

ALUMNI DAY EXERCISES
THURSDAY

THE ALUMNI BUSINESS MEETINGS

The preponderance of the old alumni, in influence at least, came out clearly in the subjects which absorbed the interest of both the forenoon and afternoon session of the Association. Easily foremost of these subjects was the preservation of old "College Hall." The rumor had circulated that this building was to be removed to make way for a new one, and earnest protests were voiced from all sides.

It is not difficult to understand the affection of the old graduate for this building when we remember that until the middle 80's it was by far the most important building upon the campus. It contained the offices of the secretary and the president, and the library, chapel, and Young Men's Christian Association rooms were within it, as well as society and fraternity rooms, in addition to its designed use as a place for laboratories and classrooms. The building having been so largely the center of the old graduates' interest, the frequent expression that it was the "one landmark which reminded the early student and graduate of the early days at the college" was well within bounds. The resolution which a special committee reported, asking the state Board of Agriculture to retain this landmark, was therefore unanimously adopted.

The "Alumni Advisory Council" was easily the topic of second interest to the members of the Association. The institution of this new college body has been somewhat belated, the idea having had its beginning fully ten years ago. The resolution of the State Board of Agriculture inviting the establishment of this council shows the designed sphere of the council and is as follows:

RESOLUTIONS

Resolved, That it is the unanimous belief of the members of this board that the continued prosperity and growth of this College will, of necessity,

be largely dependent upon the loyal and practical support given it by the alumni; and that the best means of securing such support is to bring about a feeling of earnest and active co-operation between the state board and faculty, and the alumni. Be it further

Resolved, That in accordance with the spirit manifested in the foregoing resolution, the State Board of Agriculture hereby suggests and recommends that at the business meeting of the alumni, to be held at the College on June 17, there be elected from the alumni an advisory council of six members, whose duty it shall be to confer together from time to time upon the general welfare of the institution. And finally, Be it

Resolved by this board in regular session, that we hereby extend to such advisory council, as soon as it shall be organized, an invitation to meet with us, at least once each year, and as much oftener as said council shall consider desirable, for the purpose of mutual conference upon all matters pertaining to the work of the College.

This ten-year-old invitation from the board was heartily accepted by the Alumni Association and directions were voted as to the method by which the new council should be constituted. Prolonged tardiness on the part of the alumni in creating this new board may prove indeed quite other than ominous to its future usefulness. The celerity with which the first council, consisting of R. S. Baker 1889, Eugene Davenport 1878, William Prudden 1878, George J. Jenks 1889, E. N. Pagleson 1889, and L. W. Watkins 1893, has organized for its purposes fairly atones for the delay.

Subordinate in the interest which they aroused but scarcely so in importance were the additional topics which aroused discussion. Chief among them were the desirability of a permanent alumni secretary to be designated by the Board of Agriculture, the preparation of a history of the College through the authority of the Board of Agriculture, and the appointment of a memorial fund committee by the Advisory Council, all of which were recommended by the Alumni Association.

A review of the proceedings of these notable meetings may close perhaps in no better way than with the final resolution proposed by the committee on resolutions and adopted by the association:

That the alumni congratulate the people of the state that the institution has closed so long a period of honorable history. We all earnestly hope and believe that, while encouraging all forms of healthy activity, from the athletic field to the forum of practical affairs, the influence of the Michigan Agricultural College will always be for the highest attainable scholarship, upon which alone the enduring reputation of the institution may rest.

The alumni officers for the ensuing triennial period are:

EXECUTIVE

Judge W. L. Carpenter 1875, *President*
Professor P. M. Chamberlain 1888, *Vice-President*
Professor W. O. Hedrick 1891, *Secretary-Treasurer*

LITERARY

Hon. C. W. Garfield 1870, *Orator*
Mrs. Katherine C. Briggs 1893, *Poet*
Mr. G. L. Stewart 1895, *Historian*
Mr. S. B. Lilly 1907, *Necrologist*

ALUMNI LUNCHEON

Thursday Noon

One of the most pleasant events of the week, as far as the alumni were concerned, was the luncheon served in the big tent on Thursday at noon to about 1,200 of the alumni and old students. Nothing elaborate in a menu was attempted, and yet an abundance of things good to eat was served. It was not eatables themselves, however, that made the luncheon such a decided success. The fact that 1,200 former college students and chums were eating together, grouped in classes, talking, joking, singing, and in these various ways living over again the good old college days in one great family picnic, was what made this feature of the program such an overwhelming success.

On entering the tent alumni were informed: "Classes are numbered," and members of each class found a placard conspicuously planted as a rallying-center for them. In this way with ease and without the slightest confusion the old students were placed in an atmosphere entirely congenial and among old classmates, some of whom had not been seen since the college days. Many long-time mysteries were cleared up, and the missing links in many college romances were forged into the chain. The folly of serving beer in a dormitory was one of the topics of discussion in the 1883 camp, and 1884 was still chuckling over the way they put 1883 in the hole on the faculty investigation over Knapper's buggy. Tallman's pear-swiping expedition was brought to light by 1895, and "How a Lamb Was Led to (the) Drink" was under discussion in the camp of 1898. What became of the college bell will be revealed in 1957, along with other mysteries that develop and become the life-history of the institution, and are of necessity milestones in the lives of the student population.

The paper napkins with the likeness of Dr. Beal, the surviving member of "the Old Guard," are treasures, and the menu booklet with its reminders of dear old Dr. Kedzie and of the college presidents was a pleasing feature of the occasion and is a valuable souvenir of the jolly, rollicking days that have passed into history, days in the institution which we all love.

How many of us will meet again on the old campus at the next milestone? Assuredly not all and mayhap not many; but, old or young, let us all resolve firmly that "some time we'll wander back again."

ALUMNI LITERARY EXERCISES
THURSDAY AFTERNOON

THE ALUMNUS AS A CITIZEN

RUSSELL ALLEN CLARK, 1876

In speaking of the alumnus as a citizen, one must accord to him a plane above that occupied by the average citizen, or by the community as a whole. I think the correctness of this assertion needs no demonstration.

Every alumnus has incurred a debt of gratitude to his Alma Mater, which has looked after his needs, heeded his peculiarities, expanded his special faculties, rounded out his nature, and made him a cultured, self-poised, resourceful citizen.

His first duty, therefore, is to repay that debt of gratitude to his Alma Mater. I fancy if we should ever attempt to compute the cost to this commonwealth in providing each of us with our diploma, that we would be amazed at the magnitude of the figures.

While this seems like a great burst of philanthropy on the part of the commonwealth, yet it is largely a selfish movement on its part, as it makes this investment with an eye single to the fact that such an investment will raise the standard of citizenship as a whole, and thereby decrease the expense of policing the state, decrease the number of penal and pauper institutions, increase the value and productiveness of each man's labor, and add to the safety and security of human life, and to the joy and pleasure of living.

If each alumnus is true to the obligations thus imposed on him, he will undertake earnestly and faithfully, to repay his debt to his Alma Mater.

The most efficient way of doing so, is to make himself worthy of the institution whose name he bears, by adopting a high moral standard of living that will reflect credit upon his Alma Mater,

and be an influence for good in his community, as well as by manifesting a spirit of loyalty and devotion that will prompt him to sing its praises at all times and on all occasions. If each alumnus present takes heed of this latter suggestion, a new dormitory will be required to house the inflow of new students at the opening of the college year.

Another debt of my alumnus citizen, equal in importance to the one he owes his Alma Mater, is his debt to society. The higher plane accorded him in the community brings with it corresponding burdens and obligations. The declaration that of him that hath much, much is required, applies to the alumnus with peculiar force. Society demands that an educated man be a leader of broader thought and higher morals, and it is a responsibility that he cannot well escape.

An educated man has no business to conduct himself in a manner that will detract from the public morals, whether it be laboring on the Sabbath day, using profane and vulgar language, or spitting on the sidewalk.

"If meat maketh my brother to offend, I will eat no meat, so long as I shall live," is just as good ethics today, as when it was the rule of conduct of that great teacher and moralist of 1900 years ago.

Such is the spirit of kindly consideration and love of kind, that I would have manifested by my alumnus citizen; and yet I would not advocate a spirit of meekness of the Uriah Heep variety, if you please, but the spirit of meekness manifested by Jesus when he took little children in his arms and blessed them, and the spirit of righteous indignation manifested by him, when he scourged the money changers from the Temple.

Another debt imposed upon my alumnus citizen, and one quite as important as the others, is his duty to his country. It is in the discharge of this duty that the educated man bestows upon his fellow-citizens and upon the state that educated him the greatest benefit of his intellectual training.

I used often to recite at our rhetorical exercises a selection of Orville Dewey's, entitled "Liberty." I appreciated it then for its high-sounding phrases, and still more because it saved me the trouble of committing a new selection, but I am going to repeat a portion of it again today, because I now appreciate it for its plain statement of our present national needs, and for its spirit of patriotism. He says in the opening sentence:

Liberty, gentlemen, is a solemn thing, a welcome, a joyous, a glorious thing, if you please, but it is a solemn thing. The subjects of a despot may be reckless and gay, if they can, but a free people must be a thoughtful people, for it has to do the *greatest thing that ever was done in the world—to govern itself!*

Emerson says, "Society is the lengthened shadow of one man." If society, then the state, and you, then, are the state, and to you we are to look for the proper administration of its affairs. Your ancestors, after long years of hardship, suffering, and bloodshed, created an infant republic, which was brought to them by an eagle instead of a stork, and under their fostering care it has grown to be a giant in the community of nations. For its proper guidance and control they formulated the *most wonderful document ever created by the mind of man.*

This is the splendid heritage that your illustrious ancestors have handed down to you; and the question of the hour is, What are you going to do with it, my brethren?

Did you ever notice a field of wheat on a June day, as it was kissed by the sun, and fanned by the gentle summer breeze, or frowned upon by threatening clouds, and lashed by the gale that precedes the thunder storm? And did you notice the heads of rye, that here and there towered above the wheat; and that whether it was the summer breeze that gently swayed the mass of wheat, or whether it was lashed to violent motion by the angry gale, the heads of rye stood erect, unmoved, and seemed to look with calmness and compassion upon their lowly brothers, but wholly unmoved by the influences that disturbed their neighbors?

My brethren, the rye in the wheat field typifies your position among the masses, in the political field. If this republic is to be perpetuated, and it will be, it will be accomplished by your zeal and splendid patriotism, as well as by that of your brothers of kindred institutions, who, whenever a great crisis arises in human affairs, will bring to it disciplined minds, a high standard of moral honor, a broad altruistic spirit, and a calm, dispassionate outlook upon the whole problem, that will enable you to decide it in the interests of the greatest good to the greatest number. And having so decided it you will be able to influence the masses for their own, and their country's good; for from the skyline of history, to the present day, the minority has always beaten the majority in the end, when the issue was a moral problem.

There are undisciplined minds in every community, who assert, with a good deal of gusto, that the spirit of this age is that of the classes against the masses, and that there is one law for the capitalist and another for the laborer. Now, while this is the marshmallow age of fiction, yet exactly the opposite of that is true in the administration of governmental law and order.

It is a long way from Mount Sinai to America, but the thundering voice of *thou shalt not*, speaks in louder tones today than when uttered on Mount Sinai, just as our civilization is higher than the age in which it was first uttered.

My brethren, into your hands is given the keeping of the Ark of Liberty, and for its sacred care and protection, you shall answer to posterity.

The greatest debt of my alumnus citizen is the one he owes to himself.

If there is any message more than another that I would bring to you, it is to *live your life*. Do not expiate it, do not creep, or crawl, or apologize for living; but stand up, proud in your conscious manhood, facing the world courageously, and bearing the imprint of the Godlike spirit within you. Make your life its own excuse for being!

The man who looks the world squarely in the face, who is afraid of no man, and of whom no man is afraid, views the world from the mountain tops, as did the gods on Mount Olympus.

Perhaps some of my younger brethren, who, like myself, took their postgraduate course in the College of Hard Knocks, have often asked themselves the question, "Is it worth while to make a living?"

No, most emphatically, no! It is not worth while to make a living; but I tell you, it is worth while to make a life. Why, making a living is the lowest ambition that ever entered the breast of man. Everything that lives and breathes, from the mountainous elephant to the coral insect, makes a living!

Cassie Chadwick made a living, but Frances Willard made a life!

The courageous man, and the resourceful man is one who builds a temple of success on a foundation made of his failures! Do you say that I have pictured an ideal life, and one that could be lived only in Utopia? Perhaps so; but don't you know, my brethren, that we are all traveling toward the beautiful City of our Ideals, and while we know perfectly well that we shall never reach it, yet dwelling in the suburbs is very delightful.

To my youngest brethren, who will receive the right hand of fellowship and be taken into full communion on the morrow, I want to extend my congratulations, and my condolence: Congratulations, on your having received such a splendid training at the hands of this great commonwealth of Michigan, my Michigan, on which it has set its great seal, in joyous approval; condolence, at your handicap in entering the race of life; for any young man living four years under the fostering care of his chosen college develops certain false notions of life, one of which is that the world must certainly recognize and cater to—a college degree!

I recall, very distinctly, my inclination to carry a club and

whack every plebeian head that failed to show me the deference to which I felt a college man was entitled.

Another of these false notions is the mistaken idea that a college degree and a permanent income are synonymous terms.

Another is the feeling of discouragement you will experience when you return to your respective homes, and find that the boys you left behind on the farms have farms of their own, and the boys who drove delivery wagons have stores and warehouses of their own.

The advantage you have over the boys who stayed at home and gained dollars, while you gained knowledge, is that they have reached their limitations, while the educated man "trains on," and his development here is his academic training for the larger life beyond.

Whatever the fates may have in store for you, rest assured there is always vouchsafed to you God's greatest blessing to man—the blessing of work! Love, laughter, and work! *Oh, blessed trinity of man's existence!*

A gentlemen recently wrote the Carnegie Steel Company in behalf of a young friend who had just completed a course at Princeton; he closed his letter by saying he felt certain his young friend would give them entire satisfaction, as he was a very sharp young man.

The officer to whom the letter was referred returned it with a memorandum across the bottom of the letter, saying, "The Carnegie Steel Co. has no place for sharp men; what the company needs is broad men sharpened to a point."

He that hath ears to hear, let him hear.

If I were asked my personal viewpoint of life, I could best express it in a beautiful prayer of Max Ehrman, in which he says:

Let me do my work each day; and if the
Darkened hours of despair overcome me,
May I not forget the strength that comforted me

In the desolation of other times. May I
Still remember the bright hours that found me
Walking over the silent hills of my childhood,
Or dreaming on the margin of the quiet river
When a light glowed within me
And I promised my early God to have
Courage amid the tempests of the changing years.
Spare me from the bitterness and sharp passion
Of unguarded moments. May I not forget
That poverty and riches are of the spirit.

Though the world knows me not,
May my thought and actions be such
As shall keep me friendly with myself.
Lift my eyes from the earth and let me
Not forget the uses of the stars.
Forbid that I should judge others, lest I condemn myself.
Let me not feel the glamour of the world,
But walk calmly in my path. Give me
A few friends who will love me for what I am;
And keep ever burning before my vagrant steps
The kindly light of hope; and though
Age and infirmity overtake me, and I
Come not within sight of the castle of my dreams,
Teach me still to be thankful for life,
And for time's olden moments that are
Good and sweet; and may the evening twilight
Find me gentle, still.

INSULATED WEALTH

RAY STANNARD BAKER, 1889

I have two or three things I should like to talk about here today—some things I have been turning over in my mind for a long time, things I am especially glad to have the opportunity of saying at a jubilee gathering like this, the real object of which is to survey the accomplishment during half a century of a new kind of education.

Not long ago I was talking with one of the foremost charity organizers of New York City a man who spends a great many thousands of dollars every year in advancing various good causes. I asked him if he did not find difficulty in raising the immense sums of money required by his activities. His answer somewhat surprised me. "Of course," he said, "but the chief difficulty is not in raising money but in knowing how to spend it wisely." He called attention to the immense benefactions of Rockefeller, and Mrs. Russel Sage; he said that Carnegie was finding it a harder task to give away his fortune wisely than it had been to make it. He told me of a rich man who had worked for months devising a method of expending \$250,000 for a certain benevolence, so that in the end the money would not do more harm than good.

My friend was talking of charity, but his remarks, it seemed to me, applied more widely to the activities of our modern American life. It is popular at this moment to execrate our richest men, our Rockefellers and Carnegies; but after all, are they not a pretty fair representation of us as a people?

Broadly speaking, we Americans have learned how to pile up wealth, but we fail in knowing how to use it wisely.

In the last seventy years we have learned to apply machinery

to the development of nature's resources. I do not need to describe here how machinery has revolutionized agricultural industry and transportation. Our grandfathers could not have imagined the crops of dollars which by means of machinery we now gather from our fields and mines. The country has become literally intoxicated with the possibilities of speedy fortune-making. We have come dangerously near, as a people, to honor men not for wisdom or goodness but according to their ability in accumulating dollars. For how long have we held up as a hero to our schoolboys the man who, beginning with nothing, has made his way upward—to what? Why, to money, loads of money! We have worshiped the "self-made man," the "captain of industry." The chief activity of our educational system has been to produce wealth-makers. What does the word "success" commonly mean as it is applied today? Success means the ability to make money, to own a fine house, to ride in an automobile, to give a good dinner!

Our life, every phase of it, shows our great capacity for making money—our failure to spend it wisely. What an example is presented by the rich American who, having accumulated a fortune in a few years, is running about the world trying to buy excitement.

Having had no training except as a money-maker, no intellectual resources beyond that, no knowledge of how money may be made really useful to himself or to society, he cuts, indeed, a pathetic figure! One of the things he does first is to build and furnish a huge house in which he does not know how to live. One such palace has just been completed at the cost of millions of dollars in New York City by a rich man who is also a United States senator—by purchase. It is visited by foreigners as a pattern of American vulgarity and crudity. Millions of dollars are expended every year in wasteful eating, drinking, and dressing by people who know how to make money, but who do not know how to use it. Visit any of our cities and you will find

that the popular temples of worship are not the churches but the eating and drinking-places, the mighty temples where expensive raiment and jewelry may be purchased. Our newspapers treat us daily to the scandals, divorces, and crimes of men and women who have more money than they know how to use—except in that senseless and selfish material luxury which breeds immorality. And this is not confined to the obvious examples of the great millionaires whose doings are reported in the daily journals, but the same rule applies in the small cities and even in country neighborhoods. How many times have we seen men ruined by the wealth they had worked so hard to win—because they never learned how to use it wisely.

Our public activities show the same conditions. No states or cities in the world are able to raise such vast sums as ours. Our country is very rich. Almost unlimited amounts of money can be obtained for public purposes. But how do we spend it? Let the stories of graft and political corruption told in the last few years answer that question. Our governments, whether state or city, have not learned how to use their money wisely any more than those who inhabit them. The state of Pennsylvania has just finished a gorgeous new capital building costing millions upon millions of dollars. The money was easily raised, for Pennsylvania is a wealthy state; but we are just now finding out that those who supervised the expenditure of the money wasted or stole over one-third of the amount appropriated. A city is cursed with bad pavements as in Chicago; corrupt police service as in New York, which not only allows but encourages crime; or with a water-system like that of Scranton, Pennsylvania, which, instead of improving the health of the people with pure water, actually spreads typhoid fever; and these things do not exist because there is not plenty of money to build good pavements and supply good water but because the city administration does not know how to spend the money it has. For a government, after all, is just like the people who make it. We

can't expect public servants who know how to use money wisely and honestly when we as a people use our money wastefully and selfishly. In short, we Americans have overtrained the faculties which produce wealth; we have sadly undertrained the faculties which use it.

But we are beginning to recognize this national weakness. We are beginning to pay less honor to the mere "captain of industry." We inquire not how much cash a man has, but how he made it, and how he is using it. Every day we are looking more sharply to the "swollen fortune," and demanding that the possessor of it give an account of himself to the public. Rockefeller and Harriman have become, in spite of their wealth, the most execrated of our citizens. We even hear discussion as to whether or not a community should accept a library given by Carnegie, or whether a college can safely take Rockefeller's so-called "tainted money." When we come to think of it, does not that show a most remarkable change in public sentiment? In other words, the proper use of money, as well as the production of it, is being more widely discussed.

So unusual is the capacity today for knowing how to spend money wisely that the man who possesses it cannot only obtain all the money he wants, but is in a fair way to become famous. You all know the story of the unknown New York reporter, who had a plan for spending millions of dollars in playgrounds and parks for the East Side poor. It appeared to be a scheme of impossible magnitude, but Jacob A. Riis not only succeeded in getting the money, but won a country-wide fame because he knew how to spend it. A negro boy who had been a slave—Booker T. Washington—has asked for \$2,000,000 to build a school—and has got it, because he had a wise way to use it. After the San Francisco earthquake the country poured out millions of dollars to help the sufferers. It was no trouble to get money; but when I was in San Francisco last September, I saw what a gigantic task it was to use it properly. Much of it

was wasted, not because the administrators were dishonest, but because they did not know how to spend it.

It is a great thing to teach a boy, as he is taught in the engineering department of this College, the art of producing electricity—producing it cheaply and in large amounts. Having taught him that, we should regard it as a strange sort of education that did not also train him with equal care in the methods of controlling such a dangerous agency to the use of man. For, turned loose over broken or uninsulated wires, the more electricity, the more ruin. Wealth is exactly like that. We have learned to produce it with immense facility in hitherto unequalled amounts; but we have sadly failed in that insulation, that control, which harnesses a powerful and dangerous agency to the use of man. We are the victims today of what may be called uninsulated wealth. Wealth used properly is our servant; used improperly, our master.

The greatest need today in our American life is the expert money-user—men who know how to use money wisely for themselves or for the public good. And they are hard to find! Let me call your attention to two or three significant things. One of the greatest beneficences of recent years was that of Mr. Carnegie when he founded the Carnegie Institution. What is the purpose of the millions of dollars at the disposal of the directors of that fund? Why, to find men who have ideas of how to spend money wisely—and having found them, to give them the money they require to work out their plans. The essential question that they ask is this: “Can you spend money so that it will help the human race?”—and if they are satisfied that a man can do it, all the resources of the institution are placed behind him.

And just recently, as you all know, Mrs. Russell Sage has given a vast fund of money, \$10,000,000, which is to be used, not to relieve poverty, not for education, but in finding out how money can best be expended in helping the poor.

Think of giving \$10,000,000 to find out new ways of spending money! It shows, does it not, how clearly the great possessors of money like Carnegie and Mrs. Sage appreciate the problems of using wealth with wisdom. And they, of all people, having unlimited millions in their control, ought to know!

I come now to the application of what I have to say. Gentlemen, we are not farmers, or professional men, or business men, merely to *make* money; we have also a great responsibility in using it. If we teach our boys that the only object in life is cash, we shall expect them to produce nothing but cash—and afterward waste it, or use it to their own ruin. In a new country perhaps it was inevitable that the main emphasis should be placed upon wealth production. But we are no longer new; and we are very rich. Is it not time in our educational system, and in our home-training, to give more emphasis to the proper use of wealth? Is it not too common to consider an education as a mere business proposition; so much book-learning invested with an idea that it will produce, in ten, twenty, or forty years, so much cash?

What, then, do we need in our schools and colleges that we have not got?

We need two different things. In the first place the individual man must be trained not only in money-making, but he must be given knowledge of how money should be used in something besides fine houses, fine clothes, and wasteful eating and drinking. There must be training in how to get the best things out of life—in literature, art, music, travel. Unless surplus wealth widens our opportunities for development and happiness along these higher lines, of what real use is it to anyone? There is a danger, in schools devoted wholly to technical or industrial education, which train men for money-making, that the other side of life should be forgotten.

But however much we need to know how to spend money wisely for ourselves, there is even a greater necessity for proper

training in the methods of using it wisely for public purposes. The importance of that education in a time like the present, in which questions of vast national concern are crowding for attention, cannot be overemphasized. We need in our colleges a broader and more careful training of boys and girls in what may be called the human sciences. I speak of them here as human sciences. They have been for the most part treated in a way inhumanly dull, impossibly forbidding. I mean the science of sociology, economics, political economy—those subjects which treat of the relationships of men and the duties and responsibilities which grow out of them. In most schools these subjects, which are in many ways more important to the citizens of a democracy than anything else, are commonly neglected. We produce excellent farmers, doctors, lawyers, chemists, engineers, and we train each of them to make money from his calling, but we fail dismally in training our boys and girls for citizenship. We make little or no attempt to develop that social sympathy and responsibility upon which, after all, every free government must rest.

I was greatly impressed yesterday with Dr. Bessey's address on the old methods of science teaching, in which the student learned of nature, not from nature, but out of books. When he studied botany he studied only to know the names of plants, not the plants themselves. That is exactly the stage, today, which our teaching of citizenship, of social responsibility, has reached. I tell you, if we would govern ourselves wisely, we must first learn to do it. We must teach it not merely out of books but out of life. The great contribution of the Michigan Agricultural College to education, it seems to me, has been the inspiration it has given to the study of life direct, the widening of the laboratory system of education. Now, what we need today in the teaching of economics and sociology is the laboratory method. I can only throw out a few suggestions here, trusting that they may not, among so many educators, be lost. If I had

a class in sociology I should not begin by considering the structure of the human family, the departments of government—the whole universe of history which can be had only in books. I should do exactly what you botanists and chemists do when you hand your class a real plant or a bit of actual earth to work upon. I should say to my class: In front of the schoolhouse you will find a hole in the pavement. Go out and study it; find out exactly what it means. And I'd have a report on that hole, and before I got through with it, I warrant you, my class would know more about the alderman and the mayor and the political boss than most voters you and I are acquainted with. And if I had a class in economics, do you know what I'd do? I'd give them specimens to work on, too. I'd bring in a new shoe and cut open the sole. I'd show them that while it was sold at a high price as solid leather, in reality it was half paper. I'd set that class at work on the shoe and keep them at it until they knew the whys and wherefores of the fraud.

Under present conditions, even when educated men are called upon to serve as public officers, or to vote for public officers, or to spend the public money, they do not know how to go about it. The result is that the government of our cities too often falls into the hands of inefficient or corrupt men, who waste or steal the wealth with which the public intrusts them. Is it not astonishing, when we come to think of it coldly, as a fact, that while we cunningly train our engineers, our lawyers, and our farmers, we are willing, in many instances, to take untrained men, even saloon-keepers, ward-heelers, and criminals, and place them over us as our officers, our governors, legislators, mayors, and give into their control all of the vast sums of public money? Think of it! I wonder what a visitor from Mars, coming down here to study our institutions, would say about such a system. We might expect him to write to his home paper, something to this effect:

“They educate everybody in this country called America:

they have wonderful schools for lawyers, doctors, engineers, farmers, but strangely enough, they do not think of educating their rulers. Everybody is taught to work for himself; nobody is taught to work for the public good. They try to govern themselves without learning how to govern. They raise immense sums of money for improving their cities, but much of it is wasted or stolen because the rulers they elect are ignorant. It is a strange and childish people!"

But I think we are coming to the time when we shall recognize the needs in our schools of a proper training in citizenship. I wish, at this great celebration, when our minds are turned to the subject of education and educational methods, that we might bear this matter in mind; remembering that our nation cannot live unless men are in some way trained in the knowledge of those social relationships and awakened to that social sympathy which lies at the foundation of democracy.

We need to know how to produce wealth. That art is already pre-eminently ours; but we also need more and more to know how the great power of wealth may come, by proper insulation, to illuminate, not to destroy our lives.

TO OLD M. A. C.

MRS. PEARL KEDZIE PLANT, 1898

Now thy children here assemble
For thy glorious jubilee;
Thy stately halls and campus fair
Tell thy prosperity.
Full fifty years of service
Thou hast rendered to our land,
And the triumph of the labors
We proclaim on every hand.

Chorus—

To old M. A. C. we'll sing,
And we'll make the echoes ring;
Loyal hearts and hands we bring
To this jubilee.
So with spirits free and gay,
We will our homage pay,
On this grand Alumni Day,
To old M. A. C.!

There are many well-known faces,
Some there are we see no more,—
Ah! the years have gone by swiftly
Since our college days were o'er.
Now we come again as ever
On this campus green and fair,
And clasp the hands of schoolmates
And bid good-bye to care.

Chorus—

Our hearts are full to bursting
With the love we hold to thee,
Our dear old Alma Mater,
Our grand old M. A. C.!

Now we meet to do thee honor,
 And to own our boundless debt
 For thy fostering care and precepts,
 "Lest we forget,—forget."

Chorus—

We are proud to be thy children,
 Proud of thy great work and fame,
 Proud of noble men and women,
 Who have labored in thy name.
 And whate'er of riches, fame, or power
 We bring, as here we meet,—
 We gladly and most proudly
 Lay all down at thy feet.

Chorus—

Fifty years! A half a century
 By the cycle of the stars;
 Fifty years of upward striving
 And the path no failure mars.
 Of thy progress through the decades,
 Men with wonder hear the tale;
 Now we hail thee in this triumph,
 Our Alma Mater, hail!

Chorus—

SKETCHES BY THE HISTORIAN

CHARLES JAY MONROE, 1861

Mr. President and Brother Alumni:

But for the thoughtful reminder of President Clark not long ago, the program would probably have been my notice that I was to be the historian, for, if I had known of the election, it had escaped me.

After considerable thought about the alumni, widely scattered over this country and many parts of the world, and of the large number holding honorable and responsible positions in similar institutions or in allied work, I concluded after much worry and consideration to throw the material aside and give a brief talk about our Alma Mater, feeling that on this the fiftieth anniversary of the College, when we expected a large number to return to it, many, after years of absence, would be glad to have their memories refreshed by recalling very briefly the history of the inception, organization, dedication, growth, and some of the work of this College.

The College was pre-eminently a pioneer, created by pioneers of Michigan, and it has been a leading pioneer in nearly everything pertaining to its organization, building, administration, plans of work, and courses of study.

Its existence, like the university, normal, and common schools, finds its warrant, if it needs any, in the ever-memorable ordinance of 1787 where the need of knowledge is tersely stated and the command to encourage it is definitely given.

Michigan has intelligently and liberally heeded that command. Its second territorial governor, General Cass, who held the office from October 29, 1813, to August 1, 1831, when he resigned to fill President Jackson's appointment as secretary of

war, was active and enthusiastic in promoting agriculture, as evidenced by his being chosen by the State Agricultural Society (whose officials were familiar with his interests in agriculture) to deliver the address at its third annual fair, in 1857. In 1850 he addressed the Kalamazoo County Society, and others might be mentioned. These addresses would be worthy of repetition whenever or wherever agricultural interest or education was being considered. In 1817 when the first act to establish a university was adopted by the governor and judges of the Territory of Michigan, providing for thirteen professorships, the purpose of at least three of them and the provision for botanic gardens and laboratories indicated the desire and intention to provide for instruction in agriculture.

The first constitution of the state was framed by a convention in 1835 and provided, among other things, that "the legislature shall encourage by all suitable means the promotion of intellectual, scientific, and agricultural improvement."

Stephen T. Mason, who practically acted as governor from Cass's resignation, August 1, 1831, until he was elected and qualified as governor, January 1, 1838, had become thoroughly imbued with a sense of the importance of agriculture to the growth and development of the state; so, in his first message in January, 1838, he declared in substance that the real prosperity of the state is most dependent upon the cultivation of the soil, that whatever encouragement is secured for the agricultural interest extends a benefit to other departments of industry. Agriculture being a primary and most important branch of state economy, it is the duty of the legislature not only to protect its members from disproportionate burdens, but to facilitate to them the advantages derived from the researches of science and the discoveries and improvements of the age. With this object in view he recommended the creation of a board or society, to foster and encourage this great source of national prosperity and independence, to gather desirable information, and at the

public expense to distribute it to the farmers of the state. A year later, he again called the attention of the legislature to this subject, saying:

The agricultural interest is one of great importance and claims with justice the protection of the government, and yet it has received less aid from direct legislation, than any other department of industry. But I feel that when it is recollected how essentially the real prosperity of Michigan depends upon the cultivation of her soil and the labor of her husbandmen, the subject will receive your earnest consideration and favorable action.

From the widespread interest at this time, and the activity of influential men throughout the state, and particularly at Detroit, I believe the feeling is warranted that but for the speculation and "wild-cat money" resulting in the panic of 1837, Michigan would have had an agricultural school or college starting with the new state. Probably because of the disorganizing and depressing influences following the panic, little was said or done for some years; at least I have found little of public record, although the need of better educational facilities for the farmer continued to be a feature of the address at state and county fairs and in articles written for the press, and the interest was kept alive.

In March, 1849, while the legislature was in session, some sixty members issued a call for a meeting to organize an agricultural society. An act to incorporate was approved on April 2. Most of those who had been active in promoting the agricultural interests and education of the state, with others, became members and organized the State Agricultural Society.

Governor Ransom was elected president and J. C. Holmes, who had persistently worked for its organization, was naturally chosen secretary. It held a fair at Detroit in the fall of that year, and E. H. Lothrop, a farmer living at Galesburg, delivered the address. I will quote only a single paragraph of the many good things he had to say:

While our people and our government, both state and national, are truly liberal and pour out their money like water in the establishment of

literary and other public institutions, and dot our lands with theological seminaries, with medical seminaries, and with military seminaries, poor agriculture, whose hand sows the seed and whose arm gathers the harvest on which all our earthly comforts, and even our very existence depend, as yet has no seminary in which to teach her sons the most valuable of all arts.

While this may sound a little like a fault-finding wail, it is to be remembered that he was in a new part of a new state, with little income and much outgo; seed was scarce and expensive. After planting, it was usually a fight against the gophers, black-birds, crows, and other enemies to save the seed.

In the fall, before it was fully ripe, the squirrels, woodchucks, coons, and hedgehogs were on hand early in the morning and late at night devouring the crop. He had to battle against an army of insects and numerous diseases of vegetable and animal life. The soil seemed fickle; floods and droughts came, and the blighting effects of frost and heat withered the crop. With these and many other things to contend with, his plea was not to deprive other professions or classes of business, of money for education, but that "poor agriculture" should get a share of the money to obtain knowledge of meteorology, zoölogy, entomology, chemistry, physics, drainage, conservation of moisture, and other sciences needed in farming. Mr. Lothrop is named because by education, experience, and observation he showed by his utterances that he was able to interpret and express the feelings of the farming class truthfully and effectively. The widespread sentiment of the farmers was further expressed and urged by such influential and persistent men as Bela Hubbard, J. C. Holmes, and Joseph R. Williams, the first president of the College and a member of the constitutional convention which put that important article in the constitution of 1850 requiring the legislature, "as soon as practicable to provide for the establishment of an agricultural school." The legislature of Michigan instructed its delegations in Congress to ask for 350,000 acres of land to establish an agricultural school in this state.

In 1851, Governor Barry called attention in his message to the constitutional provision, which received some attention from members of the legislature. In 1853, a bill for an agricultural college was passed by the senate but lost in the house.

Governor Bingham in his message to the legislature, in January, 1855, recommended the establishment of an agricultural school and at some length strongly urged action. A bill passed the senate by a vote of 24 to 5, and the next day passed the house by a vote of 52 to 13, and was approved February 12, 1855. College Hall, a dormitory, and a small brick barn were erected in 1856 and on May 13, 1857, the College was duly dedicated. But the discussion as to whether it should continue as a separate institution, or exist at all, did not end, as is shown by the frequent discussions at various meetings and by articles in the public press, as well as by the opposition and strife at nearly every session of the legislature when the College appropriation was up for consideration down to 1869. In that year when the appropriation bill of \$70,000 for the College had passed the house and came to the senate for concurrence, a carefully prepared bill was offered transferring the College to Ann Arbor, as a department of the university. This was defeated, and the \$70,000 was given the College by a vote of 22 to 8. An editorial in the *State Republican*, under the heading of "End of a Ten-Year Fight," mentioned the vote as ending a fight to destroy an institution which a democratic majority had provided in the constitution, and a republican majority had put into active operation.

A partial record of this long struggle will be found in the reports of either the State Agricultural Society, the State Board of Agriculture, the Superintendent of Public Instruction, or the Pioneer Society.

I will not follow this farther except to quote a paragraph from the *Detroit Post* of March 31, 1869, which fairly voices the general feeling at that date.

It declared: "But the action of the state government has been so sweeping and provident that the Agricultural College may be looked upon as a permanent institution, unless it contains some inherent defect that no money or state aid can supply." The article ended by "urging a cordial support of the College, and to invite a renewed interest in it and in its capabilities for educating and developing a strong, earnest, intelligent farming community." Thus it was fifty-two years between the first legislative enactment hinting at agricultural instruction and the passage of the last act which seemed finally to settle and fix the status of the College.

To get a broad view of the present and to meditate a little on the past, the roof of the new engineering building furnishes a good place. Walk around near the edge of it and think of fifty years ago, recalling the three buildings, the few acres partially cleared, with charred logs, stumps, and the litter of the builders strewn around; the vision limited to a small circle bounded by a wall of forest trees, burned and blackened while clearing the few acres above mentioned. Recall the crooked road to Lansing with its mud holes, corduroy and roots of trees extending into the traveled part which had not been cut or worn away. Think of roads from Lansing to your respective depots, and of the railroads carrying you nearest to your home, and of the variety of vehicles, whether carriages, stage, lumber wagon, or on foot, the latter usually the most comfortable. Forgetting the past, stroll leisurely around again and inspect the campus, with every sort of tree, shrub, or vine common to this latitude, its walks and drives, its cozy nooks and winding paths, its flowers and plants in great variety, all or nearly all labeled and well kept. View the fifty or more buildings and think of their equipment and contents, constituting a very complete outfit for the purposes intended, especially when we get our agricultural building and fire-proof library, which we hope for in the near future. Linger a few moments more, and beyond the campus scan the gardens,

fields, forest, and the experimental plats, all surrounded as far as the eye can reach with homes and farms indicating thrift and comfort. When ready to depart, you can safely go in patent-leather shoes over the macadem road to Lansing, ride comfortably in carriage or wagon, or rapidly by automobile, or make use of the cheap and convenient street cars, any of these landing you at or near the depots, where you may take commodious cars, running speedily over smooth tracks to or near your home. You may query, "What are some of the results of this vast expenditure of time and money?" The following are suggested as a partial answer: Graduates, including 1907, 1,288, about half remaining in Michigan, and the other half scattered into every state and territory in the United States and about a dozen foreign countries. Non-graduates, 7,393, or a grand total of 8,681, besides 1,007 who have taken special courses in agriculture. Most of the non-graduates and many of the graduates are on farms, and the College has representatives in nearly every agricultural college and experiment station in the United States and a few in foreign countries, occupying positions from president down. A majority are following pursuits along the line of their college training or allied work. And it has been a matter of frequent remark that those who have been at the College and gone into the professional or commercial employments have taken a deeper or more lively interest in rural affairs.

By the latest published *Institute Report* I find that the total attendance at farmers' institutes for 1905-6 was 126,535. The frequent lectures and talks given by those connected with the college to Grange gatherings, farmers' picnics, state and local horticultural societies, farmers' clubs, women's clubs, and to a large number of graded and district schools, easily swell the number to 150,000 during past year who get direct benefit from the college instruction, and all of these have an indirect influence on the people, difficult to estimate.

A number are employed in newspaper and magazine work,

mainly writing on topics of special interest to the farmers and industrial classes. Thirty-four, the latest number I have seen, are employed in the Agricultural Department at Washington. In this connection, I wish to remind you that near the beginning of this College, there was a mere pittance expended by the United States for agriculture, and the Senate had dropped its committee on agriculture. Today, the government has a Department of Agriculture, regarded by the mass of its citizens as of equal importance to any other of its great departments.

In my opinion, the creation of this department is largely due to the work and influence of this and other agricultural colleges and experiment stations. I will not detain you to enlarge upon its widespread and valuable services, as we are to have the pleasure tomorrow of hearing Hon. James Wilson, its present efficient secretary.

My brother and sister, I appreciate that I have given you much with which many of you are familiar and that you will regard most of it as ancient history. But experience and observation have convinced me that it is well to review at times the history of the struggles of the Revolution and of the Civil War. It increases our appreciation of what it cost to establish and maintain a government and so increases our patriotism and anxiety to guard, improve, and perpetuate it. So of our Alma Mater. She has had a long struggle and exists because of the host of intelligent and farsighted men and women who have through years of unwearying persistence and patience stood by her. All this has undoubtedly made her a more efficient and helpful mother, enabling her to send out a stronger heritage. She being older than her sister colleges, her children have gone out in the past to work in other similar colleges in larger numbers than have the graduates of any other college. Hence, by this exceptional opportunity they are able to bring back to their Alma Mater their experiences and observations upon nearly every college and experiment station in this country and in some

foreign countries. I feel sure she will be specially glad of their contributions. Equally sure am I that she is particularly proud of those of her children who have gone out to sister institutions, making their work an influence felt, and making a good name for themselves and for their Alma Mater.

We realize that these colleges and experiment stations are engaged in similar work, the main purpose of which is to make worthy citizens of our grand republic, citizens who shall appreciate the need of good health and such a physical development as will enable them to stand the strenuous life entailed by increasing competition. Who knows the value of a broad and thorough mental equipment as giving them a larger liberty in the choice of a pursuit, crowning all with such a moral fiber as will bring a ready "Yes" to the right, and such an emphatic "no" to the wrong as will ever ward off the tempter?

Neurology

HERBERT WINDSOR MUMFORD, 1891

It is something more than a duty, this custom of remembering those whose race is run or whose life has prematurely gone out. Every loyal alumnus of our College feels that in setting aside a few minutes on the program we are giving but scant recognition to those who were once active among us. We are happy in our renewal of old associations and yet there is scarcely one of us who does not feel that something or someone is lacking to make our joy complete. To some who have, because of special ties of friendship or relationship, been especially bereaved, we, as alumni and brothers, extend our most cordial sympathy, and trust that this part of our program will recall sweet memories of those we loved.

[Following this Professor Mumford spoke briefly of the life and work of each of the alumni who had died during the preceding four years. The list of those of whose death he had learned, together with the date, with the class to which each belonged, and with the place and date of death, as far as learned, is given below.]

L. V. BEEBE, of the class of 1861, died at Utica, New York, August 11, 1904.

SYLVESTER M. MILLARD, of the class of 1864, died at Lake Geneva, Wisconsin, December 1, 1905.

CHARLES HENRY WATSON, of the class of 1866, died at Milwaukee, Wisconsin, April 14, 1907.

GEORGE FINNEY BEASLEY, of the class of 1868, died in Detroit, November 2, 1904.

WILLIAM ASA ROWE, of the class of 1873, died in Vevay Township, Ingham County, Michigan, November 1, 1905.

WILLIAM C. HARPER, of the class of 1873, died at Grand Rapids, Michigan, October 8, 1906.

DR. LOVIAS F. INGERSOLL, of the class of 1874, died at Grand Junction, Colorado, in December, 1906.

DUSTIN C. OAKES, of the class of 1874, died at Grand Haven, Michigan, September 26, 1903.

DR. CORYDON PIRNIE CRONK, of the class of 1879, died at Cape Henry, Maryland, December 13, 1903.

ALVA SHERWOOD, of the class of 1881, died at Detroit, Mich., September 27, 1905.

DR. WILLARD H. COFFRON, of the class of 1882, died at Grindstone City, Michigan, April 7, 1904.

J. M. HOLLINGSWORTH, of the class of 1882, died at Whittier, California, May 18, 1907.

PERRY G. TOWAR, of the class of 1885, died at Garden City, Kansas, October 8, 1906.

C. P. LOCKE, of the class of 1891, died at Ionia, Michigan, December 27, 1904.

VICTOR H. LOWE, of the class of 1891, died at Fort Collins, Colorado, August 27, 1903.

LEANDER BURNETT, of the class of 1892, died at Avalon, Pennsylvania, December 26, 1906.

E. N. THAYER, of the class of 1893, died at Livingston, Montana, May 6, 1906.

NOEL M. MORSE, of the class of 1896, died in New Haven Township, Gratiot County, Michigan, October 4, 1904.

MISS CLARE DEAN, of the class of 1902, died at Mt. Pleasant, Michigan, February 3, 1906.

HARRY HAMMOND CROSBY, of the class of 1906, died at Three Oaks, Michigan, October 16, 1906.

MEMORIAL DAY EXERCISES
THURSDAY AFTERNOON

MEMORIAL DAY ADDRESS

WASHINGTON GARDNER

It seems eminently fitting that in the somewhat elaborate program of exercises commemorative of the founding of this institution of learning, whereby its history, its spirit, its aims and accomplishments are sought to be more fully set forth, a place should be given in honor of the heroes who went from its halls to the service of their country. In the earlier, as in its later years, the atmosphere of the College seems to have been surcharged with the spirit of patriotism. The first class was graduated in the year the war for the preservation of the Union began, and of that class every member save one entered the federal army. One-third of its members were killed in battle or died of disease while in the service. In Civil War times the attendance, as compared with the present, was small, yet the records show that from the then student body there was in the Union army a total enrolment of sixty-eight. As an evidence of the high character and intelligence of these sixty-eight young volunteers, thirty-one became commissioned officers. In proof that the culture of the scholar and the valor of the hero are not incompatible, it is only necessary to state that of these student warriors more than 13 per cent. were killed or mortally wounded in battle, that others died of disease, and still others were wounded, maimed of body, or broken in health, many of whom have long since gone to premature graves.

In the late war between Spain and the United States, Michigan's quota of infantry was five regiments, and in these the names of forty-three officers and enlisted men are found in the student enrolment of the Agricultural College. Having in mind this splendid record of patriotic service, may we not with pro-

priety, on this national memorial day, consider some of the issues involved and some of the questions settled by the great war which asked and received such devotion and sacrifice not only from the students of this institution but everywhere from the patriotic young men of our country?

While there were important secondary influences that served well the purposes of the agitators on both sides, the basal difficulty was a question of construction of the fundamental law about which there was an honest difference of opinion.

Under the Constitution as interpreted by the founders of the government and for a generation after them, there seems to have been no question as to the right of a state to withdraw from the Union. At that time the foremost men in the country seemed to regard the system of government under the Constitution as "an experiment entered upon by the states and from which each and every state had the right peaceably to withdraw, a right which was very likely to be exercised." In her act of ratification, the delegates of Virginia in the name of that commonwealth declared that the powers granted under the Constitution being derived from the people may be resumed by them whenever the same shall be perverted to their injury. Madison held that "as the Constitution of the United States was formed by the sanction of the states given by each in its sovereign capacity it followed of necessity that in the last resort there could be no tribunal above their authority to decide whether the contract made by them be violated." Mr. William Rawle, the eminent Pennsylvania jurist, in his commentaries said, "The states may wholly withdraw from the Union, but while they continue, they must retain the character of representative republics. The secession of a state from the Union depends on the will of the people of such state."

There can be no doubt that, in the beginning, the union of the states was looked upon as a mere confederacy, an agreement, a compact, a bargain, an experiment, and that member-

ship therein was regarded as subject to the wish or will of each to exercise its sovereign right to remain in or to go out from, as it saw fit. Witnesses are not wanting, individual or collective, to prove that this doctrine, so perilous to natural unity and national permanency, permeated all sections and needed only what might be regarded as a sufficient grievance to make its operation manifest. The disastrous commercial results following the placing of an embargo upon American shipping by President Jefferson led to open threats by some leading Massachusetts men with a strong popular following, to dissolve the Union. The acquisition of the Louisiana Territory, now, and for a long time, regarded by men of all parties in all sections of the country as one of the master-strokes in American diplomacy and one of the crowning acts of American statesmanship, was deeply resented and bitterly opposed by many of the most eminent and patriotic of our countrymen. One of these was a soldier of excellent record in the War of the Revolution, a cabinet officer in the administration of Washington, and later in that of John Adams, and still later a distinguished senator in the Congress of United States who, in speaking of the preponderating influence the Louisiana Territory would give the South and West, said, "I will not despair. I will rather anticipate a new confederacy. There will be a separation. Our children at the farthest will see it." Another distinguished son of the North was the first to declare and advocate on the floor of the American Congress the doctrine of secession. Just fifty years before Fort Sumter was fired upon, when the bill for admission of Louisiana as a state was under discussion, Mr. Josiah Quincy, then a leading member of Congress and afterward for many years president of Harvard College, in defending the proposition that the Constitution had not conferred upon Congress the power to admit new states except such as should be formed from territory belonging to the Union in 1787, said, "I am compelled to declare it as my deliberate opinion that if this bill passes, the bonds of

this Union are virtually dissolved, that the states which compose it are free from their moral obligations, and as it will be the right of all so it will be the duty of some to prepare definitely for a separation, amicably if they can, violently if they must."

When the nation was in the midst of its second war with Great Britain and while the issue was still in doubt the Hartford convention, largely representing the New England states, was convened to discuss not the right—that seemed to be taken for granted—but the expediency of secession. With closed and sentineled doors they sought, among other things, to determine the advisability of forming a new confederacy with the Hudson River as its western boundary.

The proposition to admit the territory of Missouri as a state into the Union without slavery evoked the most violent and foreboding discussion, not only in Congress but by the press and people throughout the country. In that discussion it was held by the South that to prohibit slavery in Missouri was a dangerous and despotic measure and one that would infringe upon the sovereignty of the states. Her indignant protests against the exclusion of slavery from the proposed new state were attended by serious threats to dissolve the Union. It was during this discussion, more than forty years before the outbreak of the Civil War, that a southern member of Congress uttered the portentous prophecy that in the agitation of the slavery question a fire was being kindled which could only be extinguished by blood.

Because of what was claimed to be an unconstitutional and oppressive protective tariff, advantageous to the manufacturing states of the North and East and disadvantageous to the agricultural interests of the South and West, several states in the cotton-growing belt of the Union threatened to nullify the laws of the federal government, while South Carolina went so far as to declare the "tariff acts null, void, and no law, nor binding upon that state, its officers, or citizens." She seriously purposed to withdraw from the Union, and within her borders prepared

to resist by force the administration of the national laws. Communities in the North repeatedly, violently, and even boastfully, opposed the local enforcement of the Fugitive Slave Law of 1850 and in turn were justly chargeable with practical nullification of federal statutes. The fires of sectional hate fed on that which was designed to extinguish them.

The culmination of events, in 1860, brought the country to the verge of a crisis that seriously threatened the very existence of the Union. The South, unified by an appeal to endangered property interests in chattel slaves, estimated at more than two thousand millions of dollars, and the apparition of the hideous ghost of a servile insurrection, invoked the doctrine of state sovereignty and the asserted constitutional right of withdrawal from the Union as its way of escape from what it believed to be impending calamities. It claimed that "any state whenever this shall be its sovereign will and pleasure may secede from the Union in accordance with the Constitution and without any violation of the constitutional rights of the other members of the Confederacy; that as each became parties to the Union by votes of its own people assembled in convention, so any one of them may still retire from the Union in a similar manner, by the vote of such convention."

In opposition to this contention so long and so stoutly maintained, Mr. Lincoln, when he came to the presidency, held, that "in contemplation of universal law and of the Constitution, the union of these states is perpetual;" that "perpetuity is implied if not expressed in the fundamental law of all national governments; that no government ever had a provision in its organic law for its own termination." The logical conclusion drawn from these syllogistically stated propositions was that no state can lawfully go out of the Union if by so doing it imperils the existence or the integrity of the general government. Upon these two points of contention the issue between the sections was made up and fairly joined.

There was, however, another exceedingly important question involved in the controversy. That was whether if a state should secede the constitutional right inhered in the general government to compel by force such state to remain in the Union against its will. Upon this point men of the highest intelligence and of unquestioned patriotism and loyalty to the government differed in opinion. Many in the North believed with President Buchanan who, while disclaiming the right of a state to secede, declared it as his deliberate opinion that no power has been delegated to Congress or to any other department of the federal government to coerce a state into submission which is attempting to withdraw or actually has withdrawn from the confederacy. Congress, he said, might preserve the Union by conciliation, but the sword was not placed in its hands to preserve it by force. These views, expressed by the official head of the nation in a message to Congress so late as December, 1860, undoubtedly served for the time being to divide the North and to unify and strengthen the South in the already largely preponderating opinion entertained in that section against the constitutional right of coercion.

In the secession of certain of the southern states and their organization into a confederacy; in the seizure of United States property, as forts, arsenals, custom houses, mints, and post-offices, and their appropriation by the individual states or the confederacy of states, and finally in the premeditated and carefully planned assault on Fort Sumter, men saw that the time for argument, for conciliation, and for compromise had passed and the time for battle had come. The shots that echoed across the waters of Charleston harbor in the gray dawn of that April morning in 1861 awoke the nation from the repose of peace to the realization of war. In that momentous hour one supreme question challenged every loyal American, "The federal Union, shall it be preserved?" Upon the issue involved in that question Lincoln made his appeal to the country and in response to that

appeal an aggregate of more than twenty-two hundred thousand men came forth, representing the incarnated spirit of the nation's purpose to preserve and transmit unimpaired that which the fathers had bequeathed.

Important questions, some of which had been in dispute since the founding of the government and which neither ministers, nor publicists, nor statesmen, nor jurists, nor cabinets, nor presidents could peacefully and permanently settle, were now submitted to the arbitrament of arms. It is not necessary at this time and in this place to detail the story of the mighty conflict, nor to institute a comparison between the sections. It is enough for both the North and the South to know that the issues that so long disturbed the tranquillity and menaced the peace and permanency of the republic were unalterably settled by the war of 1861-65. By that war once and for all time it was determined that the federal Constitution is the supreme law of the land; that the first allegiance of every citizen of the republic is to the national rather than to a state government; that nullification as an assumed reserved right of the states is eliminated as a factor from the problem of American politics; that within the limits of the Constitution the federal Supreme Court shall be everywhere recognized as the ultimate authority in the construction of law, and that the law as so construed must be obeyed by all alike until changed by constitutional and not revolutionary methods; that in the relations existing between the national and the several state governments, the latter are integral but subordinate parts of which the former is the one supreme and indissoluble whole; that if any state attempts to, or actually does, withdraw from the Union, the constitutional authority not only inheres in but the duty is enjoined upon the general government to compel such state, by force if necessary, to remain in and to resume its rightful and normal relations. That war determined that, wherever the flag of our country floats in undisputed authority, there slavery or involuntary servitude except for the punish-

ment of crime whereof the party shall have been duly convicted shall be forever prohibited. When the war closed it was settled that the government of the United States of America was not a mere confederacy but "an indestructible union of indestructible states."

In view of these universally recognized and conceded results, the heroic dead, whose patriotic sacrifice we this day commemorate, did not die in vain, and the living, maimed and broken in health, who still abide among us, have not suffered without recompense. Every sincere lover of his country can but rejoice in the fact that the feelings of sectional hate, engendered by many years of embittered controversy culminating in the fierce strife of civil war, have passed from the hearts and no longer find expression upon the lips of men, and that where war and malice once held sway peace and good-will are enthroned.

CAMPUS ILLUMINATION
RECEPTION
PROMENADE CONCERT
THURSDAY EVENING

THE ILLUMINATION

The evening of Thursday was given over to the student body. Under the magic of innumerable electric lamps which outlined all the principal buildings and which, half hidden by Japanese lanterns, stretched hither and far along Faculty Row and many other walks, the campus became a veritable fairyland.

All the young men of the student body, in white capes and leggins, and carrying flaming torches, gathered in front of Wells Hall, and after an intricate march about the campus, seated themselves on the grass in front of the Women's Building, so as to form the letters M. A. C. Here the young women of the College, coming from the building, after an involved fancy march called the "Oak Chain," formed the letters M. A. C. Then joined by the men, they indulged for an hour in rollicking college songs. The music finished, all of the student body, together with 10,000 visitors, crossed the campus to Wells Hall. In front of this building tar barrels and other inflammable material had been piled to the height of thirty feet, and after a great circle had been formed the bonfire was kindled. Under its brilliant light the students marched about in a circle, singing songs and enjoying themselves as only college students out for a lark are capable of doing.

THE RECEPTION

At nine o'clock a reception to the delegates, alumni, and friends of the College was given in the College Armory. In the receiving line were President and Mrs. Snyder, Governor and Mrs. Warner, President Monroe of the State Board of Agriculture, and Mrs. Monroe, and President Angell of Michigan State University.

Until well toward midnight the old Armory was happy with the hearty greetings of friends who had not met perhaps for years, and was brilliant with electric lights, with beautiful gowns, with smiling faces, and with the cordial good cheer of the entire company.

THE PROMENADE CONCERT

During the same hour a promenade concert was in progress in the Assembly Tent, given by the Bach Orchestra of Milwaukee. The great tent was crowded throughout the rendition of the very enjoyable program given below:

PROMENADE CONCERT PROGRAM

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|---|------------------|
| 1. Grand March from Tannhäuser | <i>Wagner</i> |
| 2. Overture, Jubilee | <i>Chr. Bach</i> |
| 3. Selection from Ernani | <i>Verdi</i> |
| 4. Solo for Cornet | |
| 5. Concert Waltz, "Bei uns z' Haus" | <i>Strauss</i> |
| 6. Overture to Maritana | <i>Wallace</i> |
| 7. Largo | <i>Handel</i> |
| 8. Philharmonic Echoes | <i>Tobani</i> |
| 9. Serenade for Flute and Horn | <i>Til</i> |
| 10. Agricultural College March | <i>Chr. Bach</i> |

Between the musical numbers portraits of groups of students taken years ago, and portraits of famous alumni and of well-known faculty members, together with reproductions of the college buildings of the past and present, were thrown on a great screen, and were especially enjoyed by the alumni who were present.