stimulating the intellectual

life and furnishing the incentive to a higher education.

President Vincent, in behalf of these schools, I bring you a message of good will. All those entrusted with their management are your friends, your co-laborers. They are proud of the University of Minnesota and rejoice in its splendid achievements. It is the acknowledged head and the crowning glory of the educational system of this state. It has no rival. Envy, jealousy, prejudice and all things else that obstruct and make progress difficult lie buried in a common grave.

The period of tribal dissension has passed and every educational force of this great state is now ready to be used for what it can do—not for what it may oppose. From an educational point of view the state has gone progressive and, Mr. President, your official acts and public utterances since coming among us clearly indicate that you are possessed with twentieth century ideals and that your earnest purpose is to promote the welfare of the entire educational system of the state rather than the selfish interest of any part thereof.

All those for whom I speak today wish me to testify to the affectionate regard in which they hold your predecessors in the great office to which you have been chosen. I cannot transfer to you the affection and veneration in which Presidents Folwell and Northrop are held by the people of Minnesota. You are far too young for veneration and you well know that the best things in this life are non-transferable, but the honor and respect in which your predecessors are held is a safe guarantee that your hands will be upheld in the great task committed to your care and that under your wise administration the influence of this beloved institution will widen, its work will broaden and its fame increase until the University of

Minnesota will become the educational mecca of America.

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### GREETINGS FROM THE COLLEGES OF THE STATE.

By John N. Kildahl, President St. Olaf College.

Mr. Chairman, Ladies and Gentlemen:

The colleges of the state, for whom I speak, have two things in common. They are small colleges, and they are Christian schools.

These colleges represent the oldest type of higher education in this country. From the very start the churches in our land recognized the value and necessity of higher education; and besides building houses of worship they also founded institutions of learning.

Also in Minnesota the Christian churches have built a number of colleges that, as far as undergraduate work is concerned, are trying to do the same work as the State University; not because they are opposed to the State University, but for other reasons. There are some who for undergraduate work prefer a small college to a big university. And there are some who want their children educated at a school where, besides getting the ordinary college branches, they also receive instruction in the Word of God.

It is the duty of the state to care for the education of its young people; but secular education alone does not insure good citizenship. What we need in the way of leaders are educated men and women of Christian principles and moral character. And it is the privilege of the Christian people to erect and maintain such educational institutions as they think will best answer this purpose.

The colleges of Minnesota have rejoiced in the fact that during the administration of its former president the University of Minnesota, which has grown

to be one of the great universities of the country and of which we are all justly proud, has not ignored the small colleges nor tried to make their path hard to travel. But the relation between them and the University has been one of friendship and co-operation. It is possible for a great and powerful state university, if it does not respect the rights of the weaker, to make it difficult for a small college to exist.

I also wish to say on this occasion that it has been a source of great joy to the Christian colleges of Minnesota to know that the spirit which has been the dominating power at the University has not been antagonistic to that which is their special aim. But as far as it could be done at a state institution the administration has worked hand in hand with the Christian colleges toward the same end. It is in the power of a big and strong state university, if it mistakes its mission, to make the work of a small Christian college very difficult.

According to all that we have heard and seen of the new president we congratulate ourselves on having every reason to believe that he will assume the same friendly, liberal, just and only right attitude to the colleges of the state.

Mr. President, I have the high honor of bringing greetings and congratulations from the colleges of the state. We wish you God's richest blessing in your great, important and difficult work.

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#### GREETINGS FROM THE STATE UNIVERSITIES.

By President W. O. Thompson, President of the National Association of State Universities.

Mr. Chairman, Mr. President, Members of the Board of Trustees, the Faculty, Visiting Delegates and Friends of the University of Minnesota:

The state universities of the United States are profoundly interested in this delightful occasion. In their name I bring most cordial greetings to the University and to Dr. Vincent, the new president. It adds both to the charm and delight of the hour that the distinguished and much beloved predecessor, Dr. Cyrus Northrop, is here to grace this occasion. His enthusiastic and intelligent leadership has brought nation-wide attention to the University of Minnesota. It is pleasing to note that he, a loyal son of Yale with the widened horizon of a prairie vision, is today to be succeeded by a not less loyal alumnus of Yale to whom the vision of possibilities in the Great Northwest is already an inspiring reality. I congratulate you, Mr. President, upon this happy succession and assure you that the indications of further developments in the University of Minnesota are a matter of universal interest.

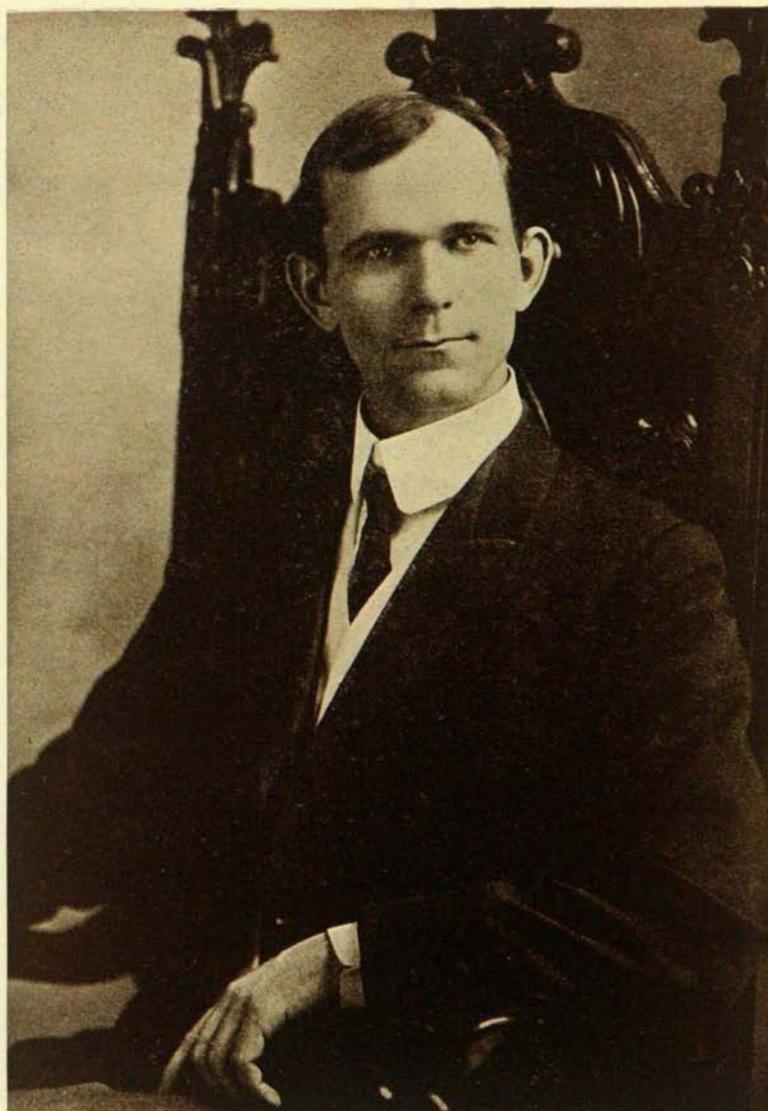
The Northwest has been from the beginning the fruitful field of the state university idea. Beginning with Michigan, Wisconsin and Minnesota have completed a group of universities in which the economic value of the university to the state has been amply demonstrated in the superior character of the citizenship of this region, as well as in the public services rendered by the university to the state. In the Central West the University of Illinois, built originally upon the industrial idea, has developed into the most typical institution in that great region, and has rivalled all others in public service.

Throughout the South and the West the state university is rapidly developing as the prevailing type chiefly for two reasons—first, its close affiliation with the public schools; and second, its emphasis upon public responsibility in the matter of education. The state universities and the Northwest in particular have led the country in the emphasis upon the

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William Reynolds Vance  
Dean of the College of Law

theory that public institutions are for public service and not to be regarded as philanthropies or charities. The right to an opportunity for education has been the basis upon which the duty of the state has been expounded.

It is into this broad field of public service in which leadership of higher education is cordially recognized that you enter today. The state universities congratulate you, Mr. President, upon the splendid prospect before you. They congratulate the state of Minnesota upon having chosen a man so well endowed and equipped, physically, intellectually and educationally to be the leader in the new order of things.

In their behalf may I offer the prayer that you may have a long and happy administration of the great trust reposed in you and that the sons and daughters of Minnesota of the coming generation shall give you that generous support to which your character and the University are entitled.

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#### GREETINGS FROM THE STUDENTS.

By Stanley Gillam, '12.

I think I may say that none have looked forward to this inaugural day with greater interest than have the students of the University. The leadership that has guided our Alma Mater in the years that have gone by has taught us loyalty and inspired us with love. The memory of that leadership we shall always cherish and carry with us as we go out into life.

The lesson of love and loyalty that we have learned we trust may give a larger significance to our greeting today. We could wish no better future for our Alma Mater than that its growth should find expression in the furtherance of those ideals which President Vincent has already so eloquently held before us. He

has established with us a bond of comradeship when he has commended enthusiasm on the athletic field; but he has struck a deeper note when he has spoken of those more significant things that go to make up loyalty to the university. It is this broader conception of Minnesota spirit that we today pledge ourselves to uphold; the sense of a common interest which is more than mere support of the teams and the enthusiasm of the moment, but which, including these, goes far beyond and embraces community of purpose and unity of action in all that is for the good of Minnesota, the cherishing of her traditions, the safeguarding of her standards, the upholding of her ideals,—the ideals that mean sportsmanship on the athletic field, earnest scholarship in the class room, true standards of character and manhood in student life.

It is with this conception of Minnesota spirit in mind, President Vincent, that the students extend to you today a cordial and hearty welcome as the Captain of that great team which is working together for the good of the University, working toward the great goal of service to the state and our country.

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#### GREETINGS FROM THE ALUMNI.

By Reverend John Walker Powell, '93.

Mr. President:

In the name of nearly eight thousand men and women, graduates of the University of Minnesota in all departments and scattered throughout the world, I bring you cordial greeting. Our hearts are warm today with memories of Alma Mater. The man who has guided her destinies during the past quarter of a century holds a place in our affections peculiarly his own. Few men have been so honored and loved, and his bishopric no man can take.

But the University is greater than any man. Faculties and students come and go, but the institution abides, and its work is forever unfinished. We welcome you this day as one upon whom destiny has devolved the burden which the passing years have compelled others to relinquish. We come to greet you as a man in whom we hope to find each a personal friend; as a leader proven and tried, who, we doubt not, will win fresh laurels in this field, and bring the institution we love to a yet higher degree of efficiency and power.

We come above all, Mr. President, to renew our pledge of devotion to the duty which is laid upon us all. The University represents the ideals and earnest hopes of the people of a great state. Upon it rests the responsibility, not merely of affording an opportunity for higher culture to the few hundreds who annually seek its halls, but of setting the standards of our public education; of broadening the life of every member of the commonwealth; of increasing the intelligence and purifying the ideals of every citizen; of providing leadership in the solution of the great problems of public life in state and nation. In such a task all must unite. Faculty and students must bear their part.

Nevertheless upon you, sir, rests the burden of leadership. Every year adds to the greatness of your problem, while it adds no less to the resources at your command. As alumni of the University and as citizens of the commonwealth we pledge you our loyal and hearty support. Our hearts are true to our Alma Mater, and to you, its chosen head. It is our desire so to co-operate with you and with the splendid body of men about you that the whole body "fitly joined together and compacted by that which every joint supplieth," may grow into an holy temple of righteousness and truth.

We pray that as you face the future

much wisdom and strength may be given you from the Great God; that rich blessing and joy may attend you, and your years be crowned with the largest measure of usefulness and success.

#### GREETINGS FROM THE FACULTIES.

By William Watts Folwell, Professor Emeritus.

The duty here imposed on me I find exceedingly grateful. It is no slight distinction to be selected as spokesman of the University faculties on so happy an occasion. As I have belonged to the oldest of them for more than two score years, I ought to know their point of view, temper and disposition. And, knowing these, it gives me keen pleasure to be able to assure you that our welcome is unanimous and unreserved. From the moment of your election there has been absolute satisfaction, and unbroken felicitations have followed your acceptance.

You will find us, I believe, a comfortable body to get on with. We have long practiced the American way of frank discussion of measures in their deliberative stage, and then cordial acquiescence in the policy agreed on.

You find peace in all our borders. While we have the interests of our several departments at heart, and expect to cherish them, we still work willingly together for the welfare and advancement of the whole University. We glory in the splendid developments in all the colleges, which have signalized the administration of your honored predecessor. As we have been under him accustomed to co-operation, so we are accustomed to loyalty,—whole-hearted loyalty, without affectation and without servility.

Such being our attitude, may I not now presume to voice a hope shared, I believe, by every one of us? There was

a time (and some of the veterans present can remember it), when the president of an American college was little more than a mere *primus inter pares*. He had his share of teaching, and took his turn in the chapel devotions.

True, he sat at the head of the faculty table, and played a stately role on commencement day; but it was well-understood that he would take no serious action except as moved by a resolution of the faculty, duly proposed, seconded and voted. If he conceived a way for bettering the work of a department, he conveyed his idea by some ingenious, impersonal and abstract suggestion. Supervision, in those days, was inconceivable.

That old time has passed; and the old way must pass. I have no words but those of blessing for the American small college, and I wear the decoration of one of them today; but the modern university has burst on the country with meteoric suddenness and has come to stay. It is a vast and multifarious organism, with a personnel and a budget equal to those of a considerable city. Like a great industrial concern this University needs a general manager, with ample discretionary powers, whose supreme duty is the selection of men and the judicious supervision, personal or otherwise, of their work.

We, teachers, busied in our several specialties, have no time for the administration of such an establishment, and few of us have any taste for it. We must devolve, and we gladly devolve that high function on one whose gifts, education, and experience, fit him for administration.

Such then is our greeting, *Praeses Reverende*; give to us your leadership, initiative, inspiration, counsel and support, and we will give to you, to the University, and to the state of Minnesota,—the best there is in us.

## PRESENTATION OF PRESIDENT VINCENT.

By President Emeritus Northrop.

Dr. George E. Vincent having been elected by the Board of Regents president of the University of Minnesota, is now about to be inducted formally into the office which I held for nearly twenty-seven years, and I cannot adequately express the satisfaction which I feel in the fact that Dr. Vincent has succeeded me, and that my successor is Dr. Vincent.

It does not often happen that the selection of a new president of a university by the governing board is received with unanimous expressions of approval. But it has happened in this instance. From the officers and students and alumni and friends of the University, from the legislature and the people of Minnesota, from the institutions of higher learning in all parts of our country, from educational workers in all grades of schools, and from the press everywhere, there has come a full-voiced chorus of satisfaction without a single discordant note—an almost unprecedented exhibition of a unanimous public opinion that Dr. Vincent is the man for this place and that the University of Minnesota is the place for him. Dr. Vincent possesses a greater number and variety of qualities essential or useful in the presidential office than are often united in one man.

Under these conditions of rare fitness and of universal welcome, he enters upon his duties under the most favorable auspices. It does not require the vision of a seer to anticipate today the results of his administration in the coming years. I cannot for a moment doubt that these results will be grand; that his administration will be both wise and brilliant; and that, heartily sustained as I know he will be by the loyalty of his official associates, he will elevate the standard

of scholarship, enlarge the field of the University's influence, and bind more closely than ever before to the University the good will of the people of the state.

And now, Dr. Vincent, I congratulate you most heartily on the good fortune which has brought you to Minnesota and I congratulate Minnesota on her good fortune in inducing you to come here. In the name of all the people of Minnesota I welcome you to the presidency of the University of Minnesota.

And for myself, I wish to give you a welcome that shall not have the slightest semblance of a mere official act, the perfunctory discharge of a duty, but that shall be full-hearted as befits the greeting to a friend whom I honor and love, and in whose future triumphs and honors I shall rejoice; and I cannot better express this welcome than by giving you, as I now do in the presence of these assembled witnesses, a most hearty right hand of fellowship—and may God bless you and prosper you in all your work, and make you a blessing to the people of Minnesota whom you have come here to serve.

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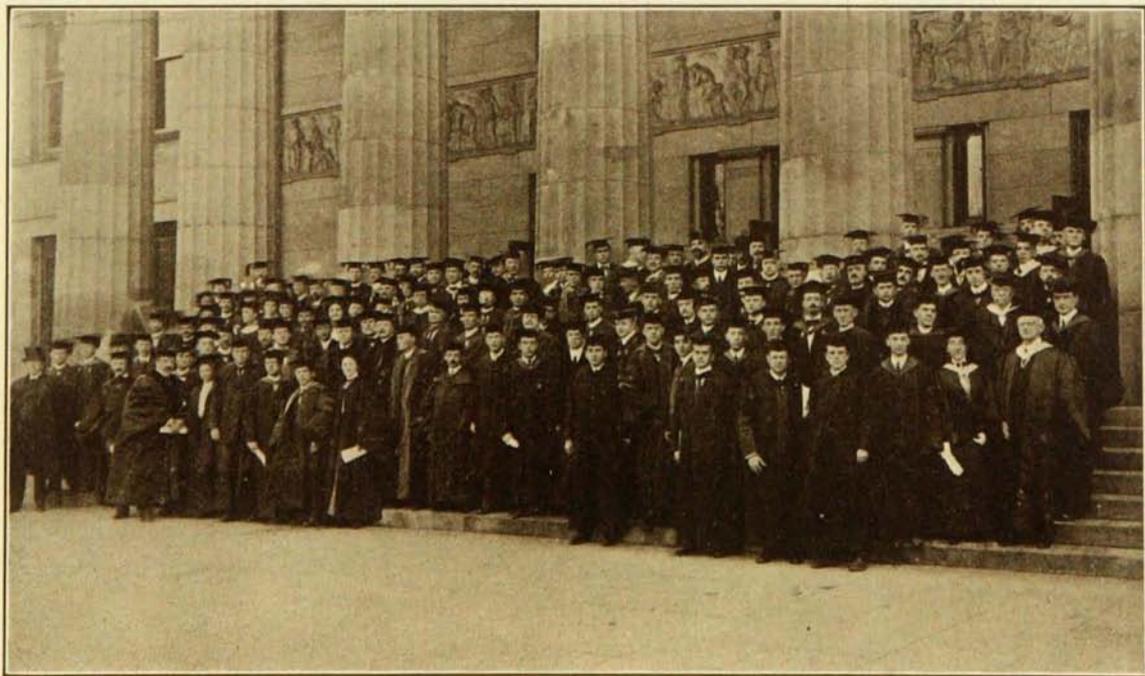
#### FORMAL INDUCTION INTO OFFICE.

By John Lind, President of the Board of Regents.

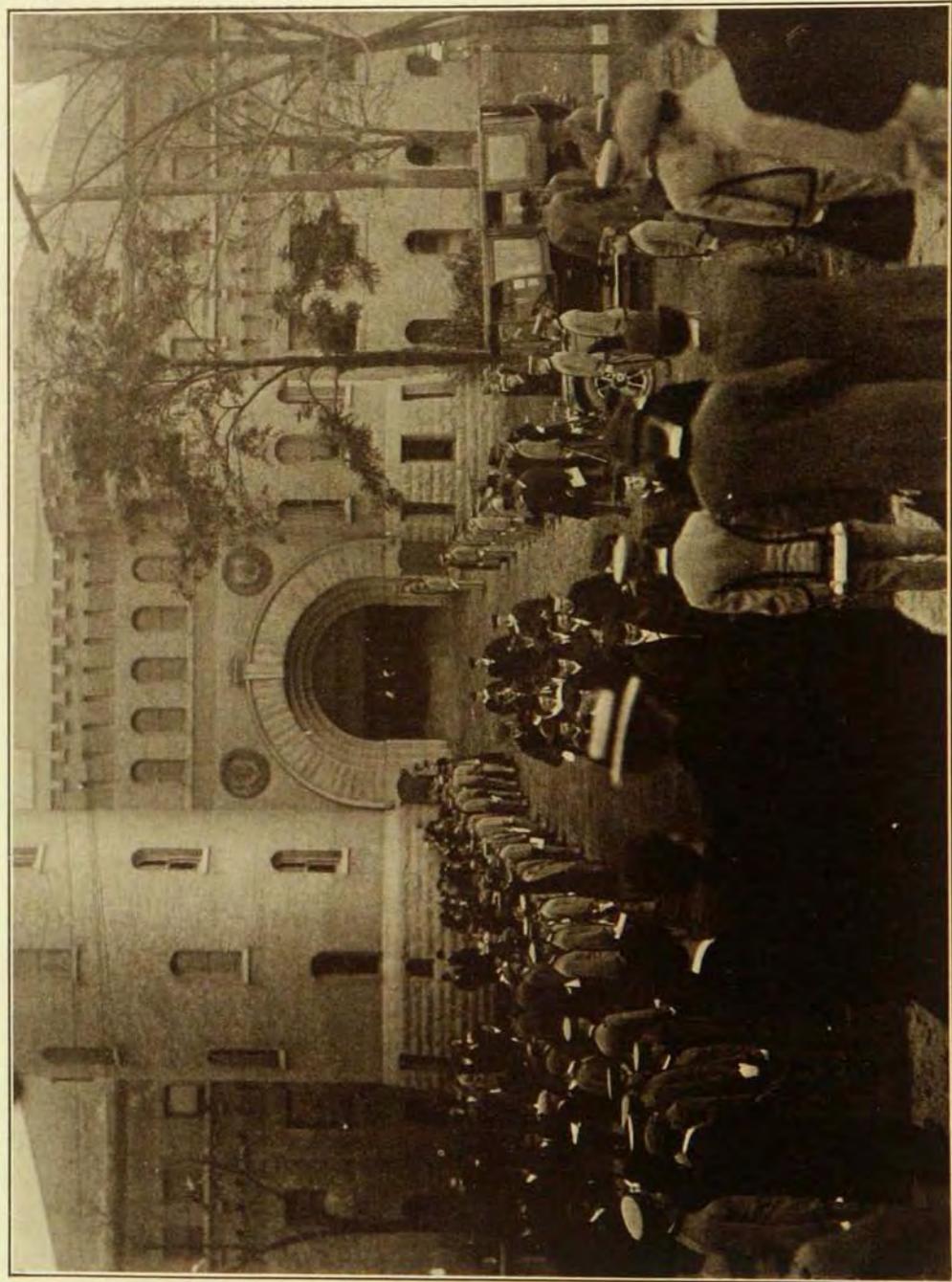
Fifty years ago the population of Minneapolis was less than the present annual registration of this institution. The growth of our state during the half century of its existence has been phenomenal. In any comparison with our sister states in respect of progress and the general well being of the people, we take high rank. The University of Minnesota has kept pace with the progress of the state. In any comparison with institutions of like character in our sister states I believe that we make a most creditable showing in enrollment, in the

general character of our work, in the scope of our activities and in the service rendered to the commonwealth. If we lag behind some of the older institutions in the higher pursuits of learning, it should cause no surprise, nor justify criticism. An institution, like an individual, has its period of rapid physical growth, a later intellectual development, followed by the balanced maturity of riper years. I believe that we have about completed our period of rapid physical growth. Our institution is, however, still young; it has the weaknesses, but it also has the promise, of maturing youth. Thanks to the scholarship, the zeal and wise guidance of your predecessors in office, Mr. President, we are well advanced toward intellectual maturity notwithstanding our youth.

A state university is primarily an instrumentality of the commonwealth for the service of the people. It must, if it perform its functions well, respond to the requirements and aspirations of the people for the time being. It must lead in aspiration to higher ideals of moral and of civic duty, but in the scope of its activities it must follow, and reflect the public opinion of the people of the state as expressed by its legislation. Frontier conditions are no longer predominant in our state. The passing of the years—the new generation to the manor born and the phenomenal economic development, have prepared the people, as well as our institution, for a broader life. The formative period of the state is drawing to a close. We have reached a condition of material and civic development, not imported, but our own. We have evolved a state pride and a state consciousness. The great majority of our people are Minnesotans, born on her soil, and reared under the influence of her institutions. The future of the State and of the University is now in their keeping. If I judge this new born state



Just Before the Academic Procession Started  
Mainly Faculty Members



Coming out of the Armory—A Group of Distinguished Guests

consciousness aright, it voices a demand for social justice, moral and economic efficiency, and a determination to create, to produce. This latter was reflected in the last legislature which for the first time in the history of the state gave the University a specific appropriation for research work.

The Board of Regents, Mr. Vincent, after mature deliberation, selected you to guide and to give expression, in concrete form through this great institution, to the aspirations of this consciousness. We have called you to no easy berth, but the opportunity which your position will afford, to serve the State and to serve your fellows, is greater than falls to the lot of most men. In the great work which you have entered upon I assure you of the earnest, hearty co-operation of the Board of Regents. Under the law you are the executive head of the institution and I assure you that in the performance of your executive duties you will never be hampered by any action of the Board of Regents. In determining the general scope and character of the activities of the institution the Board of Regents, as the direct representative of the state, will meet you in council with no other motive than to so guide the development and progress of the University that it may render the highest possible service to humanity and to the state.

By direction of the Board of Regents I now formally invest you with the powers and duties incident to the office of President of the University of Minnesota, and as its executive head.

### INAUGURAL ADDRESS.

The ceremonies of this hour mark not so much the coming of a man as the beginning of a new phase in the life of the university. In the sweep of time most men are merged in the on-going

human tide. It is wise, therefore, to look beneath the formal and the personal; to ask what this occasion really means or what it ought to mean.

Of one thing there can be no doubt. This day sees the passing of a personal leadership, although happily not the waning of that personal influence. Not all mortals are destined to be engulfed in the nameless millions of mankind. A few outstanding men cannot be forgotten. "An institution," said Emerson, "is but the lengthening shadow of one man." Minnesota, in this sense, will be the lengthening shadow of Cyrus Northrop. Such unity as the University has found is due almost wholly to the fusing power of his winning and guiding personality. The University stands a living tribute to the quick sympathy, humorous tolerance, harmonizing tact, alert intelligence and moral earnestness of its President Emeritus. He had to convince an often skeptical outside public; he had to moderate and adjust keen rivalries within the Institution. Colleges and departments sought their own ends with only a faint glimpse of the University as a whole. As he lays down the burden of twenty-seven years he leaves the institution firmly grounded in the good will of the people, and unified by the loyalty of faculty, alumni and students. We should sadly miss the meaning of this day did we fail to turn our grateful thoughts toward Cyrus Northrop and to wish him many years of serenity and happiness. Unlike Macbeth, he has

" . . . that which should accompany old age,  
As honor, love, obedience, troops of friends."

Today the University sets its face toward a new *regime*. No man can take the unique place of its second president. The burden must rest on many men and women, who, as comrades, take up the task. The gains of the personal ascend-

ency that has passed must be capitalized. Co-operation, organization, team-play, are keynotes for the coming years. An institutional period is at hand. Loyalty must look to purposes rather than to a person. Leadership will consist in carrying out policies which many have helped to formulate. Regents, faculties, alumni, students,—all citizens, must see the institution more vividly as a noble trust to be administered for the common good. This spirit of co-operation can be aroused only by a compelling vision of the University seen as an organ of the higher life of the Commonwealth. And this ideal must get its setting in some inspiring philosophy of the State.

Mr. H. G. Wells tells us that we, as a nation, suffer from "State blindness." "The typical American," he says, "has no 'sense of the State.' I do not mean that he is not passionately and vigorously patriotic. But I mean that he has no conception that his business activities, his private employments, are constituents in a large collective process; that they affect other people and the world forever, and cannot, as he imagines, begin and end with him."

Even our friendly critic, the British Ambassador, takes much the same view. "The State," declares Mr. Bryce, "is not to them (Americans), as to Germans or Frenchmen, and even to some English thinkers, an ideal moral power, charged with the duty of forming the characters and guiding the lives of its subjects. It is more like a commercial company, or, perhaps, a huge municipality created for the management of certain business in which all who reside within its bounds are interested. . . ." This individualistic, "stock company" theory of the Commonwealth is neither ennobling in itself nor does it afford a sound basis for a state-supported university. We may paraphrase Mr. Joseph Chamberlin on the British Constitution, and thank God

that our institutions are not logical. This philosophy would almost reduce the University to a machine for turning out persons equipped at public expense for getting a living out of the citizens who had been already taxed to train their exploiters. On this basis it is hard to see why the State should give privileges to a few at the expense of their fellows. Even the "antidote against ignorance" philosophy leaves the imagination cold. This is only a sublimated form of the policeman theory. Obviously we need some other conception of the State if we are to escape cynicism about both our social system and our public higher education.

But we cannot admit that Mr. Wells and Mr. Bryce have quite made out their case. There are signs of change in the feeling of Americans toward the State. Especially in the middle and the far West do we note a keener recognition of collective interests and purposes. There is a quickened feeling of team-play, a clearer "sense of the state," which is thought of not in a merely political way, but is looked at as a social life with common aims. The people of a state have learned to work together to protect natural resources, to foster agriculture, to safe-guard public health, to regulate industry and commerce, to improve the highways, to care for the defective and dependent, to promote education. They have done these things sometimes through the machinery of government, sometimes through unofficial groups. All this community activity has inevitably changed the picture of the state in the minds of its citizens. The Commonwealth emerges as something far nobler than a stock company run for the profit of its shareholders. It does become "an ideal moral power," a larger life in which men and women realize more fully their best selves, and to which they give something that will endure for all time. The state is coming to stand for a common

life which seeks to gain ever higher levels of efficiency, justice, happiness and solidarity.

In a picture like this the State University finds both setting and sanction. It becomes an instrument of the general purpose, a training place of social servants, a counsellor of the Commonwealth, a source of knowledge and idealism. It is this vision which must fascinate and control the men and women who are today taking up anew the responsibility for this institution. Arnold Toynbee once said: "Enthusiasm can only be aroused by two things, first, an ideal which takes the imagination by storm, and second, a definite, intelligible plan for carrying this ideal out into practice." Here is the whole philosophy of successful effort. Many an ideal comes to naught because it lacks the right means of expression. Many a well-laid plan misses the emotional energy aroused by a vision. Emerson's Oxford don whose philosophy read: "Nothing new, nothing true, and no matter" was not of those who bring things to pass. We do well today to catch a glimpse if we can of the University that ought to be, with the hope that it may "take our imaginations by storm" and urge us to devise "definite and intelligible" plans for action.

Francis Bacon had a dream to which we turn for a moment. In his "New Atlantis" he pictured an ideal Commonwealth organized about a Solomon's House or "College of the Seven Days Works." This college "sought the knowledge of causes and secret motions of things, the enlargement of the bounds of human empire to the effecting of all things possible." The equipment of the College was complete. There were caves and mines for the study of metals, minerals and cements; towers for celestial observations; lakes for the breeding of fish; animal houses for biological ex-

periment; orchards and gardens in which the wonders of Burbank were anticipated; parks for studying beasts and birds; kitchens for making predigested foods and health-giving drinks; operating rooms in which animal vivisection threw light on human diseases; dispensaries for medicine; laboratories for physical experiments; shops where flying machines and submarines were made; collections of minerals; sound houses, mathematical laboratories, and even a "house of the deceit of the senses" in which wonders were first wrought and then explained to a bewildered public.

But more important than the equipment was the staff. The "College of the Seven Days Works" was dedicated to research. Twelve "merchants of light" traveled the world over in search of books, apparatus, and all the latest discoveries. Three men collated these materials. Three others verified all reported experiments. Still another three known as "pioneers" or "miners" undertook new investigations, the results of which were passed on to three compilers. All discoveries that had practical utility were applied to daily life by "dowry men" or "benefactors." Not yet content, the college pushed its researches further. Three "lamps" as they were happily called—"search-lights would be the word today"—projected still more penetrating inquiries which were carried out by expert "inoculators." The last step was taken by the "interpreters of nature," who sought to translate into terms of human happiness and destiny all the knowledge that their colleagues had discovered. Moreover, the "College of the Seven Days Works" did not rest content with finding truth. It put this at the service of all citizens. Were it not for its quaint form this passage might have been taken from the announcements of one of our own universities:

"Lastly we have circuits or visits of divers cities of the kingdom; where, as it cometh to pass, we do publish such new, profitable inventions as we think good, and do also declare natural divinations of diseases, plagues, swarms of hurtful creatures, scarcity, tempests, earthquakes, great inundations, comets, temperature of the air, and divers other things; and we give counsel thereupon, what the people shall do for the prevention and remedy of them."

Thus, early in the 17th century, we have a foreshadowing of the essential ideals of the modern university—equipment for investigation and instruction in every field of human knowledge, a staff trained and set apart as a priesthood of truth, giving themselves devotedly to their high calling, and finally a wide diffusion to all citizens of the knowledge, skill and idealism of which the University is a center and a source. We are only beginning, however, to see the need for a more effective and economical organization of research. This dream of Bacon's made more democratic, widened in scope and spirit, is yet the same as that of Huxley, who believed that universities "should be places in which thought is free from all fetters and in which all sources of knowledge and all aids to learning should be accessible to all comers without distinction of creed, or country, riches or poverty."

Let us glance rapidly at the chief things that combine in the University ideal which we would fix in our minds today. If the phrase "glittering generalities" dampens our ardor, we may take courage from Emerson's spirited retort, when Choate applied these words to the lines of the Declaration of Independence. "Glittering generalities!" cried the Sage of Concord, "they are blazing ubiquities!"

The picture of the state as a collective life, which seeks common ends by con-

certed effort, makes the State University a means of social efficiency and progress. The older individualistic theory no longer satisfies even those who put their faith in private initiative and responsibility. The University aims first of all to serve the Commonwealth through individuals, not to offer personal privilege at State expense. Alma Mater is of a Spartan type, and trains her sons and daughters for work and for life. She must teach the robust gospel that "It is the one base thing to receive and not to give." She must insist that "Life is not a cup to be drained, but a measure to be filled." For the old aristocratic ideal of *noblesse oblige* she substitutes the sentiment *largesse oblige*. Acceptance of public aid may make a pauper or an ingrate or a loyal servant of the state. If tax-supported higher education is to be justified it must see itself and make the people see it as an instrument of the common life, and not an agency of privilege.

The first president of John Hopkins University was fond of saying that buildings are but the shell of the University; its real life lies in its men. He was proud of the fact that at the very outset an eminent physicist like Rowland used a kitchen as his laboratory. Only great men and women can make a University great. Better inspired investigators and teachers in barracks than a staff of industrious mediocrity in marble palaces. Best of all, alert, well-trained, high-minded scholars in serviceable buildings with adequate equipment. If, however, a choice must be made, it should never hesitate between men and materials. The University which is true to its ideals will draw and hold an able staff by salaries that banish petty anxiety, by freedom from drudgery, by opportunities for research and public service, and by dignifying recognition. No institution that thinks of investigators and teachers as

employees is likely to secure any but the drudges of the profession.

"Enthusiasm for truth, that fanaticism of veracity," which Huxley deemed "a greater possession than much learning" is the very life of a true University. No modern "College of the Seven Days Works" can hope to keep itself alive and fruitful unless some of its members are ceaselessly engaged upon the unsolved problems. No ingenious machinery of scholarship, no mere pedantry which, as a wit has said, "never takes a step without leaving a foot-note," can take the place of the genuine passion for new truth. The ideal University will not deceive itself or others by any perfunctory simulation of research. It will seek men who have the dauntless "fanaticism of veracity."

"The teaching at the ideal University," declares Birrell, "is without equivocation and without compromise. Its notes are zeal, accuracy, fullness and authority." It is hard to keep the functions of teaching and investigation in equal honor. Where research is exalted instruction is too often lightly esteemed. The "mere teacher" as the patronizing phrase runs, suffers in rank and salary and social status. In the University of our dreams the noble calling of imparting truth, stimulating reflection and kindling enthusiasm will be held in high repute. But the two types will not be too sharply contrasted, for he who teaches "with zeal, accuracy, fullness and authority" must refresh himself constantly at the sources of knowledge, while no man who pushes forward the frontiers of science can fail to impart with zest to at least a small group of followers the new truth that he has discovered. The two types must hold each other in respect and honor, and both must be held up for admiration by their colleagues.

In an ideal University students should

be treated not as subjects, but as citizens of the republic of letters and science. Students have not always been in pupilage. Frederick Barbarossa conferred such powers upon the students of Bologna that they not only lorded it over the towns-folk, but we are told "reduced the latter (professors) to a position of humble deference to the very body they were called upon to instruct." To admit students to academic citizenship, however, is not to surrender to them control of the University. It is simply to emphasize their share in the community life; to fix upon them responsibility and to afford that training in corporate self-control,—the selection of leaders, the creation of standards, the conformity to these—which is the very essence of democracy. The University must hark back to the mediaeval ideal of a "Universitas magistrorum et studentium"—a corporation of teachers and scholars. The Alumni, too, must feel themselves a part of this corporation. They do not, as at the English Universities, legally control, but actually they have great power and responsibility. They will not be mere praisers of the past, and resent change because the memories of their undergraduate days have been embalmed in sentiment. On the contrary they will often take the initiative in new movements. They will report impressions gathered as they mingle with the people of the state; they will feel not only free, but in duty bound to make suggestions; they will make it a point to know what the University is aiming at, and will help to interpret the institution to the state. The Alumni will frequent the only lobbies that the University can afford to enter, the daily converse of citizens and the agencies of publicity. And all this the Alumni can do effectively only through an organization which will cooperate heartily with the other members of the University community.

If a people is not to perish mentally and spiritually it must be steadily refreshed by streams of thought and idealism. Of these the University strives to be a perennial source. Unless graduation is a mockery hundreds of men and women go forth each year to diffuse throughout the Commonwealth the ideas and attitude toward life which they gained from their college training. The value of all this must be as real as it is intangible. Mathew Arnold has described the effect of such diffusion of ideas in speaking of "this knowledge turning a stream of fresh and free thought upon our stock notions and habits, which we now follow staunchly but mechanically, vainly imagining that there is a virtue in following them staunchly which makes up for the mischief of following them mechanically." If a state is to be flexible and escape the bonds of habit and custom it must be constantly revived. In this service the University must play a leading part.

The University Campus must be as wide as the boundaries of the Commonwealth. The term University Extension comes to us from the aristocratic centers of Cambridge and Oxford. There is about it a faint suggestion of the missionary spirit—just a hint of patronage and condescension. Of this spirit there must be no trace in a State University. Where truth is to be discovered or applied, wherever earnest citizens need organized knowledge and tested skill, there the University is on its own ground. Our ideas of time and space are changing rapidly; traditional prejudices are disappearing. The University sees as its members not only the students who resort to the chief center, but the other thousands on farms, in factories, in offices, in shops, in schoolrooms, and in homes who look to it for guidance and encouragement. It is fascinating to picture the possibilities of this widening

sphere of higher education as it makes its way into every corner of the state, frankly creating new needs and resourcefully meeting the consequent demands.

To find exceptional men and women, to train them for service, to fit them for leadership, to fill them with zeal for truth and justice, is the one great aim of the University. "The mind which keeps the mass in motion," said Godkin, "would most probably, if we could lay bare the secret of national vigor, be found in the possession of a very small proportion of the people, though not in any class in particular, neither among the rich nor the poor, the learned nor the simple, capitalists nor laborers. . . . " Society must see to it that this vivifying mind comes to its own. Aristocracy draws its leadership from a caste; democracy from every group of the people. The state University should be accessible to all who give unusual promise whether they have private means or not. Cecil Rhodes left a fortune to make Oxford for all time a Mecca for successive scores of American youth. Surely, large-minded men of wealth, local communities, some time, perhaps the state itself, will endow scholarships which will draw to our Universities exceptional young men and women from every county of the Commonwealth. This would be a statesman-like, far-seeing thing to do. The experience of Scotland and England for three centuries has its lesson. The hardy North has contributed to the United Kingdom men well beyond its per capita quota. This outstripping of England is to be credited largely to the democratic education of Scotland in contrast with the caste system of England. Huxley in an address at Aberdeen, thus pictures the two types: After speaking in tolerant vein of "The host of pleasant, manly, well-bred young gentlemen who do a little learning and much boating by Cam and Isis," he goes on to say, "when I

turn from this picture to the no less real vision of many a brave and frugal Scotch boy spending his summer in hard manual labor that he may have the privilege of wending his way in autumn to this University with a bag of oatmeal, ten pounds in his pocket and his own stout heart to depend on through the northern winter; not bent on seeking

'the bubble reputation at the cannon's mouth,'

but determined to wring knowledge from the hard hands of penury; when I see him win through all such outward obstacles to positions of wide usefulness and well-earned fame, I cannot but think that in essence Aberdeen has departed but little from the primitive intentions of the founders of universities." The individual side of the picture has its appeal, but its social aspect is after all more significant. From the University towers the searchlights must be ever sweeping country-side, village, town and city for the "minds which keep the mass in motion."

Standards of truth, skill, taste, efficiency are the capitalized experience of society, essential to stability and progress. Of these standards the University is one of the guardians. To these, come what may, it must be true. No sympathy for individuals, no pressure of influence, no fear of retaliation, no desire for numbers must weaken fidelity to standards. Freedom of research, freedom of teaching, high ideals of productive scholarship and of professional integrity, conscientious and fearless appraisal of students' work are of vital concern to the University and to the state it serves. To help to refine and raise these standards, to adjust them more nicely to social needs, to fix these values in public opinion, is a duty of the ideal University.

In the striking phrase of President Van Hise, the University must aim at

being the "expert advisor of the state." How stirring the thought of a well organized and efficiently manned center of knowledge, skill and wisdom, holding itself at the disposal of every constructive interest and activity of the community, and ready to concentrate upon their problems the sifted experience of all the world. In this responsiveness the true University expresses its purpose and spirit. It is a bureau of information, the stored memory of civilization, an alert investigator of new facts; it is a friendly and at the same time a disinterested counsellor. It is pathetic to see men, isolated from the wisdom of the centuries and of their own times, hopefully assailing the ever recurring problems of life. The waste of effort, the futility of duplicating errors, cry out for aid. The opportunities for service multiply with each year. We are coming to realize that good farming is no longer a robbing, but a recompensing of the soil; that it costs as much to plant bad seed as good; that sometimes cows are pensioners instead of producers; that bad highways are the heaviest road tax; that cheap schools are the most expensive; that public health is national capital; that juvenile delinquency comes less from depravity than from deprivation; that industrial accidents are not lawyers' perquisites, but costs of production; that all idleness is not due to indolence; that social legislation is not an amiable avocation, but an exacting profession; that municipal government should not be so skilfully designed to prevent bad men from doing harm, that it keeps honest and efficient men from doing good; that the United States must trust less to a "manifest destiny" and more to a constructive purpose. In these changes of theory and method there is need of accurate knowledge, carefully interpreted experiment and authoritative advice. If the University is true to its mission it will put all

of its resources and its trained experts at the service of the community. Amid the conflicts and rivalries of many interests, parties, sects, sections, professions, social groups, the University must never waver from the position of an unimpassioned, unprejudiced seeker for the truth, all of it and that alone. This responsibility is not to be assumed lightly. Mistakes are costly in public confidence. Eternal vigilance is the price of prestige. The discomfiture of the expert gives joy to the average citizen. The ideal University must, therefore, be true to the most rigorous laws of scientific method if the Institution is to gain and hold its place as the "expert advisor of the state."

By virtue of its role as a public servant the University is under peculiar obligation to co-operate with all the other agencies of the state, its commissions, boards and institutions. These should turn naturally to the University for expert advice and for trained functionaries. So, too, the many private associations, charity organization societies, play-ground associations, social settlements, juvenile protective leagues, public art societies, study clubs, and other similar groups should find the University ready to meet them more than half way. With the educational forces of the state the University should be in close terms of sympathy and effective team-play. The elementary schools are not to be deemed beneath the notice of higher education. On the contrary, the University should be a leader in studying painstakingly the problems of the common schools. It cannot afford to be indifferent to the broad base of the educational pyramid. That the University is vitally interested in the High Schools says itself. Yet this interest must not take the form of either patronage, or dictation. The days for these things have passed. With the High Schools in

charge of college-bred men and women condescension is intolerable. Since the High School, in the West at least, is recognized as the "people's college," to assign it to the role of an obedient preparatory school is out of the question. Nevertheless, the High School needs the University as a friend and counsellor. The relations between the high schools and the University should become closer through the association of all that are interested in the same subjects of instruction, by periodic conferences at the University, by visits not only of college teachers to High Schools, but of High School Instructors to college class-rooms, by joint committees which shall study the educational system as a whole. To the Normal Schools the University has held an anomalous relation. These institutions were founded to prepare teachers for the common schools. Of late college training has become virtually a prerequisite for high school appointments. The normal schools have been attended by growing numbers who expect to go on to college. At the same time the demand for training in the natural sciences, modern psychology, industrial arts, home economics (just now agriculture is seeking admission), has compelled the schools to widen their curricula and strengthen their teaching force. In these circumstances the idea of some readjustment inevitably arises. The University is in duty bound to confer with the normal schools and to seek a wise solution for the problem. So, too, with the private colleges of the State, the University must be on the friendliest terms. Close relations between these colleges and the professional schools of the University should be established, so that there may be no semblance of compulsion as to the place of collegiate preparation. The true unity of the state educational system consists not in official machinery, but in a spirit

of mutual understanding, respect and good will among the men and women to whom the educational interests of the state are entrusted.

The spirit of co-operation is more palpable than another influence which should radiate from the University. And that is the scientific spirit. This is an attitude of open-mindedness toward all truth, a determination to get all the essential facts before forming a judgment, a willingness to abandon a position when it is no longer intellectually tenable; a tolerance for the opinions of others which are to be accounted for rather than derided or denounced. This spirit is free from acrimony, blind partisanship and prejudice. In a world of eager activity, of personal ambition, of keen group rivalry, of clashing interests, with all the consequent bitterness and misrepresentation, it is the duty of the University both in its methods and in its personnel to set a shining example of that calm, fair-minded, tolerant spirit that seeks the truth which makes men free.

"The benefits the country derives from the University," wrote Mr. Godkin thirty years ago, "consist mainly in the refining and elevating influences they create, in the taste for study and research which they diffuse, in the social and political ideals which they frame and hold up for admiration, in the confidence in the power of knowledge which they indirectly spread among the people, and in the small though steady contribution which they make to the reverence for 'things not seen' in which the soul of the state may be said to lie and without which it is nothing better than a factory or an insurance company." There is no mention in all this of direct utility through professional training or industrial efficiency. The editor of the *Nation* would, perhaps, have repudiated these things as Mr. Birrell did in an address he gave to a body of London students. "The education it

(the University) essays to give will not teach you to outgabble your neighbor in the law courts, to unseat him in his constituency or undersell him in the market-place. Gentlemen, be it understood once for all, those things do not require a University education. The Commonwealth may safely leave these to be performed by the combination of the three primary forces, ambition, necessity and greed." Of our own Cornell University in its early years the author of "Culture and Anarchy" wrote: It "seems to rest on a misconception of what culture truly is, and to be calculated to produce miners, or engineers, or architects, not sweetness and light." Here are pertinent questions. Can the state safely leave to "ambition, necessity and greed" the training of its professional men and its leaders? Has it no place for culture, for what Arnold read into Swift's phrase "sweetness and light"? In its eagerness for valuable knowledge and practical efficiency is the University neglecting "the things that are more excellent"? It is losing reverence for "things unseen"? Of this there is always danger. Action and tangible results that appeal to men so strongly are often at odds with reflection and spiritual values. The ideal University must not forget that material efficiency is only a means to ends—a finer type of personality, a more just and ennobling social order. The University aims at training, not skilled exploiters, but men and women who shall first of all be high-minded citizens with a loyal "sense of the state," who shall exemplify the scientific spirit, bear themselves gallantly in life's struggles, show themselves possessed of satisfying mental resources, and prove faithful to the highest standards.

Men and women of this sort do not issue from a place given over wholly to utility and material interests. There must be a controlling, pervasive spirit of

service, a desire for "a harmonious expansion for *all* the powers which make the beauty and worth of human nature," and a real appreciation of life's deeper meaning. The University must help men to answer Kant's three questions, the questions of science, of morality, and of religion: What can I do? What ought I to do? What may I hope for? True, the State University can have no official theology and no ecclesiastical affiliations. But it may have a spirit of reverence for the mysteries of life; it may cultivate that essential religion which exalts the things of the human mind and spirit over things physical and which reads back of the material world a purpose and a destiny. "The State," said Arnold, "is of the religion of all of its citizens, without the fanaticism of any of them." Bacon's "College of the Seven Days Works" was a research institution, but it did not forget that it was concerned with only certain aspects of a vast University. "We have," said one of the staff, "hymns and services of laud and thanks to God for His marvelous works, and forms of prayer imploring His aid and blessing for the illumination of our labors and the turning of them unto good and holy uses."

We have caught glimpses of the University ideal. May this, as the years pass, grow ever clearer, nobler, more inspiring. May it take our "imagination by storm" not as an evanescent emotion, but as a persistent vision. We remember Toynbee's words, "a definite intelligible plan for carrying that ideal out into practice." It is to the many details of this plan that as colleagues we are to address ourselves. May we take up this great task with a solemn sense of what it means. We must not deceive ourselves. We advance to no easy triumphs. We must cherish no millennial dreams. We must have faith that good-will guided by wisdom will in the end bring our

vision to pass. Let us then with sober judgment and steady courage pledge anew our loyalty to the ideals of the University, to the people of the state and to that republic of science, letters and the arts which knows no national boundaries. May each of us take to heart the counsel of Goethe:

"What each day needs, that shalt thou ask;

Each day will set its proper task.  
Give others' work just share of praise;  
Not of thine own the merits raise.  
Beware no fellow man thou hate;  
And so in God's hands leave thy fate.'

#### IN A BLAZE OF GLORY.

The inaugural dinner which was held in the dining room at the department of agriculture on the evening of October 18th, was a most enjoyable affair. There were over eleven hundred seated at the tables and the dinner, served by Maas, was an old-fashioned farm dinner where everybody helped themselves. The dinner was excellent. Over eight hundred were seated in the large dining room on the main floor and three hundred were in the basement dining room. At the close of the dinner those in attendance went to the auditorium in the main agricultural building and listened to a program of speeches. We doubt if in the history of education in the United States, a program of a similar sort has ever before been attempted and we doubt if a similar program could be carried through so successfully under any other conditions than those which prevailed at this meeting.

President Vincent acted as toastmaster and was in his happiest mood. He announced to the audience that there would be fifteen speakers and that in order to save the time and patience of the audience he was going to begin the speech of each delegate before intro-

ducing him. In a humorous way he started out for the whole fifteen saying they didn't know why they had been called upon and that the call was entirely unexpected and that others were better fitted to speak than themselves, a disclaimer which deceived no one and did no particular damage. At the close of this little speech President Vincent announced that the purpose of it had been to secure right psychological conditions so that the speeches which should follow could have their proper effect.

He then introduced President Kane of the University of Washington, who brought his greetings from the University of Washington. He said that the two institutions had many things in common and that the chief difference he had discovered was that the Minnesota people wore their "W" bottom side up. He told how in the faculty of the University of Washington seventy different colleges were represented and that there were five representatives from the University of Minnesota. He spoke particularly of the excellent work being done at Washington by Isabel McH. Austin, '95, as dean of women, and Gilmore Dobie, Law '04, the football coach who had a record of three seasons without a defeat. He paid his tribute to President Northrop and expressed his confidence in the future of the University under the leadership of President Vincent. He spoke of the unusually favorable auspices under which the administration of President Vincent began and gave as his advice the warning to be careful of the endowment of the University and see that it is conserved for the future use of the institution.

Professor Trowbridge, of Princeton University, was the next speaker. He referred humorously to the limit of

time set upon the speakers by President Vincent and said that to make sure of winning the prize for keeping within the time he had brought a stopwatch. He spoke on four points that go to make up a strong university, which include, a strong president, an able faculty, a loyal student body and a proper endowment. He referred to President Vincent's inaugural message of the afternoon, of the students' return to the state in the way of service for the investment of the state in the students' education.

President Bowman of the University of Iowa was next introduced as the man who had had his training with the Carnegie Foundation board and who was trying to put into actual practice the theories he had imbibed—to make use of all of the University's equipment seven days in the week, twenty-four hours in the day, with time-clocks for professors and stopwatches on the students. President Bowman said that his introduction reminded him of a story of a little girl who said to a caller, "What, must you go? What's your hurry? Here's your hat." He said that as a boy he had often wondered how it was possible for three buckets to hang in the same well, "an old oaken bucket, an iron-bound bucket and a moss-covered bucket." He made its application to the educational institutions of Minnesota, which he said were about as closely bound together as these three buckets that used to bother him in his boyhood days, and, coming from the state of Iowa where the institutions were not as closely related he wanted to congratulate the state of Minnesota upon the unity of its educational institutions.

President Bowman was followed by President Gault of the University of South Dakota who spoke of the close

relation between the Dakotas and Minnesota, the relation being filial character and when a Dakota man comes back to Minnesota he feels as though he were coming back home.

President Hutchins, of the University of Michigan, was next introduced as the president of an institution which was ready to confer with every other institution upon any other subject except athletics. President Hutchins took a fall out of the chairman by referring to the great danger of a college president's talking too much. He said that he did not see why it was necessary for President Vincent to introduce any speaker as he was a continuous performance himself. Then in a few serious words he pointed out the significance of the occasion which he termed a milestone in the history of the institution marking the close of one long and unusually successful administration, an administration which was noted for its proud achievements, and the beginning of another administration which promises great things for the institution. He congratulated President Vincent and the University upon the brilliant prospects before the institution.

President James, of the University of Illinois, who was next introduced, said that he had been told originally that he might have seven minutes in which to make a speech and that he expected to use at least half of that time in a eulogy on President Vincent, but, since the chairman had drawn the time limit so stringently, he had decided to omit the first half of his speech. He then referred to strategic points in the educational world, telling of the advantages which Columbia had in its location in New York City, an advantage which it had made the most of, not only for itself but in the interests of the educa-

tional world. He referred to Chicago as another point of strategic advantage which the University of Chicago had made the most of, not only for itself but in the interests of all other educational institutions. He then referred to the advantage the University of Minnesota had in one of the most strategic points of the country and offered his congratulations on what had been accomplished and on the prospects before the institution under the leadership of President Vincent. He warned Minnesota, however, that in spite of her natural advantages Illinois was going to make her work to maintain her supremacy, saying that they proposed to do everything they could to make a better institution than we have here.

At the close of President James' speech President Vincent called attention to the fact that President James had three times tried to pocket the toastmaster's watch and intimated that this was characteristic of the representative from Illinois.

In introducing the next speaker, President Benjamin R. Rhees of the University of Rochester, President Vincent told of his early acquaintance with President Rhees and some of the boyhood pranks in which the speaker was supposed to have indulged. President Rhees called attention to the fact that while President Vincent had limited the speakers to three minutes he had stopped the clock so they might not know when their three minutes were up. He told of his boyhood experience with an engine which blew up because the safety valve had been monkeyed with and said that President Vincent was running a great risk by sitting on the safety valve when fifteen college presidents were on the program to speak. He offered his congratulations to the University on the selection of

President Vincent whom he termed a man good, large and strong, catholic in his ideas and sympathies, saying that he had no advice to offer and only congratulations to give to the students on account of the kindly interest which President Vincent always took in the students, to the faculty because they were sure to have a sympathetic leader, and to the regents because in President Vincent they had a man of large vision who could be trusted.

Kendrick C. Babcock, '89, former president of the University of Arizona and now connected with the United States department of education, was next introduced to speak for that department. Mr. Babcock said that one note had been missing in all of the exercises of inauguration up to that point and that was, the obligation of the State to the Nation, calling attention to the fact that Minnesota's large endowment in lands came directly from the United States government as a free gift for the encouragement of education and that this gift carried with it a consequent obligation of the State to the Nation. Mr. Babcock made a strong point of this and was heartily cheered both in appreciation of what he had said and as a former U of M man.

President Falconer, of the University of Toronto, was next introduced by President Vincent, who, in his introduction, referred to the failure of Canada to adopt the reciprocity treaty. The whole audience arose en masse and cheered President Falconer to the echo, giving him an ovation which must have demonstrated to him the friendly feeling of at least this part of the United States toward Canada. President Falconer expressed his appreciation of the demonstration and said that if a similar demonstration could have been given

to every voter just prior to the recent election he felt quite certain that the result would have been different. President Falconer then said that he was glad that in the commonwealth of letters and sciences there were no arbitrary boundaries. Referring to President Vincent's afternoon address President Falconer said that the days of chivalry are not past. Wherever we find a man trying to do his best, living up to the highest ideals of service, serving others in making the most of himself, such a man represents true chivalry.

Mrs. T. G. Winter, who represented Wellesley college, spoke for a few minutes in a very delightful way, bringing her greetings from Wellesley college. In the course of her remarks she said that with men as well as with women the heart still rules the head, that she had never yet found an educated woman a materialist. In a humorous way she said that if the women's colleges could only have professorships in a sense of humor they would provide the one thing said to be lacking in a woman's training.

Dean Frederick S. Jones, of Yale, was the next speaker and the whole audience arose and cheered him to the echo. A bunch of Varsity boys led in singing the Yale Boole. President Vincent had taken advantage of his position as toastmaster to give Dean Jones a little "rub" and Dean Jones retorted by saying that he refused to be put upon by a man who was only a freshman when he himself was a sophomore in college. Dean Jones assured President Vincent that he brought him the hearty greetings from his Alma Mater. Said Dean Jones, "Chicago is only your foster mother." In the course of his remarks Dean Jones expressed his appreciation of the action of the regents in choosing

so many Yale men for high positions at Minnesota, "for giving so many good Yale men good jobs." Saying that what President Northrop was, the University is, and offered his congratulations to the University upon the securing of President Vincent as a worthy successor of a worthy predecessor.

President Sparks, of the State College of Pennsylvania, demonstrated that his name was very appropriate. He captured the audience at first start by referring to President Vincent's "sudden deliberation." The speech was humorous from start to finish and the audience was convulsed with laughter and cheered the speaker, so that he was obliged to stop and give them a chance to regain control of themselves, so that his next witty sally could be heard and appreciated. He referred to President Vincent's degree of C. C., "called from Chicago" and to the location of the University as in St. Popolis. He said that in President Vincent the Twin Cities had secured an addition to their elevator system, an addition whose capacity for words was unlimited. He referred to President Vincent's way of coming before an audience as taking advantage of them by springing at them and getting a strangle hold or at least a half Nelson on his audience before they knew where they were at. He said that tonight millions of people were joining in the Chautauqua salute to Vincent, Vincentior, Vincentissimus and shouting, "Long live George the First." It is almost impossible to give any idea of the brilliance and wit of President Sparks' speech but it was thoroughly enjoyed by a sympathetic audience, who appreciated the passage at arms between him and the chairman. Before President Sparks had fairly finished his speech, President Vincent was in the

middle of the floor, remarking, "To think that we spent good money for fireworks last night and this man was in town all the time." The audience fairly went wild in appreciation of this retort.

Professor Frederick J. E. Woodbridge, of Columbia University, was introduced by the chairman, after he had told about the stationery, printed in baby blue, recently adopted by the Columbia University. The chairman advised everybody to write to Columbia on some pretext or other in order to get a sample of this stationery. On rising to speak the whole audience again arose and cheered Professor Woodbridge to the echo. Professor Woodbridge said that in the old days there was said to be a divinity which hedged about kings but that in these latter days this divinity had ceased to hedge about kings and had come to hedge about college presidents. In the olden days all that was necessary to be a college president was to be reasonably sensible; now it is necessary to be unreasonably omniscient. The way of college presidents must be past finding out. Omniscience and mystery must surround the man who would be a successful college president. Professor Woodbridge closed his address by offering the congratulations of Columbia University to President Vincent and to the University of Minnesota.

President Frank L. McVey, of the University of North Dakota, was then introduced and again the audience sprang to its feet and cheered him heartily. President McVey referred to the glorious and joyous occasion and said that these fifteen college presidents who had been invited to appear on this occasion had been looking forward to this occasion as the opportunity of a lifetime to say something

noteworthy that would pass down in history, and now that they confronted the real situation and found themselves limited to three minutes they were not happy, distinctly not happy. He told the story of a striker who was approached by a lady and was asked if he was happy and said, "Oh, no, madam, I am not 'appy, I am as un-'appy as 'ell," saying that this was the feeling of most of those who had been called upon to speak on this occasion. After offering his congratulations from the sister state, President McVey closed by quoting the last verse of Kipling's "If."

The last speaker of the evening was President Benjamin Ide Wheeler, of the University of California. President Vincent, in introducing President Wheeler, said that his being here was entirely unexpected and that he did not know whether the result of the recent vote in California on the question of women's suffrage had anything to do with his coming or not. President Wheeler referred humorously to the "timeliness of the conclusions" of the previous speakers. President Wheeler said that in Minnesota he had found the two best specimens of ex-college presidents he had ever seen and wondered if the atmosphere of the state had anything to do with the wonderful way in which they were preserved, saying that undoubtedly a national commission would be appointed to inquire into this matter and that the whole question might become a national issue just as benzoate of soda had recently become. President Wheeler said that his only course in pedagogy was the one his father gave him just before he started out to teach his first school when he said, "Don't see everything that goes on." Turning to President Vincent he said he

could offer no better advice than, "Cheer up, trust in the Lord, and don't find out about everything."

The meeting closed by the audience singing "Minnesota."

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#### THE PRESIDENT'S RECEPTION.

The President's reception was held in the University Armory on the evening of October 19th. There were in the receiving line, with President and Mrs. Vincent, members of the Board of Regents and the Deans and their wives. The Armory was decorated with autumn leaves and presented an unusually attractive appearance. There was a large attendance and the affair was a fitting close to a successful week.

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#### LIST OF DELEGATES.

##### Delegates of Learned Societies.

Societies are given in the reverse order of their founding.

American Political Science Association—John Archibald Fairlie, A. M., Ph. D., Professor of Political Science in the University of Illinois.

General Education Board—Harry Pratt Judson, A. M., LL. D., President of the University of Chicago.

American Mathematical Society—Edward Burr Van Vleck, A. M., Ph. D., LL. D., Professor of Mathematics in the University of Wisconsin.

American Psychological Association—Carl Emil Seashore, Ph. D., Dean of the Graduate College, State University of Iowa.

American Academy of Political and Social Science—John Henry Gray, Ph. D., Professor of Economics and Politics in the University of Minnesota.

Geological Society of America—Newton Horace Winchell, A. M., Ex-President.

American Economic Association—Edmund Janes James, A. M., Ph. D., LL. D., President of the University of Illinois.

American Historical Association—Dana Carleton Munro, A. M., Professor of European History in the University of Wisconsin.

Modern Language Association—Joseph Warren Beach, Ph. D., Assistant Professor of English in the University of Minnesota.

American Society of Mechanical Engineers—Paul Doty, M. E., Honorary Vice-President. Max E. R. Toltz, M. E., Honorary Vice-President.

Archaeological Institute of America—Benjamin Wisner Bacon, B. D., A. M., D. D., Litt. D., LL. D., Professor of New Testament Criticism and Exegesis in Yale University.

American Chemical Society—John Harper Long, M. S., Sc. D., Professor of Chemistry in the Medical School of Northwestern University.

American Library Association—Reuben Gold Thwaites, LL. D., Secretary and Superintendent of the State Historical Society of Wisconsin.

American Institute of Mining Engineers—Horace Vaughan Winchell, B. S., Past Vice-President.

American Museum of Natural History—Mr. Frank Michler Chapman, Curator.

United States Bureau of Education—Kendric Charles Babcock, A. M., Litt. B., Ph. D., Assistant for Higher Education.

National Educational Association—Mr. Carroll Gardner Pearse, President.

American Society of Civil Engineers—Mr. Leonard W. Rundlett, Director.

Minnesota Historical Society—Mr. Nathaniel Pitt Langford, President. W. H. Lightner, B. A., First Vice-President. Mr. Charles Phelps Noyes,

Second Vice-President. Mr. E. H. Bailey, Treasurer. Warren Upham, A. M., D. Sc., Secretary.

National Dental Association—C. V. J. Brown, D. D. S.

Chautauqua Institution—Arthur Eugene Bestor, A. B.

#### Delegates of Colleges and Universities.

Institutions are given in the reverse order of their founding.

Mount Royal College—Principal George William Kerby, B. A.

University of Florida—President Albert Alexander Murphree, A. M., LL. D.

Stout Institute—President Lorenzo Dow Harvey, A. M., Ph. D.

Duluth Normal School—President Eugene W. Bohannon, A. M.

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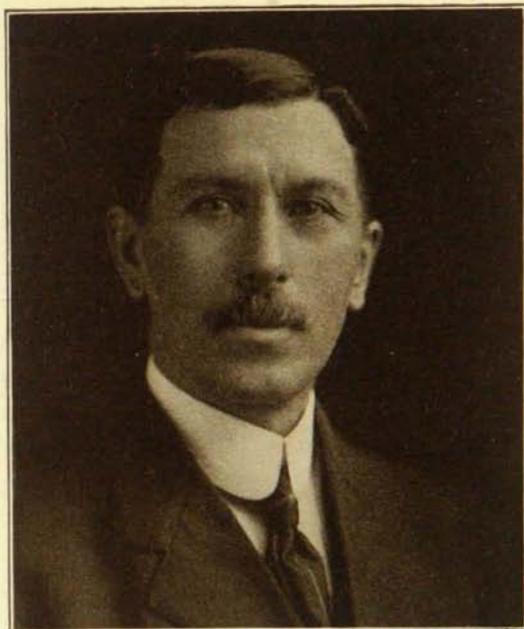
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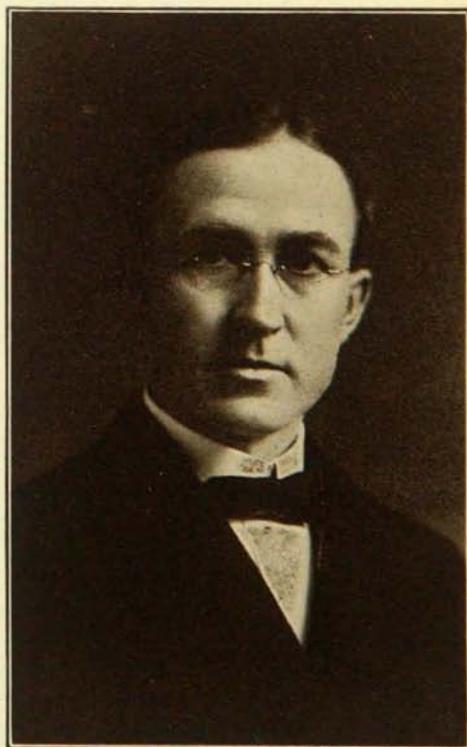


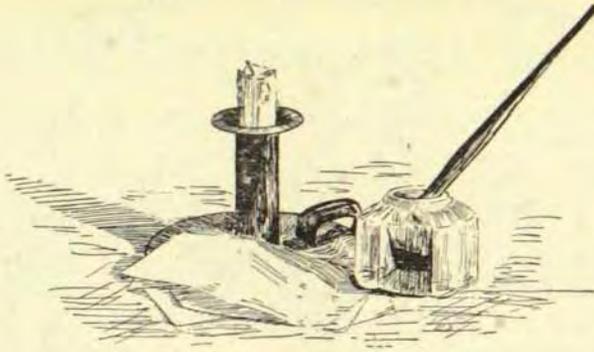
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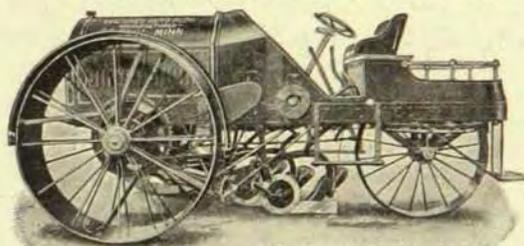
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### PROTESTS AGAINST PROPOSED DISCONTINUANCE OF NIGHT LAW COURSE.

To The Minnesota Alumni Weekly:

In your Weekly of September 25th, notice is given that the night law course will be discontinued at the first of the year. Is not the University for the benefit of the people and all the people of the state? The Weekly certainly has placed considerable emphasis on the amount of taxes each year levied. To me, having taken two years of academic work during the day with the class of 1900, and two years night law work with the law class of 1901, this action is a great surprise. I sincerely hope that the night law work will not be discontinued. If there are any vital reasons why it should be, none have yet been mentioned in your columns, and you have many readers who are interested. The University extension work would be of no benefit whatever to any persons desiring to practice law, unless a degree is given. Is this contemplated action not a discrimination against ambitious persons who are unable to attend day course? If the night course is discontinued, I sincerely trust that every large city in this state will at once have a law school of its own, and that the present revenue of the law college be required to support these local schools.

Very truly yours,

LOUIS M. OSBORN.

October 12th, 1911.

### ALUMNAE AT NORTH YAKIMA.

There is a flourishing branch of the association of collegiate alumnae in the North Yakima valley. Six graduates of the University of Minnesota are in the majority. Those graduates include, Mrs. Lola Hammond Bolles, '07; Mrs. Minnie Faegre Kutnewsky, '08; Floy Rossman, '02; Jennie Webster, '99; Anna M. Whitney, '06; Mrs. Amy Kennedy Chase, '05.

### SCHWAGER APPOINTED DELE- GATE.

Lewis Schwager, '95, Law '96, has been appointed by the University of

Minnesota to represent the University of Minnesota at the semi-centennial celebration of the founding of the University of Washington. The celebration takes place in Seattle on the 4th of November. Mr. Schwager is president of the Minnesota Alumni Association of Seattle.

### SIX OF 1910 AT HARVARD.

The class of 1910 is represented at Harvard University this year by six of its members who are enrolled in the various schools. Thomas Collins, Leland Duxbury and James Dorsey are in the law school; Cyrus Fiske is in the medical school; Farrington Daniels is studying chemistry and Richard Newhall ancient history, both in the graduate school of arts and sciences. George Akerson, a member of the class in its first two years, is a senior in Harvard college this year.

### INVENTION SUCCESSFUL.

John O. Morris, Eng. '88, has just spent two weeks at Madison, Wis., where he erected and put in operation a new extration cell of his own invention and design. The results of the test were very satisfactory and Mr. Morris believes it possible to extract successfully and in a satisfactory and financially profitable way, sugar from the dried cane. The process requires the disintegration of the cane and the drying of the same, which reduces the weight about 70 per cent. The 30 per cent remaining is a solid consisting of stock, pith, fibre and sugar. The pith is separated from the fibre by sifting with rotary and shaking screens, after which the pith is pressed into large blocks, 14x18 inches x 3 feet, into a density of about 65 to 75 pounds per cubic foot. The fibre is pressed into bales with a baling press. The result is nearly as dense as a pine log of like dimensions and about as heavy and carried about 55 per cent of sugar and the fibre carried about 35 per cent. The company has now a drying apparatus in Cuba, suitably adjusted and in actual working condition.

## NEW EDITION OF LAW BOOK.

Howard S. Abbott, '85, has recently issued a fourth revised edition including forms of Elliott on Private Corporations. The text of the book has been revised and rewritten and citations are made to the latest decisions, and, to increase the practical usefulness of the work, there have been added over 100 of the most frequently needed forms relating to the organization of corporations and the transaction of corporate business. William Hoynes of Notre Dame, Ind., in a recent letter to the publishers of the volume, Bobbs-Merrill Company, says: "The text is accurate and luminous and characterized by a literary style surpassing that ordinarily found in law books. The notes are supplemental and explanatory to a fitting degree and bring the current law in the citation of authorities down to the present. This is not only the latest, but also the best one-volume treatise on the subject."

## PAPERS BY DOWNEY.

While doing graduate work in Germany last year Professor Hal Downey of the department of animal biology published two papers of unusual interest.

1. The Origin and Structure of the Plasma Cells of Normal Vertebrates, Especially of the Cold-Blooded Vertebrates, and the Eosinophils of the Lung of *Amblystoma*.

*Folia Haematologica* I. Teil: Archiv, Bd. XI, 1911.

2. Die Entstehung von Mastzellen aus Lymphozyten und Plasmazellen.

The last one was presented at the 25th meeting of the Anatomische Gesellschaft and was published in the proceedings of the society, *Verhandlungen der Anatomischen Gesellschaft*, 25. Versammlung, Leipzig, 1911.

## GIVES BUILDING TO Y. M. C. A.

Charles M. Way, ex-'85, president of the Minneapolis Bedding company, has offered to deed the old Tuttle school building, on the corner of 14th avenue southeast and Talmadge

street, to the board of directors of the Young Men's Christian Association, of this city, provided the building is remodeled and maintained for one year as a branch Y. M. C. A., especially for boys, with some provision for men.

\$7,000 is needed to carry these plans through and a campaign has been started with a view to raising the necessary funds. Senator Elwell is chairman of the committee and J. M. Anderson, ex-'88 and C. A. Barton, law '00, are also members of the committee. The building which Mr. Way offers to give the Y. M. C. A., cost originally \$30,000 and is in good condition.

## WEDDINGS.

George L. Nason, Eng. '10, and Catherine Lila Haeusler were married June 27th in St. Paul. Mr. and Mrs. Nason will make their home at 975 St. Anthony Ave., St. Paul. Mr. Nason is engineer for Morell & Nichols, landscape architects of this city.

'05—Florence DeBell is now Mrs. E. V. Youngquist and is living at Carter, S. D.

Isabel Dunn, '06, and W. L. Oswald of the department of agriculture, were married on August 31st. Mr. and Mrs. Oswald are living at 1268 County Road, St. Paul.

Dr. Olaf J. Hagen, Med. '06, of Moorhead, was married in June to Mosele Weld, daughter of President Weld of the Normal School.

## PERSONALS.

'83—Mr. and Mrs. R. M. Bell are living in Minneapolis this winter. Their address is 229 5th Ave. S. E.

'84—Belle M. Bradford is living at 2641 Garfield Ave., Minneapolis. Her former home was Farmington, Minn.

'84—H. H. S. Rowell is editor of the *Evening Teller* at Lewiston, Idaho, and secretary of the Lewiston Orchards Producers association, also the owner of a ten acre orchard in Lewiston Orchards.

'91—Mr. and Mrs. Theo. M. Knapen are now located in Vancouver, B. C. Their residence is 2836 Birch St.

## THE MINNEAPOLIS MEETING OF THE ASSOCIATION OF STATE UNIVERSITIES.

The following report of the meeting was furnished by Dean John F. Downey, one of the delegates from our University.

The meetings were held in the Banquet Hall of Hotel Radisson and were attended by the Presidents of most of the State Universities and by the President of the University of Toronto. As there was little business to transact, nearly all the time was devoted to the reading and discussion of papers pertaining to problems of State Universities.

The paper of President Van Hise, of the University of Wisconsin, on Central Boards of Control, was regarded of so much importance that the Association voted to have it printed and distributed to the members in advance of the publication of the proceedings.

He first pointed out the disadvantages of having the University, the Agricultural College, the College of Engineering and Mechanic Arts, the School of Mines, and the College of Education or Normal College of any state in separate localities of the state. Besides many unnecessary and expensive duplications the board of each urges for the largest appropriations it can get, without regard to the needs of others, and attempts to maintain by co-operation a proper balance have not been successful. He thinks that in such states, while each institution should have its own board, there should be a commission, made up of suitable men, serving without salary, and that this commission should confer with the respective boards and determine what appropriations should be asked for each. This should not be a Board of Control in the sense in which Minnesota had and Iowa now has such a board.

In those states in which the institutions of higher learning are combined at one locality under one board, making one central University, the placing of this University and the charitable and penal institutions under one Board of Control, composed of men

with salaries, can not but be pernicious. For such an institution the unbought services of men of first-class ability are far more valuable than are the services of such men as will serve for pay. As an example he cited the case of Col. Vilas, who served so ably on the Wisconsin Board. If the time he freely gave to the work had been charged for at the rate he received for his professional services, it would have amounted to from ten to twenty thousand dollars a year; but he could not have been induced to serve on a board whose members received a salary.

The advancement of Normal Schools to Normal Colleges would, he said, result in the same kind of expensive over-lapping as that cited above and would result in having central boards. While he is greatly opposed to making degree-conferring colleges of the Normal Schools, he approves the action of the Wisconsin legislature in giving power to the Normal Schools to expand their curricula sufficiently to include the first two years of the Liberal Arts College at the University.

President Hill, of the University of Missouri, in his paper on Departmental Organization, took the ground that the committee plan, with chairman or secretary chosen from time to time, is better than the head-of-department plan. He claimed for the plan the following advantages:

1. Action is by the department and not by the head.
2. It brings out all views for discussion and results in choice of the best.
3. Each member feels more responsibility.
4. It sets free each one's inventive genius.
5. It gives greater harmony.
6. When there is a vacancy, it gives better opportunity to bring in a strong man with high salary than by the other plan, which gives the high salary to the head.

Some of the members agreed with President Hill; but most thought that the advantages claimed hold only when a well administered department on the committee plan is compared

with a poorly administered department under a head professor, and that a head can secure efficiency of the staff much better than can a temporary chairman or secretary.

President Gray, of the University of New Mexico, read a valuable paper on The Curriculum of the Secondary School. He thinks that the essentials are too much neglected for matters of less importance. He would separate the course into two divisions of two years each, the first division to be much as at present and the second division to be open only to the better students, some of them to be prepared for college and others to round out an elementary education. At this stage President Falconer, of the University of Toronto, explained the curriculum in use in the secondary schools of Ontario, stating that five subjects, viz., Latin, Mathematics, History, English and a modern foreign language are required of all.

President Bryan, of the University of Indiana, presented a most important paper on Economy in University Administration. Successful administration, said he, requires "adequate resources and severe selection." A university should select the kind of work it most needs to give and resist over-pressure for expansion. General expansion of departments causes the library, salaries, supplies, etc., to suffer and lowers the quality of the work. It is more important to grow strong than to grow large. Regents and faculties should observe the following:

1. Resist the tendency to increase unduly the number of freshman and sophomore subjects.
2. Resist the temptation to multiply junior and senior electives.
3. Resist the temptation to engage in too wide a range of research lines.
4. Resist the temptation to multiply departments, schools and colleges.

Clark University, with its five departments, has shown that a university of limited resources may go into the front rank by concentrating its efforts. President James, of the University of Illinois, stated that at that institution they had recently reduced the number of courses by twenty per

cent and expressed the belief that still further reduction, by strengthening those that remain, would result in good to the University.

Relation of State Universities to Colleges of the State was the title of an able paper by Kendrick C. Babcock, Specialist in Higher Education in the United States Bureau of Education. He deplors the fact that many fake, semi-fake, and inefficient colleges have been chartered and empowered to confer degrees. In every state the work for a degree should be standardized, and those colleges which can not measure up to the standard should put themselves on a two year basis. These and those that remain as degree-conferring colleges should have an arrangement with the State University such that students, at the end of two years, could go to the University without loss of time. This would result in their receiving during their first two years more individual attention, in diminished expense to them, and in relieving the congestion at the University.

President Aley, of the University of Maine, presented a paper on Entrance Requirements for State Universities. He said that as the secondary schools must adapt their courses to the needs of large numbers of pupils who are not going to college, the universities should have a wide range of subjects that may be offered for admission. The courses should be so arranged in the secondary schools that if, at any time, a pupil is compelled to stop, his education up to that time is the best possible. He does not believe in admission by examination, as success depends too much on the memory and the method does not give sufficient recognition to the fact the work of four years is the thing that counts. President McVey, of the University of North Dakota, in discussing the paper, presented a concise table, showing the requirements for admission into the different State Universities. He approves the Chicago University plan, recently explained in Science, and says, "The test of efficiency is in how the student does his work in the High School."

Time did not permit of the reading of the paper on Federal Aid to Education, by President James, of the University of Illinois, but it will be printed in the proceedings.

The meeting was a very interesting and profitable one and the volume of proceedings, which will contain the papers and discussions in full, will be of great value to people particularly interested in the problems of State Universities.

MINNESOTA 21—NEBRASKA 3.

Minnesota looked forward to the Nebraska game with anything but a sense of security. The records of the two teams up to the present date favored the visitors. They had a team of veterans and were fast and resourceful. They were clean-cut, heavy men and they looked fit for the game of their lives. But Minnesota has come a long way during the past two weeks and hardly a minute during the whole hour did Nebraska push the playing. The few times when Nebraska did get the ball she was unable to

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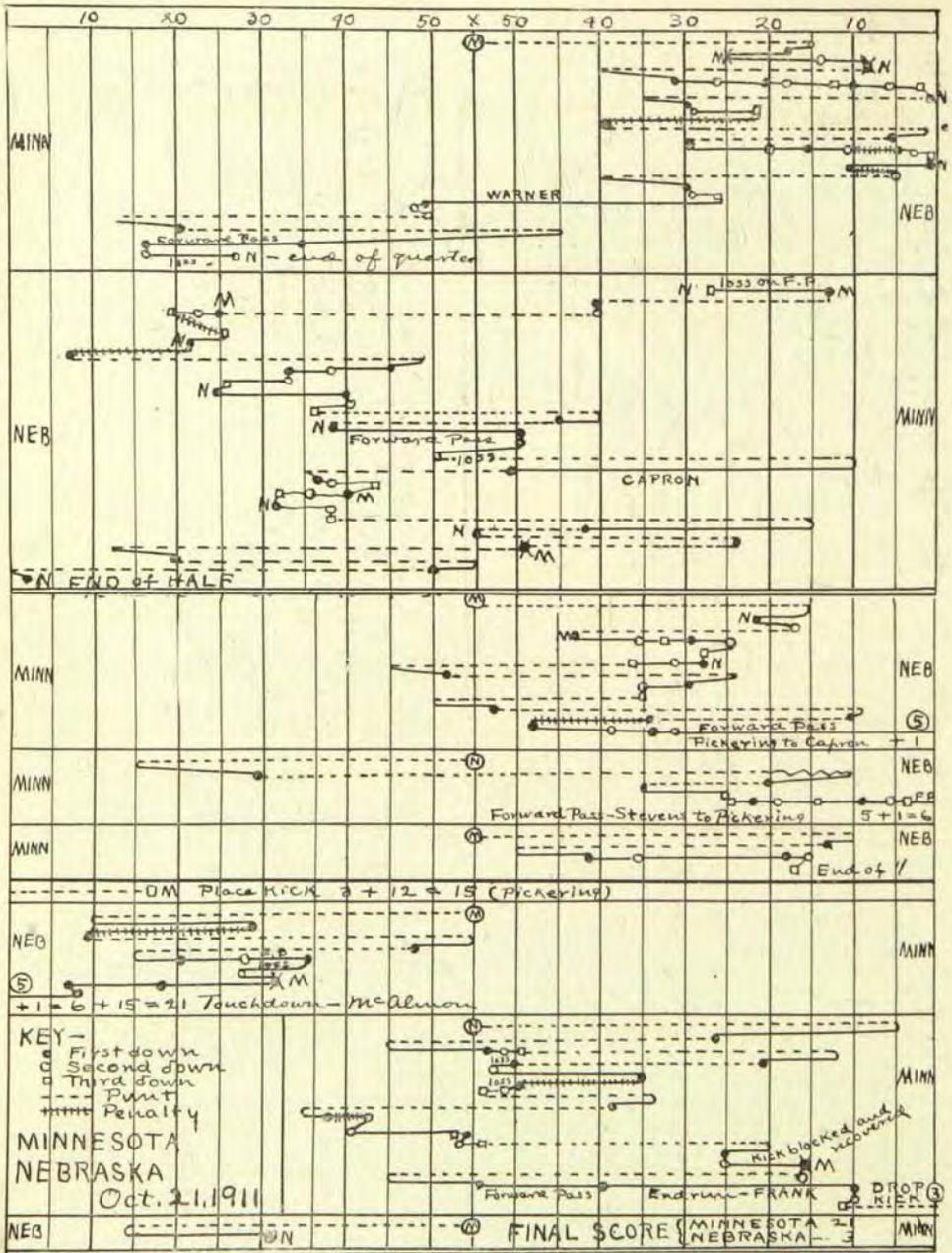
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make distance consistently and though several times a forward pass or a long run brought the hearts of Minnesota rooters to their mouths, such gains were usually followed by tackles for a loss. A number of times Nebraska lost on each of her three attempts. Minnesota started out bravely and three times had the ball down within Nebraska's ten-yard line and twice within two yards of a touch-down, only to lose the ball on fumbles or downs. The attack was brilliant and the defense stubborn. Then Nebraska had her innings and made a thirty-two yard run which placed the ball in Minnesota territory. For a few minutes Nebraska did some wonderful work and made distance on fine forward passes and long returns of Minnesota punts. Minnesota seemed not to be able to get their opponents, but not for long. While the first quarter was decidedly Minnesota's, the second Nebraska had a shade the better, with Minnesota improving every minute.

When the second half opened, Minnesota came back strong and all during this half Minnesota had Nebraska on the run, save for a few minutes just before the close of the game, when a good return, a forward pass and a long run, placed the ball within striking distance and a drop kick tallied the three points for Nebraska. Minnesota's touchdown came on a well executed forward pass with a magnificent dodging run through a broken field, in which the runner, Capron, dodged three men who seemed sure to nail him. This seemed to give the Minnesota men new fighting courage and nothing could stop their fierce onslaughts—through the line or off either wing and occasionally around the end, distance came as the result of remarkably fine team work. The second touch down came as a result of a forward pass, Stevens to Pickering, when less than five yards remained to be made. The next three points came by the air route when a pretty place kick by Pickering from the thirty-yard line just passed over the bar. The next touchdown came as the result of some great work on the ground, twice through the line and once around the

Nebraska end, the touchdown being made by McAlmon through the center of the Nebraska line. The game was a very interesting one to watch and Nebraska earned her three points and few Minnesota rooters grudged her the consolation of saving herself a shut-out. Minnesota's playing, especially in tackling, improved remarkably during the second half of the game. The men got after their opponents in a way to delight the grandstands and once Powers tackled a Nebraska man who had made several yards and was coming like the wind, for a loss of five yards—it was a wonderful piece of work. The line was one of the strongest Minnesota has had in years, often tackling players behind the line and breaking up plays before they were fairly started. On defense they were just as strong and Nebraska's attack on the Minnesota line usually doubled up without making distance. Minnesota has found herself and will look forward to the remaining games of the season with confidence that the team will give good account of itself.

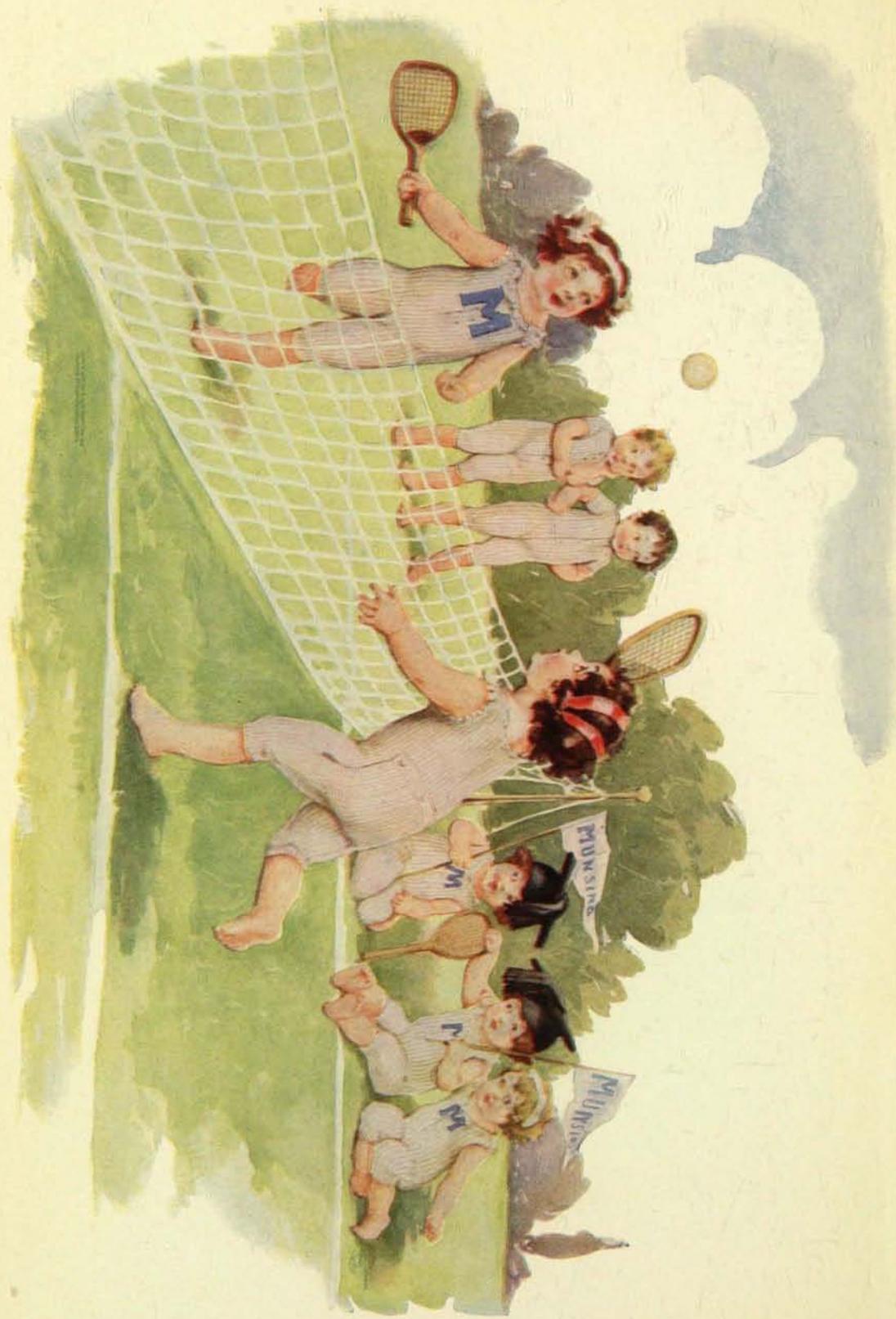
Minnesota.	Position.	Nebraska.
Tobin	L. E.	Chaner
Elder	L. T.	Shonka
Smith	L. G.	Elliott
Morrell	C.	Horberger
Powers	R. G.	Pearson
Frank	R. T.	Harmon
Wallender	R. E.	Lofgren
Capron	Q. B.	Warner
Pickering	F. B.	Purdy
Stevens	R. H. B.	Frank
McAlmon	L. H. B.	O. Frank

Substitutes—Racely for E. Frank, E. Frank for Racely, Potter for Warner, Gibson for Purdy, Russell for O. Frank, Aldsworth for Wallender. Touchdowns—Capron, Pickering, McAlmon. Goals from field—Pickering, O. Frank. Goals from touchdowns—Morrell 3. Officials: Referee—Haines of Yale. Umpire—Whitmore of Brown. Field judge—Allen of Dartmouth. Head linesman—Ver Weibe of Harvard. Time of quarters—15 minutes.



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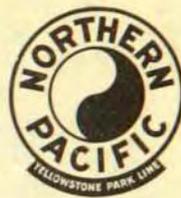
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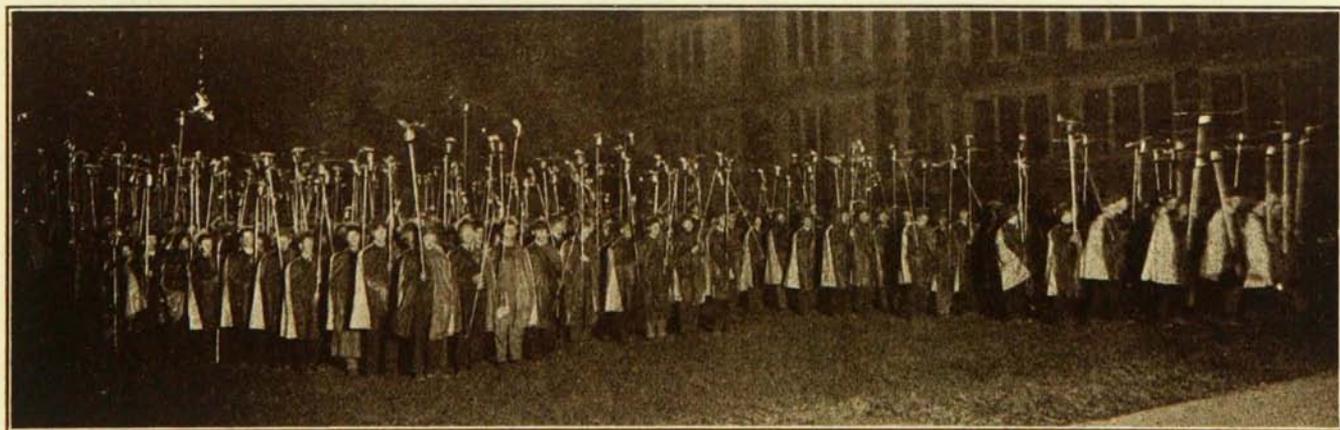
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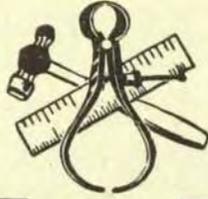
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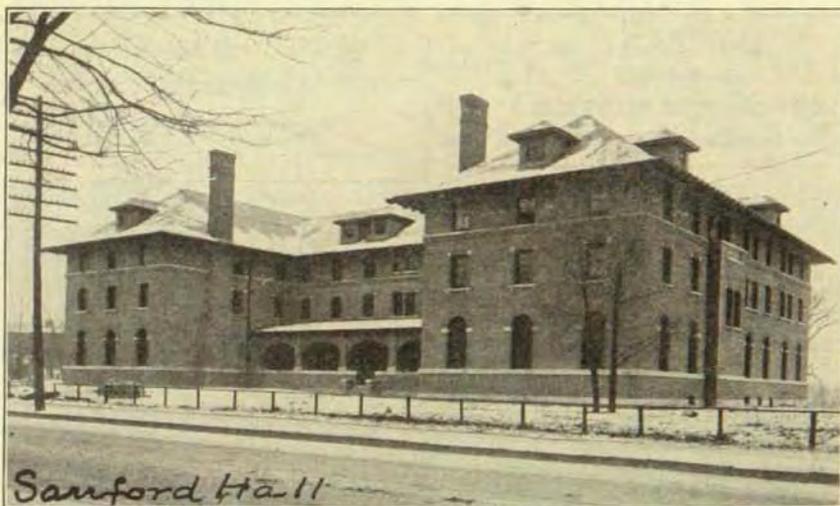


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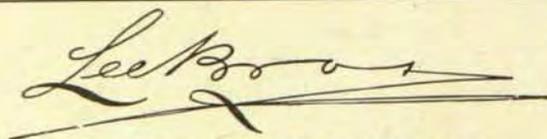
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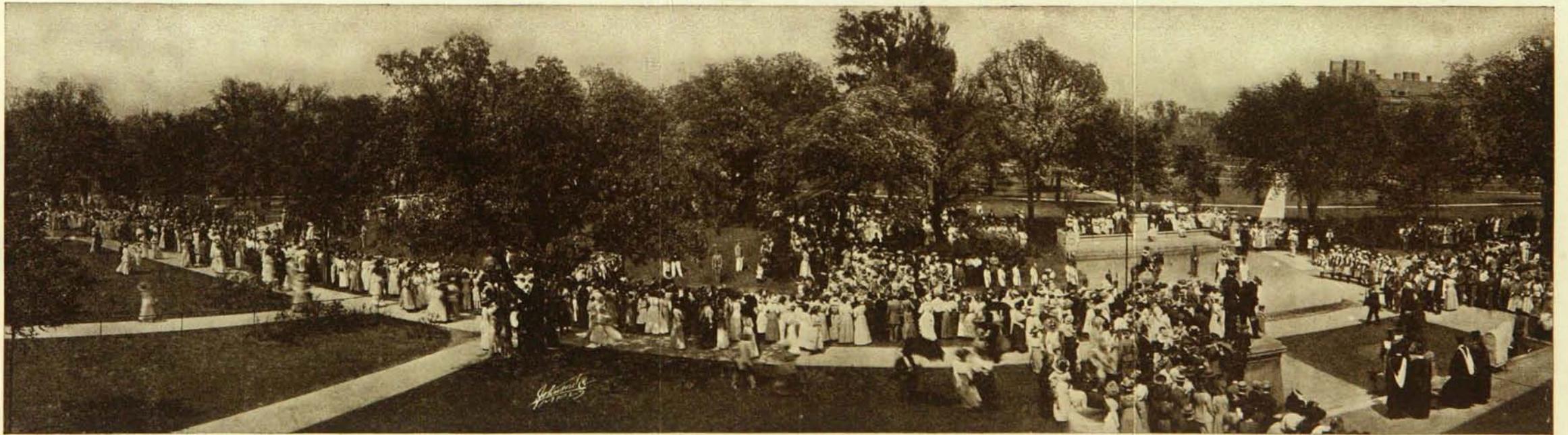
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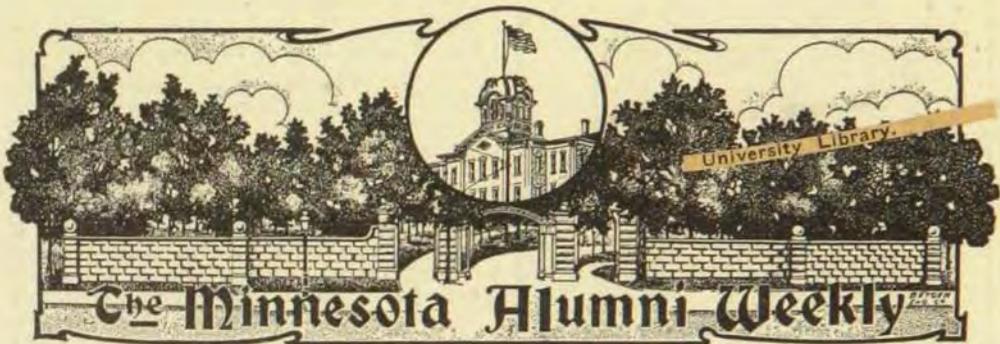
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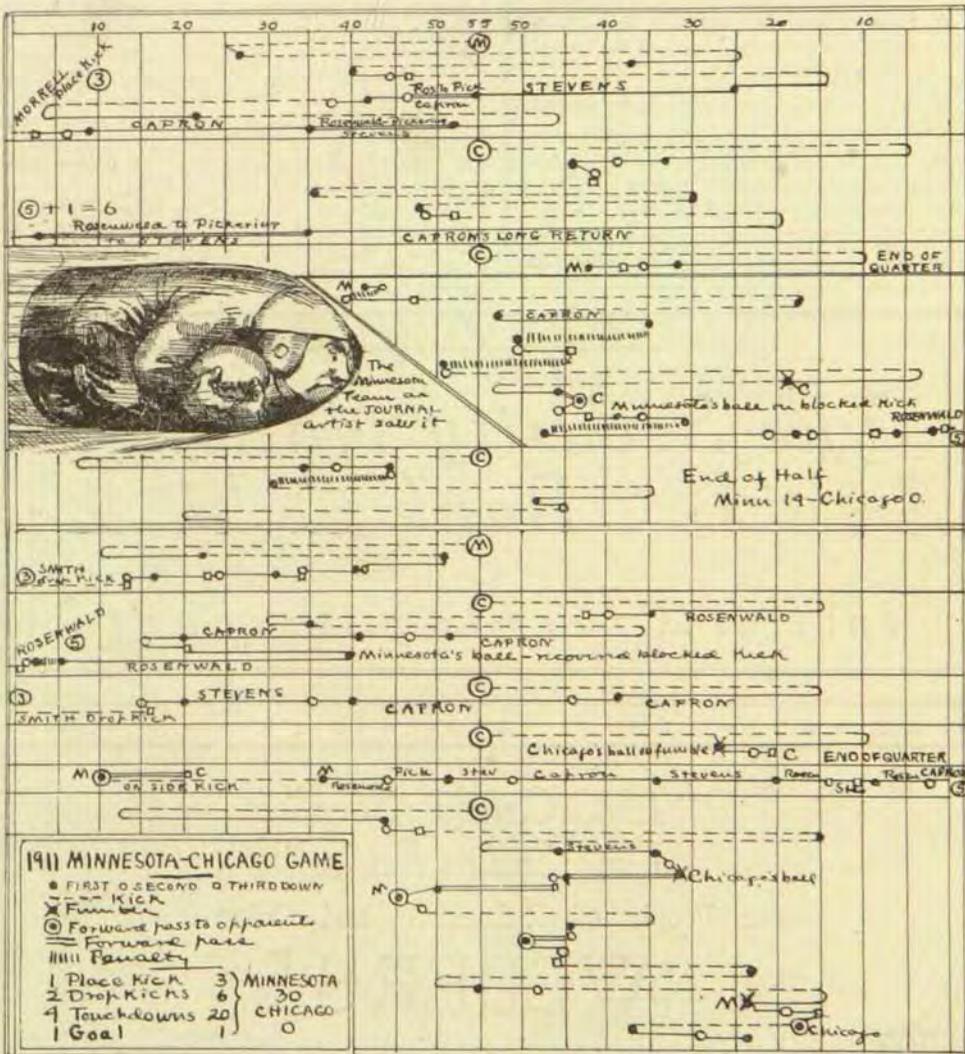
MINNESOTA



Vol. XI.

November 6, 1911.

No. 7





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'05—Leifur Magnusson is still with the Bureau of Labor, and expects to continue his work for his master's degree at George Washington University.

'05 Med.—Dr. G. W. Frasier has removed from Detroit to Minneapolis.

'05, '07 Law—C. P. Schouten is with Hood & Penney, doing a liability and casualty insurance and surety bond business. Their office is at 200 Phoenix Bldg., of this city.

'05 Law—Torger Sinness is located at Minnewaukan, North Dakota, where he is serving his second term as State's Attorney of Benson county. He is associated with Judge Buttz in the practice of law under the firm name of Buttz & Sinness. Mr. Sinness some years ago married one of Minnewaukan's brightest young women and they have two young sons.

'06 Law—Since graduating from the University in 1906 Mr. V. E. Anderson has been engaged in the practice of law at Wheaton, Minn. For four years he was associated with F. W. Murphy, Law '93, and since that time has been in practice for himself. A year ago he was elected county attorney of Traverse county. For the past five years he has been secretary of the commercial club of Wheaton, Minn. In 1909 he was married to Miss Annie M. Hass who was a graduate in music of the Royal conservatory in Berlin, Germany.

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Minneapolis



Vol. XI. Nov. 6, 1911. No. 7.

Entered at the postoffice in Minneapolis as second class mail matter.

Subscription price, \$2 per year for all who have been graduated more than three years. To those who have been graduated less than three years, \$1.25 per year.

A discount of 25 cents is allowed for payment before October 15 of each year.

Loose money sent in payment of subscriptions is at the sender's risk.

Address all communications to the  
Minnesota Alumni Weekly  
The University of Minnesota,  
Minneapolis.

E. B. JOHNSON, '88 Editor.

EARLE R. HARE, M. D., '00.

Editor of the Special Medical Issues.

HARRY WILK, '12, Advertising Manager.

### COMING EVENTS.

Chapel exercises for the week—Monday, Concert, University chorus.

Wednesday, Rev. J. M. Cleary, address.

Friday, Professor Emeritus Sanford, English.

Thursday, Nov. 9, Professor Lehnerts, The teaching of geography in American universities, 4 P. M.

November 18th, Minnesota-Wisconsin Madison.

November 25th, Minnesota-Illinois, Champaign.

### FOR CONGRESSMAN AT LARGE.

Last Sunday's Tribune launched a boom for President Northrop for congressman at large from Minnesota. We do not know what attitude President Northrop may take in regard to the matter, but there is no doubt that if he will give the word he can have the place without raising a hand. It all depends upon his attitude—the alumni will not want to burden him with an unwelcome task, but if he will indicate that such a nomination would be acceptable to him they will do the rest. While his willingness to accept such an office would reflect great credit upon the State of Minnesota, he should not be urged to undertake an unwelcome task—he has served the State of Minnesota well and the State can have no further claim upon him for service unless he feels that he would welcome the opportunity for such service. The honor of the position would mean nothing to him

who has for so long held "the highest position in the gift of the people of the state" and for so many years been "the first citizen of the State of Minnesota."

### A MISLEADING STATEMENT.

Science of October 27th, contains a table showing the number of students per instructor in state colleges and universities. The figures given for Minnesota are 26.1 students to each instructor, a very evident mistake. Probably 16.1 was the figure intended.

Minnesota's enrollment for 1910-11 was 6,037, which includes 72 correspondence students. Omitting these, the total is 5,955 students. The total number in the faculty is 455. This includes 65 who rank as assistants, 34 of this number being clinical assistants in the department of medicine who receive no pay. In the 455, who are included in the staff of instruction, are 89 who do not receive any compensation. These are mainly in the college of medicine and surgery. Omitting these 89, the faculty numbers 366. 5,955 divided by 366 is 16.2 which indicates the maximum number of students per instructor. Using the larger number, 455, as the number in the faculty, the number of students to each member is 13. This number is much higher than the general average for all the institutions combined, the average being 10.5 students to each instructor. A small group of the institutions, with which Minnesota ought to rank, has an average of but 9.5 students to each instructor.

### ANOTHER GROUP FOR THE UNIVERSITY MUSEUM.

James Ford Bell, '01, has recently returned from Alaska with material for another group to be placed in the University museum. This group will consist of mountain sheep secured while in Alaska on a special trip for the purpose. Mr. Bell brought back with him an exceptionally fine specimen of the Kenai moose and five mountain sheep. Mr. Bell's trip to Alaska covered two months and a large amount of time was spent taking measurements and securing the necessary material for the reproduction of a habitat group of mountain sheep as a companion piece to the caribou group presented by him to the University last year. The moose which Mr. Bell brought back with him which will form a nucleus for the third group to be gathered by Mr. Bell, measured 7 feet  $3\frac{1}{2}$  inches from hump to hoof and would dress 900 pounds. The hide alone, when prepared for shipment, weighed 140 pounds. moose, because he was able to find only one above the ordinary in size. The task of securing the group of mountain sheep was a difficult one and called for many

days of tiresome wandering through the mountains. Mr. Bell says:

"Alaska is a country of strange contrasts. I saw wonderful wild flowers, of which there are many varieties, blooming at the side of big glaciers. These bright flowers also are blooming beside big trees, the leaves of which have turned yellow or red—spring flowers in the fall.

"I think I have secured some good material for the University, about as much as was possible in the short time at my disposal. Collecting specimens entails much more labor and time than ordinary hunting, though it is vastly more interesting. The difficulties of getting the heads, entire hide, bones and plaster casts mean arduous work, especially in a country where traveling is of the worst and where the horse as a pack animal is practically unknown."

#### LINDBERG AT THE UNIVERSITY.

The following was written by Professor Stomberg for the Minneapolis Tribune of last Saturday morning.

To carry a leading role in one of Shakespeare's great plays is a task that tests the ability of the most versatile actor, but when one undertakes to enact all the parts of a play that has nearly 20 characters he essays to do something that requires an extraordinary ability and brave is the actor who makes the venture. That August Lindberg of the Royal Dramatic theater of Stockholm, Sweden, who Friday night in the university chapel, presented Shakespeare's "The Tempest" is fully equal to the great demands that the acting of this great play makes upon an actor, soon became apparent to the delighted audience that heard him.

Mr. Lindberg has demonstrated during his career as an actor that he delights in undertaking to do that which presents tremendous difficulties and requires extraordinary skill. For the past 30 years he has been the chief interpreter of Shakespeare, Ibsen, and Strindberg in the Scandinavian North. He has played the part of Hamlet during two decades and it is recognized that he has been one of the greatest Hamlets in modern times.

It was characteristic of him that he put Ibsen's "The Ghost" on the stage in Stockholm even before anyone had ventured to do it in Ibsen's native land. Lindberg is a Shakespeare enthusiast; that was apparent in every word that he spoke as an introduction to the presentation of the characters of the play.

The most wonderful asset which Mr. Lindberg possesses is his remarkable voice. In the twinkling of an eye it changes from the sweet and musical to the tone of an Ariel, and from the modest words of Miranda to the coarse and loud shouts and shrieks of the wild and deformed Caliban,

the boisterous Stephano or the jesting Triuculo. His artistic power enables him to give expression to the entire gamut of human feeling. Just as Shakespeare excels in depicting character, it might be said that Lindberg's special endowed powers to present these characters in living form. One seems to be carried upwards by the weird power of the spirit Ariel, but in the next moment one shudders before the hideous form of Caliban. One is compelled to laugh with a jolly Triuculo and to admire the ideal woman in Miranda. One can imagine that it was thus that Shakespeare would have his characters portrayed on the stage.

The great English dramatist could as perhaps no one else fathom the depths of human feeling and Lindberg seems able to follow him at all times. His presentation of "The Tempest" last night was a wonderful exhibition of art, a beautiful and noble art which profoundly impressed the audience.

#### KOLLINER GIVEN A YEAR'S LEAVE OF ABSENCE.

Robert S. Kolliner, Law '90, professor of law at the University, has been granted a leave of absence for a year on account of a nervous breakdown. His physicians have ordered twelve months of complete rest and he has been given a leave of absence for that period of time. His loss in the law faculty will be severely felt.

Resolved, That we, the second and third year night classes of the College of Law of the University of Minnesota, extend to Professor Robert S. Kolliner this expression of our deep regret that he feels compelled to give up his work with our classes for the rest of the college year; that we thank him for the valiant effort he has made to continue with us and for the full measure of his strength and vitality which he has always given us in a sympathetic understanding of our particular difficulties as night students; and that we wish him Godspeed on his way to robust health.

Resolved Further, That a copy of this resolution be sent for publication to the Minnesota Daily and the Minnesota Alumni Weekly.

By the Committee:

Frank H. Hinds,  
Edith G. Herbst,  
Wm. E. Mac Gregor,  
A. E. V. Carey,  
H. L. Halverson.

Nov. 1, 1911.

#### THE GIRL IN THE MOON.

The Minnesota Union has decided to produce Edgar Allen's "Girl in the Moon" for the benefit of the Men's Building fund. This musical comedy will be presented at some overtown theater before Christmas

and Miss Ethel Malcolm, who was so successful in training the cast for "The Prof. and the Princess," will have charge of the production of this operetta. Tryouts were held last week and a large amount of excellent material is available for the cast. Those who have heard the "Girl in the Moon" read pronounce it even better than "The Prof. and the Princess," and predict for it a great success.

'09.—Anne Cassidy who was at Eagle Bend last year will be at Sauk Center, Minn., this year.

'09.—Eva L. Dresser is teaching science in the high school at Kent, Wash. Last year Miss Dresser was at Litchfield, Minn.

'09 Eng.—J. T. Ellison has left the Minneapolis Steel and Machinery Co. and is now in charge of a party of state drainage engineers near Ada, Minn.

'09.—Eng.—L. H. Gadsby is still with the Whitney Power and Electric Co. at Visalia, Calif.

'09.—Frances Kelley is teaching in the high school at Luverne, Minn.

'09 Eng.—Lawrence W. King has recently changed his city address to 2114 Hennepin Ave. Mr. King is with the General Inspection Company, with offices at 1000 New York Life Bldg.

'09 Ag.—A. Edwin Mayland is instructor in agriculture in the Cokato associated school of agriculture at Cokato, Minn.

'09 Ag.—Alden A. Potter is associated with E. C. Johnson in ecereal disease work for the U. S. department of agriculture and spent the summer traveling from Minnesota to Louisiana.

'09 Pharm.—Rudolph Reiersen, in partnership with his sister, has purchased a drug store at Spring Grove, Minn.

'09.—Helen Riheldaffer who has been Y. W. C. A. secretary at the Washington State College, Pullman, Wash., has returned to the University and will be in the registrar's office for the present year.

'09 Mines.—J. H. Santo has severed his connections with the Quadalupe Consolidated Mining Co. of Inde, Durango, Mexico, and is now instructing in mathematics in the Minnesota school of mines.

'09.—Vera E. Wedge who was formerly located at Montevideo, Minn., is teaching at Zumbrota this year.

'07 Eng.—R. J. Andrus has recently assumed the management of all the electric and water properties operated by the Pacific Power and Light Company in the lower Columbia and Yakima River Valleys. Mr. Andrus is in charge of both the electric and water systems for the cities of Pasco and Kennewick, and of electric systems at Richland, Benton City and White Bluffs. His main office is at Pasco, Wash.

## PRESIDENT TAFT AT THE UNIVERSITY.

October 25th was made memorable at the University by the visit of President Taft. He was greeted by a large body of students who gathered to hear the Nation's chief executive. In the course of his remarks, which contained much good advice, even though not strikingly new or unexpected, he struck a discordant note when he questioned whether organized rooting was as desirable as the unorganized variety of cheers that came spontaneously.

In view of the organized cheering which had just been given in his honor, this criticism was not relished by those who were responsible for that cheering, nor was it taken in good part by the students generally.

## COMMITTEE APPOINTED TO INVESTIGATE.

Harold C. Kerr, '05, president of the law alumni association, has appointed a committee consisting of H. D. Frankel, Law '05; J. H. Chase, '01, Law '05; James E. Mehan, Law '04; and Professor H. E. Willis, Law '01, to investigate certain complaints that have been made concerning the prices charged for books which the students of the law college are required to purchase. This is but one feature of the committee's work. The committee was appointed some months ago to look into the general conditions of the college of law and to report upon the same to the next annual meeting. The publicity given to the matter and the special emphasis laid upon this particular feature of the investigation calls for this explanation.

## CHICAGO ALUMNI GIVE LUNCHEON TO PRESIDENT VINCENT.

The Chicago Alumni gave a luncheon in honor of President Vincent Thursday, October 26th, at 12:30 in parlor B of the University Club of Chicago. The officers of the University of Minnesota Alumni Association of Chicago are, George R. Horton, president, Joseph E. Paden, vice president; Fred W. Bedford, treasurer; H. W. Mowry, recording secretary; H. Cole Estep, corresponding secretary.

## MISSABE RANGE ALUMNI ASSOCIATION MEETING.

According to all accounts which have been received at the office of the Weekly the meeting of the Missabe Range alumni association, held Saturday evening, October 28th, at Virginia, and the banquet in honor of President Vincent must have been a peculiarly enjoyable affair. The following sat down to dinner:

Albert L. Shipley, Va., 2; Sigvert S. Dahl, Va., 1; Frank Wildes, Hibb., 1; Harriet D. Moore, Mt. Iron, 1; A. K. Knickerbocker, Hibb., 1; O. A. Sundness, Buhl, 1; A. C. Borgeson, Hibb., 1; Katherine De-Veau, Hibb., 1; Dr. Bray, Biwabik, 2; Faith Weaton, Hibb., 1; Harriet Levin, Aurora, 1; Inez I. Hovey, Gilbert, 1; Millie Johnson, Gilbert, 1; Dora Holcomb, Hibb., 1; W. M. Tilderquist, Hibb., 1; Lila Swain, Hibb., 2; A. C. Oberg, Hibb., 1; A. Y. Peterson, Chisholm, 3; P. S. Kurtzman, McKinley, 1; Dorothy Rose Hudson, Gilbert, 1; Kathryn Dougherty, Hibb., 2; Ethel Stratton, Hibb., 2; Fred C. Lang, Chisholm, 1; Elisabeth Shepartson, Hibb., 1; Chas. F. Jackson, Va., 2; Dr. O. B. Wood, Va., 2; Otto A. Poirier, Va., 2; Wm. A. Deichen, Hibb., 1; Gertrude Bowne, Biwabik, 2; Mrs. M. B. Elson, Gilbert, 2; John Murphy, Kewatin, 2; R. H. Bassett, Hibb., 1; R. A. Angst, Hibb., 1; H. K. Read, Deering, Va., 2; C. F. Yates, Va., 1; J. C. Farmer, Biwabik, 2; L. E. Spurbeck, Biwabik, 1; R. L. Griggs, Va., 2; G. F. Shea, Va., 2; J. C. Richards, Va., 1; Earl Richards, Va., 2; Cleon T. Knapp, Chisholm, 1; Mary E. Shiely, Va., 1; Chas. Claypoole, Va., 2; Edward Boyle, Va., 1; Wm. J. Archer, Va., 1; Mr. Bowman, Gilbert, 1; W. E. Hunt, Hibbing, 1; W. A. Rose, Hibbing, 1; D. T. Collins, Hibbing, 1; H. J. Rahilly, Eveleth, 1; L. M. Osborn, Va., 1; Mr. Clinch, Chisholm, 1; W. Rose, Va., 1; Wm. Anderson, Hibb., 1; B. A. Adams, Hibb., 1; Mr. Krause, 1; Dr. Cummings, Hibb., 1; Harry Angst, 1; Genevieve Swain, 1.

President Vincent was the special guest of honor of the evening. Dean Wm. R. Appleby of the school of mines, and Professor Emmons, the new professor of geology, and the Honorable C. B. Miller of Duluth, were also guests of the association at this meeting.

The program of toasts was presided over by Cleon T. Knapp, Law '07. Toasts were responded to by Dr. C. W. Bray, '91, Med. '95; Professor Emmons, Clarence B. Miller, '95, Law '00; and President Vincent. Miss Dora Holcomb, '09, gave a reading which was very much enjoyed.

The arrangements for the affair were made by the following committee: Otto A. Poirier, Law '02; Sigvert S. Dahl, Law '10; Joseph W. Deering, Dent. '05; Charles B. Lenont, Med. '09; George F. Shea, Law '03; Charles F. Jackson, Mines, '07; Richard L. Griggs, '07; Edward L. Boyle, Law '09; John C. Richards.

C. B. Miller discussed the relation of the University to the political, social and economic life of the state and paid a warm tribute to President Vincent. He congratulated the alumni upon the rapidly spreading and deepening influence of the University and its alumni and told of some of the things that had been already accomplished by the alumni.

Dr. Bray, who spoke first, discussed the prospects of the alumni association and compared the present ideas concerning such associations with the ideas that prevailed twenty years ago.

Professor Emmons' address dealt with the relation of geology to the problems of conservation.

Miss Holcomb gave two readings that were very much appreciated.

President Vincent, who closed the program, gave the alumni a very full report of the events of Inaugural week, speaking in appreciation of the work of the alumni in making the affairs of the week a success and saying that he expected the hearty cooperation of all of the alumni in the carrying out of the future plans for the enlargement of the influence and usefulness of the University to the state.

Dean Appleby, who was present, did not speak, but received a very hearty greeting from the alumni.

President Vincent told the alumni that at a recent chapel exercise Dean Appleby was present and the Dean had to sit up most of the night trying to explain to the alumni who were present how it was that he happened to attend chapel.

President Vincent is enthusiastic over the meeting and can not say enough for the cordial way in which he was received and the character of the alumni who met at Virginia. The alumni were just as thoroughly pleased with President Vincent, and those who had not had an opportunity to meet him and greet him before were delighted with the man.

Officers for the following year were elected as follows: Otto A. Poirier of Virginia was elected president; vice president, Cleon T. Knapp, Chisholm; secretary, R. L. Griggs, Virginia; treasurer, J. E. Lunn, Biwabik.

The next annual banquet of the association will be held at Hibbing, when it is expected to have Dean Vance of the law college present as the special guest of honor. The retiring officers of the association are, president, R. A. Angst, Law '08; vice president, Otto A. Poirier, Law '02; secretary, B. S. Adams, '98, Med. '01; treasurer, J. E. Lunn, '08.

#### FARGO-MOORHEAD MINNESOTA ALUMNI ASSOCIATION.

A Minnesota alumni association was organized Friday evening, October 20th, at the office of W. L. Stockwell, '89, in the Masonic Temple of Fargo, N. D. A considerable number of alumni both of Fargo and Moorhead turned out in response to a call signed by five alumni. Those present proceeded to organize a Fargo-Moorhead Minnesota Alumni Association and planned for a banquet in honor of President Vincent on the evening of November 2nd.

The officers of the new Fargo and Moorhead association are as follows: W. L. Stockwell, '89, president; Edwin T. Reed, '95, vice president; Sidney D. Adams, '91, secretary and treasurer; additional members of the executive committee, Mrs. J. A. Pierce, '05, and Miss Jessie McKenzie, '05. The chief mover in securing this organization has been Mr. Stockwell.

#### PROFESSOR GRAY RETURNS.

Professor John H. Gray, head of the department of economics, made a recent trip to New York City to participate with the members of a special committee of the National civic federation which is engaged in a most exhaustive study of trusts and their methods. The object of the federation will be to draw model state and national bills for the control of corporations and public utilities. Professor Gray is an expert in this line and was a member of a committee of three men under whose supervision three volumes on the subject of public ownership were compiled for the federation in 1907, Professor Gray being chairman of the committee. The meeting of the committee of October 21st was mainly concerned with ways and means to secure the information upon which to base a report.

The committee of which Professor Gray is a member is composed of some of the most distinguished experts of the country. They are Emerson McMillin, a gas magnate of New York city; Frank Q. Brown, New York broker; Blewett Lee, a relative of the great Confederate general of Civil war memory, chief solicitor of the Illinois Central railway; Milo Roy Maltbie, a member of the public service commission of the First district of New York; Martin S. Decker, of the Second district; Frank K. Lane, of the interstate commerce commission at Washington; P. H. Morrissey, former labor leader and at present an official of the American Railway association, and J. W. Sullivan, editor and labor leader.

The next meeting of the committee will be held some time in November.

#### JAMES IN DEMAND.

Dean George F. James, of the college of education, is invited to speak Friday, November 24th at Urbana, Illinois, before a state convention of school superintendents. His topic will be "The preparation of secondary teachers from the point of view of the university."

He has also been invited to meet with the teachers of Oklahoma at their annual convention in Oklahoma City, December 27-29, when he will give a morning address and an evening lecture before the general sessions, and by special request, a talk also before the city school superintendents at their section meeting.

In February Dean James has been invited to give the leading address before the national society of college teachers of education which meets in connection with the department of superintendence at St. Louis. His topic will be the "Relation of normal school to colleges or university departments of education."

#### PROFESSOR DAVID F. SWENSON MEMBER OF SCHOOL BOARD.

Last Friday evening, October 27th, the City council of Minneapolis elected Professor David F. Swenson, of the department of philosophy, a member of the school board, vice Rev. M. Falk Gjertsen, resigned. The election came on the third ballot and Mr. Swenson received sixteen votes to ten for his opponent.

Professor Swenson was born in Sweden in 1876. He passed through the grade schools of this city and graduated from the high school and entered the University in 1894, graduating in 1898. From 1898 to 1902 Professor Swenson pursued graduate studies at the University and during the year 1905-6 at Columbia. In 1893-94, before entering the University, Professor Swenson taught an ungraded school. From 1899-02 he was assistant in philosophy in the University; 1902-07 was instructor. He was made assistant professor in 1907. While at Columbia University pursuing graduate work he held the rank of assistant in charge of classes at Barnard College and Columbia College. Professor Swenson is frequently called on for lectures both in Swedish and English, especially to young people, and is contributing editor on Veckobladt, a Minneapolis Swedish weekly. He is the author of reviews and articles in various philosophical and psychological journals. Member of Phi Beta Kappa, Sigma Xi, Western Philosophical Association, American Philosophical Association. Professor Swenson was editor in chief of the '98 Gopher, which is the only Gopher ever issued at the University by the "Barbs."

#### PRaise FOR BEACH'S BOOK.

M. A. '11—Richard J. Purcell, who is a scholar in the department of history of the University, wrote to the Minnesota Daily from England concerning the reception of Professor Joseph Beach's recent book, "The comic spirit in Meredith," by the English critics. Mr. Purcell says:

Readers of the Minnesota Daily will be pleased to hear of the highly flattering reception which literary England has given to Dr. Beach's recent book, "The comic spirit in Meredith." All the leading London reviews have commented in the most laudatory manner on its style and its acute and sympathetic interpretation of Meredith's gift of "thoughtful laughter." In

some of them, however, there is a touch of half concealed national jealousy that the true appreciation of this Briton should come from an American critic. The Spectator of Sept 16 gives a splendid review. I quote: "Mr. Beach is a careful, acute, and frequently an eloquent exponent. He is a discriminating analyst of character and a trustworthy guide to the psychology of Meredith's figures. He is always interesting, too, and has the knack of coining memorable phrases. \* \* \* Especially trustworthy is he in his interpretation of the artistic side."

#### PROFESSOR ALLIN'S NEW BOOK.

Professor C. D. Allin, of the department of political science, has just issued a new book entitled "Annexation, Preferential Trade and Reciprocity." The book embraces a study of the question of the annexation of Canada to the United States with special reference to the question of preferential trade with Great Britain and reciprocity with the United States. The book was written in collaboration with Mr. G. M. Jones of the University of Toronto.

#### ORGANIZE SCHOOLMASTERS' CLUB.

President Vincent, State Superintendent C. G. Schulz, Superintendent Heeter of the St. Paul schools, President F. A. Weld of the Moorhead normal, and Professor W. F. Webster of the East high school, recently called a meeting for the purpose of organizing a Schoolmasters' Club. Mr. Schulz acted as chairman and appointed a committee of nine to draw up a constitution and by-laws for such an organization. Plans are for this club to meet twice a year.

#### ORGANIZE 'GEOGRAPHICAL SOCIETY.

Recently several people connected with the University have undertaken to organize a Minnesota Geographical society. Minnesota offers a peculiarly interesting field for geographical study and investigation and about thirty geographers gathered at the University to organize a society with the purpose of making excursions in investigating and gathering material on which to base official reports on the geography of the state.

Professor Edward M. Lehnerts of the department of geology and geography at the University, was chosen president. Professor F. C. Miller, '03, of the St. Paul Central high school, was chosen secretary-treasurer. Professor Sardeson of the University spoke upon the opportunities for geographical excursions in and around the Twin Cities. The following were appointed a committee to plan for excursions for

the late fall and next spring; Professor Sardeson; Warren Upham, librarian of the state historical society; Professor D. Lange, '08, of St. Paul; Eugene Van Cleff, of the Duluth normal school; Charles C. Colby of the Winona normal and Jack Haynes of the Northern Pacific railway. The first trip will be made to Taylor's Falls November 9th.

#### KATHERINE EVERTS AT THE UNIVERSITY.

Katherine Jewell Everts, '94, read "My Lady's Ring" in the University chapel October 27th. The reading was given under the auspices of the Y. W. C. A. "My Lady's Ring" was written especially for Miss Everts by Alice Brown.

#### KEPT THE BALL ROLLING.

The following paragraph was inadvertently omitted from the Inaugural issue of the Weekly.

A group of twelve alumni, named below, led the singing and cheering at the Inaugural dinner and their work was very much appreciated. The same crowd, or a similar crowd will be on hand for the annual dinner next winter. There were in the crowd—Cyrus Barnum, Hal Deering, Bob Deering, Jay Poucher, LeRoy Sanford, Orren Safford, Wilbur Shaw, Glenn Greaves, Louis Collins, Russell Smith, E. B. Pierce, C. R. Adams, with C. T. Nelson, a senior, for cornetist. E. B. Pierce was responsible for gathering the boys and helping to make their work a success.

#### ADDED TO THE LIST OF CHARTER MAKERS.

Professor William A. Schaper and Paul W. Guilford, '97, Law '00, have been added to the Minneapolis Charter commission to take the places of members previously appointed who have resigned. This makes six University men on the commission.

#### DEAN COMSTOCK RETURNS.

Ada L. Comstock, dean of women, has returned from the National convention of the association of collegiate alumnae in New York. The Minnesota branch of this organization is eight in size in the United States. Elsa Ueland, '09, who is engaged in settlement work at Richmond Hill settlement house, New York, was one of the Minnesota representatives at the convention. The chief subject of discussion at this meeting was that of "Vocational opportunities for college women." Under the auspices of this association an intercollegiate bureau of appointment has just been established in New York, to find suitable employment for women graduates of colleges. A similar bureau is to be established in Philadelphia. A similar or-

ganization in Boston has been in existence for something like two years. These bureaux are run on a strictly business basis and are self supporting.

In connection with this convention a convention of the deans of women of American Universities was also held. While in the east Miss Comstock attended a meeting of the board of Trustees of Smith College.

#### ENTERTAIN MRS. VINCENT.

The Tam O'Shanters, an organization of the junior girls, entertained Mrs. Vincent at a frolic Friday evening, October 27th in Alice Shevlin Hall.

#### HERTIG FOR MAYOR.

Wendell Hertig, Law '95, formerly alderman from the fifth ward, has been very seriously considered as republican candidate for mayor of the city of Minneapolis. It is to be said that if Mr. Hertig would give the slightest indication that he would consider the acceptance of the nomination of the office he could have the honor. Mr. Hertig has in the past, repeatedly refused to consider the proposition.

#### PROFESSOR PHELAN A DELEGATE.

Dr. Raymond Phelan of the department of political science, was appointed by Governor Eberhart to represent the state of Minnesota to the first annual conference of the Civic and Social Center development which was held at Madison, Wis., October 25th to 28th.

#### FIVE COMETS IN SIGHT.

The astronomical department of the University is exceedingly busy these days keeping track of the five comets that are to be seen at the present time. Professor Leavenworth and Mr. Davis, his assistant, have taken several fine photographs of some of these comets.

#### ELECTED TO SIMPLIFIED SPELLING BOARD.

Professor Richard Burton, head of the department of English, has been elected a member of the national simplified spelling board.

#### QUESTION FOR DEBATE.

The question for debate with Nebraska and Wisconsin this year is to be, "Resolved, that the federal government should establish a policy of ship subsidies." One team will debate Nebraska in the University Armory, taking the affirmative side of the question. This team is composed of M. N. Olson, Stanley Gillam and Theodore Utne. Another team consisting of

Edgar Zelle, Theodore Thompson and Eloi Bauers, will take the negative and debate Wisconsin at Madison. Both debates will take place on the evening of December 8th.

#### SECOND INTERFRATERNITY COUNCIL BANQUET.

The second annual interfraternity banquet was held at Donaldson's tea rooms October 27th. There were about four hundred in attendance, representing every fraternity in the University. Professor Nicholson, president of the Interfraternity council, acted as toastmaster. The speakers were Professor Nachtrieb, Chester Wilson, Wm. Hodson and Regent Chas. L. Sommers. President Vincent made a special plea for fraternities to make themselves useful in the community life of the University.

The entertainment aside from speech-making took the form of a meeting of the Interfraternity council, the student work committee, a University election and military drill. Various members of the faculty were represented by students in these meetings and everybody present thoroughly enjoyed the various hits. President Northrop was represented by Robert Wilson, Governor Eberhart also was represented by a student while Wm. Hodson took the part of President Vincent. The student work committee was called to order by Chairman Professor Nicholson. A lengthy and warm discussion was held over the need of hiring a chambermaid for the flower beds on the campus. Singing and impromptu speeches closed the program which was voted a complete success.

#### VALUABLE REPORT BY DR. BERKEY.

The Weekly has just received a copy No. 489, of the series of Education Department Bulletins of the University of the State of New York. The bulletin is a report upon the Geology of the New York City (Catskill) Aqueduct, by Professor Charles P. Berkey, '92, of the Columbia School of Mines, Special geologist of the N. Y. State Geological Survey, and consulting geologist of the Board of Water Supply of New York City. In 1909 the board entrusted to Dr. Berkey the task of putting in shape the data gathered in both the preliminary and final surveys for the aqueduct, and of making a summation and presentation of the conclusions to be drawn from this material, in its broader and more important bearings. The document has been pronounced of the highest value, not only as enlarging and perfecting the knowledge of the geological structure of the commercial center of the United States but its data and conclusions will

prove of vast importance to all large engineering and architectural propositions concerned with the lower Hudson valley.

The report itself fills 284 pages, in addition to a large number of inserted half tones and maps, including a large folding pocket map in colors, showing the geological formation along the proposed lines for distribution conduits. The book is well printed and is a wonderfully interesting, complete and useful study in applied geology. The author, in his introduction, expresses the hope that the book may prove to be useful in helping to effect a wider appreciation of the practical usefulness of geology. The report reflects great credit upon Professor Berkey, and indirectly reflects honor upon the University of Minnesota, since it was here that he received his early training and the inspiration to pursue so successfully the line of work in which he is engaged. The Weekly congratulates Dr. Berkey upon the fine piece of work which he has done in this investigation and in the preparation of the results for his report.

#### OF GENERAL INTEREST.

Dr. Woods Hutchinson, spoke at the chapel exercises last Monday upon the "Race Stream." Dr. Hutchinson's address was very interesting and was thoroughly appreciated. He said that every individual is but a part of this 12,000 year race stream and for this reason we are influenced very little by immediate heredity but that every individual was responsible for keeping the stream as pure and wholesome as possible.

Professor F. J. E. Woodbridge, of Columbia University, formerly a member of the faculty of the University of Minnesota, lectured October 23d, in the University chapel, upon The spirit of Greek philosophy.

Professor F. F. Grout, of the department of mineralogy, lectured October 26th upon the "Geology of North Park and Middle Park, Colorado."

Fifty students of the University met one evening last week to organize a La Follette Club. The organization incorporated in its own constitution the recall of its own officers. Representative W. I. Nolan, who was present and addressed the meeting, stated that 80% of the university graduates in the state are progressive in their views. John F. Sinclair, '06, Law '09, of the Wisconsin legislative reference bureau, also addressed the club.

Dick Grant, coach of track athletics, has organized a class for Bible study among the members of the teams. The Bible class will meet once a week during the lunch hour and another hour each week will be

taken up with lectures on training and personal hygiene.

"A man who has led a pure, clean, Christian life will be the best athlete," said Coach Grant recently. "The study of the highest themes in individual life gives a great fraternal spirit, and this is absolutely necessary in a winning team."

Professor A. W. Rankin, of the department of pedagogy, spoke Sunday, October 16th at Moorhead before the Men's seminar of the First Congregational church. This is an organization which discusses topics of the day. Professor Rankin spoke upon "The development of democracy in America."

Dean Carl Seashore, of the graduate school of the University of Iowa, addressed a group of psychology students Thursday, October 26th on the measurement of musical ability as a field for the consulting psychologist. Dean Seashore is president of the American Psychological association and was a delegate from that association to the inauguration of President Vincent.

President Vincent has an office hour at the department of agriculture Thursday of each week, giving the students and faculty of that department an opportunity to consult with him without being obliged to take a trip to the University campus.

Proto Froleigh, a student in the University, dislocated his shoulder while waving his arms and cheering after Capron made his touchdown in the Nebraska game. A doctor was called and the shoulder was set, after which Froleigh left the stand waving his uninjured arm and still cheering for Minnesota.

Secretary Hays, assistant secretary of the U. S. department of agriculture, spoke at the College of Agriculture Thursday, October 26th. He discussed the relation of the department to the individual farmer.

#### HARE AND HOUND RACE.

The annual "hare and hound" race was held Saturday, October 28th. The team representing the Pi Phis won the Grant cup which was held by the Tri Deltas last year. Harold Hull and Tom Graham were the hares. Tydeman, Bibb, and Beddall who finished third, fourth and sixth, respectively, won the victory. Lindeberg, who represented the Tri Deltas, finished first; Murdink, representing the Alpha Gammas, finished second and Stadswold for the Tri Deltas finished fifth in the race.

#### ARMSTRONG WINS FINALS.

Joe Armstrong who held the Tennis championship of the University last year,

has again won that honor. Armstrong and Stellwagen will play Poucher and Pierce in the doubles some time in the near future.

**The meeting of the Association of American Universities at the University of Chicago on October 26th and 29th, 1911.**

Nearly every one of the twenty-two universities constituting this association was represented at this meeting, the larger number of them by its president and at least one delegate, as was the case with Minnesota.

The first paper presented was by Dean Greene of Illinois on the question of the relative advantages of organizing university departments on the usual plan of permanently retaining a single head, versus the Harvard plan of a departmental committee under a chairman.

It was shown that while during the period during which a department is small and increasing rapidly in size a single permanent head probably makes for efficiency and continuity of policy, a far different set of influences come into play after a department becomes large enough so that it contains or should contain a number of men of first class ability and rank. Such men will not be content to remain subordinate to any departmental head, not because they themselves desire to discharge the time consuming administrative duties of the head of a department but because of the subjection involved in occupying a subordinate position. These inherent difficulties of administration are avoided by the plan of a departmental committee, whose chairman may be changed when circumstances require it. Sufficient independence may be secured to the individual professor on this plan and in a large department sufficient continuity of policy as well, without the deadening inflexibility which often accompanies the administration of a conservative permanent head. The implied conclusion of the paper was that our larger departments ought one after another, as they became full grown to change their organization and adopt the committee plan in order that full advantage may be taken of the talents of the younger members of the departmental faculty in the way of administration, etc., and thus permit older men to devote more time to productive scholarship. There seems to be no reason why both plans of organization should not co-exist in the faculties of the same institution.

The second paper was by President Judson of Chicago, as to how the teaching time of professors may be most advantageously distributed between college work, both elementary and advanced, and graduate work. This paper treated more at length the questions which President Jud-

son discussed in his address at the inauguration of President Vincent, insisting that each professor should be used mainly for those activities for which he is best fitted, but that young and untried men be early given a reasonable opportunity to devote some small portion of their time to advanced work by which they might make good and demonstrate their aptitudes of advanced work, and when they have so demonstrated their fitness for such work it is time to give them larger scope.

Many side questions were treated in the paper, among them the practical difficulty the administration has in suitable appraising the relative importance of the various researches for which appropriations are asked. It too often happens that the personality of the applicant and the eagerness of his request or some other adventitious circumstance enables him to obtain undue aid for his work while more meritorious work is unable to get financial assistance. A suitable buffer between those who ask for aid and those who grant it is very much to be desired.

This gave opportunity to explain the unique plan just adopted at Minnesota by which all requests for aid are submitted for consideration to a research committee and grants are made on the basis of its recommendations. These two papers and the accompanying discussions occupied the two sessions of Thursday, October 26th. A reception followed in the evening at the residence of President Judson.

The final paper by President Lowell of Harvard treated the disadvantages of having college and university degrees granted on the basis of examinations which cover the several courses singly, instead of having them depend on comprehensive examinations covering broad subjects and embracing a number of courses.

It was in the early days, the practice to confer the degree of B. A. after a single final examination on the whole course. Biennial examinations were the rule at Yale and elsewhere in the past generation; and, later, annual examinations were held. President Lowell insisted that such examinations, in which the questions set are not framed by the instructors themselves, are essential to high scholarship, be the examinations for academic degrees or professional degrees. Such is the practice in the English universities where the first duties of professors have to do with examinations rather than with teaching. Indeed the University of London was created merely as an examining body. It was shown in the discussion that any such change in the character of degree examinations in America would profoundly influence the ideals, the methods and character of academic and professional education.

The concluding session of the meeting was an informal conference of deans of graduate schools for discussion of ques-

tions of policy and administration for mutual enlightenment and better understanding of their common problem, how best to foster the most advanced work done in our universities. Such a conference as this had been held at previous meetings and had been found to be so necessary that a number of deans of graduate schools were in attendance at their own expense who were not delegates to the association. The questions arising in the administration of graduate schools are so new and important that it is extremely desirable to put the united wisdom and experience of all at the disposal of each, as can be accomplished in no way so well as the free and informal interchange of a round table conference. The meeting as a whole was most useful in bringing together and helping to fuse into a consensus of opinion and action the men controlling the leading universities of the country.

The annual report to be published later will contain the papers and discussions in full, excepting the conference of deans.

H. T. Eddy.

#### AT THE GAME.

Mr. and Mrs. R. P. Chase, '03, Anoka, Dr. Arch Robertson, of Litchfield, and old track man, Edward Rogers, of Walker, famous end of other days, Randolph McRae, of Canada, an old football man, Dr. H. H. Carlson, Dent, '03, and Dr. G. K. Hagaman, Med. '05, of Anoka, John Coleman, Law '08, of Anoka, Lee H. Cutter, Law '08, Frank Fee and Ralph Bradley, of Duluth.

#### CHICAGO SMOTHERED.

Minnesota wiped all old scores off the slate last Saturday by piling up a score of 30 to 0 in the annual game with Chicago. The score is a fair indication of the comparative merits of the playing of the two teams. Chicago made first down but twice during the game and Minnesota made distance almost at will, around the ends, through the line and by the air route. The scoring was done by one place kick, two drop kicks and four touchdowns, with one goal after touchdown. Distance came in long stretches with Capron, Stevens, Rosenwald and Pickering carrying the ball. Team work was in evidence at every stage of the game and the interference furnished and the way the men stuck to their interference was remarkable. The long dodging runs of Capron were as fine as anything of the kind ever seen on Northrop field and never did a pair of halfbacks, representing the maroon and gold, give better account of themselves. Rosenwald excelled in going through the line and Stevens around the end. Capron seemed to excell in both lines, he could not be stopped. Pickering was "on the job" every

minute and was in every mix-up doing his share to advance the ball. The line, from end to end, was invincible—a veritable stone wall against which Chicago could make no headway, and always through to break up Chicago's plays before they could get started. Morrell played a great game at center and added to his laurels by making the first score with a place kick. He missed three goals, the first of the season, yesterday, though one of the three broke off the top of the goal post. Smith surprised the crowd by dropping two beautiful goals from the field, with three trials. The ends were notably stronger yesterday than at any time before this season, while the guards and tackles were in every play and doing their best to help along the team work and protect the back field in its work of advancing the ball. Capron and Stevens were close rivals on long returns of punts and long runs, with Capron ahead with one return of 55 yards to his credit, and Rosenwald was not far behind either of his team mates for he has one 25-yard gain to his credit and innumerable shorter gains. Leonard Frank kept up the reputation which he earned in the earlier games of the season for being a deadly tackler. If Frank once touches a runner he is a "sure gonner."

The plat printed on the front cover of this issue tells the detailed plays of the game better than any words. Eckersall, who saw the game said that the Gophers played a great game which would be "hard for any eleven in the country to beat," and "In Capron, Minnesota has the best western quarterback since the days of Steffens." The great surprise of the game was Smith's drop kicking. Smith has been doing this all the fall in practice but Saturday was the first time that he has performed in public.

Last Saturday's game showed that Minnesota has one of the most effective football machines it has ever had and unless some unforeseen calamity occurs it will come through the season with unbroken record of victories.

The fine feeling displayed between the partisans of the two teams was notable. The Chicago crowd began it by cheering President Vincent. Toward the end of the game, when their champions were hopelessly defeated, Stevens, who was largely responsible for that defeat was hurt, and the Chicago crowd gave him three cheers as he rose to his feet to begin again his deadly attack on their team. Minnesota responded by cheering the Chicago men, and when the Chicago team pulled off two fine forward passes that worked for twenty-five yards toward the Minnesota goal, the cheering, by the Minnesota crowd, was as hearty as though the gains had been made by the Gophers.

It was great day for Minnesota and the Chicago men died game—they did not quit.

Minnesota (30)	Chicago (0)
Tobin ..... L E.....	Kassulker
Robinson ..... L T., Capt.	Rademacher
Smith ..... L G.....	Goddard
Morrell ..... R C.....	Whiting
Powers ..... R G.....	Canning
Frank ..... R T.....	Carpenter
Wallinder ..... R E.....	Scruby
Capron ..... Q B.....	Paine
Rosenwald ..... L H.....	Sauer
Stevens ..... R H.....	Norgren
Capt. Pickering.... F B.....	Pierce

Substitutes—Sellers for Canning; Goetler for Kassulker; Lawler for Paine; Fonger for Sauer; Freeman for Goddard.

Touchdowns: Stevens, Rosenwald (2), Capron.

Goals kicked: Morrell (1).

Goals Missed: Morrell (3).

Field Goals: Morrell, Smith (2).

Officials—Referee, W. C. Connett of Virginia; umpire, J. C. Holderness of Lehigh; field judge, A. B. Fleager of Northwestern; head linesman, Benbrook of Michigan.

Time of quarters, 15 minutes.

(Associated Press).

"That Minnesota had concealed her real strength in the games with Nebraska and Iowa was the freely expressed opinion of experts who witnessed the defeat of the Maroons. A variety of football was uncovered on Northrop field on Saturday that was a revelation to the spectators. The Gopher backs had been perfected in the "high knee action" which baffled Maroon tacklers again and again. All had been coached to run low and lift their knees in a manner effectively to "upper cut" tacklers.

Capron proved himself as good an open field runner as has been seen in a western conference game for some years. Pickering, Rosenwald and Stevens were even superior to Capron in gaining through the line."

(Chicago Record Herald).

"University of Minnesota football giants leaned against the University of Chicago eleven Saturday for a 30 to 0 score and thus got even for a few gridiron insults in the past. The maroons lived through four periods of grueling battle and will be able to tell the natives at home something about the ogres they raise in this neck of the woods.

It was one of the most crushing defeats sustained by the maroons and the crushing facts fits the occasion. Outweighing their opponents eighteen pounds to the man, it was enough for the gopher following to stand their ground and let the backs do the rest, and they did. Never did a Minnesota backfield play a fiercer game or show more speed. They were keyed up on all six cylinders, and then some. Powers, Morrell and Smith made holes in the line big enough for a coach and four, and through

the avenues hustled Stevens, Rosenwald, Pickering and Capron.

No such terrific onslaught has been witnessed on a western gridiron for many a day. Even the Michigan-Minnesota game last year was not a marker to the form showed by Coach Williams' heavies today. The runners had been taught the "high step" to perfection and, running low, the northmen plowed through Chicago's lines and secondary defense like an engine running wild.

The maroons played up to their limit, and there was no discounting their courage. They were there at the finish—that is, the majority of them, only three reserves being called on by Coach Stagg. However, the Chicago ends were a disappointment, mainly because of the almost perfect interference which Williams had been able to work up. Time and again the maroon ends were boxed, permitting Stevens, Rosenwald and Capron especially to run wild.

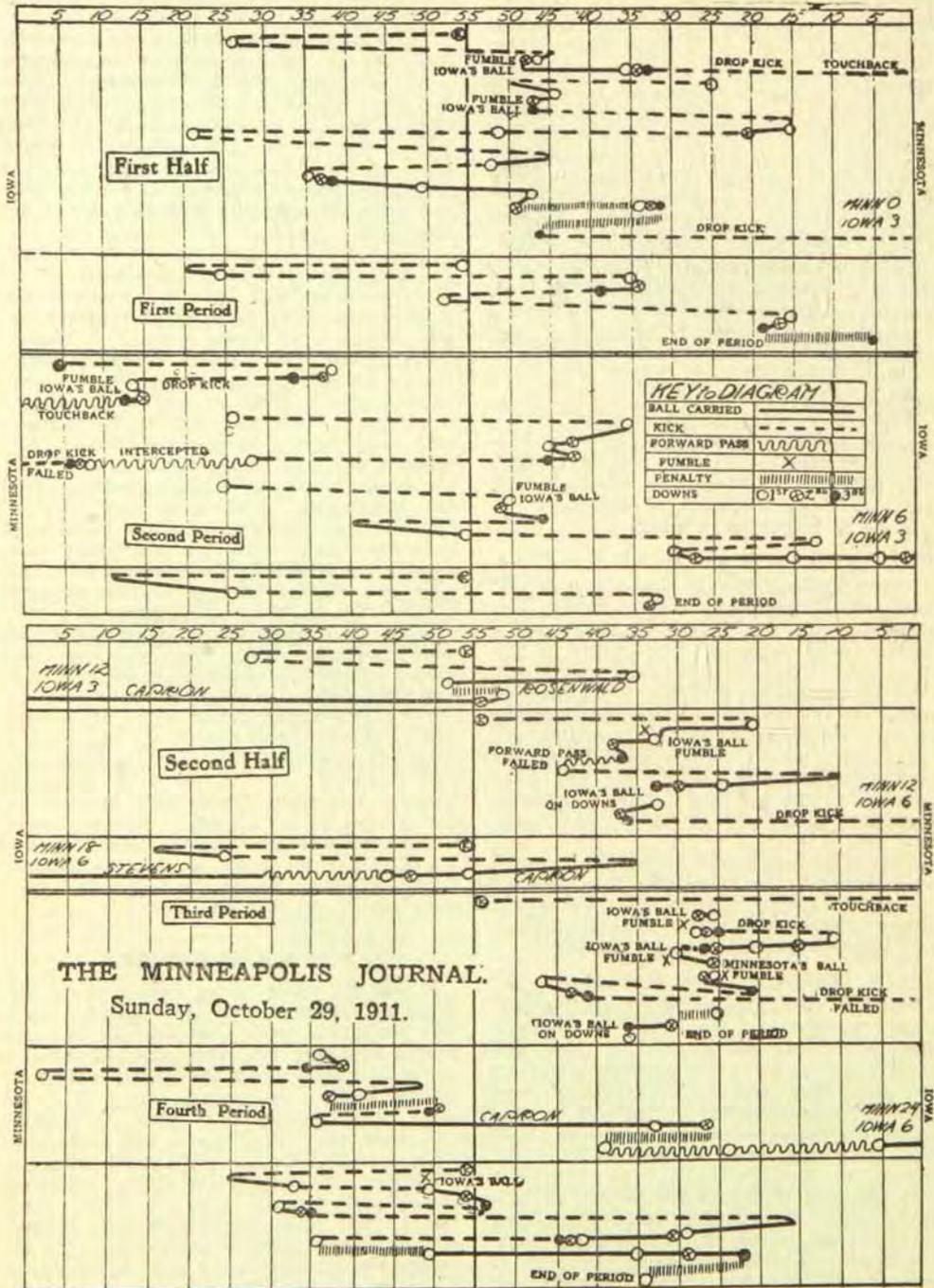
Chicago was also weak at center. Morrell outplaying Whiting in big chunks. Chicago was expected to show some brilliant open field work, but the plays were usually smothered in the making, although near the close of the game two forward passes were good for good gains.

It was Minnesota which staged the scroll work, and no team that Williams has turned out exhibited better open field tactics than did his present team.

In the kicking department Minnesota had a superfluity of talent. It was a scrap from the beginning between the backs and the forwards who should kick the ball. Capron, Pickering, Smith and Morrell all had a shot at the pigskin. Scruby kicked to the standard shown in the Illinois game, but it did little good, as Minnesota was chary of letting go of the ball when they once got it, and that was plenty."

### IOWA A SURPRISE.

It will be many years before the Iowa game of October 28th is forgotten. Iowa was counted a weak team and no one expected anything else than that Minnesota would run away with the game, while the reverse is true, during the first half, Iowa came near running away with Minnesota, and kept the gophers on the defensive most of the time. Iowa scored early in the game with a beautiful drop kick from the forty-two yard line, the kick being really made from the 50-yard line. Minnesota could not seem to get together for effective work and with the wind in her favor Iowa ran all over the gophers and threatened Minnesota's goal a half dozen times, Minnesota fighting desperately and effectively to prevent a touchdown. Just before the close of the first half Minnesota, on an exchange of punts, got the ball on Iowa's 30-yd. line and in five plays, sent it over for a touchdown.



At the opening of the second half Minnesota began to tear through the Hawkeye's line and Rosenwald made twenty two yards and Capron, a moment later, ran fifty seven yards for a touchdown. Again Iowa came back and got another field goal from

the 38-yd. line, the kick being actually made from the 48-yd. line. Minnesota showed her mettle then by a long return to the middle of the field, then making eleven yards in two downs, then with a forward pass for forty-four yards for another touch-

down. Iowa again came back and fought with desperation and twice threatened Minnesota's goal with drop kicks that went uncomfortably close. Minnesota then did some of the finest work of the game. Getting the ball on her own 35-yd. line, sent Pickering through for forty three yards, six more were added and a penalty left the ball on Iowa's 38-yd. line. A forward pass was good for thirteen yards, right straight over the center of the line, and another, toward the side netted twenty two more, when Rosenwald tore through the line for the three yards needed for the final touchdown and score. About two minutes before the end of the game the whole second team was substituted for the first team and they went into the game in a way to surprise the visitors. Time was called before they could get a score.

Minnesota 24—Iowa 6. It was four touchdowns and as many goals against two field goals by Iowa. It has been many years since the equal of O'Brien as a drop kicker has been seen on Northrop field and everyone admired and heartily cheered the good work which O'Brien's good toe did for Iowa.

Minnesota was noticeably weak in protecting the punter and hardly a punt was made during the game that did not come near being blocked and once it was blocked in a place dangerously near Minnesota's goal.

The game was memorable also for Iowa's "ring around the rosy" shift formation. Instead of using the ordinary shift, when such a change was desired, the whole line started and ran rings around the center, reminding the onlookers of the "ring around the rosy" of childhood days. The play was not effective and if it was framed for the purpose of disconcerting the Gophers, it failed utterly.

The visitors were game clear through and, while defeated, shared the honors of the occasion with the victors.

#### VALUABLE PAPER BY DEAN BABCOCK.

E. J. Babcock, '89, dean of the college of mining engineering and director of the mining experiment stations of the University of North Dakota, has issued a very complete and valuable report upon his investigations of lignite coal relative to the production of gas and briquets. This is a question that is of vital importance to the people of his state and Mr. Babcock's investigations are likely to prove of inestimable economic value, since it has solved the problem of cheap and desirable fuel supply for the state. Dean Babcock's method of lignite briquetting, over former methods used, lies in the expulsion of gas and other by-products before the lignite is briquetted. The presence of a large volume of gas has been one of the chief

troubles in perfecting a satisfactory process of handling such fuel in the past.

Last winter a special committee of the legislature was appointed to investigate the work done by Dean Babcock in the use of the appropriation made two years before for experiments in briquetting. This committee after a thorough personal investigation complimented Dean Babcock upon the wonderful progress made with insufficient funds. The committee found that the lignite briquets were harder than anthracite coal and almost identical with anthracite in fuel qualities and with some advantages over anthracite. The briquets ignite easily, leave little ash, and practically no clinkers. It is believed that these briquets can be made, on a commercial basis, so as to sell for \$1 or \$1.50 less than anthracite, and the value of the by-products may make it possible to reduce the price materially below the figures indicated.

The importance of the investigations may be judged when it is known that the state of North Dakota has a discovered coal area larger than that of the state of Pennsylvania. While this briquetting investigation by Dean Babcock is the most important problem at present in hand, it is by no means the only problem which comes up for investigation by his department. North Dakota is rich in clays of high grade and other mineral products which must be investigated and exploited under the direction of his department.

#### INTERESTING ARTICLES BY GRUENBERG.

During the past few months the Scientific American has published several articles by Benjamin C. Gruenberg, '96, a teacher of biology in New York city schools. The first of these articles is an appreciation of Henry Fairfield Osborn, America's foremost paleontologist, which appears in the July 22nd number. In a second article, published September 8th, Mr. Gruenberg discusses the "Creation of artificial life." The article is a careful review of the various experiments and theories that have had to do with the production of living organism from non-living material. Mr. Gruenberg shows that all the various claims made in this line and proved to be unfounded and that up to date such a result has never been accomplished. Biologists, he says, will be slow to accept the results of any experiments claiming to have produced such life, until they are sure of all the conditions that have surrounded the experiments.

A third article by Mr. Gruenberg deals with a division of the general subject of artificial life, that of artificial parthenogenesis, or the making of the non-living do the work of the living. Mr. Gruenberg reviews the experiments that have been conducted along this line, with great thorough-

ness, and explains how far such experiments have really been carried and what has been proven. While artificial parthenogenesis has been undoubtedly secured by some experimenters, and nearly mature organisms have been developed by artificial processes, it is still an open question whether such organisms are complete organism such as those produced in the natural way. As he says—"histological examination may show that these animals contain the nuclear framework of only one-half of the normal animal's inheritance." Such experiments, while they have failed to prove what has frequently been claimed for them, yet have been fruitful in throwing light upon many of the problems of living matter and heredity.

'07—O. B. Bjorge is living at 519 East 3d St., Duluth, Minn. For two years Mr. Bjorge was instructor in mechanical drawing in the Mechanics Arts high school of St. Paul. In June, 1909, he accepted a position as draftsman with the Clyde Iron Works; January 1st, 1910, was advanced to chief draftsman in the machinery department, and June 1st, 1911, was made mechanical engineer. Mr. Bjorge was elected to Tau Beta Pi in April, 1910.

#### BIRTHS.

Born to Professor and Mrs. Caswell A. Ballard, '94, of the Moorhead normal faculty, a daughter, Margaret, in August.

Born to Mr. and Mrs. Chas. F. Clough, 865 Iglehart Ave., St. Paul, Emeline Twitchell Clough, June 8th, 1911. Mr. Clough was a member of the pharmacy class of 1902 and Mrs. Clough (Helen Adams) a member of the class of 1904.

Born to Dr. and Mrs. N. L. Davies, Dent, '03, a son, Norman Owen Davies, June 25th, 1911.

Born to Mr. and Mrs. Barry Dibble, Barry Dibble, Jr., July 20th, 1911.

Born to Mr. and Mrs. R. R. Jones, a daughter, August 24th. Dr. Jones was a member of the dental class of 1908 and Mrs. Jones was Blanche Holt, '09.

Born to Dr. and Mrs. Leonard J. McClung, July 5th, a daughter, Dorothy Frances. Mrs. McClung was Dr. Anna M. Henry, '99. The family address is Pattonsburg, Mo.

Born to Mr. and Mrs. Geo. W. Morey, Chem, '09 a daughter, at Washington, D. C., July 4th.

Born to Mr. and Mrs. Edwin T. Reed, '95, a daughter, Ethel Pauline, September 22nd. Mr. Reed is head of the English department of the normal school of Moorhead.

Born to Dr. and Mrs. Victor E. Verne, Med, '06, of Moorhead, a daughter in July.

Born to Mr. and Mrs. D. Cuyler Washburn a daughter, October 26th. Mr. and Mrs. Washburn's first daughter, Muriel, was the first child born to any member of the class of '93. Mr. and Mrs. Washburn have recently removed from Aberdeen, S. D., to Elk River, Minn.

#### WEDDINGS.

John Walso (U. of M. Law School, '01), a local attorney, and Mrs. Margaret Frances Hildebrand, of 2606 Irving Ave. S., were married Wednesday evening, October 18th, at the

study of the Hennepin Avenue Methodist church. Mrs. Betty Eldred and Paul J. Thompson were the only attendants. Dr. Gillies officiated.

Kelvin Burns, '03, Ph. D. '10, and Hazel V. Bunney, of San Jose, Calif., were married July 25th. Mr. Burns holds the Martin Kellogg Fellowship at the Lick Observatory, which requires the holder to visit the principal astronomical observatories of Europe and to spend a year in study at a European university. Mr. and Mrs. Burns will travel in Germany, Austria, France, Italy and England, spending the year at Bonn.

George W. Frankberg, Law '04, of Fergus Falls, Minn., was married October 18th, to Mary Cooper, of Canton, S. D.

John F. Sinclair, '06, Law '09, and Miss Gladys Phillips, of Ephrata, Wash., were married October 25th, in Montreal, Canada. Immediately after the wedding, Mr. and Mrs. Sinclair came to Minneapolis for a few days' visit with his parents and then went to Madison, Wis., where they are to live for some time. Mr. Sinclair is to finish up his work for the legislative reference bureau. When this work is finished, he expects to come to the Twin Cities to take up the practice of law.

Lewis A. Jones, Eng. '07, of Mitchell, S. D., was married to Miss Pearl Perry, daughter of Mrs. O. H. Perry, of that city, during September. After a short trip to the Pacific coast, they have taken up their residence at McGehee, Arkansas, where Mr. Jones is in the employ of the U. S. Reclamation Bureau. Mr. Jones still retains his interest in the Mo. Valley Eng. Co., at Mitchell, S. D.

Jessie F. Lockman, '08, and the Reverend William B. Jones were married October 18th, at La Moure, N. D., at the home of the bride's uncles, Robert and David Lloyd. Mr. Jones is a graduate of Lafayette college, at Easton, Pa., and also of Princeton Seminary. For the past two years he has been in charge of the Presbyterian Mountain church at Delaware Water Gap, Pa., where the newly married couple will be at home to friends.

M. H. Stillman, '09, and Miss Ethel M. Tompkins were married at Austin, Minn., August 28th, and are now at home at the Lanier, Washington, D. C. Mr. Stillman in the early part of the summer completed a tour of inspection of the conditions of weights and measures in the southern states for the Bureau of Standards at Washington, and recently made a similar inspection in New York state.

Miss Julia Thuet, '10, and Louis Villiaume were married last Saturday morning in St. Luke's Catholic church of St. Paul. Mr. and Mrs. Villiaume will take a wedding trip through the South and be at home to friends in St. Paul after their return.

#### PERSONALS.

Arthur V. Brown, a former student, is attending the University of Michigan this year. His address is 205 N. Ingalls, Ann Arbor, Mich.

R. C. Smith, a former student, is resident engineer of the Canadian Pacific Railway Company, at Moosejaw, Sask., Canada. His address is 8 Redland Ave. In a recent letter, Mr. Smith bewails the fact that he will not be able to see any of the football games this fall and wishes the team of 1911 the best of good fortune.

Ex '84—Frank E. Wilcox, who was at one time a member of the class of 1884, and who has been living in the West for many years, has returned to Minneapolis with his family and is living at 2117 Kenwood Pkwy. Mr. Wilcox has returned to Minneapolis principally that his children may have the opportunity to attend the high school and the University. Mr. Wilcox still retains his interest in his western investments, and will make frequent trips to the West to look after those interests.

'85—George P. Grout, assistant in dairy husbandry at the agricultural department, has been offered the management of the Jean Duluth farm.

'86—Dr. John W. Adams and family returned to Philadelphia, September 3rd, after six months' travel in Europe. Dr. Adams investigated the management and equipment of the chief government veterinary schools of Italy, Switzerland, Austria, Germany, Holland, England and Ireland.

'89—Kendrick C. Babcock, of the U. S. Department of Education, represented the department as a delegate at the Inauguration of President Vincent, and made an address before the meeting of the association of state universities held in Minneapolis. Mr. Babcock has been appointed to a special position in the department and finds his work exceedingly congenial. About half the time he is traveling, visiting the various institutions of the country.

'89—Dr. and Mrs. W. A. Noyes spent the summer near Frankfort, Mich., where they now have a cottage which was designed and built by Truman E. Rickard, '94.

'90 Med—Dr. John Lyng, who is practicing medicine at Alexandria, attended the inaugural exercises.

'91 Eng—Walter A. Chown is vice-president of the Pacific Surety company, with offices in the First National Bank bldg., of San Francisco, Calif.

'91, Law '93—Albert W. Stacy is a candidate for state senator on the Republican ticket. The election is to be held December 12th, and will be the first state election in Arizona.

'91—T. W. Stout is pastor of the Calvary Methodist church of this city.

'91, Med '04—Dr. A. M. Webster and family spent their summer vacation camping in the neighborhood of Mt. Hood. The days were spent in trout fishing and mountain climbing.

A card has recently been received by the Electrical Engineering department from Mr. Edward P. Burch, Eng. '92, Eng. '98, lecturer in electric railways, saying that he has seen the alternating current street railways of Prussia, Bavaria, Switzerland, Italy, Austria Hungary. Mr. Burch expects to return to Minneapolis about November 1st.

'92 Eng—Professor J. H. Gill, director of the Columbus Trades school, of Columbus, Ohio, reports: "The attendance at the Trade school has increased 80 per cent. The 'co-operative' plan is being received with favor by the manufacturers. The plan gives the boys the equivalent of a high school education, a trade learned in a commercial shop, and a total income of \$1,050 during the course. To quote Mr. F. A. Halsey, editor of the American Machinist, 'This plan seems to more nearly fit American conditions than any that has been proposed.' I believe Industrial or Vocational Education is the next big advance that is to be made in the educational field."

Mr. and Mrs. F. D. Calkins (Sadie Bonwell, '33) have moved from Louisiana to Sunnyvale, Calif.

'93 Eng—John Wm. Erf has been living in Yonkers, N. Y., for the past six years. He is employed by the American Bridge Co., with offices at 30 Church St., New York City.

'93—Mrs. Fred Morrow Fling (Helen Dresser) has just returned from a four months' stay in Germany, Bohemia, Switzerland and Paris.

'92—George Plumer Merrill resigned from the pastorate of Hope Chapel, in March. He spent the summer visiting Chicago, Cleveland, Buffalo, Rochester, Syracuse, Albany, New York, Brooklyn and Boston, studying successful downtown church work. He has been engaged as temporary pastor for the months of October and November at the Forest Heights Congregational church of this city.

Ardella Bisbee has entered the University this year as a sophomore. She is living at the home of her brother, E. C. Bisbee, '94.

'94—Mary Grace Bradford, formerly of Farmington, is now living in this city. Her address is 2641 Garfield Ave.

'94—Harry C. Cutler has been at Reno, Nev., for something over a year, where he has an office for conducting a general mining engineering business. Mr. Cutler was manager of the Stall Bros. lease at National during the year 1910, and extracted nearly one million dollars worth of metal. Mr. Cutler had a personal interest in the lease.

'94, Law '96—A. T. Larson, formerly of Brainerd, Minn., is now practicing law in this city. He has an office in the New York Life bldg., and is living at 3228 Irving Ave. S.

'94 Mines—A. E. May passed through the city a short time ago on his way to Seattle. He was accompanied by his mother and sister and expects to sail from Seattle along the west coast to Inde Dgo, Mexico. Mr. May is engineer for the Guadalupe mine.

'94 Law—C. W. Ney is practicing law at Manila, P. I. His address is 31 Plaza Moraga.

'95—Rev. T. R. Elwell is pastor of the Bayview Congregational church of Seattle, Wash.

'95—Lydia T. Lagerstrom and mother spent ten weeks during the summer traveling and visiting friends and relatives on the Pacific coast, from San Diego to Seattle. Four weeks were spent at Marshfield, Ore., with Miss Lagerstrom's brothers, A. T., '95, and C. A. Lagerstrom. Miss Lagerstrom is teaching in the East high school in this city.

'95 Law—Henry W. Williams, who was formerly located at Los Angeles, is now living at 320 Osceola Ave., St. Paul.

'96—Benjamin C. Gruenberg recently took part in a discussion before a joint meeting of the American Society of Sanitary and Moral Prophylaxis and the New York Association of Biology Teachers, held in New York academy of Medicine, October 12th. Mr. Gruenberg took part in the discussion which followed the introduction upon the teaching of sex in schools and colleges. Frederic Holtz, '94, president of the New York Association of Biology Teachers, led the discussion after the presentation of the three principal papers.

'96—Rev. E. E. Lofstrom is still teaching Greek in Seabury Divinity school, and writing Sunday School Lessons for the American Church Sunday School Magazine and The Young Churchman. He is also chaplain at St. Mary's Hall, in Faribault.

'96—F. A. Maxwell has been appointed a member of the Washington state board of Pharmacy. The appointment was made last July and runs for five years. Mr. Maxwell's Spokane address is 2114 Dean Ave.

'96—Alice Webb has recently changed her Minneapolis address to 2215 Pleasant Ave.

'97—D. A. Grussendorf is superintendent of the public schools at Jordan, Minn. A report recently issued by the school board of Jordan indicates that under Mr. Grussendorf's leadership the schools are making excellent progress.

'97—Anna MacD. Hawley is teaching at Englewood, N. J.

'97 Law—Grosvenor P. O'Neill, who was formerly located at Seattle, is now practicing law at Los Angeles, Calif., with offices at 709 Merchants' Trust Company bldg.

'97 Ag—A. E. Stene is superintendent of the extension department of the R. I. State college and entomologist for the state board of agriculture. Mr. Stene finds that while his work is very interesting it is increasing steadily, the chief difficulty being to secure funds to carry it on properly and to the best advantage.

'98 Law—Charles Elmquist, of the state railroad and warehouse commission, recently visited the Bureau of Standards, Washington, D. C., in the interests of the commission to which the enforcement of the new law on inspection of weights and measures has been assigned.

'98—Mr. and Mrs. W. C. Gerdson, of Washington, D. C., with their two boys, spent the summer on the shores of Lakes Auburn and Zumbra.

'98—Mrs. B. G. Knight (Annabel Beach), of Pleasantville, N. Y., is spending some weeks in the West, visiting friends in Minneapolis and Faribault. Bert Knight, '98, is with the Aeolian Piano-Pianola Co., of New York City, and is in charge of their art work.

'98—Mr. and Mrs. H. M. Stanford have recently moved from Moorhead to Evanston, Ill. Their address is 2411 Lincoln St. Mr. Stanford has resigned his position in the department of natural sciences at the Moorhead normal, and is associated with the Welles Publishing Co., with offices at 537 South Dearborn St., Chicago.

'99 Med—Anna M. Agnew is connected with the Long Island State Hospital, at Brooklyn, N. Y. Dr. Agnew is among the thousands of alumni who bewails the fact that she is too far from the University to take an active part in making the torchlight procession a success.

'99—Perry O. Hanson, who has been a missionary in China for many years, spoke before the Y. M. C. A. of the University, October 25th, telling of his experience in China. His topic was, "Educational Work in China."

'99—Grace O'Hair is studying music in Chicago. She is making her home with Mrs. J. E. McBrady (Lena G. Whitten, '99), at 1328 Main St., Evanston, Ill.

'99—Chas S. Olds is a member of the firm of Crozier-Olds Coal Co., and the St. Cloud Ice Co., of St. Cloud, Minn. The business address of the firm is 205 8th Ave. North.

'99—Jennie Webster is teaching in the high school at North Yakima, Wash.

'00 Eng, '07 Eng—Lewis E. Ashbaugh attended the inaugural ceremonies last week. Mr. Ashbaugh is with J. G. White & Co., engineers of San Francisco, Calif. For six months during the past fifteen months he has been in the London office, making two trips to England.

'00—C. S. Bradford has recently removed from Farmington to 2641 Garfield Ave., this city.

'00—Julius H. Johnson, of Fort Pierre, S. D., who is chairman of the legislative committee on irrigation legislation, recently made what has been pronounced a masterly address upon the subject of the need of a public irrigation law. At the request of those who attended the banquet at which this speech was delivered, the speech was printed in full in the Stock Growers' News, of September 28th, published at Fort Pierre, S. D. Mr. Johnson has recently become associated with C. A. Bennett and H. L. Brown, of Fort Pierre, for the practice of law.

'00—Lydia E. Kopplin (Lydia Leslin), of Iron River, Wis., is active in church and temperance work, and working for "Votes for Women" in Wisconsin in 1912.

'00 Med—Captain Kent Nelson is located at San Antonio, Texas, where he has been since the 12th of last March. Mr. Nelson is in command of Field Hospital 38. From present prospects he expects to return to Whipple Barracks, his permanent headquarters, about the first of November.

'00—Frank O'Hara has an article in the Catholic University Bulletin for October, entitled: "Increment value taxes in Germany and Great Britain." Mr. O'Hara is professor of economics in the Catholic University of America, of Washington, D. C., by which institution the above bulletin is published.

'00—Mr. and Mrs. N. H. Thompson (Harriet Dunton, '00) have left the normal school at Mayville, N. D., and are engaged in fruit farming at Grandview, Wash.

'01—Cara May Adams is entering upon her fifth year as general secretary of the Young Women's Christian Association of Newark, N. J.

'01, Eng '03—Roy R. Ireland is living at 217 South Clinton St., East Orange, N. J. He is with the Western Electric Co., in New York City.

'01, Law '03—O. A. Lende, who was formerly practicing law at Marshall, Minn., is now with J. N. Johnson, of Canby, Minn. Mr. Lende visited the University and took part in the Inaugural procession.

'01—E. C. Olsgard was a member of the House of Representatives of North Dakota and served as chairman of the committee on education. Mr. Olsgard is cashier of the State Bank of McVie.

'01 Mines—E. V. Smith is with the American Bridge Co. in their office at Salt Lake City, Utah. Mr. Smith recently secured a million-dollar contract for his company for a large hotel in Salt Lake City.

'01 Mines—Hoyal A. Smith is one of the Republican candidates for the office of U. S. senator in Arizona.

'01 Grad—Dr. Charles E. Stangeland has recently changed his Washington, D. C., address to 2339 18th St. N. W.

'02, Law '03—Charles L. Alexander is practicing law at Pelican Rapids, Minn., and engaged in sale of real estate and loans. He also owns and attends to the management of the telephone exchanges at Parkers Prairie and Kennedy, Minn.

'02 Med—Dr. E. W. Alger has opened an office at 405 Reid Corner, Nicollet Ave. and Ninth St., in this city. Dr. Alger will be associated with his father, Dr. I. D. Alger, who has been practicing in this city many years.

'02—A. N. Collins, who was formerly a member of the firm of Drs. Lewis & Collins, is now located in his new office in the Lewis Bldg., 122 W. Bridge St., Austin, Minn.

'02—Bruce Harris, sales manager of the Prince Albert Lumber Company, of Prince Albert, Sask., visited the University last week. Mr. Harris has become a thorough Canadian, and like most Canadians of the Northwest, is enthusiastic over the prospects before that part of the country. Mr. Harris' firm deals in wholesale lumber and manufacturers something like forty million feet a year.

'02—Karl Kellogg is assistant sales manager of the Pacific States Lumber Co., and Mineral Lake Timber Co., with headquarters at Tacoma, and mills at Selleck and Mineral, Wash. Mr. Kellogg divides his time between those three places and a retail yard recently established at Ellensburg, Wash.

'02—Julia G. McDonough is principal of the high school at Tracy, Minn.

'02—Jennie B. McGregor has resumed her work in the English department of the Valley City Normal School, after a year's leave of absence spent in graduate work in the East.

'02 Law—John E. Nickerson is a prominent realty dealer at Lewiston, Idaho, and the very efficient secretary of the Lewiston-Clarkston Interstate fair, which recently closed with great success its twelfth season.

'02 Grad—Floy Rossman is teaching in the high school at North Yakima, Wash.

'02—Augusta Starr is in the Minneapolis public library. During last summer she was at the head of the circulation department of the main library.

'03—Malcolm Maclean is in the sporting department of the Chicago Evening Post. In a recent issue of that paper he discussed the question of the championship of the Big Eight conference, and thinks that Minnesota has the best chance of any of the teams for winning the championship.

'03—Julia O. Newton has become one of the faculty of the state normal school at Ellendale, N. D. She will teach history.

'03 Law—Louis Nash is president of the St. Paul Humane Society, Minnesota State Elks association, St. Paul Soccer football club, the night law class of 1902 of the University; for six years he has been county commissioner of Ramsey county, and for fourteen years manager of Nicoll The Tailor, Inc.

'03—Nelle Olson, librarian of the Mayville, N. D., Normal, is a member of the executive committee of the state library board of North Dakota.

'03—Florence Perry is teaching in the John A. Johnson high school, of St. Paul. This building, which was recently completed, is a splendid specimen of a well-built and well-equipped building. About half of the members of the faculty are graduates or graduate students of the University of Minnesota.

'04 Law—Fred A. Alexander is located at Owatonna, Minn., and serving his second term as county attorney of Steele county. He also enjoys a lucrative civil practice.

'04 Law—Thomas E. Grady has removed from Chippewa Falls, Wis., to North Yakima, Wash.

'04 Eng—John Howatt, who is in the United States service in the Federal Building, in Chicago, called at the electrical engineering department last week. He was on his way to Stevens Point, Wis., to look after a government building which is being put up at that place.

'04, Med '07—Dr. E. A. Loomis had charge of the practice of Dr. A. M. Webster, of Portland, while he was on his vacation this summer.

'04—Clara A. Lucker is at present located at 123 East 28th St., New York City, where she is studying vocal music.

'04—Ethel Macmillan is teaching English in the Rochester high school this year. Her address is 312 S. Prospect St.

'04 Law—Patrick J. Ryan is serving his fifth year as first assistant county attorney of Ramsey county.

'04 Med—F. D. Smith is practicing medicine at Reeder, N. D.

'04 Eng—L. C. Tomlinson is living at 16 Prescott St., Arlington, Mass. The change of address recently given in the Weekly was a mistake.

'05 Mines—Allan B. Calhoun is connected with the Motherlode Sheep Creek Mining Co., of Sheep Creek, B. C.

'05—Lillian E. Carlson is teaching in the South high school of this city.

'05 Eng, '06 Eng—T. D. Gregg is in the bridge engineering department of the C. R. I. & P. Ry. Co. His office address is 1133 La Salle St. S., Chicago, Ill.

'05—Laura B. Willson is living at Red Oakes, College Hill, Rochester, Minn.

'06—Caroline Austin is principal of the high school at Appleton this year.

'06—Marjorie Bullard, who has been teaching domestic science in the high school at Alexandria, has resigned her position on account of the death of her mother. She will be in St. Paul this winter.

'06—The Weekly has received a photograph of Bill Deering, Jr., arrayed in his father's "M" sweater, taking a little preliminary basketball practice. "Bill" is a sturdy looking little fellow and is likely to follow in the footsteps of his parents who were both crack basket ball players. Mrs. Deering was Harriet Van Bergen.

'06, '07 Chem—John O. Halvorson had charge of the food and drug exhibit of Missouri at the Missouri state fair this year. The exhibit included various kitchen tests of common foods that could easily be used by housekeepers themselves. The exhibit and tests attracted very great attention. So great was the success of this exhibit, that Mr. Halvorson was invited to exhibit the same at the second annual pure food show at St. Louis, Mo., October 16th to 28th. The interest shown by the people of Missouri over pure foods is very encouraging.

'06—Miss Martha P. Hazzard is principal of the Wabasha high school for the fourth year and is meeting with great success.

'06 Eng—Robert T. Hubbard has recently changed his address from Minidoka, Idaho, to 782 So. Robert St., St. Paul.

'06 Mines—Paul S. Kurtzman is located at McKinley, Minn.

'06—Alice Pomeroy, who has been teaching at New Richland for several years, is at her home in Minneapolis this year.

'06—Charlotte H. Sanborn is beginning her third year's work in the high school of Northfield, Minn., where she is teaching Latin. Miss Sanborn finds her work in the fine new building which has just been completed, exceedingly interesting and pleasant. This school has recently opened three new departments, those of domestic science, agriculture and normal work.

'06, Med '09—Dr. Chas. S. Sutton has been practicing at St. Cloud since he left St. Barnabas hospital in June, 1910. He already enjoys an excellent practice.

'06—Anna M. Whitney is teaching mathematics in the high school at North Yakima.

'06 Eng—Fred E. Wiesner has recently changed his address to 996 Central Ave., Great Falls, Mont. He is in the engineering department of the Great Northern railway, with headquarters at Great Falls.

'06—Vesta Williams is teaching shorthand and bookkeeping in the Ford Offices of this city. Her home address is 1119 6th St. S. E.

'07—Mrs. F. B. Balano (Dorothea Moulton) sailed from Boston for Rio de Janeiro, Brazil, October 30th, 1911. The vessel R. W. Hopkins takes a cargo of apples to Rio, a five months cruise. Captain Balano has made this trip twelve times as mate with his father and now makes it as skipper in his own ship for the first time. He has been skipper five years.

Ex '07—M. D. Bell is mechanical engineer with the Washburn-Crosby Co., of this city. He has recently changed his home address in this city to 100 West Rustic Lodge Ave.

'07, '09—Edla Berger has received an appointment as teacher of mathematics in the mechanic arts high school, of St. Paul.

'07—Ralph E. Dyar is connected with the Spokesman-Review, of Spokane, Wash., and is living on an orchard tract at Kiesling, Wash. Mr. and Mrs. Dyar have a son, Conrad, now fifteen months of age.

'07—Gertrude Gee is principal of the high school at Sleepy Eye, Minn. She also teaches English and Latin.

'07—Elizabeth Knappen has gone to Southern California where she will remain indefinitely. Her mailing address is 1024 East 8th St., Riverside, Calif.

'07 Mines—Randolph J. McRae is a member of the firm of Davidson & McRae, Toronto, Canada.

'07—Clarice Grindeland is teaching English in the Alexandria, Minn., high school.

'07—Ralph H. Rawson is employed in the U. S. R. S. at Easton, Wash. Mrs. Rawson (Grace Foster), who was a former student of the University, and her two children, are visiting her father in this city at the present time.

'07 Ag—J. D. Rose has recently taken a position as manager of the Lake Ariguanabo Company, at San Antonio De Los Banos, Cuba. The business of the concern is to furnish electric light and water to a town of some 8,000 inhabitants. Mr. Rose says that his work for the most part consists in attempting to collect the money due the company for services rendered. He enjoys the work, however, and the pay is good. A Chinese cook, employed at the expense of the company, is at the service of Mr. Rose. He regrets very much that he was unable to be present and take part in the inaugural procession in honor of President Vincent.

'07 Chem—E. V. Manuel is with the United States Glue Co., at Milwaukee, Wis. His address is 199 Pleasant St.

'07—Clara E. Ross is teaching English and German in the Sleepy Eye high school. This is her second year in that position.

'07 Law—M. J. Van Vorst spent the summer visiting in Minnesota and other eastern points. He has returned to White Salmon, Wash., where he is associated in the practice of law with W. R. Wells and F. E. Flynn, '07. They are also engaged in the development of a large orchard.

'08—Ethel Cosgrove is supervisor of drawing in San Juan, P. R.

'08—Fay Cuzner is teaching in the high school at Appleton this year.

'08 Eng—A. N. Dallimore has changed his address from Denver, Colo., to Puntunney, Ariz.

'08—Juanita Day is in Rio Piedras, P. R.

'08 Eng—H. Cole Estep is engineering editor of the Iron Trade Review, with offices at 1328 Monadnock Bldg., Chicago.

'08 Law—Cassius E. Gates has recently changed his Seattle address to 533 32nd Ave. S.

'08—Lorena Hopkins is living at the Kennebec Hotel, Long Beach, Calif. Miss Hopkins will make her home hereafter in California. She formerly lived at Chinook, Mont.

'08 Dent—Joseph Johnson has been practicing his profession in St. Paul since graduation. He is located at Milton and Selby avenues, St. Paul.

'08—Jessie M. Marsh is living at 1563 Washington Ave., Ogden, Utah.

'08—Mabel F. Millie is located at Caycos, Calif.

'08—Harriet D. Moore is teaching eighth and ninth grades at Mountain Iron, Minn.

'08—A. A. Pickler is publisher of the Faulkton Advocate, the official paper of Faulkton county, S. D.

'08—H. C. Stone is in the science department of the high school at Tracy, Minn.

'09 Ag—H. B. Carroll is teller in the Bank of Ellensburg, Wash.

'09—Laura G. Franklin has gone to Crookston as preceptress of the ladies dormitory of the University agricultural school located at that place.

'09 Eng—Chas. E. Holmgren, who has been teaching in the high school at Fairmont, Minn., for the past two years, has returned to Minneapolis. He is now with the Minneapolis Steel & Machinery Co.

'09—Estella Louise Jensen is assisting in the department of botany and doing graduate work this year.

'09—Dagny Knutson is teaching in the Columbia county normal, at Columbus, Wis.

'09—V. R. Manning is secretary of the associated charities, of Jacksonville, Fla., and also secretary of a statewide organization which is working for the social and economic uplift of the whole state. Mr. Manning was formerly connected with the associated charities of Minneapolis, and has been engaged in work in Florida for the past two years.

'09—George Mecklenburg who has been at North Grafton, Mass., is now located at Valler, Mont.

'09 Med—Dr. H. F. Peterson announces that in order to avoid confusion arising from the use of his present name he has had it changed to H. P. Linner. Dr. Linner's office address is 4159 Washington Ave. N.

'09—O. B. Poore is in charge of manual training in the high school of Aurora, Minn.

'09 Eng—W. S. Williams has returned to Minneapolis, where he is with the Wabash Screen & Door Co. Mr. and Mrs. Williams are rejoicing over a son who arrived last August.

'09 Ag—Alden A. Potter spent the past summer traveling for the department of agriculture on cereal disease work in Louisiana, Texas, Kansas, Minnesota and the Dakotas. Mr. Potter will spend the winter in Washington. He expects his work of the coming summer will bring him to Minnesota for most of the time. Part of last year Mr. Potter was tenor soloist in the First Congregational church, in Washington.

'09 Eng—Archer R. Robison is with the Great Falls Power Co., of Butte and Great Falls, with offices at 634 Phoenix Bldg., Butte, Mont.

'09 Eng—Howard Starrett is with the Fairmont Machine Co., at Fairmont, Minn.

'09 Chem—Faith Sterling is doing graduate work at Leland Stanford University this year.

'09—Sears Thomson is spending his last year as a student at the Union Theological Seminary, of New York City. He is also finishing his graduate work at Columbia, and expects to get the degree of master of arts next June.

'09—Thomas H. Uzzell spent the summer in southern Russia. He is now back at St. Petersburg.

'09—H. C. Reid visited H. B. Carroll, of Ellensburg, Wash., about the first of October, while on a business trip to Portland, Ore.

'10 Forestry—Donald R. Brewster has been having a varied experience with the U. S. Forest Service, having been assigned to five different national forests in North and South Dakota, Montana and Idaho since graduating. He has recently been promoted to take charge of the new forest experiment station which is being established at Priest River, Idaho, where important investigations on forest growth and management will be carried on. Mrs. Brewster (Anna Allyn, '05) will join him at Priest River, in November, as soon as the station buildings are completed.

'10—Martha M. Brinsmaid is spending her second year as principal of the Rushford high school and teacher of English and German.

'10—Mabel Holt is in the office of the state board of health at the State Capitol, in St. Paul.

'10—C. E. Buswell is teaching science in the Windom Institute, at Montevideo, Minn.

'10 Law—Sebald L. Cheroske has severed his connection with the Legal department of the Southern Pacific R. R. Co., and has entered upon the private practice of the law, with offices at 331-2 Douglas Bldg., Los Angeles, Calif.

'10—Farrington Daniels has been awarded the Austin Teaching Fellowship, at Harvard University. He is living at 23 Conant Hall, Cambridge, Mass.

Ex '10 Law—W. W. Davis is employed in the U. S. R. S. at Easton, Wash.

'10—Vina C. Downey is teaching physics and mathematics at Luverne, Minn., this year.

'10—Estella Elke is teaching in the high school at Appleton this year.

'10—Nevada Evans is doing graduate work at the University this year.

'10 Eng—George M. Garen is with the United States Engineers, U. S. Army, stationed for a few months at Winnibigoshish Dam, Bena, Minn., on construction work.

'10 Law—C. T. Haas is practicing law in the Chamber of Commerce Bldg., of Portland, Ore. He is in partnership with L. C. Mackay, under the firm name of Haas & Mackay. In a recent letter, Mr. Haas says that recently there was a meeting of former Minnesotans held at the Commercial Club of Portland, attended by over five hundred people. Dr. A. M. Webster, '91, '04 Med, president of the Oregon Alumni Association of the University, made a short talk, and Mr. Haas was elected first vice-president of the Minnesota Society of Oregon. There are over three hundred charter members of this society.

'10—Agnis S. Bryan is teaching at Grand Rapids, Minn.

'10—Edward W. Leach is located at Ashburn, Mo.

'10—Helen M. Lydon is teaching at Monterey, Minn.

'10 Med—C. Ulysses Moore is practicing medicine at Carthage, S. D.

'10—Lillian Murseth is teaching in the high school at Waterville, Minn.

'10—Hannah A. Nutter is located at Milbank, S. D.

'10—S. H. Smith is city engineer of the city of Mitchell, S. D.

'10—Jennie A. Webster has recently changed her Minneapolis address to 4433 South York Ave.

'10—Hazel Witchie is assisting in the department of rhetoric at the University this year.

'11—Luvia Barclay and Ruth Fagundus are in Humacao, P. R.

'11—Frank W. Beard is in the forestry service of the department of the interior of Canada. He is located at Ottawa, Ont., Canada.

'11—Charlotte C. Boller is teaching at Dodge Center, Minn.

'11—Ethel Borden has recently gone to Bend, Ore. Her former address was 4940 Fremont Ave. S., Minneapolis.

'11—Herbert Brande is living at 1033 N. Ridge-way Ave., Chicago, Ill.

'11—Ida L. Brooks is living at her home in Aberdeen, S. D., this year, and studying music.

'11 Mines—R. J. Burgess is mining engineer with the Guadalupe Mine, Inde Durango, Mexico. A recent letter from Mr. Burgess says: "Enclosed please find the requisite amount for subscription to that beacon light to all Minnesota alumni who are wanderers in foreign lands. We sure do appreciate the news which emanates from between its covers as we do no other news. Mexico is fine, but not like the dear old town. This is home now, but that was and ever will be."

'11—Anna Campbell is principal of the high school at Ogilvie, Minn. She visited the University while attending the recent meeting of the Minnesota Education Association. Miss Campbell is enjoying her work very much.

'11—Ethel Chase is engaged in playground work in Pensacola, Fla.

'11—Jennie Clark is assistant principal of the high school at Eagle Bend, Minn.

'11—Edward B. Cosgrove has been associated with "Gresham, The Magazine Man," of Kansas City, since graduation.

'11 Eng—Will P. Cottingham is in the employ of the Northern Pacific Railway, as inspector on the Spokane River Bridge foundation work at Trent, Wash., eight miles east of Spokane. In a recent letter, Mr. Cottingham says that he has found a very live bunch of University of Minnesota alumni organized in Spokane. The organization is headed by M. J. Luby, '98, Law '02, and regular monthly dinners are the program of the club for the winter. Mr. Cottingham says that the latch string is always out to a U. of M. man.

'11—Charles S. Demarest is in the employ of the American Telephone & Telegraph Company, in the engineering department. His address is 15 Dey St., New York City.

'11—Leah R. Drake is assistant principal of the high school at Wayzata this year.

'11—Mabel Grondahl is teaching mathematics and sciences in the high school at Starbuck, Minn., this year.

'11—Clara Hankey is teaching at Walker, Minn.

'11—Ruth Hermann is assisting in the department of animal biology and doing graduate work at the University this year.

'11—Margaret Houck is teaching at Zumbrota, Minn.

'11—Anne Hull, who is teaching in Porto Rico, is located at Toa Baja, Porto Rico.

'11—Albert Jacobson is located at Jewell, Ia.

'11 Eng—I. Kvitrud is in the employ of the Board of Park Commissioners of the city of Minneapolis. His home address is 2001 7th St. S.

'11—Mildred Merriman is teaching the fifth and sixth grades in the Alexandra school, of Vancouver, B. C. She is enjoying her work very much, her only regret is that she was unable to take part in the alumni celebration in honor of President Vincent. Her address is 155 Water St., Vancouver, B. C.

'11—Louana Phelps is teaching English at Ely, Minn.

'11 Law—Curtis Pomeroy is assisting Senator Marden in his office in Moorhead.

'11—Ise G. Probst is principal of the high school at Annandale, Minn.

'11—Laura Remund is studying at the University of Wisconsin for her master's degree. She is also assisting in the biological laboratory.

'11—Dorothy A. Root is teaching in the high school at Benson, Minn.

'11—Helen Sanborn is assisting in the department of animal biology at the University this year.

'11—Sara E. Sawyer is teaching in the high school at Plankerton, S. D.

'11—Carrie Schabacker is teaching at Annandale, Minn. Her former address was Menomonie, Wis.

'11—J. A. Sende is teaching in the high school at Tacoma, Wash.

'11—Theo. H. Steffen is teaching at Tyler, Minn.

'11—Florence Strong is teaching domestic science in the District school No. 6, of Itasca County. Her postoffice address is Deer River, Minn. This school is one of the special schools receiving state aid under the Putnam act.

'11—Roscoe C. Webb is attending Johns Hopkins medical college and is living at 111 Jackson Place, Baltimore, Md.

'11—Winifred Wood is teaching mathematics, German and Latin in the high school at — — —

'11—Georgia R. N. Zeches is principal of the high school at Eagle Bend, Minn.

'05—Mrs. Cora Sutton Castle (Mrs. H. E. Castle), of San Francisco, Cal., is compiling the material she collected relative to her thesis while in Europe during the past year. Mrs. Castle expects to return to Columbia next year for her doctor's degree. Dr. H. E. Castle, who was a student at the University in 1901-02, is devoting his time to the surgery of the brain and spinal cord. Last year he studied with Sir Victor Horsley of London and Fedor Krause of Berlin.

'05 Law—F. R. Schweitzer is secretary of the Y. M. C. A., and in special charge of the physical work of the association at Central City, Nebraska. He thoroughly enjoys his work and is looking forward to a very pleasant year.

'09—A. O. Weese is serving his first year as professor of biology in the University of New Mexico at Albuquerque, N. M.

'09—O. B. Strand is located at Kenyon, Minn.

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'06—E. C. Johnson has just returned from a three months' official trip through the middle west in prosecution of the cereal disease work of the United States department of agriculture. The trip was made via New York state and the Great Lakes, Duluth and St. Paul, and then to the Dakotas, Kansas, Texas, Louisiana, and back to Washington, D. C. Mr. Johnson spent six weeks at the University Farm in investigations of grain diseases. Here the department of agriculture and the division of botany and plant pathology of the Minnesota Agricultural College are carrying on extensive co-operative investigations in grain diseases and the breeding of disease-resistant varieties of grain. Co-operative work of a similar nature was also commenced this summer at the Kansas Experiment station. At Amarillo, Texas, Mr. Johnson spent several days in investigations of diseases of sorghums and made a two weeks' stop in Louisiana in research on diseases of rice. Mrs. Johnson accompanied her husband on the trip and they are now back at Washington, D. C. Their address is 1467 Irving St. N. W., Apartment 3.

'06—Harriet Kummerer begins her second year at Grand Rapids as teacher of mathematics and German.

'06—Sidney Pattee is teaching Latin in the Lake City high school this year.

'06 Eng.—W. A. Zimmer is in the traffic department of the Nebraska Telephone Co., Omaha. His city address is care Y. M. C. A.

'07 Mines—Edgar W. Smith is located at Goldfield, via Mesa, Ariz. He is in charge of the Mammoth Mine at that place. He says that although he may be in a way out of the world he is still interested in what is going on at the old University.

'07—Hannah Sparks is teaching in Rapid Center, S. D.

'07 Eng.—C. A. Swenson is now employed by a structural steel firm in Winnipeg.

'08 Eng.—Oscar J. Bergoust is assistant engineer on the hydrographic survey at Keremeos, B. C.

'08—Jennie G. Craven is teaching at Hutchinson, Minn., this year. Her address is Box 431.

'08—Jessie L. Danielson is teaching English in the Lisbon, N. D., high school.

'08—Florence S. Grime is teaching mathematics and science again this year in the Henning high school.

'08 Law—A. U. Hamrum has been located at Fairfax, Minn., for the past two years engaged in the practice of law. Mr. Hamrum is associated with A. V. Rieke under the firm name of Rieke & Hamrum.

'08—J. E. Lunn is superintendent of schools at Biwabik, Minn.

'08—Robert L. Meech is treasurer of the Mandan Mercantile Company with the main office at 450 Security Bank Bldg., this city.

'08 Eng.—E. F. Norelius is with the Holt Caterpillar Company of Peoria, Ill. His work is in designing building gasoline traction engines.

'08, '10.—J. Russell Smith became associated with the firm of Keith, Evans, Thompson & Fairchild, attorneys at law, on the first day of September. The firm has offices at 509-14 Loan & Trust Bldg.

'08.—Beatrice I. Williams is teaching English in the Luverne high school this year. Last year she was at Mapleton.

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This directory is published for the purpose of affording a convenient guide to Minnesota Alumni of the various professions, who may wish to secure reliable correspondents of the *same profession* to transact business at a distance, or of a special professional character. It is distinctly an *intra-professional* directory. Alumni of all professions, who, by reason of specialty or location are in a position to be of service to Alumni of the the same profession, are invited to place their cards in the directory.

Professional cards in this directory are classified alphabetically by states, alphabetically by cities within the states, and the names of alumni (or firms) in each city are likewise alphabetically arranged. The price of cards is six dollars a year. This includes a free subscription to the weekly

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Vol. XI.

November 13, 1911.

No. 8

### COLLEGE OF MEDICINE AND SURGERY

The material in this department has been edited by Dr. E. R. Hare, Med. '00, for the alumni association of the college.

The advisory committee of the medical alumni, at a recent meeting, voted to discontinue the annual meeting formerly held during commencement week, and to hold it instead, at the time and place of the meeting of the Minnesota State Medical Association. This is a radical departure from a long established custom, but is deemed wise in as much as it gives opportunity to a larger number of the alumni to get together at that time.

At the regular meeting of the alumni association held in St. Paul, officers were elected for the ensuing year as follows:

President, Earle R. Hare, Minneapolis. 1st vice-president, Chas. W. Bray, Biwabik, 2nd vice-president, John S. Holbrook, Mankato, Secretary & treasurer, Herbert W. Jones, Minneapolis.

We are pleased to note the progress now making in the erection of Millard hall, and the Institute of Anatomy, on the medical portion of the new campus. The old Millard hall is to be occupied by the College of pharmacy, and the present hall of medical sciences by the college of dentistry.

The opening of Elliot Memorial hospital in September last marks one of the most important events in the development of the University of Minnesota, and even more of the state itself. Whilst primarily its object is to extend opportunities for medical teaching and research with the ultimate betterment of all the people of the State, it has the immediate effect of restoring to activity and happiness those who by reason of their sickness are a charge upon others.

Patients were first admitted to the new hospital September 19th, and we look upon this date as a red letter day in the history of the college of medicine and surgery.

Our medical department has long been known for its laboratories, and now, with the added clinical facilities afforded by Elliot hospital, has taken a long stride upward, and today occupies an enviable position among the medical colleges of America.

The marriage of Dr. Emil C. Robitshek, '03, of Minneapolis, to Miss Leonora Millhauser, of Chicago, occurred November 1st, in Chicago. After a trip through the East, Dr. and Mrs. Robitshek will return to Minneapolis, where they will reside.

September 9th, 1911—Born to Mr. and Mrs. Frank Grant, (Kate Wyman, '10) of Portland, Oregon, a son, Frank Wyman Grant.

The marriage of Dr. Ray Roberts Knight, '05, of Minneapolis, to Grace Ellen Morris, of Salina, Kansas, occurred August 31st, at Salina. Dr. and Mrs. Knight reside in Minneapolis.

Dr. Guy A. Grafton, '99, of Hayward, Wisconsin, died in August as the result of injuries received in an automobile accident.

Dr. Edwin Ray Humiston, '03, of Worthington, Minn., died recently, following an attack of lobar pneumonia.

Dr. Geo. F. Drew, '00, has sold his practice at Cary, N. D., and will spend a year in special clinic at Tulane University, New Orleans, La.

### NEW APPOINTMENTS IN THE COLLEGE.

At the meeting of the board of regents held June 7th, the following appointments were confirmed.

Robert B. Gibson, Ph.D., Yale, as assistant professor in physiologic chemistry.

Continued on page 6.

'06—Lucile Way who taught in the West high school last year is not teaching this year. She spent three weeks this fall in coaching the dramatic organization of Northfield, Minn., for a production of "Podunk Post Office." This play, which was put on by the citizens of Northfield, proved a great success both financially and artistically and netted over \$175 for the benefit of the public library. Miss Way's plans for the immediate future are somewhat unsettled.

'08—Elizabeth C. Wolfe is teaching in the high school at Pelican Rapids, Minn. this year. Last year she was at Adrian.

'09—Myrtle Bardsley who has been located at Akeley has removed to Culbertson, Mont.

'09.—Nanda M. Berger is teaching in the high school at Hutchinson, Minn., this year.

'11—Ruth S. Lee is teaching in the high school at Walker, Minn. and is also assistant principal.

'11—Marguerite J. Millar is assistant principal at Welcome and teaches English and Science.

'11—Louana Phelps is teaching at Ely, Minn. this year.

'11—Hazel Withee is assistant principal at Stewart. She has charge of the domestic science department besides teaching English, Latin and history.

"Bill" Burris, a former student of the school of mines, is now manager of the Pacific Coast Realty Co., with headquarters at 618 Trust and Savings Bldg., Los Angeles, Calif.

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