

The Missouri Alumni Quarterly



Volume III

DECEMBER, 1907

Number II

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THE MISSOURIALUMNIQUARTERLY

W. W. ELWING, '96 Editor

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VOL. III.

NO. II

WHAT THIS MAGAZINE CONTAINS

Name and Comment	Page	Why Does the University Publish	Page
Gifts to the University	27	The Student	28
More Professors Go	27	More Alumni Organizations	31
New Students	28	The Place of the Social Sciences in	
Evolution	28	Education	32
Modern Education	29	The Function of a University	31
Thanksgiving Home	31	Class Notes	37
Phi Beta Kappa	32	Former Students	38
The Farmers' Win Prices	32	Marriages	32
Various Colleges of Students	33	Deaths	35
Football	34	Deaths	35

NOTE AND COMMENT.

The Class of 1904 left the Quarterly as its lasting memorial to the University. What will the Class of 1905 do for its Alma Mater?



Shut out, illogically and unwisely, we believe, from the ranks of the St. Louis Alumni Association by the "barred

men," the fair and energetic co-eds of the Missouri City have very properly organized an Alumni Association of their own. We are informed that they are already planning to establish a scholarship in their Alma Mater. That ought to make other Associations, which complain that there is nothing for them to do, sit up and take notice. Long life and prosperity for the Alumnae of St. Louis!



This is a good number of this magazine. Every line in it is interesting. Every subscriber should read it thru, and a great many more alumni and former students should become subscribers in order to be able to enjoy it. We are not getting the support we deserve in our efforts to keep this important and significant alumni enterprise afloat. We have carried the burden practically alone for the past eighteen months and are, we confess, just a bit discouraged. Occasionally an old subscriber forsakes us, and only occasionally a new one is added to our list. But what a shrugging of shoulders and a chorus of "I told you so's" there would be if we should fail!



We wish to repeat, with somewhat more emphasis, what we said in a previous number. That anachronous, foolish, stupid "class rush" ought to be relegated to the many things that have been, but now are no more because we have acquired more sense. College spirit! College rot! What relation does such a melee between two classes, or rather between a certain element of two classes sustain to the academic spirit that is supposed to pervade an institution of learning? Do the foolishness and frenzy and vulgarity of the last "rush" commend themselves to anybody whose opinion is worth while? Let us be done with it, and allow our superfluous animal spirits to expend themselves in legitimate channels in the exercises, sports, and contests of our splendid athletic fields.

The generosity of a St. Louisian, Mr. Harford Crawford, of the Crawford Dry Goods Company, has made possible an increased and much needed equipment in the Llewellyn Observatory in the shape of a 4 1/2 inch equatorial telescope, to be used especially in the observation of variable stars, a line of work in which the Observatory, under the able and interested direction of Professor F. H. Seares, is doing particularly good work.

And, by the way, nothing more eloquently proclaims the growth of the University than the fact that the Observatory had to be enlarged this year in order to accommodate the increased number of students taking its courses and to make possible the success of the work it is doing.



Another St. Louisian, this time a woman, Miss Mary Ford, who died last year, endowed a \$1,000 scholarship in the University in honor of her father, a former student, and a Baptist minister, the Rev. Samuel H. Ford.



St. Joseph certainly "did itself proud" in the way in which it went after that Thanksgiving game, and in the way it was handled and patronized after it got it. Who would have suspected that a town which was not supposed to know much, and care less, for football, would turn out a record breaking crowd for this game? But that is precisely what St. Joseph did. We take off our hats to the Commercial Club for its enterprise and many courtesies, and to the Alumni of the wide awake city for their enthusiastic loyalty.



Once more we "regret to report" the loss of two strong men from the ranks of the faculty. This time it is Prof. Vasco H. Roberts, J. U. D., Professor of Corporation Law and Real Property, and Prof. B. M. Daggan, M. S., M. A., Ph. D., Professor of Botany. The latter will leave about the first of the year, the former will sever his connection with the University

next June. We reiterate: the Legislature may increase the appropriations into the millions, new and imposing buildings may be erected, students may multiply into the thousands, but unless we have a faculty that will remain at least relatively intact for a term of years we can never build up the kind of University this great and growing commonwealth should have.

There is of course, another side to this question. We hear only of those who resign for one reason or another. We do not hear of those who could go and do not do so. We have it upon the highest authority that not less than forty of the University's teaching corps, counting only professors and assistant professors, have been tempted to leave their work here during the last eighteen months, and that only eighteen of the forty have seen fit to accept the flattering offers from abroad. The significance of this does not lie merely in the satisfactory fact that twenty-two good men preferred to stay with this school at a financial loss. But the rub is the cocoon, from the Governor's standpoint is this: in order to have held the eighteen who went, and ultimately to hold the twenty-two who remained, it would be necessary to find an additional twelve or fifteen thousand dollars annually for the pay-roll. And this sort of thing is going on increasingly every year. Where is the money to come from? That it must be found is evident. That other institutions find it is evidence that it can be secured in Missouri also.

■

An exhibition of "college spirit" worthy of all commendation and emulation, worthy of the institution in which it was exhibited, was given by the students and faculty during last October, when, in about two weeks' time, enough money, over \$1000, was subscribed to make possible the building of a new block of bleachers, on the north side of Rollins Field, with a seating capacity of about three thousand.

As soon as it became assured that the needed money would be forthcoming, and nearly everybody wore one or more of the

little yellow ribbons which betokened a contribution of fifty cents for each one worn, the "Farmers" got busy scoring the uprights and the foundation stones from the State Farm, and the Engineers shortly after began the task of actual erection, and the co-eds, not to be outdone in intelligent loyalty, served refreshments to the workers during the progress of the job, while an admiring and envious crowd of lower classmen filled the old southside seats. In two and one-half days the big business was completed, to everybody's satisfaction, and congratulations were in order. Merrill E. Otis attended to that in his best style, dedicating the bleachers just before the Texas game, predicting all sorts of victories for the Tigers. Alas, it turned out that he was neither a prophet nor a prophet's son!

■

It is not always possible to keep one's opinion concerning the value of a higher education at its brightest glimmer. The students of this University all too scoldishly manage to do so from year to year that hopes grow gray and grim. The latest abolition of rowdiness yelped "college spirit," was witnessed on Saturday night, November 2nd, after the Texas football game. During the celebration and while the traditional night-shirt parade was traversing the campus of Christian College, some of the young men broke into the College building, thru locked windows, we are assured, and burglarized the rooms of some of the young ladies, and made themselves otherwise exceedingly offensive.

There can be, assuredly, but one opinion concerning such conduct. It must be unequivocally condemned. And it is, of course, on sober second thought even by most of those who are guilty of such offenses. But is it condemned in the right way, in the ready way, in the way that will tend to prevent the recurrence of conduct that shatters the high degree of social control which a University environment ordinarily exerts? So far there has been no evidence of such condemnation. We are

informed that at this writing only one of the offenders has had the manly courage to come forward and confess his wrong and promise not to offend again. What of the others? And what about the ethical standards of a student body which supinely tolerates its representatives so to disgrace its fair name? And what, as a last recourse, about the duties of the discipline committee?

Shortly after this occurrence an equally offensive episode took place in the small hours of the night, before the several society chapter houses. We are told that no one has been punished. But some one ought to be punished. If the University authorities are not equal to the task, surely the general student body, and the fraternities and sororities, should be able to cope with such ugly things as these. What is going to be done about it?



There are two important articles in this issue, one by Prof. Elwood, on 'The Place of the Social Sciences in Education,' and the other by Asst. Prof. Fairchild, on 'The Function of the University.' A careful reading discloses the significant fact that both, the discussing educational aims from different viewpoints, come exactly to the same conclusion, namely, that education, rightly conceived, is not a mere more or less mechanical process by which a smaller or larger number of men and women is to be equipped for so-called success in life—that is to say, fitted by efficiency in a certain line of endeavor to accumulate money. That kind of education, Prof. Elwood complains, is now all too generally in vogue. That his complaint is based upon good and substantial grounds is beyond dispute. That the next two decades will accumulate abundant proof that we have been and are neglecting the essential things we have not the slightest doubts. Already the grosser offenses against the person and property are diminishing while the subtler forms of crime against property are increasing in number. We need to

broaden and deepen our educational work, and we believe we can already see the signals which herald the time when it will no longer be possible for an institution like the University of Missouri to graduate a student in law, for example, who has not had a three course in history and ethics, or one in medicine who has not had some training in one or more of the social sciences.

In this connection it gives us pleasure to note and emphasize the fact that in our University the Department of Engineering now makes definite requirements in Economics of its graduates.

But something more is needed. A full and adequate conception of education, education which makes a well-rounded man, one who fits harmoniously and helpfully into the social structure around him, cannot neglect the religious element in man's nature. But that is precisely what we are now doing. Indeed we are assiduously doing more than that, we are discouraging that element. Witness the effort in New York City to prevent the holding of Christmas exercises in the public schools. Witness the barrenness of the religious flavor in our own institution. There are about 375 instructors and a bewildering multiplicity of courses, but there is not so much as a history of religion, much less of the Christian religion anywhere. There is not even an opportunity for the comparative study of religions, now so popular. All kinds of literature receives attention, but the Bible is, apparently, a tabooed book. More, even ethics is relegated to the rear. One professor, and he with hands full teaching philosophy and logic, is expected to take care of this vital subject. And in the meanwhile we are expanding our professional schools with great rapidity. No wonder Prof. Ellwood thinks we are educating young barbarians in barbarian methods.

Well, the eleven long weeks of preparation, and expectation, and exhilaration, and seemingly inevitable vexation, have come and gone for 1907 and Kansas is once more the victor, and

that in spite of the fact that "we have a team this year, sure"—Freshman roster, and that "not within the past five years has the prospect been so good"—K. C. Post, and that "the Tigers must be given a good 'look in' this year"—St. L. Times. The regular annual thing happened at St. Joseph, just as it has happened with such fatal persistency at Kansas City. True, the score was held "down," it was only 4 to 0; true, 'we outplayed them;' true, we have four men on the All Missouri Valley Team, while Kansas has only one; but, true still, THEY WON.

Now, this annually recurring disaster forms for the Quarterly, as for many other loyal men of old Missouri, a reluctant subject of reflection. Why is it that, with a larger student body to draw from, with a highly organized athletic department, with an efficient coaching staff, with a college spirit that is improving every year and was this year so rampantly hopeful, why is it that we cannot, or rather, do not win this annual Thanksgiving game?

Well, the history of the contest between the two schools, but especially this last game seems to demonstrate that the solution of the dismal conundrum is not to be sought in terms of "beef," or training, or skill, but rather in terms psychological. And when we say that we are fully aware that we are treading upon the peculiar preserves of our Director of Physical Culture. But, nevertheless, we are convinced that the secret lies in a difference of spirit in the two schools, a spirit that finds its illustration and exemplification concretely in the teams which crystallize from year to year to represent them upon the gridiron. We have not, of course, analyzed the situation as thoroughly as an expert might do it, but we believe that we put our finger on the weak spot when we say that we have scarcely ever, if ever, seen a Missouri team that displayed, from the beginning to the end of a game, much less from the beginning to the end of a season, that 'do or die' spirit so essential to success upon the football field. Others have noticed this deficiency in this

year's team. Even the enthusiastic and somewhat over-optimistic athletic editor of the Independent called attention to it more than once in his interesting comments on the season's games. We do not say, we do not imply, that the team showed any 'yellow.' Far from it. We do not say, we do not imply, that any of the men shirked. Far from it. But we do say, and we say it tho we look upon this year's team as one of the best, individually and collectively, that has worn the Old Gold and Black for years, that it did not play football all the time with the dash and vim and grim determination to win that a team must have in order to overcome a worthy opponent in this sport.

Now, why is this? What may be the underlying cause of this curious and recurring phenomenon in our teams? We believe, as already intimated, that it is an illustration, in the concrete, of the spirit of the school. As a student body we have not yet acquired the do or die habit. It has not been so long ago since we had to be taught how to "root" for our teams. We have not yet learned the lesson well enough. Time and again have we observed how, on Rollins Field, the students on the bleachers lost their enthusiasm at critical stages of a game because of a fumble on the part of a player, or would become soulless and inert at sight of a loss of distance on account of a misunderstood signal, or a better play by our opponents. But such are the very times when loyalty to the team ought to manifest itself in heartier 'rubs than ever, heartier by far than when the ball is moving easily toward the right goal. Instead of the cheers that should be forthcoming at such crises times in games we have noted, almost always, an agony of silent suspense, a deadly fear, a veritable anticipation that the opponents would surely win. The student body gives up the game in advance. In other words, the students have not yet learned the do or die spirit, they have not yet learned how to stand by a team whichever way the ball may be moving upon the field, and until

they do we need not expect to see that kind of a spirit illustrated in the concrete upon the field.

We are, however, learning. There was much more of this spirit shown this year than in times past. Let us cultivate it. Whether a team wins or loses it is OUR TEAM, and we should stand loyally behind it, more especially when the tide of battle sets against it.

PHI KETA KAPPA.

At the regular fall session of the fraternity, held December 4, 1907, the "first five" from the senior class of the College of Arts and Sciences, were elected, as follows: Carolyn Belle Benton, Bessie S. Fair, Elizabeth R. Ferris, Laura M. Kingsbury, and Edna Adeline Weeks.

It will be noted that the new members are all co-eds.

These officers were also elected: Leonidas M. Lawson, of New York City, President; C. M. Jackson, Columbia, Vice-President; John Pickard, Columbia, Secretary and Treasurer.

THE FARMERS WIN PRIZES

The Agricultural College took no less than fourteen prizes at the International Live Stock Show, held in Chicago during November. Every animal exhibited took a prize, the sum won in premiums aggregating \$504.00. This showing also won for the College four of the Armour scholarships, two for \$1,000, and two for \$250.00 each, which will be used in helping worthy students in the College. Turner C. Cochran, graduate student, was named as the best all round stock judge.

This is a record which has never been equalled by any school exhibiting at Chicago, and Dean Waters and his associates are to be congratulated. Even if we cannot play football as we ought, we can do a great many other things that may be worth just a trifle more to the University and this commonwealth than "sports."



BARNES MEDICAL COLLEGE BUILDING.
After September, 1908, a Part of the University of Missouri.

FOOTBALL.

The opening of the season found the outlook unusually promising, and that in spite of the loss of such men as Livingstone, Tilman, LaRue, Zook and Salisbury. Material, both new and old, was plentiful. No less than eight "M" men were on hand early; Nixon, Karta, Miller, Graves, Carothers, Driver, Bobbitt, Rutherford. Some of the new men, like Dennis, Ristine, Dautheridge, Sigler, Nea, developed rapidly. "Cass" gave very little trouble, tho they did keep one or two good men out of the game entirely. But a good team was soon upon the field, and even in its second losses the Independent declared that "prospects are better this year than they have been since 1896." A week or two later, after coaches and men had been "sawin' wood," the keen-eyed athletic editor could discover only a little weakness, except, alas! and alas! in headwork—a significant exception indeed. And so the season began, with the usual hopefulness and exaggeration.

The first game was played October 5, with Central College of Fayette, Mo. It was, of course, purely a practice game, in which eighteen men were tried out. The score, Missouri 35, Central 0. On October 8th the team went to Fayette for a return game. It was a repetition of the first. Score, Missouri 46, Central 0.

The hopes of the Freshman "rooter" now rose sky-high because of this showing against a team of only high school caliber. On all sides could be heard what some of us have been hearing for 10! these many years: We have a great team this year! But in the very next game, the one with Warrensburg, the score was hardly as "refreshing" as that of 1906 against this team, when it stood 41 to 2 in our favor. This year it was 38 to 6. The team's playing was distinctly poor, there was much fumbling, poor passing, and poor kicking, with a great many penalties. At the end of the first half the score was only 17 to 0. It should have been 30 to 0 at least.

On October 19, entirely too early in the season for such a hard game, came the struggle with Iowa at Iowa City. The rather one-sided score does not tell the whole story. The Tigers really played ball, "Varsity ball, and if they had been better scored the result would probably have told a different tale. The superior weight of the Iowans, the 8 fresh substitutes put in during the last ten minutes of the second half, and the 35 minute halves, did the work. During the last ten minutes Iowa added 22 points to its score.

The next game was again for practice only. It was with William Jewell, on the 25th of October, at Columbia. Nothing need be said except that the Baptists were outclassed, of course. Ten of our fourteen attempts to use the forward pass were successful. Our opponents simply knew nothing about this play. The Tiger team work was excellent in this game. But why should it have been otherwise against weak opponents? Score, 47 to 0, with ten minutes still to play.

Next came the Texas game, on November 2nd, at Columbia. It was played in perfect weather and before one of the largest crowds ever seen at a football game on Rollins Field. It was a genuine "thriller" down to the finish. The score, 5 to 4 in favor of Missouri, shows that it was in doubt to the very end. In fact, it was very much in doubt, so far as Missouri was concerned. At the close of the first half the score stood 4 to 0 in favor of Texas. In the second half, after the Tigers had scored by hard football they gave their visitors four more chances to kick goal from placements, but fortunately for us two of the attempts went wild and the others were blocked. The Texans were flat of foot and excelled in kicking. Seventeen points netted them 565 yards, or 33 1-4 yards per punt. But they only made first down six times during the game to twenty-one for Missouri. The Tigers used the forward pass no less than twenty-one times, sixteen being successful. Texas tried it nine times of which four were successful. All of which goes to show that our score should have been larger. And it

would have been but for no less than seven costly fumbles and many penalties. The team did not play "Varsity ball."

The next game, with Turkin, also on the home grounds, on November 9th, was a kind of football wadeville. The first half must have been intended to serve as a kind of farcical "crustale raiser." It certainly was a "hair raiser" to the teams admirers, which means everybody. That half closed with the score 17 to 5 in favor of the Tigers amid the laughter and groans of the on-lookers. In the second half the "Varsity eleven" went in and things changed, fifty-three points being run up, and the game closing with the score standing 30 to 5, one of the largest ever made by a Missouri team.

Then came the Washington game, November 16th, and played this year upon the home grounds. It was do or die with the Tigers, and they did it. And now we are all wondering why it had not been done long ago, it was so easy! That so-called "woodoo" was broken, permanently disabled, we fondly believe. 27 to 0 tells the tale. The more fittingly to show their appreciation of the fact that the achievement was not such a wonderful one after all, the students refrained from any sort of celebration. Columbia was unusually still that night.

But the team still had some work to do. Kansas was the next team with which conclusions were to be tried, and the everybody felt that there was a very good chance to win, it was also universally recognized that much hard work had to be done before the team would be "fit" to go against the ancient and dauntless foe, grown confident by many an easy victory over our "better" teams. So coaches and men settled down to hard work. But, as the result shows, it was all for naught. Once more the Tiger had the victory peddled from him by the Jayhawk, and that for the old, old reason: When he got close to his opponent's goal he did not seem to be able to cross it. How often have we not witnessed the heart-breaking spectacle!

The game was played before a record breaking crowd in

the St. Joseph, Missouri, baseball park. The number of students from Columbia was, however, not large, the railroad rates being almost prohibitive. But the crowd was for Missouri almost to a man, and woman, excepting of course, the Lawrence contingent. We discuss elsewhere the problem, cumulative with disappointment, why it is that we seemingly cannot win this game. It will suffice to give here the bare summary. Figures, it is drearily said so often, do not lie. But they do. They lie in this instance. According to the "dope" the Tigers outplayed their opponents. The result shows that they did not. In the first half, the they lose their opponents in places on line backs, they were clearly outplayed at the critical stages of the game. It was in this half that Kansas won the game by a kick from placement on the 48 yard line. It was in this half that the Tigers worked the ball to their opponents' three yard line, only to lose their only chance for a score by a confusion of signals. When the game came to a close the Kansans were again working the ball down toward our goal. We cannot see, on this showing, how we "outplayed" them. The final score, as all the world knows, was 4 to 0 in favor of the other fellows.

What we have said is not intended as a reflection on the team which had the honor and the burden of representing the Old Gold and Black upon the gridiron this year. It was a good team. It was well coached. Everybody worked hard, but the work was not good enough to beat Kansas, and of course, we cannot be satisfied until such work shall be done.

WHY DOES THE UNIVERSITY PUNISH THE STUDENT?

The duties of a professor consist in teaching, investigation, and publication. So we are accustomed to read in the President's official reports. Now, when a member of the faculty has a somewhat extended work to publish, embodying the results

of his investigations, he naturally turns to the editor of the *University Studies* in order to have it brought before the eyes of the public. Scientific studies do not sell like popular novels. Some one must be held financially responsible for their publication. But the salary of a professor is not of such size that he can invest the sum of four or five hundred dollars every five years in scientific publication. And he naturally hesitates to take a loan at an interest rate of 8 per cent.

On the 15th of June the present writer had a MS ready for publication and submitted it to the editor of the *Studies*. He was very anxious to have it in print by the middle of September, since he wished to use it in his classes in the beginning of the first semester and had also told several professional friends who wished to do the same that the study would be in their hands in time; and he had worked day and night before, during, and after commencement in order to get the MS ready. When he handed it to the editor, he took it for granted that within three months the study would be ready for distribution. He had published a work before in the *University Studies*, under the editorship of Professor Thilly; and it took then less than two months to get it out.

On October the first the author received the first proof! He was somewhat disappointed, but thought that probably some accident had occurred. So he kept patient, corrected the proof with great care and on or before the 10th of October returned the corrected galley proof to the editor, expressing the hope to see it quickly published.

On the day before Thanksgiving the author received the next proof, a page proof. It appeared that the chief work performed by the editor during the six weeks preceding had consisted in striking out hyphens, which he regarded as superfluous. This work might have been performed by any proof reader in the printing office in a few hours. But the editor regards it as his religious duty to perform this work himself.

Since that time the author has been wondering if Christmas will see his study published.

Why this intolerable delay in the publication of a scientific study? Because the editor believes that the University of Missouri Studies are published for the purpose of enabling him to make experiments on the esthetics of book-making, and that any increase—however small—in their formal beauty is worth any delay in their publication, for months, even for years. He believes that four weeks of delay in publication are not too much if he can discover and correct one error of a magnitude like that of the error contained in this sentence.—The ten days from the fifth to the twenty-fifth were unusually warm—although the author would most probably without a minute's delay discover the error himself in reading the second proof.

The printer is not to be blamed. The printer may sometimes be slow; but can one reasonably expect him to hurry after he has become accustomed to the editor's habit of keeping proof for weeks and weeks in his office before it is returned to the printing office?

Whose investigations are to be published in the Studies? Those of the faculty members. But the members of the faculty have no voice in deciding how the Studies should be edited: in a manner which would suit the republication of a medieval book on heraldry or in a manner which would suit the publication of an original scientific investigation. The Board appoints an editor and gives him despotic power. To be fair, let it be understood that this is a "benevolent" despotism. But what self-respecting man cares to become the subject of a benevolent despotism?

The writer, while waiting for his proof, once lost his patience and decided to appeal to the Board. But he withdrew his appeal when he was informed by a high official of the University that the Board had no time for the consideration of such minor matters, that the Board was highly satisfied with the present manner of editing the Studies, which had resulted in the

most beautiful studies published by any university in the country, and that the Board did not care whether the members of the faculty were satisfied or not.

The present writer would never have dreamed of publishing his work in the *University of Missouri Studies* if he had known at commencement time that it would be at least Christmas before it could be published. Next time when he has a MS ready, if he should still belong to this faculty, he shall go to the bank, borrow the money needed, and publish his work in a manner which he deems best, rather than submit to the benevolent despotism which reigns over the *University of Missouri Studies*.

- MAX MEYER,
Professor of Experimental Psychology.

MORE ALUMNI ORGANIZATIONS.

The movement looking toward the organization of Alumni Associations in the various counties of the State, which began in the summer of 1906, was continued during August and September last by the organization of Associations in eight additional counties. These counties were Morgan, Bollinger, Ralls, Dallas, Polk, Mercer, Nodaway, and Andrew.

There are now Associations of the graduates and former students of the University of Missouri, governed by a uniform constitution, in 84 counties. During the same months in which the above-named eight Associations were organized the Alumni Secretary visited twenty-seven other Associations which had been organized the year before.

It is now nearly eighteen months since the Executive Committee of the General Alumni Association inaugurated the policy of Alumni organization on an extensive scale. That policy was adopted in the belief that such organization would tend to result "in closer fellowship among the alumni and former stu-

jects and the advancement of the interests of the University." These ends were to be reached through occasional meetings of the Associations organized, through annual district meetings on University Day, and through the co-operation between the officers of the County Associations and the officers of the General Association at Columbia. After the lapse of a year and a half and after a second visit by the Secretary to the counties first organized we are able to say in how far these hopes have been realized and to point out in what directions alterations in the original plan should now be made.

We cannot overlook a few important facts. In the first place, the celebrations of University Day on April 23, while very successful, were attended by practically no alumni excepting those living in the counties where the celebrations were held. Excepting in those counties, generally speaking, no County Alumni Association held a single meeting from the time of its organization in the summer of 1905 until it was again called together by the Secretary in the summer of 1907. The second meetings of the Associations were, with a few exceptions, attended by a smaller number of alumni and former students than the first and that notwithstanding the fact that the second meetings were more widely advertised. The best meetings were in counties where Associations had not been organized already. Finally, while the Constitution of the Associations required their Secretaries to make a report to the General Secretary not later than April 23 in each year only six out of 27 did so even after a second request and even though this report was one of the most important things expected from the Associations.

From these facts we are driven to the conclusion that while a County Alumni Association might accomplish such results as would realize our earliest and fondest hopes, as a cold matter of fact it has in general fallen far short of doing it. Why is this?

The answer is not that the old students of the University

are not interested in its welfare nor enthusiastic supporters of its cause. They are. And that is true whether we are speaking of graduates of a few years only or of those who went out from the institution more than half a century ago. They are not always ready to speak a good word for their Alma Mater, but they seem to have little time to do more than that. They believe that they can do that as well or better as individuals as through a County Association. The trouble with the County Association is that it has no real, permanent, or practical function to perform. Without something to do it is not strange that frequent meetings are not held and without at least occasional meetings it cannot be expected that officers of Associations will have reports to make to the General Secretary.

When we have found some real function for the County Alumni Association other than an annual election of officers we will have found the only solution to the difficulty which the experience of these Associations presents. If we turn to that same experience we may find the suggestion that we need. What meetings of these Associations have been successful? The answer is, those which have been at least nominally social in character, such as were held on University Day. These meetings really resulted in much University spirit and enthusiasm and in no small way promoted the cause of the institution. There is some apparent and tangible purpose to meetings like these. The institution of University Day as an annual Alumni celebration causes the end desired so far as concerns the counties in which these celebrations have been held. The thing to do is to provide for the same event in other counties or, perhaps, as has been suggested by a large number of the Alumni, to provide that University Day should be celebrated one year in one county and in the following year in another county of the same district and so on until the celebration had been held in at least several counties of the district.

After all the only sure way to secure for the University the constant help of its graduates and former students is not

to flood them with frantic appeals for aid in the face of every emergency great or small, nor even to draft them into companies and regiments and brigades as an organized army of support, but rather, through such publications as the Quarterly and through such meetings and occasions as those of University Day, to keep them continually informed of our progress and our needs and then rely unquestioningly on their loyalty.

MERRILL E. OTIS,

Secretary Gen'l Alumni Assn.

THE PLACE OF THE SOCIAL SCIENCES IN EDUCATION.*

Professor William James, of Harvard, in a public address a little over two years ago said:

"There is not a public abuse on the whole eastern coast which does not receive the enthusiastic approval of some Harvard graduate. Fifty years ago the schools were supposed to free us from crimes and unhappiness, but we do not indulge in such sanguine hopes to any such extent today. Though education frees us from the more brutal forms of crime, it is true that education itself has put even milder forms of crime in our way. The intellect is a servant of our passions, and sometimes education only makes the person more adroit in carrying out these impulses."

It may be humiliating for us to admit the justice of this criticism, but the facts compel us to do so. It must be granted that our present system of education fails in many cases to socialize the individual; and we may therefore infer that our educational system is itself still incompletely socialized. The truth is that the old system aimed chiefly at the development of the powers and capacities of the individual, treating his adjustment to the social life as wholly a subordinate matter. And the same is true of most modern scientific education. It aims chiefly

*Reprinted, by permission, from THE SCIENCE MASTER, Sept., 1901.

at fitting the individual for individual success, not at fitting him for the service of society. The short-sighted view still prevails that the latter result—the adjustment of the individual to society—will be best accomplished by training for individual success; but this does not follow. The consequence is that our educational system still fails in its greatest purpose: it fails to produce the citizen. We are still training in our schools and colleges young barbarians by barbarian methods; and we turn them out half-socialized, and expect them to be model citizens. We wonder why it is that education fails to free us from crime, but develops among the educated frequently only more adroit and subtle forms of anti-social action; why it is that we are now troubled, not with the highwayman and vulgar thief, but with the cultured freeshooter and "graftar" of modern business and professional life. It must be evident, even to those who reflect but little, that what is wrong is not education itself, but our particular system of education.

Professor James's somewhat pessimistic remarks are justified only regarding the present situation in education. But it is high time that they awaken us to the serious defects in our educational system from the social point of view. Popular faith in education, and particularly in higher education, will be lost if our colleges and universities turn out men who prey upon society, instead of high-minded citizens who make the service of society their first aim. In other words, if faith in education is to endure and grow, our educational system must be more completely socialized; that is, it must become better adapted to the work of fitting individuals for our complex social life, not simply on the side of their material needs, but especially on the side of their social duties as citizens. Education should fit individuals for full and complete membership in the social life, and not merely for individual success. Yes, it should go farther than this. It should regenerate society itself, by fitting the individual for a higher type of social life than that at present achieved. In a word, the whole end and aim of our educational

system, and especially of our higher education, should be to produce, not lawyers, doctors, engineers, or mere scientific experts of any kind, but citizens who will put the public good above private gain, and who will act as fearless leaders of the masses out of ignorance, prejudice, and gross materialism into culture, character, and idealism.

These truths are, of course, recognized by many educators, and are accepted as axioms by that school of scientific educationists which is led by Professor Dewey. But, as already pointed out, they have not yet been made the foundation principles of our system of education, and it is to be feared that their implications are not perceived by all who accept them. If the business of education is to adjust the individual to the social life, in its spiritual not less than in its material aspects, then the implication is that the social sciences should occupy a commanding place in any scheme of education, and particularly in higher education. By the social sciences I mean those sciences which study the organization, evolution, and nature of human society in any or all of its aspects. They alone can teach the individual what his relations toward the other units of society are, how those relations have come to be, and what his duties are as a citizen. In any scheme of education which has a social aim, which aims first of all to produce the citizen, these sciences cannot be regarded as mere electives, but they must be, in some degree at least, required constants. It must be insisted that other sciences have value largely as they lead up to the humanistic sciences, or as they prepare for service in some special vocation. But as in all vocations a man is a citizen first before he is a member of that particular calling, so in his education he needs preparation for the duties of citizenship before he is trained for his profession.

But someone may say that such training in the social sciences is not necessary as a preparation for citizenship, because such preparation is secured through the practical experiences of life. It is not denied that many of the principles of the social sciences

may be learned in the practical experiences of life, just as many of the principles of agriculture, and even of physics and chemistry, may be learned in practical life, without any use of books. But does anyone claim, on that account, that agriculture, physics, and chemistry should not be studied as sciences? The man of scientific training, who knows scientific methods, is always better prepared to cope with problems than the man whose knowledge is merely empirical. So the citizen who has been trained in the scientific study of society and its problems will be better fitted to deal with those problems in practical life than one who has not been so trained. Moreover, it must be emphasized, over and over again, that our social life is becoming continually more complex, and that preparation for the duties of citizenship, especially for social leadership, becomes each day a more serious matter; and it needs to be repeated, too, that up to the present our colleges and universities have ignominiously failed to give this serious preparation for the duties of citizenship, have failed to socialize the individuals whom they have turned out.

It is unnecessary to point out the value of the social sciences for the lawyer, statesman, journalist, teacher, minister, and other social leaders. What we are trying to urge is the value of these sciences for all who undertake to discharge the duties of citizens in a free and self-governing nation; and therefore the need of a larger and more practical recognition of the place of these sciences in our system of education. We go so far as to say that the stability of our institutions, the progress and regeneration of society, depend upon scientific training among our educated classes in dealing with social problems. Such training, besides giving the citizen a scientific attitude toward social problems, which is more indispensable each day, and inspiring in him wise efforts toward social service, will accomplish three things which are needed for the safety of free society: it will lessen materialism, it will check exaggerated individualism, and it will insure true moral freedom.

The study of the social sciences will lessen materialism, for they throw the emphasis on the relations of men to one another, rather than on the relations of man to nature. I refer of course not to philosophical materialism but to practical materialism, the commercialism, of the present day. All the physical sciences aim at the conquest of physical nature; and the practical arts built upon them satisfy only the material needs of man. But it cannot be repeated too often that prosperous farms, busy factories, productive mines, great engineering achievements, and even good health, are only foundations of a nation's greatness. What matters it if some mechanical invention will enable one to go from Chicago to New York in an hour, if after he arrives in New York he is certain to be plundered and robbed? The moral relations between men are much more important than their relations to physical nature. And yet so much energy and money have been given to the development of education in these physical sciences, which aim at the conquest of physical nature, that one may rightly fear that our whole educational system has been prostituted to the commercial spirit of the age. "In the Emersonian period," as a recent writer has well said, "young men were exhorted to hitch their wagon to a star; now, they are told rather to heap it high with corn and potatoes!" The whole stress in higher education is at present thrown upon material achievement; and it is no wonder that we have become a nation of practical materialists. The needed corrective for all this, in an educational way, is to be found in the social sciences. They aim at the conquest of man over himself, at the control of social conditions and of social progress. They emphasize the higher life of man, the relation of men to one another; and they set before the student as their goal, not material achievement or individual success, but the service of man.

This brings me to the second point, that the study of the social sciences will check exaggerated individualism. Individualism, when it simply means self-development and self-direction, is of course a good thing; but when it puts first the pursuit

of selfish ends, when it makes the individual a law unto himself, it becomes one of the gravest dangers of free society. Now, the social sciences show the solidarity of society, and the interdependence of all its parts. They show that no individual lives to himself, and that his acts inevitably affect the whole life of society. The exaggerated individualism of the American people, each one setting up his own wishes as his law and getting all that he can for himself, threatens to overflow our free institutions. The needed corrective, intellectually, must be found in such a scientific study of the social life as will show the individual his place and duties in his group.

Finally, the study of the social sciences will insure the development of true moral freedom in our social life. The social sciences can flourish only where there is free thought and free speech. They are hostile to despotism, whether the despotism be that of intolerant public opinion or that of an autocrat; and despotism is always hostile to the social sciences. It is no wonder that Napoleon tried to suppress the study of these sciences in his day, and that every social and political autocrat since his time has wished to do the same thing; for these sciences involve a searching criticism of social institutions and public policies. Now, the very breath of life of a free society is intelligent public criticism of its institutions and policies. Without this there can be no change, no progress. But intelligent criticism implies scientific criticism; that is, criticism based upon adequate knowledge and without personal bias. And this means the scientific study of institutions and social organization. If the American people are to perfect their institutions, they must maintain and develop their moral freedom, their freedom to judge and to act in accordance with conscience; and to maintain true moral freedom they must encourage the scientific study of social conditions and institutions.

To combat materialism, to check exaggerated individualism, to insure moral freedom, to secure an unbiased scientific attitude toward social and political problems, and, above all, to

train every citizen for social service, it is necessary to give the social sciences an honored place in the education of all classes and professions. Science alone can never save the world, but next after religion the social sciences can do most to make this planet a fit place in which to live.

C. A. KILWOOD,

Prof. of Sociology.

THE FUNCTION OF A UNIVERSITY.*

Speaking very generally, we may say that the function of a university is educational. This term, however, does not make the university off clearly from other institutions and forms of activity, and does not make its function distinctive; for the educational function is shared, to a greater or less extent, by other institutions,—by the church, the home, the counting-house, the farm, the factory, and the workshop. Each of these exerts an influence which may, in part at least, be correctly described as educational. What, then, we may appropriately ask, is there about the work done by a university that is distinctive? How does the education of the schools differ from that of the home, the farm, or the workshop? Is it a difference merely of range or degree of knowledge imparted; or does the university fulfill some end which is not met by other institutions? What is its special function?

Opinions differ. In the minds of some people, it is the function of the university to conserve knowledge, to act for society as a sort of intellectual storehouse where the achievements of man in science, art, and letters are kept on record. People who go there, then, can 'get an education,' that is, they

*The substance, somewhat modified and extended, of a talk made in Assembly in the beginning of the semester.

may learn a great many facts about a considerable range of subjects, and so become well informed; libraries contain the necessary records; professors group material and explain the more important difficulties. To be sure, much of the information acquired, such as a knowledge of Greek and Latin, is really of no practical value; but tradition says it is a necessary part of a polite education, and the university accordingly teaches it. This is, of course, a crude view of what a university accomplishes, and yet it is held, I think, by many persons, some of whom at least are not easily ignorant.

There is another class of people—and they probably represent the majority—who believe that it is the special function of the university to train professional experts; to produce lawyers, doctors, engineers, teachers, agricultural experts, even poets and artists. And, in the way in which a university is organized, there appears to be absolute confirmation of this view. Surely, these people say, it is apparent what the function of a university is, for the institution itself is practically composed of a group of professional schools; to maintain that a university is not a place designed primarily for the training of professional experts is to reveal a contradiction between theory and actual practice.

Now, both these points of view are, I believe, wrong. The latter, though perhaps more plausible than the former, is scarcely less mistaken; the obvious is, in this case, not the true. That the university conveys knowledge, and is a place where one may learn many interesting and valuable things, and that it produces professional experts, are indisputable facts; but that either of these effects constitutes the function of a university by no means follows. These may very well be legitimate results attained through the university properly fulfilling its function; but I think we may safely say that, of themselves, either singly or in conjunction, they do not constitute that function.

In what, then, we may ask, does it consist? It seems to

me that it is the chief function of the university to teach men to think. For observe. We all live in the midst of facts whose meaning we do not know, and whose meaning remains unknown to us except as it is revealed by men of exceptional insight, by men of genius. To 'Peter Bell the Potter,' who had not the poetic insight of Wordsworth,

"A primrose by a river's brim
A yellow primrose was to him,
And it was nothing more."

To the ploughman who has not the delicate sensibility of Burns, and who has never had the poets for his teachers, the mouse's nest is just a heap of leaves and straws, and the daisy just a common flower. He sees things, but not their relations; he learns facts, but not their essential import. He has no principles to guide him, and often loses his way; he makes wrong calculations in things practical, and blunders in things intellectual and moral; he has no secure point of view for emergencies, and but small intellectual resources to meet new situations. The man of the schools has this advantage over his less fortunate fellows, that he need not sit gazing vainly at the book of the world, puzzling as to its possible meaning, and striving to decipher a word here and there. He has a kindly mother who comes and leans over his shoulder and helps him with his difficulties, and who explains whole paragraphs and perhaps pages in that book. Then he comes to see that a primrose is something more than a primrose; he

"Flies tongue in cross, looks in the running brooks,
Sermons in stones, and good in everything."

He is taught how to view many things as a whole; to recognize the relative value of things; to understand the principles in accordance with which they act; to avoid error and to apprehend the truth; in a word, he is taught how to think. This

is the great advantage which he derives; this is the great service which the university renders to those who sit at her feet.

The distinctive function of the university, then, is to teach men to think. And in this the university would seem to have a worthy task. For, if we may believe Emerson, 'to think' is the most difficult thing in the world. There is, indeed, I suppose, no more difficult task that man is ever called upon to do than to think. Most people, I believe, imagine it is a very easy thing to do; but most people after all do very little thinking at all; they intellectualize their emotions, and regard that as thinking. But such a process gives us only opinion, which is the result of impression, whereas thinking, true thinking, always gives us truth. Darwin and Huxley show us what it is to think in the field of science; Plato and Kant, in philosophy; Wordsworth shows us, from the artist's point of view, what it is to think deeply about nature; Shakespeare, from the same point of view, what it is to think profoundly about life. Truth, then, is the object of all thinking. And if the apprehension of it be the most difficult thing in the world, the university surely has a worthy as well as a difficult task in attempting to teach men how to think for themselves.

It will be evident, I presume, that, if the university is to deal successfully with this difficult task, she must make special provision for the attainment of that end. In the first place, then, if the university is to teach men to think and to think truly, she must present such a *range of subjects* as will enable them to acquire a true view of the whole field of knowledge. These subjects may be divided, I believe, into two classes according to the kind of truth for which they stand. The one class stands for truth that can be demonstrated; such, for example, are mathematics, physics, and biology. The other stands for truth which is no less truth, but which cannot be demonstrated; such, for example, are the subjects which have to do with art and letters. Thus it is quite possible to demonstrate on the blackboard that two and two make four, or

that the square on the side of a right-angled triangle which is opposite to the right-angle is equal to the sum of the squares on the other sides, or to demonstrate the inevitable operation of the law of gravitation. But it cannot be demonstrated what beauty, goodness, virtue, love, hatred, pride, or jealousy is; these can be presented and revealed only through the medium of concrete and artistic expression. We are said to apprehend the truth, but to recognize beauty. But the truth in the latter is in essence the same as in the former; it has the same uniformity and validity as has the truth of science; in beauty we are, indeed, more completely under the dominion of law than we can possibly be elsewhere; it is because of its greater complexity and not because of its variability that this form of truth cannot be demonstrated. One can extract ethics from Shakespeare and Milton, and find in it the same uniformity as is revealed through the science of ethics; he can extract intellectual, aesthetic, and religious conceptions, and these will be found to correspond with the truths of the science of these branches. But when you have abstracted all these you do not possess all the truth which Shakespeare or Milton contains. An essay on *Hamlet* cannot possibly ever give us all that there is in that play; if it could, the essay would soon replace the play. Something is always lost, in such cases, by this intellectualizing process. And that which is lost is that which gives this class of subjects their distinctive nature. What can be defined or stated in intellectual terms is always a limited form of truth. Love, hate, pride, ambition, jealousy,—all those things by which men really live, can never be truly known through definition; they must be known through experience, and the truth of their relations can be revealed effectively only through the medium of art. And their uniformity cannot be changed by man. No one can possibly change the effect of love or hate, of pride or jealousy, of ambition or laziness, any more than one can change the law of gravitation. The truth in this sphere, though not capable of demonstration, is more the

less truth. The truths of science represent the laws which govern the physical world; the truths of the arts represent the laws which dominate character. There is no antagonism between these fields; a knowledge of both is indispensable, if one is to have anything more than a partial and distorted view of truth. It will be evident, then, I suppose, that, if a university is to teach men to think and to think truly, to attain not merely to logical consistency in a restricted sphere, but to a unified conception of all knowledge, there must, obviously, be a range of subjects offered, subjects relating not only to the sciences but to the arts as well. It is not, then, merely to provide for diversified tastes in a free elective course that the university presents so great a range of subjects; it is primarily to fit the condition necessary for clear thinking.

But, you may think, no one student could possibly cover the whole range of subjects. This is quite true. It is not the desire of the university that he should attempt to do so. He should, of course, study something representative of each field. But, when the university has made this possible, her responsibility is not at an end. The university must also afford training in some one subject. If a man is to think truly, he must realize that all knowledge is one, that it is a unit, that subjects separated and divided in the curriculum through mechanical necessities of giving instruction are all related and interdependent. But since it is impossible for any one person to cover all the range of subjects or even a small part of them, the university solves the problem of bringing him to a realization of the unity of knowledge by insisting that each student master some one subject. This is really the logical explanation of the major subject, as provided for in the curriculum. In this way one comes to a realization of unity within his own subject; he learns to think in that subject. And just as he learns to think in some one subject does he become capable of thinking with regard to the general field of knowledge. Clear thinking in a restricted field is the only avenue to clear

thinking in a more comprehensive one. The university insists, then, upon training in some one subject, not primarily in order that she may produce professional experts, though it comes about that she attains that end also, but in order that she may teach men to think.

Perhaps the chief advantage to be derived from the mastery of some one subject, in this way, is a knowledge of method. This, at least, it is the duty of the university to impart through such special training. The method in particular sciences varies somewhat, of course, but the method of all learning is after all fundamentally the same. Truth in one field is not essentially different from truth in another; there is everywhere a reign of law. And the method in any particular subject is always as important as the knowledge itself. Thus, in mathematics, it is not the result that is of value, but the method by which you get the result. President Wheeler of California is authority for the statement, I think, that the things that are most valuable to us are the things we forget. If I understand him aright, he would agree, I believe, that method in a subject is always more important than facts. It is indeed true that one cannot master the facts, what we commonly call the knowledge, of a subject without mastering the method; yet it does happen, and rather frequently I fear, that the university allows her students merely to memorize facts, and sends them away with the impression that they have mastered a subject. But this dictionary state of mind is one which she should never create, for it means little more than a mental diapiric; she should strive to impart wisdom as well as knowledge.

And if she is to accomplish this she must realize that wisdom cannot after all be imparted; that truth cannot be told, but must be realized. "How I wish," says Socrates, in Plato's *Symposium*, as he sits by his friend Agathon, "How I wish that wisdom could be infused through the medium of touch, out of the full into the empty man, like the water which the wool sucks out of the full vessel into an empty one; in that

case how I should prize sitting by you." Socrates knew that knowledge does not consist merely in familiarity with facts; that what is really valuable cannot be imparted; that it is more important to learn *how* to know than to learn many things. Method, then, is an invaluable result of mastery of any one subject. It enables one to go into any field of knowledge and apprehend, with greater facility than would be possible to one untrained, what are its principles, its essential truths. Other things being equal, the man who has mastered the method of any one subject in this way should, in a new field, easily outstrip another not so equipped. Business men, for this reason, covetously prefer university graduates. The biologist readily understands what it is that the philologist is striving to attain; the philosopher apprehends the aims of the man of letters. It rests, then, as a part of the function of the university to fix the necessary conditions for a mastery of method in the various subjects announced, and to insist upon that mastery.

It is primarily through this mastery of method acquired from a knowledge of some one subject, that the university exerts a farther influence through which she attains to the most perfect fulfillment of her function. This is what we may designate as a *philosophic view of things*. Every man, to the extent to which he is master of any field of knowledge, is, so far, a philosopher. "The best physician," said Galen, "is also a philosopher;" and Kant has said that "all men, as soon as their reason became ripe for speculation, have at all times possessed some kind of metaphysic." The study of philosophy, indeed, comprehensively regarded, must always be the center of university thought. For philosophy is the attempt, with disinterested motive, and in as comprehensive a way as possible, to unify the principles of all the sciences, and to interpret them. It reveals the principles common to different branches of learning; it shows their connection. Now this does not mean that the university, in order to teach men to

think, shall insist that all students study metaphysics and logic. This conception was held in the middle ages, but we have advanced beyond that. The university now sees that it is quite possible for one to come to a philosophic view of things without ever having read a line of Kant's *Critique of Pure Reason* or a word of Hegel's *Logic*. She has a more liberal interpretation of what the philosophic attitude means. She sees it as a form of mental emancipation from all that is 'tabu'd, critic'd, confin'd;' a release from all that is narrow and provincial; an enlargement of vision and breadth of judgment; a realization of the prevalence of law and harmony in both the physical and the mental worlds; a sense of thoroughness that is not pedantry; a view of the present which affords glimpses into something beyond; a power of seeing many things as one, of assigning to each its appropriate place and attributing to it its definite value; a state of mind so balanced and perfected as to be above the accidents of chance, the seductions of pleasure, or the pressure of necessity; a state free from biting anger or gnawing suspense, one that is calm, clear, and poised, such as is revealed in the quiet, secure eye of Shakespeare and the placid countenance of Dante; one which makes the poet say:

"He that will all the treasure know of the earth
Must know the crevice too; he that will fish
For my best minnow, let him lead his line
To catch one at my heart."

This philosophic view of things is the final gift of the university. In bestowing it she attains the highest achievement of her purpose and the most perfect fulfillment of her function.

II.

You will have observed, in what I have said thus far, that I have spoken from but one point of view. I may perhaps call this point of view that of the administrative and professional

body, as representing the more permanent part of the university. But it is obvious that there could be no university without a student body. These two bodies, then, and not, of course, mere groups of buildings, together make up a university. The function of a university may therefore be regarded from a second point of view, that of the student. University life is like the life of an organism. Administrative body, faculty, and students are all parts of a living whole, and the life of the whole depends upon the life of the parts. Now the work that any organism does depends upon its life, and its life depends upon the manner in which it obeys the laws of its being. These laws are in the main two: first, that there should be but one aim in the midst of the diversity of the parts, and, second, that there should be mutual service toward that aim. Consider, for example, a tree. It has many parts, and each part has its own activity; but the activities of all the parts are directed towards a common end, namely, the production of fruit; root, stem, branch, and leaf all work together toward the attainment of this common end. The student body, then, is a part of a living organism, with its own function to perform, one moreover that can be performed by no other part of the university. The administrative body should, as I understand it, so far as lies within its power, make the conditions leading to the attainment of the end which I have described, practically ideal. And the teachers should have a clear apprehension of what it is they are endeavoring to accomplish; they should not make a factory or a workshop of the university with its chief office that of giving examinations and granting degrees; they should be the very embodiment, vitalized and humanized, of the subject which they are attempting to teach; they should evoke the thinking process, and stimulate even while they direct. But we might have all these conditions, and yet not have a university. I have said that university life is an organism; and just as there can be no fruit unless the branch of the tree does its part, so it is impossible for a university to attain its end

unless the student body fails its function. This function differs, however, from the function of the other divisions of the university; so I think we are justified in considering it, though briefly.

From what has already been said, it will appear that it is the primary function of the student body, as a part of the university, to learn how to think. But I should now rather regard that process in the light of its effect, and say that the student should, through learning how to think, *come to a state of self-knowledge*. This state of self-knowledge is, from the student's point of view, the best gift that the university can bestow. It is the subjective side of what a moment ago I called the philosophic view of things. It is, then, of supreme importance and value. *γνῶθι σεαυτὸν*, 'know thyself,' was the motto over the Greek temple at Delphi. The Greeks, who are among the clearest thinkers that the world has ever known, saw in this self-knowledge the only assurance against failure. Men fail, not so much, probably, through tendencies that are essentially evil, as through ignorance of themselves. The moment of supreme success and achievement is very often the moment in which failure begins. We are accustomed to say, in a somewhat jocular way, that nothing succeeds like success; but we might, I think, looking at the more serious side of the matter, say that nothing fails like success. Shakespeare has shown us very clearly that the judgment of man is often at fault in such matters. What are believed to be strong points are often the weakest. Macbeth is a case in point. The moment of his splendid success is the moment in which his failure begins. Just those qualities through which he had won distinction are those through which he fails. His very strength is his weakness. He was tempted, not in the respects in which he thought he was weak, but in the respects in which he thought he was strong. He failed in the task which Mowbray, the historian of Rome, says "far greatly gifted nature is the most difficult of all—the task of recognizing, when on the pinnacle of success, its natural limits." He

did not fail so much through inherent evil tendencies as he did through ignorance of himself; he did not know to what extent he could trust himself; he could not recognize the natural limits of success. King Lear is another example. Guilty of 'hideous rashness,' he is told to his face of his mistake. But he cannot see it. His own daughter says of him that 'he hath ever but slenderly known himself.' 'Born a man and died a grocer' describes many a life in the business world. 'Born a man and died an engineer' may describe the life of all too many of our professional men.

Now the average student, when he enters the university, does not know himself; he does not know what his capabilities are, nor does he know how far he may trust himself. He is the creature very largely of accidental and foreign influences. He is controlled mainly by his emotions, and not by his reason. There is nothing disparaging implied in such a statement, for this is the normal state of mind at this period. But the student by coming to the university tacitly acknowledges certain limitations. The chief of these is after all not so much ignorance of certain branches of knowledge as ignorance of himself. When he enters the university he becomes a part of that organism, and practically pledges himself to attain unto the end for which the whole was designed. Now this process of coming to self-knowledge, of learning to think, is a painful one. "Learning," says Aristotle, "is painful." It is, indeed, full of discouragements. And some students have not the strength to bear these. They fail to see that it is true of a university that "It makes us, or it wears us;" that what a man becomes during his college course he will probably continue to be for the remainder of his life. In a word, they fail in performing their function in the organism of which they are a part.

Those who fail are, however, fortunately in the minority. But for those who succeed, there are certain dangers likely to arise and prevent the finest attainment of the desired ends. Many will, perhaps, take a very practical view of their universi-

ty career, and regard it solely as a means to learning a profession. This is one of the most effective means of defeating their own best aims. He who aims at success will very likely not attain even that, but he who aims at proficiency will have all such things added unto him. Others, particularly conscientious about their work, will perhaps get a wrong view of study. Study, of course, must always be the heart of university activity, and warnings against it are usually not so necessary as a stimulus to perform it; but it does happen at times that good students lose their way. They become pedants or, as we know them more familiarly, 'pricks.' The pedant is a man who has lost his way in the field of knowledge; he has lost his sense of perspective. The criticism to be made against him is not to be based merely upon social grounds. That he is a recluse is not the worst of the matter. He has lost his way. He no longer has a sense of the unity of knowledge. He regards very trivial matters as of great importance; he lingers over minutiae, and attributes to them a value which they do not really possess. Such men are, of course, not entirely without value. I suppose there is a place in the world for such men as Browning's Grammarian, who shut himself away from the world, and denied himself all pleasure and the society of men, in order that he might devote himself to books; and who still, with death staring him in the face, ground away at grammar:

"So, with the thrumming hands of death at stride,
Ground he at grammar;
Still, thro' the rattle, parts of speech were rife;
While he could stammer
His untold *Morf's* business—let it be!—
Properly based *Omn*—
Gave us the doctrine of the metric *De*,
Dead from the waist down."

Such a passion and zeal may well perhaps be an ideal for work, but it should not involve a loss of perspective. The loss

of one's way is one of the possible and real dangers of the pursuit of knowledge.

There is another danger into which students are not unlikely to fall, and that is of taking too many courses. Earnest students not infrequently regard it as desirable to have a taste of as many courses or branches of work as possible during their university career. The spirit is commendable, but the purpose surely wrong. Such students are unconsciously subject to a tyrant memory; they seem to feel that, to do their duty, they must continually feed that tyrant with facts. But, to get the best out of the university, it is not at all necessary or even desirable to take many courses. Acquaintance with many parts of the field of knowledge must be acquired indirectly, and it is, I believe, best so acquired. Professors and instructors are, or should be, men who understand the relationship that exists between different branches of knowledge, and they can teach much of this relationship by illustrations and comparisons. But more than from his teachers a man will get, through intimate association and fellowship with students whose specialties are other than his, a knowledge of other fields, and a largeness of mental grasp that will redeem him from the narrowness of the mere specialist. You can absorb a great deal of the classics and of the significance and value of the Greek life from association with a classical student, or a great deal of the best that is in philosophy through association with a student of metaphysics. This is the Greek view of leisure, from which I think we have something to learn. Our word school, which for many of us suggests restraint and work, comes from the Greek word *scholē*, meaning 'leisure.' The Greeks delighted to 'work their minds;' 'to do their duty' was their holiday; they sought not for mental relaxation and dissipation in their mental associations, but for that exchange of thought and play of ideas which affords delight, or should afford delight, in all college communities. The taking of fewer courses in our universities, with more centralized efforts upon those selected would, I firmly

believe, contribute incalculably to the greater efficiency and influence of the university in fulfilling her highest function, as that is regarded from the student's point of view.

These, then, are some of the dangers likely to beset the student, dangers which, if encountered, may defeat his own best interests, and prevent the university from the fulfillment of its function. But even though the student escape these he is still not free; he has another duty to recognize, another task to perform. He must build up a community of a definite character. This is what we ordinarily designate as student life, dominated by college spirit. It is something which cannot be commanded or created; it must grow. It does not consist in things external, in customs and conventions, however commendable these may be. These are, or should be, but the outward expression of something within. And that something within is a broad conception, including many things, all created by the students themselves. It includes standards of work in the classroom, and of conduct on the campus; an atmosphere of thought evident in intellectual traditions independent of particular teachers and peculiar to no sect or group, and a spirit of fair play and readiness in all activities; a habit of mind and an outlook at once restraining to the radical, and stimulating to the lethargic; a social sense which scores to place personal interests before those of the university. This conception, indeed, is of a cosmopolitan, democratic community dominated in all its divisions and in all its activities by high ideals of an intellectual and moral character. Any student who regards the university as something independent of himself, who thinks merely of attending the university rather than of being a part of it; who believes that it was created and exists primarily to serve the personal ends of himself and others, who allows a selfish individualism to replace its social sense; who speaks of it with a sense of ownership, who believes that he does his part by it when he merely obeys its rules and performs his perfunctory task; or any student who thinks of his relation to

other students as one of contiguity in space rather than of community of life, is untrue to his own best interests, false to the sacredness of the college community and of college spirit, and destructive of one of the finest attainments possible in university life.

To conclude. The university, in teaching men how to think, attains most effectively, I believe, all those other ends commonly regarded as the function of a university. Useful knowledge is not ignored or neglected, but takes its relative place beside that cultural knowledge which, though of less immediate use, is really of superior value; professional knowledge is more secure because experts are no longer men of one subject merely and so incapable of true thinking even in that one, but men of broad outlook as well as of fine proficiency; the body is not neglected in an ascetic devotion to things intellectual, because the university sees that clear thinking and efficient work must rest upon a secure physical basis; the world of action, even though she do not draw her men extensively from the university, does not suffer through the emphasis upon what to her may at first appear as an unpractical ideal, for it is to the university that she must finally look for her guidance and direction. The community derives a superior advantage, not merely in acquiring well-equipped and useful citizens, but in adding to her numbers men who do not make learning a means of social distinction and personal aggrandizement, but who go into the street and the market-place, and talk the language of their fellows, men who, through their clear thinking, have come to see that learning is valuable only as it is distributed, and the learned noble only as they serve. Character, the cultivation of which is so commonly set up as the real end of the university, is made not merely good, as it may be made in the home or in the church, but strong as well, strong in its cultivation and balance of interests intellectual, moral, aesthetic, and religious. Even religion is more secure as men learn to think more clearly, for the atheist or agnostic is a man

who has failed, for some reason or other, to come into the clear light of that fine ideal which every worthy university sets in its aim, to teach men to think.

A. H. R. FAIRCHILD.

CLASS NEWS

THE ALUMNI ASSOCIATION OF THE UNIVERSITY OF MISSOURI

CLARENCE MARTIN JACKSON, '48, Columbia, Mo.	President
M. W. LORR, '83, St. Louis, Mo.	1st Vice President
J. C. BOKSLEY, '19, Unionville, Mo.	2nd Vice President
MERRILL E. OTIS, '00, Columbia, Mo.	Secretary
HANFORD FRANK COBLEY, '90, Columbia, Mo.	Treasurer

The annual meeting is held on the Tuesday preceding Commencement day in the Auditorium of Academic Hall.

All former graduates of the University are members of the Association.

'87.

E. W. Stephens, with his wife and daughter, Miss Mary, are touring the Orient.

'81.

Hon. Wm. S. Crawford.—On the evening of October 25th, there was held in Kansas City, at the University Club, a very enthusiastic non-partisan meeting of the Kansas City Alumni and ex-students of the University, the occasion being a dinner given to the Hon. William S. Crawford, '81, at which Hon. J. V. C. Kansas, '82, one of the curators of the University, presided.

Eulogistic speeches were made by Hon. Luther Collier, '48, the oldest living graduate, Judge John F. Phillips, '90, Judge Shannon C. Douglass, '70, Hon. Frank P. Sebron, Maj. Geo. H. English, '97, Goodwin Cresson, '00, H. J. Green, '93, and

others, all of whom warmly advocated the candidacy of Mr. Cowherd for the Democratic nomination for Governor.

In his response Mr. Cowherd said, among other things, that if elected Governor he would always be found ready to assist in all proper ways in advancing the interests of our Alma Mater, so dear to the heart of every loyal Missourian.

It was the sense of the meeting that every alumnus and ex-student, if consistent with his political judgment, should exert his influence to advance the candidacy of the distinguished alumnus, who is so admirably fitted to be the Governor of our great State.

The following resolutions introduced by Maj. Geo. H. English were unanimously adopted:

"Whereas, The Hon. William S. Cowherd, our distinguished fellow citizen and a loyal alumnus of the University of Missouri, has announced his candidacy for the nomination by the Democratic party, for Governor of Missouri, and

Whereas, It is the unanimous sentiment of all alumni and former students of the University that the Governor of Missouri, of whatever party he may be, shall be a true friend of our Alma Mater and preferably an alumnus. Now, therefore, be it

Resolved, By the Kansas City Alumni of the University of Missouri, that we congratulate the Democratic party upon having, as one of its candidates for the nomination, one so well qualified by character and experience as Mr. Cowherd. And be it further

Resolved, That we express to Mr. Cowherd our appreciation of his public services in the past, and that, regardless of party affiliations, we are confident that if called to the high office to which he aspires, he will fill that exalted position capably and honestly, and with an appreciation of the supreme importance of furthering the interests of the University of this State."

On motion of Mr. H. J. Groves, the undersigned Con-

written were appointed and directed to take the proper steps to place such resolutions before the general and local University Alumni Associations of the State.

SHANNON C. DOUGLASS,
FRANK P. SEBREE,
DR. G. W. ROBINSON,
H. H. CRITTENDEN,

Committee.

'87.

Rev. Geo. R. Dodson, pastor of the church of the Unity, St. Louis, revisited his Alma Mater and on the eleventh addressed the students at Assembly. He spoke on the recent progress of scientific thought.

'91.

J. W. Congrove is Judge of Probate for Cooper County, Mo. Address, Boonville.

Lula B. Britt can be addressed at Harrisonville, Mo. She returns her subscription with "best wishes for this alumni enterprise."

Chas. M. Conser is now with the Bureau of Agriculture in the Philippines.

'92.

C. D. Corum is practicing law in St. Louis, as a member of the firm of Jeffries, Wagner & Harlan. He will also continue his office in Booneville, his home.

'94.

Rev. A. J. McCulloch, one of the founders and a former editor of the Independent, can be addressed at Wray, Colorado, where he is pastor of a church. He was in Columbia recently.

'95.

Homer Mitchell now lives in Columbia. He is supervisor of agents for the Travelers Insurance Co. for Missouri.

77.

Bert Munday, who is doing a large medical practice in New York, with offices at 367 West 23rd street, sends us the following letter, which we cannot forbear to publish, for several reasons.

"My Dear Editor:

"Enclosed find check for \$5.00 in payment for last and presents year's subscriptions to Quarterly. Pardon the delay, as I have acquired the Standard Oil habit of hustling for what is coming my way and allowing others to hustle for theirs. Inasmuch as I have received the recent issue, which gave me a very pleasant hour, and which to me is an inspiration, and in spite of the fact that you haven't hustled, at least not for the "cola," your faith shall be rewarded.

"Now as regards the Quarterly, I feel that it is going to do a big work for the University. Just how I do not know. But you know that things there are not perfection, nor anywhere near it, nor even so good as they might be. I know it, and have talked here with others who know it. Now some day some one of your readers will have a moment of inspiration and will say something, and there will be some who can tell it so well as those who have been firm the mill and find they were speck in turning, planed on one side only, or given a "best" finish.

"Now, my dear Editor, if the sky ever gets cloudy, and things look blue and it ain't worth while, just look my way and I'll show you a shining eagle.

"Do not forget that apparent indifference may mean nothing more than a hustling, bustling, struggling alumnus.

"Yours sincerely,

"BERT MUNDAY."

It is needless to say that we appreciate letters like this one.

'94.

E. J. Mason can now be addressed 308 Midwood street, Pittsburg, Pa.

'97.

W. A. Cochel, who is with the Indiana Experimental Station, in connection with Purdue University, renews his subscription with assurances of appreciation of the Quarterly. Address, Lafayette, Ind.

'99.

Margaret A. Wallert has secured an appointment in the Department of Agriculture, Washington, D. C.

'01.

T. Jennie Green, writing from Kintsville, where she teaches Latin in the Normal, renews her subscription and wishes "success to the Quarterly."

Amanda F. Becker is teaching in St. Louis. Address 677 1/2 Cahoon.

'02.

Olis Moore has a teaching fellowship at Harvard.

J. S. Harrison changes his address from Lone Wolf, Okla., to Colonsdale, Washington.

N. O. Hopkins has accepted a position with S. D. Greener, Esq., who is Treasurer of Porto Rico. Address, San Juan.

Jos. M. Geiser, recently of the Warrensburg Normal, is now Dean of the Department of Education in Topeka. His rise has been rapid, but deserved, due to worth and work.

Thekla Kahn is now with the State Academy at Ponstella, Idaho.

'03.

Ethel A. Mennie (now Mrs. Robert S. Withers), can be addressed at Liberty, Mo.

W. G. Bek is again, and we trust permanently, back upon his native heath, as Instructor in German in the University.

Joseph Chasneff holds a scholarship at Harvard. He made the highest average grade in his class during the past year.

Isabella A. Winslow is doing graduate work in Latin in the University and teaching in the Teachers College High School.

Henry Moore is professor of Modern Languages in Millsaps College, Jackson, Miss., after three years graduate work at Yale.

Joe. A. Vreath, after a summer at the University of Paris is now Professor of Modern Languages in the Cape Girardeau Normal.

94.

Arthur Eitzen was now be addressed 6054 Woodlawn Ave., Chicago.

Galla Varner is doing graduate work in history in Columbia University. She writes that she "can't get along without the Quarterly." Address, 1230 Amsterdam Ave., New York City.

Fryer T. Scott will shortly go to Stanley, New Mexico, where he will launch a newspaper.

J. R. Napton, of the Marshall (Mo.) Democrat News, was in Columbia this fall and witnessed the Tarble game.

A. L. Anderson, "Iazy," Assistant Coach of Teams, made such a brilliant record with his basket ball team last year that it earned him a place on the National Basketball Rules Committee.

Byron Cosby is superintendent of the Mound City, Mo., schools.

95.

Garland Wilson is associated with his father, Hon. J. C. Wilson, in the practice of law at Bethany, Mo.

R. E. Kern has a fellowship in Economics in Chicago University, where he will take his doctorate in June. Mr. Kern was the valedictorian of his class.

F. W. Liepser, after only a brief stay at the University of Va., is now with the U. S. Dept. of Agriculture as assistant chemist in the division of goods. Address, 15th street, N. W., Washington, D. C.

A. H. Northeast, one of the "Varsity's" former star "twirlers" on the baseball team, is now practicing law in Kenwick, California.

Frank Wiley is superintendent of the schools of Callicotte, Mo.

Wray Dudley, still in Schenectady, N. Y. (T Grove Place), renews his subscription and grows eloquent about the new bleachers. He rightly says among other things: "It is a fine exhibit of college spirit."

E. Gertrude Simmons can be addressed 477 Sterling Place, Madison, Wis., where, in the University, she is engaged in graduate work in Romance languages.

94.

F. M. Nash is superintendent of the Logan, Utah, station of the Telluride Power Co.

E. E. Miller is engaged in the real estate business in Denver, Colorado.

J. S. McDaniel is Assistant in Chemistry and Animal Husbandry in the K. C. Veterinary College.

Mildred Lewis is teaching in Vandalia, Mo.

L. M. Duffy is studying medicine in St. Louis.

W. H. Burgess is practicing law in Brocktonidge, Mo.

Ella Moore is attending the University of California.

B. Mac Anderson, of the Springfield Normal, has charge of that Institution's Extension work at Carthage, Mo.

97.

Caroline Gruner is in New York City, doing work in sociological lines as holder of a scholarship she won in the A. C. A.

Anna Mared is teaching in the Jefferson City high school.

H. M. Hoffman and D. L. Brandige, write from Alexander, Idaho, that they lost numerous boxes of cigars to everybody in camp, as a result of all too sanguine betting upon the Thanksgiving game.

Clayton Williams has formed a law partnership with C. J. Walker, Jr., out in Everett, Washington.

L. S. James is practicing medicine at Elmwood, Mo.

Nellie Pickett is teaching in the Lebanon, Mo., high school.

B. W. Tilman, Captain of the '06 Tigers, is in charge of Naval Training at Westworth Military Academy, Lexington, Missouri.

"Easy" Anderson, captain of the '05 Tigers, is Professor of English and History at the same institution.

W. E. Price changes his address so frequently that letters had better be addressed to his home town, Harrisonville, Mo. He is with the A. T. & S. F. R. R.

L. A. Warden is practicing law in Trenton, Missouri.

FORMER STUDENTS

Marian Ridgway can be addressed at Glenwood, Iowa, her home.

Floyd C. Froman is travelling Secretary for the Y. M. C. A. for the Panama Canal Zone. Address, Colon, C. Z.

C. E. Dewey is doing a big life insurance business, with headquarters in Jefferson City. If he is not making money he is doing lots of work for nothing!

MARRIAGES.

Quintus A. Kazne, '06, to Miss Jessie M. Tyler, at Butler, Mo., on Wednesday, November 27, 1907.

Carl P. Hoff, '06, to Miss Anna Marsh, at Columbia, Mo., on Thursday, November 14, 1907.

W. O. Ellis to Miss Grace Halted, at Columbia, Mo., November 22, 1907. At home in Kansas City.

Lucas F. Childers, '06, Assistant in Charge of field experiments in the College of Agriculture, to Miss Frances Newman, at Stanberry, Mo., October 6, 1907.

J. J. Lindsey to Miss Cockrell, at Nevada, Mo.

Franklin Miller, '01, to Miss Mabel Barnes, '04, in Washington, D. C., on October 28, 1907. At home in St. Louis, 3929 Fairmont Ave.

Dr. J. H. Coarsack, of the Teachers College, to Miss Edith Snyder, '07, in Hannibal, Mo., Thursday, November 28, 1907.

A. G. Newman to Miss Minnie Louise Koken, on Thursday, October 24, 1907, in St. Louis. At home at 508 Turner Ave., Columbia, Mo.

Cleveland Hilson to Miss Hallie M. Elkins, at Columbia, Mo., on Thursday, October 17, 1907. At home in Altoona, Pa.

BIRTHS.

To Robert S. and Ethel Marie Wilcox, '03, September 25, 1907, a son.

DEATHS.

Miller M. Sewton, of the department of Engineering from 1904 to 1906, and recently Consulting Engineer for the Westlake Construction Co., died at Memphis, Tenn., September 29, 1907, aged 80.

Edwin Clay White, A. B., '58, A. M. '59, LL. D., '69, died at his home in Kansas City on the morning of August 9, 1907, after a distinguished career as a teacher and educator. Dr. White was born in Richmond, Va., in 1836, and was therefore seventy-one years old at the time of his death. He came to Missouri in 1858, and in 1859 he entered the University. He graduated at the head of his class, and immediately began teaching, a calling which he followed for more than a half century, with honor to himself and benefit to thousands.

Hiram J. Groves, '54, in Kansas City, December 2, 1907. Mr. Groves was Managing Editor of the K. C. Post.

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