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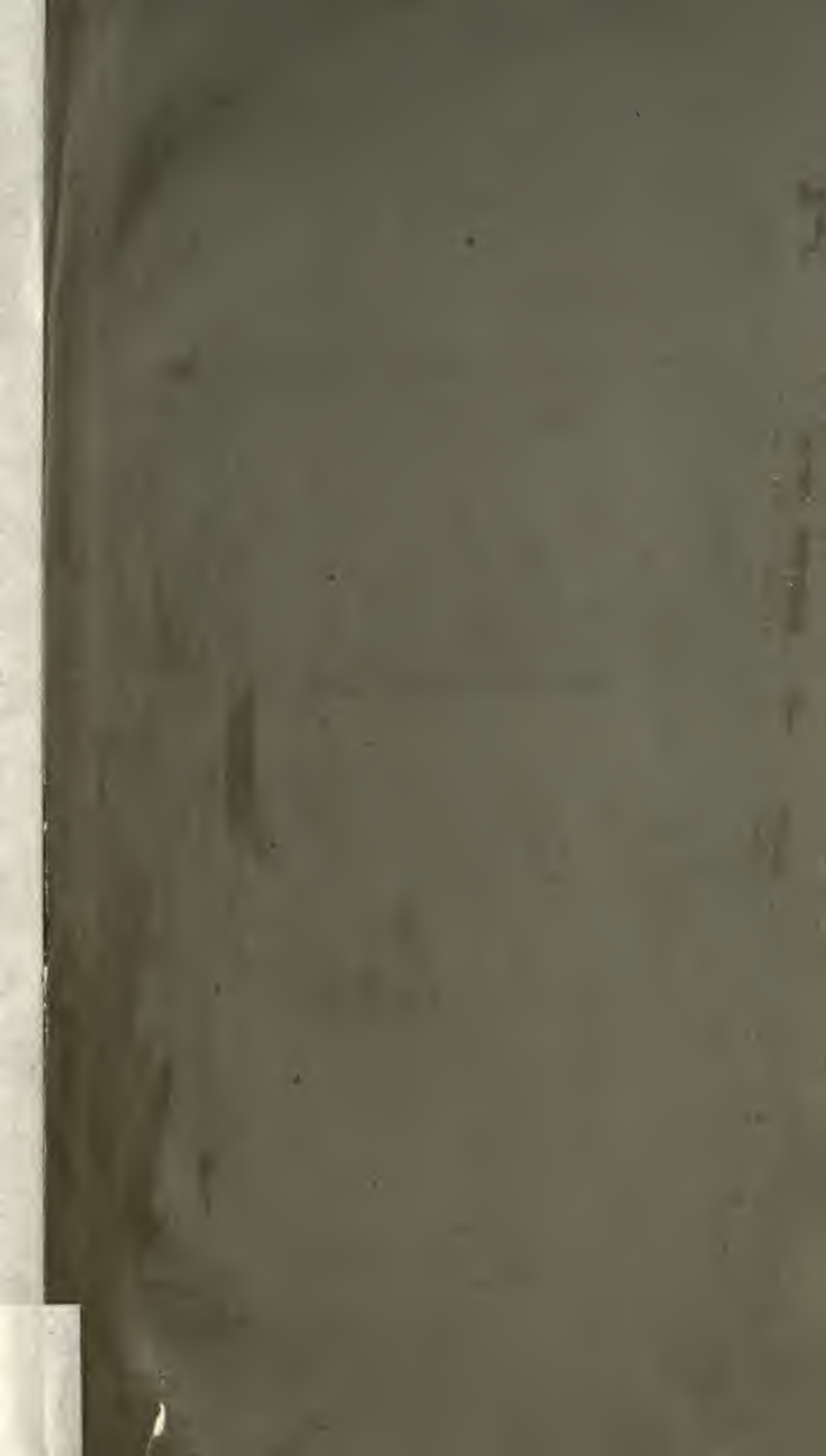
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THE  
SEMI-CENTENNIAL CELEBRATION  
OF THE  
ORGANIZATION  
OF THE  
UNIVERSITY OF MICHIGAN,

*JUNE 26—30, 1887.*



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The Committee are indebted to Professor WILLIAM H. PETTEE for valuable aid in correcting the proof-sheets.



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## SKETCH OF THE CELEBRATION.

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AT a meeting of the University Senate, June 8, 1885, it was voted, on the motion of Professor Winchell, to request the Board of Regents to make provision for an appropriate celebration of the approaching semi-centennial of the organization of the University. At the first meeting of the Board following this action, June 23, 1885, the matter was favorably considered, and the Senate was directed to report a plan for the proposed celebration. This request was laid before the Senate at its annual meeting, October 12, 1885, and the whole question was then referred to a committee of the Senate, consisting of eleven members, representing the various departments of the University, with the President as chairman.

The committee was constituted as follows:—

President ANGELL, *Chairman.*

Professor FRIEZE,

Professor WINCHELL, } *of the Department of Literature,*

Professor D'OOGE, } *Science, and the Arts.*

Professor DEMMON, }

Professor PALMER, *of the Department of Medicine and Surgery.*

Professor COOLEY, }

Professor HUTCHINS, } *of the Department of Law.*

Professor PRESCOTT, *of the School of Pharmacy.*

Professor OBETZ, *of the Homœopathic Medical College.*

Professor TAFT, *of the College of Dental Surgery.*

The committee held its first meeting on the 20th of January, 1886. Professor Demmon was appointed secretary. After an extended interchange of views as to the time, range, and order of the contemplated exercises, the whole matter was referred to a sub-committee consisting of Professors Frieze, Winchell, Cooley, and D'Ooге, to arrange a provisional pro-

gramme embodying the views of the committee. This sub-committee presented their report to the full committee on March 17, 1886, and it was unanimously adopted. The secretary was instructed to arrange and present this report to the Senate. In accordance with these instructions the report of the committee was duly presented to the Senate on the 22d of March, 1886, and after slight amendment was adopted and referred to the Board of Regents for their approval. The following is the report of the Senate to the Board:—

UNIVERSITY OF MICHIGAN, *March 30, 1886.*

TO THE HONORABLE BOARD OF REGENTS:

The University Senate, in response to the request of your Board, have given further consideration to the subject of the proposed celebration of the approaching semi-centennial anniversary of the organization of the University, and have agreed to recommend to your Board the following plan and order of exercises:—

I. That the proposed celebration be appointed for Wednesday and Thursday of Commencement Week, June, 1887.

II. That the exercises of the occasion be as follows:—

*Wednesday Morning.*—Two public addresses, one by a representative of the Board of Regents; the other, on the growth of the educational system of the State, by a representative of the State Teachers' Association.

*Wednesday Afternoon.*—Exercises of the Society of the Alumni.

*Wednesday Evening.*—Reception by the University Senate.

*Thursday Morning.*—The principal address of the occasion, in place of the usual Commencement oration, to be followed by congratulatory addresses from representatives of Harvard University, Yale College, and the University of Virginia, or other universities to be designated by the Committee on Invitations.

*Thursday Afternoon.*—Further congratulatory addresses by representatives of other institutions of learning, to be received at the Commencement banquet.

*Thursday Evening.*—A musical festival in University Hall.<sup>1</sup>

III. That the Board of Regents designate a representative to give the first address on Wednesday morning.

<sup>1</sup> This festival was held on Wednesday evening, before the Senate reception.



IV. That the State Teachers' Association be invited, at their annual meeting in December next, to appoint some person to give the second address.

V. That the Society of the Alumni be invited, at their annual meeting in June next, to make such arrangements as they may deem proper for the commemoration of the occasion on Wednesday afternoon.

VI. That the members of the various Faculties, with their wives, be invited to assist the president and Mrs. Angell in receiving the guests on Wednesday evening.

VII. That the President of the University be invited to give the principal address of the occasion on Thursday morning.

VIII. That the following committees be appointed :—

(1) A Committee on Invitations, of which the president of the University shall be chairman.

(2) A Committee on Arrangements, to be selected from the various Faculties.

(3) A Committee on Entertainment and Hospitality, to consist of citizens of Ann Arbor, and members of the various Faculties.

IX. That a Commemorative Volume be published by the University, containing the programme of exercises and the addresses pertaining to the occasion.

Respectfully submitted,

W. H. PETTEE,  
*Secretary of the Senate.*

The recommendations of the Senate were adopted by the Board in the following resolutions introduced by Regent Blair :—

*Resolved*, That the Board of Regents agree with the recommendation of the University Senate that the approaching semi-centennial of the organization of the University should be appropriately celebrated, and hereby approve the plan set forth in their report of March 30, 1886.

*Resolved further*, That the carrying of the plan into effect be committed to the Senate, and that such appropriations will be hereafter made as may be necessary for this purpose.

At the annual meeting of the Senate, October 12, 1886, on motion of Professor T. M. Cooley, the following were appointed a Committee on Invitations :—

PRESIDENT ANGELL,  
 PROFESSOR FRIEZE,  
 PROFESSOR FORD.

At a subsequent meeting of the Senate, January 17, 1887, the following were appointed to coöperate with the President in naming additional committees: Professors Prescott, Payne, Hudson, Hutchins, and Vaughan. This committee reported at an adjourned meeting on January 31st, and their report was adopted by the Senate. The committees were constituted as follows:—

I. A GENERAL COMMITTEE OF ARRANGEMENTS, to consist of six sub-committees, with Professor Pettee as chairman.

1. *Committee on the Banquet*: Professors Pettee, Langley, Payne, Dunster, and Rogers.<sup>1</sup> It was suggested that this committee invite the Steward, Mr. Wade, to serve with them.

2. *Committee on Registration, Badges, etc.*: Professors Winchell,<sup>2</sup> Thomas,<sup>3</sup> Obetz, Dewey, and Mr. de Pont.

3. *Committee on Music*: Professors Cady, Frieze, Morris, Herdman, and Dorrance.

4. *Committee on Decorations*: Professors Denison, M. E. Cooley, Spalding, C. N. Jones, and Wood.

5. *Committee on Commemorative Volume*: Professors Demmon, R. C. Davis, Prescott, Beman, Vaughan.

6. *Committee on Programme of Public Exercises*: Professors E. Jones, Rogers, Frothingham, Hudson, Burt.

II. *Committee on Entertainment and Hospitality*: Professors Walter, Palmer, Harrington, Pattengill, Hutchins, and such ladies and gentlemen from the Faculties' families, and from other citizens, as they may add.

III. *Committee on Railroads and Transportation*: Professors Greene, J. B. Davis, Steere, Stowell, and Cheever. It was also suggested that this committee invite the Treasurer, Mr. Soule, to act with them.

The Senate at this meeting, acting on a suggestion from

<sup>1</sup> Afterwards excused, and Professor Knowlton appointed in his stead.

<sup>2</sup> Relieved at his own request, and Professor Carhart appointed.

<sup>3</sup> Excused to become secretary of the General Committee of Arrangements. Professor Johnson was then added to this committee.

President Angell, voted to invite Professor Frieze to deliver, in place of the usual baccalaureate on the Sunday afternoon before Commencement, a discourse on the Relations of the State University to Religion, and that this should constitute a part of the memorial exercises of the week.

Early in March the General Committee of Arrangements issued, through its secretary, Professor Thomas, a circular of information containing the provisional programme previously adopted. This was sent to the members of the press throughout the country, with an invitation to notice it in their columns, and in connection with such notice to request alumni and former students of the University, who desired to receive more exact information in regard to the celebration, to forward their addresses to the secretary of the University. To this invitation the press responded very heartily, many papers giving the circular insertion in full. By this and other means upwards of four thousand addresses were obtained.

On May 5th a second circular of information was sent out by the General Committee to all whose addresses had been secured. This circular gave more exact information as to the exercises of the week, the Commencement dinner, registration, transportation, etc. On June 2d a third circular was issued, giving full particulars in regard to rates of transportation.

By Saturday evening, June 25th, large numbers of alumni and other visitors had arrived in town to attend the exercises of the coming week. A noteworthy incident was the arrival on Saturday afternoon of the alumni of Kansas City in a special car chartered for the occasion and decked with appropriate banners and mottoes.

On Sunday, June 26th, at the close of a singularly beautiful day, the graduating classes of the six departments of the University assembled at their appointed places on the Campus and marched in procession to University Hall. The number was something over four hundred, and as they filed into the great hall, and occupied the two entire sections reserved for

them in front of the stage, they presented an impressive sight to the beholder. The remaining seats of the hall, including the galleries, were filled to overflowing by students, alumni, invited guests, and other visitors and friends of the University.

The hall had been appropriately decorated by the committee charged with that duty. The lower background of the stage was draped with the American flag enfolding the coat of arms of the State. On either side were artists' pallets containing in silver letters on blue the dates 1837, 1887. Across the upper background of the stage was frescoed in conspicuous letters the legend from the famous Ordinance: RELIGION, MORALITY, AND KNOWLEDGE, BEING NECESSARY TO GOOD GOVERNMENT AND THE HAPPINESS OF MANKIND, SCHOOLS AND THE MEANS OF EDUCATION SHALL FOREVER BE ENCOURAGED. On the pilasters at the right and left of the stage were shields containing the names of the two deceased presidents, TAPPAN and HAVEN. Above the stage, suspended from the ceiling, were festoons of bunting in the University colors, blue and maize. At regular intervals along the front of the galleries were navy-blue shields bearing in large silver letters the words LAW, HISTORY, MEDICINE, LETTERS, SCIENCE, ART. From shield to shield were festoons of bunting in the University colors. Facing the stage, on the gallery front, was suspended a large maroon plush banner with the legend in gold, HOSPITES, ALUMNI, SALVETE OMNES.

At the hour appointed, President Angell opened the exercises by reading the one hundred and third Psalm. The chorus then rendered "Blessed are the men that fear Him," from the oratorio of Elijah. Prayer was offered by the Rev. Dr. Ramsay, of the Methodist Episcopal Church of Ann Arbor. Professor Henry S. Frieze was then introduced by President Angell, and gave a vigorous and scholarly discourse on "The Relations of the State University to Religion." Many hundreds of those who listened to this discourse had sat under Dr. Frieze's instruction at one time or another dur-

ing the past thirty-five years, and his familiar voice fell with a double charm on willing ears. At the close the chorus sang another selection, and the vast audience was dismissed with the benediction.

Monday and Tuesday were given up to the various class-day exercises of the graduating classes. The programmes for these were as follows:—

MONDAY, JUNE 27.

CLASS DAY OF THE DEPARTMENT OF MEDICINE AND SURGERY.

10 A. M. In University Hall.

*Oration.* — By William Henry Winslow.

*Poem.* — By Arthur H. Brownell, A. B.

*Class History.* — By Frederick Charles Thompson.

*Class Prophecy.* — By Walter Armstrong Cowie.

*Address.* — By the Class President, Miles Hartson Clark, A. B.

CLASS DAY OF THE DEPARTMENT OF LAW.

2 P. M. In University Hall.

*Address.* — By the Class President, Edward Davison Black.

*Poem.* — By Mrs. Margaret Lyons Wilcox, A. B.

*Oration.* — By Webster William Davis.

*Class History.* — By Absalom Rosenberger, A. B.

*Class Prophecy.* — By Edward Leverett Curtis.

*Consolation.* — By John Vincent Sheehan.

TUESDAY, JUNE 28.

CLASS DAY OF THE DEPARTMENT OF LITERATURE, SCIENCE,  
AND THE ARTS.

10 A. M. In University Hall.

*Oration.* — By Thomas Frank Moran.

*Poem.* — By Alphonso Gerald Newcomer.

2 P. M. Under the Tappan Oak.

*Class History.* — By Arthur Graham Hall.

*Class Prophecy.* — By Antoinette Brown.

*Address.* — By the Class President, Samuel Kemp Pittman.

8.30 P. M. In the Pavilion.

CLASS RECEPTION.

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CLASS DAY OF THE DEPARTMENT OF DENTAL SURGERY.

9.30 A. M. *At the Dental College.*

*Oration.* — By Gilbert Eli Corbin, M. D.

*Class History.* — By Patrick James Sullivan.

*Class Prophecy.* — By William Arthur Powers.

*Poem.* — By Fred William Gordon.

*Address.* — By the Class President, William Daniel Saunders.

The class-day exercises in the Homœopathic Medical College were held on Wednesday morning, and the full programme was carried out as follows: —

CLASS DAY OF THE HOMŒOPATHIC MEDICAL COLLEGE.

10 A. M. *In Room 24, University Hall.*

*Oration.* — By Melancthon B. Snyder, A. B.

*Poem.* — By Mrs. Sarah Idella Lee.

*Class History.* — By Mrs. Sue McGlaughlin Snyder.

*Class Prophecy.* — By Arabella Merrill.

*Address.* — By the Class President, Samuel George Milner, A. M.

The students' torchlight procession, on Monday evening, though somewhat hurriedly gotten up, proved an interesting feature of the week. As it was known that a large part of the undergraduates would leave for home immediately on completing their examinations, it had been thought inadvisable to attempt a display of this kind; but the number of students remaining in town for the celebration proving unexpectedly large, a committee of students took the matter in hand and carried it out with much success. There were about eight hundred students in the procession, and among them not a few alumni who were thus early on the ground, and who embraced the opportunity thus to be boys again. A brass band marched at the head of the procession, but their notes were often half drowned by the din in their rear. Transparencies with various legends and other devices appropriate to the day were carried by the various student organizations. From a large truck midway in the line were exploded at rapid intervals Roman candles and other pyrotechnics that kept the sky in a blaze for the whole distance traversed. The procession was under the direction of Major

Soule, Treasurer of the University. It started about ten o'clock from the northwest corner of the Campus, and moved south on State Street to Madison; thence down Madison and Packard to Main; thence to Huron; thence by Huron and State to North University Avenue; and thence to the northeast corner of the Campus. Here a huge bonfire was kindled, and a mock programme previously arranged was carried out, with speeches, etc., extending beyond the hour of midnight.

#### ALUMNI DAY.

It had been one of the recommendations of the University Senate that the exercises of Alumni Day this year be made, as far as practicable, of a commemorative character. This suggestion was heartily adopted by the societies of the alumni of the various departments.

The Alumni of the Department of Literature, Science, and the Arts held a business meeting in the University chapel at 8.30 A. M., at which, in addition to the usual business, an important movement was set on foot looking to the raising of funds for establishing fellowships in this department. A considerable sum was subscribed on the spot, and a soliciting committee was appointed.

The Law Alumni met in the law lecture room at 9 A. M. After transacting the regular business, announcement was made that Mr. A. D. Elliot, of the graduating class, had presented the association with an oil portrait of the Hon. Thomas M. Cooley, painted by Mr. L. T. Ives, of Detroit. A vote of thanks was returned to Mr. Elliot, and the portrait was ordered to be hung in the law lecture room. After formal adjournment an hour was spent in social reunion.

The Medical Alumni held their reunion in the lower lecture room of the Medical College at 1.30 P. M. In the absence of the president of the association, the first Vice-president, Dr. Lucy M. Hall, of Brooklyn, New York, was called to the chair. Dr. Frothingham, of the committee appointed last year to secure appropriate legislation against

irregular practitioners, made a report, and called upon Dr. George Howell, of the class of '63, and now member of the State Senate, to relate the history of the attempt and failure in this direction at the recent session of the legislature. This was given at some length and in a very interesting manner by Dr. Howell. It was then announced that Dr. William Henry Daly, of the class of '66, who was to have given the Commemorative Address, had been unavoidably detained at home; and accordingly the time was occupied with remarks from Dr. L. S. Pilcher, of the class of '66; Dr. Lucy M. Hall, of the class of '78; Professor Vaughan, Professor Palmer, Professor Ford; Dr. H. M. Hurd, of the class of '66; and Dr. Eliza M. Mosher, of the class of '75.

The Alumni of the School of Pharmacy held their annual business meeting in the chemical laboratory at 11 A. M. Appropriate resolutions were adopted in memory of the late Henry B. Parsons, of the class of '76, who in a short life had gained much prominence by the contributions he had made to the science of pharmacy. A committee was charged with providing some fitting permanent memorial of him to be placed in the school. After the election of officers the meeting adjourned to Hangsterfer's for dinner. After dinner came toasts and responses, interspersed with music by the orchestra of the graduating class. Responses to toasts were made by Professor Prescott; Professor C. P. Pengra, of Boston, class of '83; Mr. H. J. Brown, on behalf of the retail trade; Mr. O. Eberbach, on behalf of the State Board of Pharmacy; and Mr. A. S. Mitchell, of the graduating class. At 3 P. M. the alumni returned to the lecture room of the chemical laboratory to listen to the Commemorative Address by Mr. F. F. Prentice, of the class of '72, late President of the Wisconsin Pharmaceutical Association.

The Homœopathic Medical Alumni met in the lecture room of the College at 3 P. M. to listen to the Commemorative Address by Dr. John W. Coolidge, of the class of '79. In the evening a banquet was had at the Franklin House, followed by toasts and responses. Dr. A. B. Avery, of the



class of '78, presided, and Professor McLachlan, of the class of '79, acted as toast-master. Responses were made by Dr. J. M. Lee, of the class of '78, of Rochester, New York; Col. H. C. Hodge, of Concord, Michigan; Dr. C. P. Miller, of the class of '77, of Fort Collins, Colorado; Dr. S. G. Milner, of the graduating class; Dr. Sarah J. Coe, of the class of '78; and Professor Wood, of the class of '79.

A reunion of members of the Students' Christian Association was held in the association room at 9 A. M. The meeting was led by the Rev. J. M. Gelston, of the class of '69, and proved of great interest to all present. The growth and prosperity of the association in recent years was a subject of frequent remark and of many congratulations, and the determination was expressed to push forward the movement for an association building. The meeting called out many interesting reminiscences from the members of former years.

A meeting of the women graduates of the Department of Literature, Science, and the Arts was held in the chapel at 3 P. M., at which about one hundred were present. Miss Alice E. Freeman, of the class of '76, presided, and Miss Lucy M. Salmon, of the class of '76, acted as secretary. The chief topic of discussion was the founding of a fellowship in the University which should be open to women only.

Notice should also be taken of the formal class reunions held during the day. The following were the most noteworthy: Class of '61, at Superintendent Perry's, 13 members present; class of '63, at Professor Cheever's, 10 present; class of '67, 14 present; class of '69, 22 present, just half the original number; class of '73, 22 present; class of '75, 26 present; class of '76, at Mrs. Stowell's, 36 present; class of '77, 26 present; class of '84, 35 present; class of '86, 30 present.

The public exercises in University Hall, extending through the day, were as follows:—

*10 A. M.*

Address by Professor John M. B. Sill, Principal of the State Normal School, on behalf of the State Teachers' Association.

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Address by the Hon. Austin Blair, on behalf of the Board of Regents.

*2 P. M.*

Address by Mr. Justice Samuel F. Miller, of the United States Supreme Court, before the students and alumni of the Department of Law.

*4 P. M.*

Address by Charles W. Noble, class of '46, President of the Alumni Association.

Oration by the Hon. Thomas W. Palmer, class of '49, United States Senator from Michigan.

At ten o'clock an audience of several hundred, chiefly made up of alumni and visitors, had assembled to listen to the addresses of Principal Sill and ex-Governor Blair. On the stage with President Angell and the orators of the occasion were seated ex-Governor Felch, Justice Miller; Judge Brown, of the United States District Court; Judge Cooley, the Hon. Otto Kirchner, the Hon. Joseph Estabrook; President Northrop, of the University of Minnesota; Regent Peabody, of the University of Illinois; President Adams, of Cornell University; the Hon. Byron M. Cutcheon; and various members of the Board of Regents and of the Faculties of the University.

After music by the Chequamegon Orchestra, President Angell called upon ex-Regent Northrop, D. D., to offer prayer. Principal Sill was then introduced to the audience, and delivered his address, which was received with frequent marks of approval. The address of Governor Blair followed, and was no less heartily applauded.

At two o'clock a larger audience than that of the forenoon had gathered to hear Justice Miller's address on "The Supreme Court of the United States." Judge Thomas M. Cooley presided. On the stage with him and Justice Miller were President Angell; Judges Champlin and Sherwood, of the Michigan Supreme Court; Judge Brown, of the United States District Court; Senator Thomas W. Palmer, the Hon. William A. Moore, the Hon. Otto Kirchner; Professors Kent, Wells, Walker, and Griffin, and others. The alumni and

students of the Law Department filed into the hall and took the seats reserved for them in front of the stage. After music by the orchestra, Judge Cooley introduced the orator of the occasion, Justice Miller, of the United States Supreme Court. After his address followed an intermission of half an hour, during which the audience dispersed and strolled about the Campus, or rested in the shade of the trees.

By four o'clock the audience, still further augmented in numbers, had gathered to listen to Senator Palmer. Charles W. Noble, Esq., of Detroit, a graduate of the class of '46, and President of the Society of Alumni, occupied the chair. Prayer was offered by the Rev. Dr. Fiske, of the class of '50. Then followed music by the orchestra, after which Mr. Noble addressed the audience at some length on the wonderful growth of the State and the University during the past half century. He then presented the Hon. Thomas W. Palmer, of the class of '49, and orator of the day, who was received with great applause. The exercises closed shortly after six o'clock with a song by the University Glee Club.

At 7.30 P. M. was given, in University Hall, a grand concert under the auspices of the University Musical Society. The programme consisted of two parts, as follows: *Part I.* First part of Mendelssohn's Oratorio of Elijah, given by the Choral Union and full orchestra. *Part II.* Miscellaneous programme by the orchestra, Amphion Club, and Glee Club. The Choral Union was assisted by an orchestra from Detroit and by the following soloists: Miss Grace Hiltz, of Chicago, soprano; Miss Ella Joslyn, of New York city, alto; Mr. A. D. Eddy, of Chicago, basso; and Mr. C. V. Sloeum, of Detroit, tenor. The pianists were Miss Mary Louise Wood and Miss Julia L. Caruthers, of Ann Arbor. The audience numbered about twenty-five hundred.

After the concert the University Senate gave a reception in the chapel to graduates, former students, and friends of the University. It was estimated that the number present was about fifteen hundred.

The following was the general programme for Thursday: —

## COMMEMORATION DAY.

All invited guests are requested to meet in the Law Library at 8.30 A. M. for a social conference.

The procession will form at 9 A. M. as follows: Alumni, Delegates, Invited Guests, the Faculties and Regents of the University, in front of the Law Building and University Hall; students of the different departments, according to the directions of the marshal, Major Harrison Soule.

10 A. M. *In University Hall.*

Commemorative Oration by President Angell; addresses by delegates from other universities and colleges; conferring of degrees.

After these exercises, all who expect to attend the banquet will form again in front of the Law Building.

1.30 P. M. *In the Pavilion.*

## BANQUET.

The fine weather that had continued through the week thus far showed no sign of change on Thursday morning, and the day dawned most auspiciously. The morning trains brought increased throngs of visitors, and the hospitality of the city was taxed to the utmost. The great hall was again filled to overflowing, and hundreds sought even standing-room in vain.

The procession moved according to programme from the front of the Law Building to the northwest corner of the Campus, thence along the west side of State Street to the west entrance of University Hall, and thence through the main corridor to the audience room. The stage had been reserved for the President and Board of Regents, ex-regents, the deans of the various Faculties, the invited guests, and other distinguished visitors. The seats in front of the stage were reserved for the graduating classes, the alumni, and members of the Faculties.

The exercises were opened with music by the orchestra, who rendered Weber's *Jubel Overture*. President Angell called upon the Rev. D. M. Cooper, of the class of '48, to offer prayer. After the prayer came Raff's March from the *Leonore Symphony*. President Angell then advanced to the desk and delivered the Commemorative Oration, which

was listened to by the vast audience with profound attention throughout, and was received with frequent applause and every mark of favor. At the conclusion of the address the orchestra gave Brahms's *Hungarian Dances*, Nos. 1 and 2, during which the audience stood.

Professor Goodale, delegate from Harvard University, Professor Murray, from Princeton College, and President Northrop, from the University of Minnesota, were then introduced in turn by President Angell, and presented the greetings of those institutions. After these responses, which were enthusiastically applauded by the audience, the orchestra gave Jensen's *Wedding March*. The graduating classes, numbering in all four hundred and eight persons, then came forward in turn to receive their diplomas.

President Angell, who had remained seated during the conferring of the various degrees, now arose and said: "It is customary for universities, both in the Old World and in the New, on occasions like this to confer honorary degrees on a considerable number of distinguished men. By the authority and in the name of the Honorable, the Board of Regents, I hereby confer the following honorary degrees:"—

The degree of Doctor of Philosophy on Otto Ernest Michaelis, captain U. S. A., military and scientific writer.

The degree of Doctor of Laws on the following persons:—

Justin Winsor, Librarian of Harvard University, bibliographer, historical editor, historian.

Granville Stanley Hall, Professor of Psychology and Pedagogy in Johns Hopkins University, philosopher.

William Petit Trowbridge, Professor in the School of Mines of Columbia College, mathematical writer.

Henry Billings Brown, United States District Judge, jurist.

Alexander Macfarlane, Professor of Physics in the University of Texas, physicist.

James Lambert High, writer on law.

James Frederick Joy, ex-Regent of the University.

Edward Charles Pickering, Director of the Harvard Astronomical Observatory, astronomer, physicist.

Thomas Chrowder Chamberlin, President of the University of Wisconsin, geologist.

Eugene Woldemor Hilgard, Professor in the University of California, chemist, geologist.

Joshua Allen Lippincott, Chancellor of the University of Kansas.

Thomas Corwin Mendenhall, President of the Rose Polytechnic Institute, physicist.

John Wayne Champlin, Justice of the Supreme Court of Michigan, jurist.

John Warwick Daniel, United States Senator from Virginia, writer on law.

Asa Gray, Professor of Natural History and Director of the Herbarium in Harvard University, botanist.

James Bryce, Professor of International Law in the University of Oxford, historian, constitutional lawyer, statesman.

Samuel Smith Harris, Bishop of the Protestant Episcopal Diocese of Michigan, pulpit orator, theologian.

Samuel Freeman Miller, Associate Justice of the Supreme Court of the United States, jurist.

The benediction was pronounced by Bishop Harris, and the vast audience gradually dispersed.

After an intermission of half an hour the procession again formed, and marched through the main corridor of University Hall to the pavilion in the rear, where the dinner had been provided. Here were long rows of tables laid for upwards of eight hundred persons. On a raised platform at the south centre of the pavilion were tables for President Angell and distinguished guests. On the President's right sat Bishop Harris, Justice Miller, Senator Palmer, Miss Alice E. Freeman, President of Wellesley College, and Dr. William Pepper, Provost of the University of Pennsylvania; on the left were Justices Campbell and Champlin of the Michigan Supreme Court, Professor Macfarlane of the University of Texas, and Professor Alexander Winchell. Grace was said by Bishop Harris. The dinner over, President Angell introduced in turn the several speakers who had been invited to respond to toasts. The speaking began about three o'clock and continued for nearly two hours, after which President Angell, in a few fitting words, brought the exercises to a close; and thus ended most happily the great jubilee.

I. N. D.

## THE RELATIONS OF THE STATE UNIVERSITY TO RELIGION.

BY PROFESSOR HENRY S. FRIEZE, LL. D.

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IN the year 1837, when Michigan was admitted to the Union, her University was also founded, in accordance with a provision of the new constitution, by the organization of the first Board of Regents; and the diplomas of the University are dated from that year as the first both of the University and of the State. We, therefore, now stand at the close of the first half century of the existence of the University of Michigan; and as we enter upon the celebration of an anniversary so interesting and suggestive, as we look back with gratitude to God for the wonderful prosperity He has given to the State and to all its munificent work of public instruction, we find many fruitful subjects of discourse; but I have chosen the one which seems especially adapted to the opening of our festival, and appropriate to this sacred day, "The University in its Relations to Religion."

The people of Michigan adopted at the first, as a fundamental principle of their state polity, the idea of universal education at the public expense; education not only of the common school, but also in its higher grades, and in all its branches; education in all its breadth and compass, and accessible to all. And this principle, outlined in the constitution and more fully

expressed in legislation, has found an actual organism and embodiment in our system of common schools, in our local high schools, and in the central institutions, including the University, established more directly by the state government. But this plan, so comprehensive, so necessary to a perfect commonwealth, approved by the soundest philosophy, and long ago adopted and followed by the most enlightened nationalities of the world, has met, even here within our own borders, no little opposition and hostility; and this, partly on economical, partly on religious grounds. And so to-day we are compelled to recall the old arguments, to take our stand on the old-fought ground, strengthen, if we can, the old defenses, and repair the old bulwarks. Therefore, as our subject seems to require at this moment the discussion of certain fundamental truths, as well as some account of the religious history and condition of the University, to these I will now ask your attention:—

I. The privileges of education, both in its lower and in its higher grades, are necessary to the stability of a state and the welfare of its people.

II. This education, accessible to all the people in all grades and departments of learning, no agency but the state can perfectly organize and maintain.

III. The institutions of public education, thus indispensable to the existence and well-being of the state, cannot in the nature of things be detrimental to religion and the church.

IV. As a historical fact, the public educational work, and especially the University, have encouraged religion and have been helpful to the church; and we have no just reason to doubt that they will continue



forever to hold the same relations to Christianity in the future as in the past.

I. In the first place, it is almost superfluous to affirm, what is almost universally admitted, that the well-being of every free commonwealth demands that all the people shall be acquainted at least with that part of education which is afforded by the common schools; though, indeed, it is but a few years since this maxim, so just and reasonable, was repudiated by several of the States of our Union, and it was thought necessary to their safety and to their very existence to deny to some millions of their population the opportunity even of learning to read and write.

Pardon me for repeating the truism, necessary to this topic, that the education of the whole people up to this point is required on the one hand by the interests of the state as such, and on the other by those of the people individually and socially. Without this the people cannot be capable of discharging intelligently the duties that devolve upon them as private citizens; those, namely, of nominating and electing to public office, those of local boards and of local self-government, and those of state legislation; and, in short, all duties of citizens which do not require technical and professional attainments. And again, without this the people are not well prepared for the ordinary avocations and industries of life, cannot well secure their individual welfare, and are more liable to become disturbers of the peace and a burden to society.

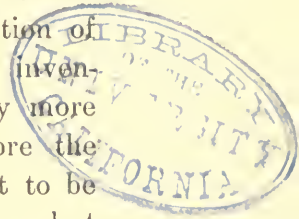
But while for these reasons it is generally agreed that no child of the state must be allowed to grow up without this elementary discipline, which, indeed, in some countries and states is made compulsory, as it

ought to be everywhere, the grounds for making all the higher and all the technical branches freely accessible to all the people are, in part at least, different. It is apparent at once that those branches which are general, and which we call liberal, cannot be pursued by all, nor even by a majority of the youth; for they cannot give the time necessary to their acquisition, or they have not the inclination, or, perhaps, the gift. The same causes, too, will operate to make the numbers comparatively small of those who seek professional and technical training. But liberal and special studies are not, as in the lower branches, a necessary condition of life in all its duties and avocations; nor do the interests of the state itself demand that all its citizens should possess these higher attainments. And yet, unless in some way the opportunity for the acquirement of them be placed within reach of all the youth of a state, both the public service and the interests of the people individually will suffer detriment; for, without the higher and more special kinds of training, where, in the first place, shall we look for the teachers to conduct the common schools? Where, again, is the state to find those who will be competent to formulate the laws, to discharge the functions of the judiciary, and to operate the whole machinery of the law? where, also, the physicians and teachers to manage the institutions of public charity, and where the men of scientific and technical skill to take charge of public works, explorations, improvements, and those interests more immediately pertaining to the government, and not to be intrusted to untrained hands?

And need I say that the people themselves indi-

vidually require more or less the aid and service of all professions and callings? Every day's experience shows us how much their interests demand, in all the industries of life, information and help from the best educated brains and from the best trained skill; not only the lawyer and the physician, for the protection of rights and property and for the preservation of health and life, but scientific investigators and inventors, to make nature more available, industry more profitable, and life more enjoyable. Therefore the schools of science and of the professions are not to be regarded as superfluous luxuries of civilization, but vital conditions both of a successful government and of a prosperous people.

We must also remember that free access to professional and to all higher learning is the only way of saving it from becoming the privilege of the few. There is in every community, ever increasing with the general intelligence, a number of aspiring minds, seeking after truth partly for its own sake, partly to enlarge the bounds of human knowledge. For this order of minds is demanded the opportunity for the widest range in the highest sphere of investigation; and this is found in the department of a university which is sometimes called the Faculty of Philosophy, but with us, the Faculty of Literature, Science, and the Arts. It is this highest department of educational work which is farthest removed from the appreciation and sympathy of men. Without it, however, we should cease to bring out and develop that class of minds which alone can keep us as a State on a level with the most enlightened states and countries. And, indeed, apart from every other consideration, we



should regard it as a reproach to our civilization, not in some way to secure to the noble aspirations of genius, often found among the poorest of the people, the opportunities for attaining the eminence to which they were destined by Nature herself.

Yet how illogical is the common idea that the abstractions of these higher studies are of no practical value; that they are remote alike from the lower forms of education and from the profitable industries of men! On the contrary, it is from these very heights of investigation, whether in science, in history, in literature, or philosophy, that everything in the lower planes of learning, and everything most progressive in the useful arts, is ultimately derived. Their relation to each other might be compared to that of the rivers to the clouds. The mighty river rolling through valley and plain, proud of all his service to man, may look up with a kind of disdain at the cloud floating, seemingly to no purpose, far up in the sky. If the river-god could only speak, as in classic fable, he might say, "It is I who minister to the wants of men; I move the wheels and the spindles of industry, and carry the products of the field and workshop to the cities below, while you float about in the heaven without aim or use." But the answer would be: "Were it not for me, were I not to gather into my bosom the invisible vapors drawn up from the ocean and the lakes, were I not unceasingly to water the earth and fill the springs and rivulets that swell your branches, where would be the giant forces of your mountain stream, and the din of your machinery, where your broad waters bearing along the commerce of the inland? Soon would your fleet of steamers lie rotting on your

banks, and you would shrink to a thread of water struggling along through the sand and slimy rocks of your dried-up channel." So the class of minds devoted to the highest studies, seeking from the infinite depths of truth newly discovered principles and facts, to be added to the sum of things already known, seem, to most of those who are unconsciously profiting by the results of their researches, to be dreamers of questionable sense; for the multitude, in contact only with the practical results, seeing only the material outcome, the telephone, the electric light, the weather signal, or, in history and literature, the manual, the translation, the book of extracts, discover no possible reason for the existence of those men that dwell in the clouds, and for the costly institutions and apparatus necessary to their success, and the funds necessary to their support.

It is a truth difficult for most men to appreciate that popular education cannot be maintained upon a high or even respectable level where these institutions of the very highest class do not also exist and flourish. But the connection between the extremes is none the less real because it is not seen. And so all these departments and branches form a body, one and inseparable. No member can be taken away without injury at once to itself and to all the others. Or they are like the organism of some vast and complicated machine, all the parts of which are skillfully adjusted to work in harmony and for a common result.

It is clear, then, that education, in its whole range and in all its diversity, must in some way be made accessible to every son and daughter of the state. This the interests of the state as such, and those of the people individually, demand. Without it the citi-

zens are not equal to the duties of self-government; without it the state cannot effectively discharge the functions for which alone a state exists; without it the state cannot hold a place among the most enlightened communities; while the sons of the poor, as gifted as those of the rich, will have no means of reaching the position for which their natures destined them, and education, in the long run, will become the privilege of wealth and rank.

II. We have here, then, a great work to be done, a momentous work, involving one of the vital interests of human society, and one on which depend all the other interests of society and the state. And this leads us to the important question: To what agency shall the work be intrusted? What authority shall plan, direct, sustain it all? For we have surveyed the work itself, in its extent and nature; we have not yet asked by what means, by what hands, it must be organized, maintained, and conducted. Shall there be one agency or many? one head or many? one part weak, another strong? one in operation, another forgotten? We have found it an organic unity, with parts necessary to each other, that must be kept in adjustment to act harmoniously, and to work out the best result. Manifestly this unity demands an agency which is also in itself a unity; one central intelligence, and also one central and supreme authority, to plan, watch, and unify the far-reaching movement of all this vast machinery. We have found that throughout its entire sphere, in all its manifold diversity, it must be made accessible to all; not more to the rich than to the poor and the poorest. All this requires an agency that commands unlimited resources; ever increasing,

too, with the growth of population and the expansion of the educational work. It is manifest that there is but one existing power and authority that can meet these conditions. It is the state and the state alone that can, and therefore must, perform this great duty to itself and to humanity.

Will you leave it to the church? The church, even when at one with itself, and also where it has been the predominant power, has seldom educated its people, has ever left the mass in ignorance, and has never kept pace with science. And when it has been subordinated to the state, as now in Germany, though a part of the state, it has itself, in common with the people, been educated by the state. But when the church is divided as with us, and the state and church must be independent of each other, no one of the religious bodies alone, nor all of them united, if that were possible, could command the resources to do this mighty work. In our older States, where in the early days no comprehensive system was thought of, and where nothing but the common school was supported at the public expense, the higher studies were of necessity provided for by private corporations, by individual enterprise, or by the denominations. Thus arose the old colleges of the East, which have done such a noble work within those limits of advanced learning, half way between the gymnasium and the university, to which either their own policy or their straitened means have generally confined them. But it is a striking illustration of the need of a state system and a central educational authority, that more than two centuries have passed since the first of the old colleges was founded, and that in all the States where they

have so long existed there is nothing that can be properly called a university. Harvard and Yale, Brown and Princeton, still send their graduates to Leipsic and Berlin to study for the university degree. And it is a consequence unfortunate for us, that the example of these venerable institutions had so fixed itself upon the education of the whole country, that when this University of Michigan was to be organized, those to whom that duty was committed, still looking to the East for their authority, very naturally adopted the traditional New England model, which to them was the highest ideal. And hence, with us too, as with a few of the most progressive of the Eastern institutions, the struggle for years has been, and for years must be, to emancipate the University from the thralldom of the ideas and practices of a collegiate or gymnasial organization. And in this very struggle it has found an immense advantage in its connection with a state system of instruction. In the old States there seemed to be no alternative; the denominations were in a manner forced to undertake this enterprise, and they have nobly performed what they took upon themselves both as a duty to society and to the church. But at the same time, their example serves to prove that the entire work even of the higher education alone cannot be maintained by the churches, much less the education of a State in its whole compass.

Again, it might be asked, could not that class of schools which we call professional and technical be taken under the charge of private corporations of a secular character? In such a case, I reply, even though here and there the benevolence of the rich might found such schools on ample endowments, the



great majority would lead a precarious existence, necessitated to bid for patronage and numbers by lowering the conditions of entrance and making easy terms for diplomas ; and so bringing our professions into questionable repute. Every one knows what illustrations are afforded of this tendency in the actual history of a multitude of private professional institutions.

But besides the dependence, the insecurity, the inadequacy, and the necessary imperfection of collegiate, professional, and technical schools maintained by private corporations, whether denominational or secular, they also must fail to meet the last condition I mentioned as essential to the completeness of the educational work. For the want of the unlimited resources which only states can command, the institutions so maintained, being dependent chiefly upon fees and tuition, are generally too expensive for the children of the poor. In spite of funds in some few of them for free scholarships, they can never, as a rule, supply that condition which is indispensable to a people that would be substantially equal, — that would secure an equal opportunity to every one of making the most of his God-given nature. They tend necessarily in the long run to make these higher spheres of learning, and the occupations to which they open the way, the privileges of wealth and rank, and so to widen more and more the breach between riches and poverty, and so also to render more impossible that gradual process of intellectual levelling which, more than anything else, can bring an end to the long, historic, and almost hopeless war between capital and labor. The poor man, the poor man's son and daughter, have no more

dangerous enemy, no foe more sure to rob them of all chance of improving their condition, than the shortsighted politician who declaims against public high schools and state universities. These institutions are emphatically the pathways of the poor towards those higher levels of life to which their talents and their enterprise entitle them. Without keeping them perpetually open, the State and the country would often fail to know and to command the talents of the most gifted children of the land.

A striking example of this is afforded in the history of the United States Military Academy at West Point. Without this national school, with its absolutely free tuition, accessible alike to youth of all conditions, many of our most successful and brilliant soldiers would never have been known to the country and to fame. Without West Point, is it probable that we should have reckoned among our great commanders such men as those who brought the late civil war to a successful close? And are not the services and achievements of those three men alone, to say nothing of a hundred others educated in that school, worth all that West Point has ever cost the country? But I need not go abroad for examples. There was once a poor boy in this State, dwelling in this university town; he was one of the poorest of the poor; by daily toil he worked his way through the collegiate course. That boy's name is now known wherever an astronomer points his telescope to the stars. The fame of James Craig Watson, and the honor he has brought to Michigan, are worth infinitely more to the State than the few dollars it paid for his education. A state cannot afford to stint or cripple these institutions, which

alone can raise up and bring into view the very humblest of its children, and thus bring to the public service, through the sifting process of universal competition and free opportunity, the very best talent latent in all classes of its citizens; for gifts of mind and character depend upon no accident of birth, wealth, or social surroundings.

And, once admitting the truth that all the parts of an educational system, the higher as well as the lower, are alike indispensable to the common welfare, no one should be disturbed at the relatively greater expense of these higher branches of learning. In calculating the cost of our dwellings, we do not feel troubled because some parts of the necessary material and labor are more costly than others. We ask ourselves, not what does this or that thing come to by itself, but what is to be the sum total of the outlay necessary to the solidity and completeness of the building. There is a wide difference in the cost of maintaining the infantry, the artillery, the cavalry, and the staff of an army; but, as no army is complete and efficient without them all, we sum up the expenses of the individual branches of the service, and accept it as the grand total of the amount necessary for the national defence, without regard to the difference between the cost of the infantry, the artillery, and the cavalry, or between the pay of the private soldier and the general officer.

But I will not do wrong to your intelligence by dwelling any longer upon truths so obvious. They lead to the inevitable conclusion that the state must in the very nature of things be the educator of its citizens; and that it must maintain a system, not only

of common schools, but of all education, from the primary school to the university. And I need not say that this principle is fully corroborated by actual history; that as a fact the nations of the world which are most perfectly educated are precisely those whose governments have for generations maintained all the parts of such a comprehensive system.

Therefore the people of Michigan, in establishing and sustaining at the public expense all institutions of learning of every grade and kind, have simply followed the teachings both of sound philosophy and of historical experience. In doing this they have made the work of universal education a part of the life and being of the State itself. Therefore it must forever fulfil this sacred trust. It can leave no part of it to other hands. As justly might it delegate to some private agency any other part of its functions, as any part of its educational system; as properly consign its financial affairs to a syndicate of bankers, as leave its educational work, or any part of it, to private corporations of any kind.

But this duty which a state owes to itself of leaving no part of the educational work unprovided for, and of abandoning none of its interests to the beneficence and enterprise of private corporations, by no means interferes with the liberty of such agencies to expend their funds, however unnecessarily, if they so choose, in duplicating any or every institution of the public educational system. How this can be done with the least disadvantage I shall indicate farther on in referring to the example of the Methodist denomination in Canada.<sup>1</sup> To leave no public interest uncared for, and

<sup>1</sup> See pages 48, 49.

to forbid private parties to care for such interests, are not identical and interchangeable propositions. A father possessed of means for the support of his children has no right to leave them to the charity of others; but he does not thereby prohibit any who may feel so disposed from bestowing their wealth upon them. The only question is, whether that wealth could not be more wisely bestowed. Switzerland, for example, leaves no part of education unprovided for, no part to the care of private parties; but it by no means prohibits the maintenance of private schools of learning.

III. It was to be expected that all intelligent citizens would accept even with pride and gratitude a feature of our State constitution so reasonable, just, and necessary, and so much in advance of anything in the organism of the older States. Yet, as I said at the beginning, there are not a few amongst us who are either ignorant of our home traditions, or who, for their own reasons, see fit to reject them; while they favor movements which are prejudicial to the interests, either of the entire system of our public education, or to some particular part of it, and especially to the University. Happily, however, the under-current of established things, moving quietly but persistently and with mighty power, always directed and impelled by the good sense, the common sense, of the people, pursues its calm course, quite undisturbed by the fanaticism frothing and foaming about here and there on the surface. But as this hostility is based on the charge, or rather the assumption, that state institutions, where church and state cannot be united, must necessarily be irreligious, the concluding part of my dis-

course must be devoted to the inquiry to which all has tended,— what are the relations of the university, or, what is the same thing, of the state educational institutions, to religion and the church.

In the first place, nothing can be more irrational than the assumption that the educational institutions of a state are necessarily irreligious or atheistic. God cannot have ordained two great institutions for the benefit of man, to exist and work forever side by side, and at the same time to be incompatible and mutually destructive. In that case the assumption that both are necessary to society must be false, and one of them must be abolished. If the state cannot exist without educating its citizens, and if this education is necessarily hostile to religion and Christianity, then the Christian must contend for the overthrow of the state itself; or, if the citizen thinks the state more essential to man than the church, and that the latter is inimical to the state and to its characteristic institutions, then must he fight against Christianity. But no one can listen for a moment to a hypothesis so monstrous. The state is here with all its institutions of hard-won civilization; the church is here with the gracious offices of the Gospel, sadly split up, indeed, yet held together by a spiritual if not external unity. Both are ordained by the same Creator for the well-being of man.

The commonwealth, the republic, the sovereignty of the people, the state, whatever you may call it; on the other hand, the church of Christ, the citizenship of God, the *civitas Dei*, or spiritual commonwealth,— these two institutions, both fitted by their organization and nature, and designed by Providence, to embrace

the whole world, how can they be foes? Both designed for the welfare of the same humanity and the same society, how can they be incompatible? The one developed and constituted by the Providence of God, the other ordained and founded by the Word of God, how can they be in collision? These two things, the most beneficent, the noblest, the grandest, that have emanated from the wisdom of the great Creator, offspring of the same Divine thought, of the same Divine benevolence, by what possibility can they ever be mutually antagonistic and destructive?

How, then, does it happen that we do sometimes find them in actual conflict; in their history, each at times oppressing the other, estranged one from the other, and each striving to win the advantage? Now, whenever this has happened, the cause has been that one has overstepped its proper bounds, and trespassed on the jurisdiction of the other. When a civil government undertakes to control the work, the offices, and the teaching of the church, it interferes with the liberties of its own people, and with their rights of conscience, and there is persecution, and not infrequently bloodshed. When, on the other hand, the church has attempted to override the state, and has claimed for itself the temporal as well as the spiritual power, then both the state and the people have sunk into that most degrading of all slavery, that spiritual domination which can only be thrown off by resistance, even to revolution and sometimes to bloodshed. But such things, we hope, now belong to the past. A republican commonwealth such as ours, which aims to reach the ideal of the philosophical statesman, with a clear apprehension of all the duties it owes to its

people, and of the limits of its power, can never invade the spiritual domain of the religious bodies that make up the church within its borders; while the latter will not consciously and deliberately do aught to prejudice the interests of the state in its own proper sphere of action. Both, so far as they are patterned, the one after the ideal state, and the other after the type of the Gospel, must, as I have said, be incapable of hostility and collision. If there exist, therefore, any differences of interest between the institutions of education and the religious bodies within our borders, they must be due either to some error in our constitution and legislation, or else in the action and management of these bodies. As to the former, I think I may claim to have proved the legislation of the State to be absolutely right and wise. As to the latter, I must candidly say that errors have been committed, though in general they are undoubtedly errors that in the condition of the State and of the churches in our early days, and in their misapprehension of the full significance of the educational plan of the State, were quite natural and inevitable; and for these errors, whatever they may have been, no one can justly be blamed.

They come under the head of what I may call accidents of history. I refer, of course, to what I must always look upon as the mistaken policy of committing several of the religious denominations to the support of institutions chiefly for that secular education which the State has engaged itself by the most sacred obligation to provide at the public expense. That it was absolutely unnecessary needs no argument now; but in those pioneer days the fact was not so apparent.



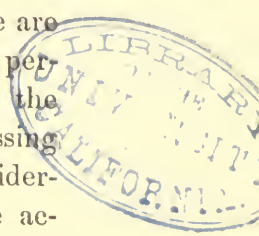
The idea of the higher education supported by the state was unfamiliar: it was therefore regarded as impracticable. As to the University itself, it was then scarcely visible; a mere college, and quite insignificant at that. No one dreamed that it was destined to be a solid institution of large dimensions. Meantime the great interests of religion in these newly opened regions seemed to demand collegiate schools like those of the East. No doubt some were tempted to the enterprise by selfish considerations, but many good men were actuated by the best motives. Accordingly the funds, more or less inadequate, were raised, and the denominational colleges were organized. Once established, their founders were committed to their support; and the result, so far as regards their relation and attitude towards the State institutions, was inevitable: it must of necessity be one of more or less rivalry.

The new colleges were born, and that which is born is bound to make a struggle for existence. No matter how it gets a living, the living must be had. In well-educated nations one university is enough, and more than enough, for every two millions of population. Michigan, when the University was established, had scarcely one fourth of that number. Yet at least six colleges were founded at about the same period to duplicate the work of the State University. The colleges must prove their right to exist; and the ground must evidently be that the University was not needed, and had no such right. It was a matter of life and death; the proof, whether valid or not, must be found; and it could neither be conceived of, nor found anywhere but in the charge of irreligion and immorality.

The State cannot teach any one form of religion, or countenance any one denomination of the church: therefore it can teach or countenance no religion at all; therefore its University must by inference be atheistic; therefore it is atheistic; and therefore it is a solemn duty to inform the world through the pulpit, the denominational press, and the college circulars that the University is opposed to Christianity. Resolutions advertising these allegations were from time to time introduced into religious bodies, and chiefly advocated by the members who had lately come from other States, and sometimes by visitors from abroad; but, through the influence of the wise and prudent, they were not always adopted. Between the lines of all such resolutions could always be easily read the true purport: Do not resort to the State institutions; come to us; we must have your support or perish.

As an illustration of strictures of this kind to which in our past history we have been occasionally subjected, I will mention the resolutions passed by a denominational convention at about the middle period of the administration of President Tappan; containing statements, indeed, so manifestly unjust, that the Regents, for the first and the last time in the case of such charges, thought it their duty to take public notice of them. From the report of the literary Faculty embodied by the Regents in their public reply to these resolutions, the following words afford an answer to the stereotyped charges of the same nature, repeated from time to time in the past, and, from the working of the same causes, likely to be repeated in the future: "While, in common with the Faculties of all colleges and universities, we have frequent occasion

to admonish the young men intrusted to our tuition, and sometimes find ourselves forced to the more unpleasant duty of extreme measures; while also we are ready to acknowledge and deplore our want of perfection both as instructors and as men professing the Christian religion, — we cannot refrain from expressing the conviction — a conviction founded upon considerable experience as instructors, and upon intimate acquaintance with other seminaries of learning — that there exists in general among the students of the University of Michigan a more virtuous sentiment and a higher tone of moral feeling than we have ever witnessed elsewhere; that the proportion of youth whose impulses are wayward and vicious is unusually limited; and that, in addition to youth of irreproachable character and sterling integrity who have not become members of any Christian church, there has ever been among us a very considerable number, we may with devout thankfulness add an increasing number, who furnish the most conclusive and gratifying evidence of active Christian piety. Finally, we are constrained to say, that, if any persons or class of persons have conceived an unfavorable opinion of the University as a place of education for Christian youth, with sincere deference to the persons who entertain this opinion, and with the fullest conviction that they would do us no wilful injustice, it is our conviction that such an opinion must either be founded on an incorrect apprehension of the facts, or else upon too limited a comparison with other institutions of learning.” The resolutions to which this answer was given, as I said, are not unlikely to be repeated. The material will always exist, partly in the assumption before men-



tioned, that a State university must necessarily be atheistic; partly in the fact that the members of college Faculties are not all saints; partly in that which always has been and always will be, as long as universities exist, that, among some hundreds of college students, there will always be some rogues. But the leaving out of all colleges and universities, and the singling out of a State university as if it were a peculiar and anomalous example of collegiate sin and depravity, manifests either the ignorance or disingenuousness of the authors of such accusations.

But men are ever inventive in the discovery, under peculiar incentives, of that which they desire to discover. Not many years after the solemn charges above mentioned were formulated and published, the University was attacked from a precisely opposite quarter. It was too religious, it was positively "sectarian;" this was the very term employed, and on this occasion the accusation was brought before the State legislature itself: the University, from this new point of view, was not only not atheistic, but it was outrageously religious. It was violating, by the positive character of its religious teaching, the rights and tender consciences of some who believed in no religion at all.

Thus the opposite parties were firing as it were over the beleaguered University into each other's camp, and leaving this poor victim of two assailants, hostile at once to it and to each other, unharmed by the explosives hurled from either side. I look back upon these things now as having more in them of the ludicrous than of the serious. From these counter-attacks, however, the truth is easily inferred that both assailants were in the wrong, and that the University

stood where a university representing a Christian commonwealth ought to stand, and, moreover, that it stands practically where all universities, whether state or denominational, do actually stand.

The following words of the legislative committee, appointed to investigate the grounds of this last accusation, completely justify our position: "The teachings of the University are those of a liberal and enlightened Christianity, in the general, highest, and best use of the term. This is not, in our opinion, sectarian. If it is, we would not have it changed. A school, a society, a nation, devoid of Christianity, is not a pleasant spectacle to contemplate. We cannot believe the people of Michigan would denude this great University of its fair, liberal, and honorable Christian character, as it exists to-day." These noble words of the representatives of the State express with perfect clearness and truth the position in regard to religion which the University ought to maintain as a representative institution of what will never cease to be a Christian state. They completely vindicate its character as at once Christian and liberal. They ought to have been engraved on a tablet of brass and placed in our chapel, where they could forever give answer to all extremists who assail us from either side. And they also may be taken as a fitting introduction to my closing topic,—that public or state education by no means excludes religious influences and practices; nor, in a certain way, even the teaching of religion; and that in fact this University has ever been helpful to religion and the church, and must continue to be so hereafter.

IV. There is, indeed, great misapprehension as to the true distinction between religious and secular in-

struction. Strictly speaking, there are few religious schools in existence excepting the monasteries and nunneries of the papal church; for these have been established for the simple purpose of cultivating in their votaries sentiments, exercises, and practices of religion. Apart from these, the only religious school of the world is the church itself, with its Divine authority, its practical religious teaching, and its religious culture. The confusion on this subject arises largely, or perhaps altogether, from the fact that so many of our educational institutions are attached to the religious denominations. It is taken for granted, especially by the uninitiated, that this connection is proof of a special religious character. No doubt some of these combine together specific doctrinal teaching, the inculcating of dogmatic beliefs and of devotional forms, with what is strictly secular; but as an almost universal fact these institutions are simply schools of secular learning, in substance, form, and spirit hardly to be distinguished from those which are sustained and directed by public authority. We do not think of Princeton, Yale, Brown, or Columbia as religious colleges. Their designation, to denote with precision their character, should be, denominational schools of secular learning.

As evidence of this fact, so familiar to all of us who have passed through such institutions, I might describe in detail their courses of study, which are essentially the same in all: but instead of this, I will take the liberty of recalling my own personal experience in one of the noblest and best of all the venerable colleges of the East; not indeed one of the largest, but second to none in its reputation, through its whole

history, for the ability of its Faculty, and for the attainments, the influence, and the fame of those who have in different generations come forth from its halls. No college of New England was conducted more perfectly in accordance with the views entertained by the leading educators of the times as to the discipline which a denominational college should impart. The studies at that period were those only which are prerequisite to the bachelor's degree in arts, — the ancient languages, the mathematics, natural sciences, rhetoric, logic, and the several divisions of philosophy. The modern languages, history, and applied sciences had not yet been introduced. There was, of course, in these studies, no opportunity for any direct or official teaching of religion. In connection with "Butler's Analogy," which formed part of the philosophical course, and occasionally in connection with other studies, there were free discussions on religious truths or doctrines suggested by the topics of instruction.

There was no official recognition of religion excepting the one requirement that all students should attend the daily devotions conducted by the President in the college chapel. Nor, from anything in the lectures and teachings of the President and Faculty, or in the religious exercises of the chapel, would it have been possible to know that this institution pertained to any one of the religious orders rather than to another. In fact in all colleges of this class it was the custom, dictated at once by expediency and by common sense, to leave out of view all appearance of any denominational connection. And yet it would be a great mistake to infer, because of the absence of any official and dogmatic teaching of religion, that this col-

lege had no practical religious life. On the contrary, in common with the whole sisterhood of New England colleges, it was at all times the home of earnest and effective religious activity; but this was of that kind which is ever most fruitful, because most in keeping with the spirit and method of the Gospel itself: it was the spontaneous movement of the students themselves, inspired by Christian earnestness, and countenanced by the favor and sympathy of the President and the religious members of the Faculty. And neither in this nor in any other institution of its class has the status of religion, such as I have described it, been essentially changed. The denominational college is simply a school of secular education, controlled by a corporation of religious men, either exclusively or chiefly belonging to some particular order of Christians, while its character and culture on the side of religion depend on the personal influence of Christian professors and students and their voluntary associations.

Now every one who has been either an officer or a student of the University of Michigan at any period of its history, from the time when the sainted Williams organized its first classes to this day of its semi-centennial festival, knows very well that every word I have said of the religious traditions, the religious tone and spirit, of this New England college, is absolutely true of our own University. From the beginning it has had its voluntary religious organization, at first under the title of the Society of Missionary Inquiry, and later under that of the Students' Christian Association; and the members of individual classes, also, have had their social religious meetings, and, still more than this, the officers of the institution have often



delivered public discourses of a religious character before the students and Faculties voluntarily assembled. At the same time, I venture to say, in no school of learning, whether denominational or not, has the free and earnest discussion of topics of religious doctrine, morality, and history been more constantly encouraged and maintained than by the members of our Academic Faculty. The University has left, of course, like all the typical colleges to which I have referred, the official, authoritative, and hortatory inculcation of religion to the pulpit, to which exclusively this sacred duty has been given. It has a right, it is its duty, to foster in its students the habit of thorough research into all questions and topics of philosophy, the doctrines, the history, and the philology of religion, whether Christian or pagan, whether Mohammedan or Brahminical.

And to say that the University, because it is a State University, cannot do this, is to deprive it of that which is the very life of a university, — absolute freedom of investigation in every field of human thought and experience, and in the whole limitless world of nature. Even a school of theology, if it be worthy of its name, must have all this liberty; even there, no ingenuous youth can be properly and wisely shut off from the inquiry into the historic grounds of belief, into the philosophy of theism, into received interpretations of the sacred writings: a theological school of any character must be, in part at least, a philosophical and a scientific school, and therefore not inaptly it forms a department of all the great universities of the Old World.

And just here we may again encounter an objection

of our rationalistic friends, who, perhaps, will now say : " You are justifying our former accusation ; you are, after all, not indeed by countenancing voluntary religious activity, but by allowing instruction in the Christian faith, infringing upon our rights of conscience." But no ; we do not give instruction from the chair as preachers of religion from the pulpit. We present it in its different forms and phases as one of the greatest, if not the greatest, of historical phenomena ; as a subject which claims as much thoughtful attention and study, investigation and discussion, as the observed facts or phenomena of astronomy or geology. Some one may still believe in the system of Ptolemy, and deny that of Copernicus. Will this scientific sceptic complain that his civil rights are violated because our astronomer at the University clearly sets forth to the best of his judgment the doctrines of Copernicus, and compares them at the same time with those of Ptolemy ? And will he take us to task if the weight of evidence should go to show that the earth does move ? The professor of philosophy and the professor of history must deal largely with Christianity and with all religions ; either this, or abandon their work altogether. Without it their chairs are nothing ; without it, I could almost say, a university is nothing. For take away from history all consideration of the religious and Christian movements of the world, and hardly anything of history is left ; and shut off from philosophy the discussion of the momentous questions and various theories of religion that have filled the minds of ancient and modern thinkers, and no professor of philosophy will think his chair worth holding. Freedom, I say, freedom of thought, research, is the very essence

of all university life and work, and the condition of all university progress. In the exercise of this intellectual liberty, whatever be the subject of instruction, whether science, history, criticism, or religion and morals, we violate no interest of religion and the church, no rights of the private citizen.

But one thing in this comparison, regarded by some as throwing suspicion on the religious character of the University, I must not leave unmentioned. And it is the one particular in which there is any marked difference in religious usages between us and the denominational schools. About fourteen years ago the attendance of our academic or literary department at the chapel service or morning prayers was made to depend on the feeling and will of the students. The continental universities of Europe have no public religious exercises, though all of them contain theological Faculties. The same is true of the English universities in their character of universities. It is only in the dormitories at Oxford and Cambridge called colleges, that is, the separate residences and college homes of the students, that they are assembled daily like families to a kind of domestic worship; a custom in such circumstances altogether sensible and practicable. The colleges first founded in the American colonies and States, with a like system of domestication of the students, very naturally adopted the same practice, and handed it down to all our colleges. The students dwelt together in the so-called "dormitories," and the whole body of classes and sections attended lectures or recitations uniformly three times daily at the same hours, with clock-work precision, beginning immediately after chapel exercises in the morning. Attendance at

chapel, therefore, was but the introductory exercise from which all moved directly to the lecture rooms.

But in the case of a university like our own, in which, without dormitories, all students of all departments alike, whether literary or professional, are dispersed like those of German universities over the whole area of the town, in which also multiplicity of studies, necessitated by the times and by larger development, breaks up the ancient class system and the simple uniformity of recitation hours, compulsory attendance upon these exercises became impracticable and unreasonable; and, as is often the case, when an old usage is first called to account, several other just grounds were now presented. Why make this exercise compulsory on the literary students, and not on the whole? Then, again, it began to be felt that any official requirement of this kind was hardly compatible either with the free manhood of a university, or with the rights of citizens. And what moral good, after all, could grown-up men and women be expected to derive from the forced observance of religious worship? Would they be likely to grow in piety if required by a like compulsion to be present at the public services of the church? And accordingly, while the devotional exercises were by no means abolished, attendance upon them was left to the students themselves, and those of all departments were invited to participate.

But the real religious life of the University, that which here, as in all universities, is independent of anything official and formal, has suffered no detriment whatever from this innovation on the traditional usage. As I have said, and as college men very well know,

that life is found chiefly in the spontaneous activity of the Christian students. And never in the whole history of the Students' Christian Association in this University has this activity been so great and so fruitful as in these very years of freedom in respect to public worship. No one would pretend that the two things have any connection of cause and effect. The fact simply proves that no harm has been done to religion. And I must say here, that never before has this association of faithful Christian workers felt so much the need of more ample accommodations for their meetings and various exercises. After the earnest appeals for aid that have recently been made to the Christian communities of the State, we may hope that the new building proposed for this association may soon be secured. Certainly an enterprise for the advancement of religious interests in the University, carried on by young men and women who are members of the various denominations, and who with the Faculties have contributed, even beyond their means, to the fund for the erection of this building, should receive help and countenance from all those good people who express so much concern for the religious welfare of the University. Certainly these young Christians, devoted to this work, which is in some sense a missionary work, have reason to expect as much sympathy and encouragement as those who labor in the missions of Asia and Africa; not a few of whom, indeed, have gone forth, and are continually going forth, from this same Christian Association of the University of Michigan.

In these remarks I have endeavored to show that the position taken by this University in its past history on the question of religion is substantially that which

is held by all universities, is perfectly in keeping with its duty to the State, and is deserving of no reproach either from the friends or the opponents of Christianity. If by its very existence under the constitution it has been the occasion of jealousies giving rise to occasional misrepresentations, for this it is no more responsible than the State to which it owes its being.

In its future it must be expected to maintain the same position as heretofore. Until Michigan shall cease to be a Christian State its University cannot cease to be a Christian school of learning, for it is governed and controlled by the people through Regents of their own choosing; and, therefore, its teachers must in general represent the religious opinion of the people as a whole. But to believe that Christianity is ever to lose its ground in the State is to throw up our faith in its Divine Author. On the contrary, his word cannot fail; his good work must go on and prosper; the people must become more and more imbued with his spirit, and make that spirit to be more and more manifest in the character and working of their institutions. And we have in this a sure promise that the University will never cease in the future to maintain that reasonable and strong position, as a Christian institution of a Christian commonwealth, which as a historical fact it has held throughout the half century this day completed.

What we need is, not the perpetual severance of the forces of the higher education, but their complete local concentration, union, and coöperation. There is at this moment in the Canadian Province of Ontario a great enterprise in progress which is destined to place her schools of higher learning among the foremost on

this continent. It contemplates nothing less than the removal of all the denominational colleges from their present localities to the seat of the provincial, or, as we should call it, the state university of Toronto. This movement towards confederation has in fact been already initiated by the powerful denomination of the Methodists. At their last general conference, after long and earnest deliberation, that body resolved to transfer to that capital their college, long ago established at Coburg, and to make it the first in the crown of colleges which, in union with the university, shall make Toronto in time another Leipsic or Berlin. As a brief expression of the wisdom and importance of this bold step, I quote the following words of Dr. Withrow, a distinguished member of the conference: "By this act the educational policy of the Methodist Church undergoes a great change, and we believe will receive a new impulse and a wider development on a higher plane. It no longer holds itself aloof as a denominational college, but enters into intimate association with the national university in the endeavor to develop one of the broadest and best equipped institutions of higher learning on the continent. Its students will meet and mingle with those of the other churches, and in the intimate association of college life will cultivate broader sympathies and more genial fellowship. The friends of education anticipate for it an eminent success in unsealing fountains of liberality hitherto unknown, and in greatly promoting the interests of higher education by surrounding with an atmosphere of religious sympathy and coöperation the central university."

This act of the Methodist Church of Canada, so full

of significance, is also, under the circumstances, even grand and magnanimous; a remarkable victory over natural prejudice and present interest in favor of sound wisdom, and the great and true interests of the long future; suggesting to us also a thought, a dream, a longing, which we scarcely dare to cherish.

Is it in the possibilities of the future of this good State of Michigan that all the educational funds of private corporations, now dispersed here and there within our territory among institutions doing, or aiming to do, precisely the same work, can be gathered together into one locality, where all may have access to all the privileges so munificently provided by the State, while each, like the colleges of Oxford, retains its own autonomy, and its own internal government; where every dollar expended by every individual corporation will be spent for some good end, yielding its full value; where the interests of all will be identified in a general unity of purpose, and the prosperity and strength of each will contribute to the success of all the rest? It would not be a group of colleges built up around a central institution, as at the English universities, to become like them the citadel of strength to one particular branch of the church; but it would be the concentration of all the educational forces of the Christian bodies of every name around the University, to increase its power for good, while doubly increasing their own, and while conspiring to make what is now a great centre of public education a centre and seat of Christian influence, the power of which would make itself felt in the State and the world as long as the State shall last. These forces might in time, it is true, be employed largely and



chiefly in the teaching of theology, and in raising up a home ministry of the Gospel: but, of all things that can be achieved by institutions of Christian benevolence, what is more to be longed and prayed for by Christian men than theological schools of our own here at home; seminaries to rear up in the very midst of our own population, destined in no distant future to number its millions, a body of ministers of enlarged spirit, acquainted with the customs of our own people, acquainted with our own institutions, accepting them, loving them, proud of them? Such a ministry, habituated in youth to kindly intercourse, though members of different communions, and liberalized by the free interchange of ideas and by the large atmosphere of a university, is precisely that which the divided church requires to make it one with itself, to make it also one with the people; to give the church, at least spiritually united, a real and an ever-advancing power in the whole commonwealth and in the whole Northwest.

And is all this but a magnificent vision? Can the monarchical states of Germany, can France, in the midst of all her revolutions and political fluctuations, can the little republic of Switzerland, and even a province of the British Empire, do such grand things; and must they be impossible for a free State of America? Would to God that with us, too, such glorious things might come to pass! would that our dream might be prophecy!

And for you who now go forth from these halls to take the places which Providence shall have allotted to you in active life, for this goodly company, all buoyant with youth and hope and enterprise, the University this day has kindly words of parting. A singular

interest attaches to you as the graduates of this semi-centennial year. Whatever the University has attained in excellence of discipline, in this half hundred years, may fairly be expected to manifest itself in the life-work and conduct of those who at this time go into the world imbued with her principles, equipped with her instructions, and sealed with her diploma. And yet you need no words of mine at this inspiring moment to kindle in your souls the ambition and the resolve to acquit yourselves in all the pathways and duties of your lives in a manner that shall be at once honorable to you and to the University, and worthy of your part in this great day of her history. You feel and will always feel, I doubt not, that your responsibility as men and women is greatly, I might say immensely, enhanced by the high privileges, the golden opportunities, that you have here enjoyed. Nothing short of the very best that you have here become capable of doing will satisfy either your own consciences or your debt to this institution, and to the State which has created it. As you move onward in your various careers, meeting and overcoming the obstacles and trials allotted in common to us all, you will find, what all of us before you have found, that the discipline and training of collegiate and professional schools secure the best possible preparation for conquering difficulties and winning success; more and more you will feel that your best and most helpful friends and counsellors are those instructors with whom you have spent these early years; who have learned to take a sincere interest in your welfare, and who from these calm and secluded heights of thought will still watch your progress, still keep you

in view, though seemingly lost to sight in the distant mazy crowds of towns and cities. Our best wishes, hopes, and prayers will ever follow you.

Be students still in straightforward truth, in manly courage and freedom, and above all things strive to keep a place in your hearts for faith; faith in God and immortality; faith in the final triumph of truth and righteousness. Do not think that faith is the weak resort of the credulous alone. The knowledge of second causes makes men proud and sometimes blind. Faith, at last, is the only stronghold of the wisest as well as of the most simple. Faith is not contrary to reason, is not the foe of science; it only goes before them, grasping things beyond their reach. The deepest insight, the minutest analysis, even to the division and solution of the most subtle elements of matter, leave us just as far as ever from the knowledge of their substance and their ultimate source. No power of observation, no skill of experiment, no reach of inference, can ever diminish by a hair's breadth the gulf that separates material phenomena from absolute being; the evanescent from the everlasting, this mortal life from immortality: only white-winged Faith can fly across that chasm. We must have faith; no man, not the proudest that mocks at the credulity of faith, can himself live a moment without it. Something we must take upon its authority; the alternative is this: shall our faith reach out to God, take hold of God, or shall it put that greater strain on reason, and assert that there is no God, or immortality, and for us no future but blank annihilation? Plunge not into that alternative of despair. Rather cherish the faith and the cheering hopes of the Christian. May this be with you, young

friends, the principle to give you guidance in conduct, strength in trial, support in misfortune, solace in grief, and peace at the last.

And just as some to-day, silvered with age, look back along the vista of our first half century, and call to mind the first planting of that tree which now stands glorious in height and strength and beauty, so may you look back from that centennial day of 1937, and so survey with gratitude and rejoicing the history of a hundred years ; a century of successful struggles, dangers triumphed over, grand achievement ; sending forth from all these schools successive generations, multitudes of youth, both rich and poor, natives of the State, natives of the land, natives of distant lands ; all made the happier, more useful to themselves and to the world, for being here ; all conspiring to give the University and the State a name not to be estimated in gold and silver ! And on that day, this youthful band that leaves us now, who shall be then the silver-haired alumni of 1937, will talk with pride of Alma Mater, and rejoice in her prosperity ; and give, perchance, some kindly thoughts to us who cannot see that distant day, for our poor mortal nature longs to be remembered. And then, as now, shall these old halls behold another host like this she sees to-day, with speech and song and shouts of joy bearing filial greetings to this shrine of love and duty ; singing, as we do now, hymns of praise and gratitude to God, who moved the fathers of the State to found this home of learning, the brightest jewel in the crown of Michigan.

## PRINCIPAL SILL'S ADDRESS.

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THE Michigan State Teachers' Association has named its representative on this platform, but has given no hint as to what it desires him to say. It is then only fair to declare, in advance, the absolution of its membership from all responsibility for the direction which this address shall take, and for its probable omissions and shortcomings.

Their choice of a representative was probably a concession to seniority, for I had the honor of being a minor officer of the Association, duly elected, at its preliminary meeting held at the Normal School Building nearly thirty-five years ago. At all events it is pleasant to take this view of the reason of the choice, since it affords a withering rebuke to those censorious critics who delight in insisting that the present depraved generation is lacking in that respect for age that ought to characterize all right-minded people. Being, therefore, without instructions, and lacking sealed orders indorsed to be opened at some particular point in these proceedings, I am compelled to guess at the wishes of my constituency, and to utter such thoughts as it comes into my heart to express.

And first of all, as the representative of a great and influential body of teachers, earnest men and women not prone to flattery or adulation, I desire to express our appreciation of the honorable position assigned to us in this celebration which so fitly rounds out and

finishes the first fifty years in the grand career of the University. It is reasonable that we should regard an invitation to be heard at this time and in this notable presence as a recognition that we are indeed an efficient factor in the educational progress of this great commonwealth, to which our love is pledged and our utmost loyalty due and gladly rendered. The value of such a recognition depends upon the source from which it comes, and we are not unmindful that in this instance it comes from a source whose dignity and authority few will deny or question, for the University of Michigan may be fairly said to stand among the very foremost of American institutions of learning. Indeed, it is doubtful whether there is upon the whole continent another that greatly exceeds it in the power and extent of its influence upon present educational progress. The unparalleled rapidity of its marvellous growth; the learning and ability of its Faculties; its bold but prudent leadership in whatever is wisely progressive; the numerical greatness and the cosmopolitan character of its constituency, representing every State and Territory of the Union, the islands of the sea, and every continent the sun shines upon in its daily course,—have challenged the admiration and wonder of the civilized world.

The material advantages of Michigan have made her name widely known. Within the limits of a great circle she is famed for her unrivalled commercial facilities; for the magnificence of the great lakes that almost encircle her, and the majestic straits, capable of floating the commerce of the world, by which these are linked together; for the generous fertility of her soil, and the incalculable wealth of her mineral resources:

but beyond the circle which I have described she is known and honored through the fame of her great University, an institution which, within the memory of men and women still in the prime of their usefulness and activity, has struggled through the weakness of infancy, has survived the dangers of adolescence, and has come at least to the beginning of a maturity glorious in present fact, and still more glorious in the promise of its future ; an institution which has already adorned the name of Michigan with a radiance which shines afar, like the "glory of the golden mist" which Pallas Athena put round about the head of Achilles, beloved of Heaven. Recognition from such a source is honorable, and we of the Association do not, I am sure, fail in our appreciation of the respect thus shown. I take it for granted also that in the cordial invitation extended to us there is implied another kindly and important recognition, namely, of the common schools, graded and ungraded, of which, more than any other existing body, our Association is the recognized exponent and representative. Taking into account the intimate relation existing between these and the University, such recognition is eminently fit and proper. These are, in a sense, from the lowest to the highest grade, from the primary class wrestling with the alphabet and the primer to the most advanced form in the high school, preparatory schools for the University. The University is the very keystone of the arch, but these are its foundations and its supporting pillars. The relations existing between this institution, the acknowledged head of our system, and the common schools which furnish its constituency, are organic and vital. They are relations arising from mutual indebt-

edness and nicely balanced interdependence. They are parts of one whole, and each is necessary to the prosperity and progress of the other.

The State Teachers' Association, speaking in behalf of the Michigan public schools of elementary and secondary instruction, offers to the University to-day the greetings of a vast constituency. Through it a half million of pupils, officered by fifteen thousand teachers, voice their kind wishes and their congratulations. Had they come in person instead of by representative, they would, I fear, have overtaxed the generous hospitality even of the university city. Imagine the head of a single-file procession whose rear-guard would be somewhere in the Upper Peninsula, wending its way through the streets of this astonished town!

I recognize this as preëminently and conspicuously University Day. It is a time for showering well-earned benedictions upon her head, for crowning her with wreaths and garlands, and for laying offerings of love and honor at her feet.

Our Association is not here to glorify itself, or to magnify the records of its own attainments, but rather to present its tribute of kind wishes, sincere respect, and abiding good-will. And yet my brethren of the Association will, I suppose, expect me to justify the wisdom of the invitation extended to us, by referring modestly to the circumstances of its birth and the details of its honorable career, and by setting forth some of the directions in which it has, with varying success, sought to correct the defects and enhance the efficiency of the school system at the head of which stands our noble University. I have planned so



to do ; but 1852, the birth year of our Association, is the central point of a brief period, including not more than a twelvemonth on either side, which marks the beginning of a great and fruitful school revival in Michigan, a revival which profoundly affected the interests of all our schools, and the University not less than the rest. I have chosen this renaissance in education, with a few of the more conspicuous events that ushered it in, as the subject of my address to-day. As I proceed I shall have occasion to refer to the birth and organization of our Association.

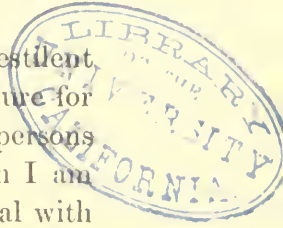
The date to which I have referred marks a period of unparalleled activity in the educational history of Michigan. The labors of the fathers, notably the wise and intelligently directed efforts of the first Superintendent of Public Instruction and of his immediate successors, began at this time to show promise of bearing fruit, long desired and anxiously waited for. Since the adoption of the first constitution, there had been skilful and laborious planning for the future, but actual results had been meagre and unsatisfactory. Not yet had the people become aroused and awakened. The common schools, in general meanly housed and inadequately equipped and supervised, suffering from the administration of untrained and often incompetent teachers, and burdened by the heavy weight of the rate-bill system of support, had made little progress. The University, now fifteen years old, counting from the date of its organization, and eleven years counting from the time of the reception of its first class, had as yet accomplished little to justify the hopes of its founders, and had given no sign of the brilliancy of its future. But now, after a period of deep depression

and discouragement, there was hope of better things. The framers of the new constitution had learned wisdom from the past, and its provisions in reference to public instruction gave new hope and courage to the friends of education. Among other excellent provisions contained in it was one of transcendent value and importance, namely, a mandatory clause requiring the legislature to provide for a system of free primary schools, with doors open alike to all, within five years from the date of its adoption. Up to this time the schools had not been free. From the beginning their support had come largely from the collection of rate-bills. This is a wretched and ruinous system of support. No schools can prosper under it. It is a premium paid for irregularity and absenteeism, and it had been for years the chronic and crowning discouragement of the friends of education. At the opening of a term there would be, perhaps, a fair attendance, which continued until the primary school fund and money raised by taxation for school expenses were exhausted, and then the stampede began. There was no certainty as to the amount for which the rate-bill would call. The poor were obliged by necessity to withdraw their children, and the mean and avaricious were sure to do so. Every withdrawal increased the cost of tuition to the pupils who remained. Then came the final panic and the school-house was deserted. Under such a system progress was impossible, studies were interrupted, heart burnings and district quarrels were engendered, and frequently the schools were broken up long before the proper date for closing them. From the beginning, intelligent friends of the schools had protested against such a system, and had earnestly sought

a remedy for its evils. State superintendents in their yearly reports had a standing chapter in which they bewailed and deplored the mischiefs of the rate-bill, and pointed out to the people and legislature that no real progress or improvement could reasonably be hoped for until there should be a radical reform in the method of meeting the expense of instruction. But protests were unavailing, and for a time it seemed as if this ruinous policy had come to stay forever.

But the new constitution recognized the pestilent evils of such a method, and had provided a cure for them. It is not easy at this time, and for persons whose memory does not cover the date of which I am speaking, to understand the delight and approval with which the school-men of those days hailed this new and most promising departure, and how heartily the convention was applauded for placing Michigan side by side with those who take the safe ground that education is one of the rights of man in civilized communities; that the highest safety of a state lies in the intelligence of her citizens; that the child does not belong exclusively to the parent, but to the state as well; and that it is right, as a measure of self-defense, if for no higher reason, to tax property in order to add to the value of man.

This was a case in which, as it turned out, the familiar debating-school question, "Resolved, that the pleasures of anticipation are greater than those of participation," had to be decided in the affirmative: for these rejoicing friends of the school did not know that it would take nineteen years of steady, judicious, and well-merited prodding to convince the legislature that it was best to obey the constitution; for not until 1869



did the representatives of the people take measures to execute through appropriate legislation the plain mandate of the supreme law of the State.

One among the many events that made the epoch of the revival notable was the organization of the Michigan State Teachers' Association, which began its career on the twelfth day of October, 1852. Immediately after the formal dedication of the State Normal School, of which I shall speak hereafter, a State Teachers' Institute of three weeks' duration was held in its main hall. More than two hundred and fifty teachers were in attendance, and the whole session was characterized by great and well-sustained interest. The organization of our Association was an incident of this Institute, brought about by some of its members, who builded better than they knew. Its chief projector and first president was A. S. Welch, a graduate of this University of the class of '46, and later the worthy recipient of its degree of doctor of laws. He is still living, if existence outside of the State of Michigan can truthfully be called living, and still active and influential as an educator. Now that occasion has compelled me to name him, I can hardly forbear saying more concerning his splendid services in these earlier days. But such mention might seem invidious and unjust to other living men who also stoutly bore the burden of the times, and deserve well of the commonwealth for their devotion to the interests of her schools.

To those who are familiar with the history of our Association it will not, I am sure, seem boastful or vainglorious in its representative to name its inception and organization as an event well worthy of note,

among others that give interest and significance to the epoch of the renaissance. It has borne an honorable part in many conflicts waged in behalf of free education and the interests auxiliary to it. Undoubtedly, in the development and perfection of our system, it has been efficient and helpful, always pulling a laboring oar, and its claims to recognition by all friends and promoters of the great cause in Michigan will hardly be disputed. I note first the part which it had in the establishment and maintenance of the *Michigan Journal of Education*, which, during the eight years of its existence intervening between 1854 and 1862, was a powerful auxiliary to the State department of instruction, and of great value to the cause generally in arousing public sentiment, in directing public opinion, and in securing wise and helpful legislation in the interests of the schools. This journal was launched upon its successful career by a committee of the Association. Afterwards, Dr. J. M. Gregory, a member of the editing committee, assumed editorial and financial charge; but another committee, by a memorial address to the legislature, obtained for it such substantial financial aid as to secure its permanent success.

Again I invite attention to its earnest and effective advocacy of the right of women to the advantages which this University, up to the year 1870, had offered only to men. This contention lasted fifteen years, during which the Association righteously took sides with the legislature and with advanced popular sentiment in favor of the movement, rather than with the feeling of distrust and even of opposition which for years prevailed in the councils of the University itself, a distrust and opposition which a few years of trial

and favorable results were sufficient to uproot and destroy. Perhaps it was mere coincidence, but I cannot forbear mentioning the fact, noted by the historian of the Association, that the Association's final shot in the campaign, a resolution declaring "that ladies should, by right and for the proper enhancement of educational interests, enjoy equal privileges with men in our University, and in every other institution of learning in the State," was fired at a meeting held on the very last days of December, 1869, and that the action of the Board of Regents, conceding that women are persons, bears date in the first week in the succeeding January.

Further, many will remember the determined and long-continued efforts made by the Association in favor of suitable and responsible supervision for the common schools, and its final victory made temporarily barren by unfortunate and ill-considered legislation.

I have heretofore spoken of the rate-bill, of its blighting effects upon the schools, and of the tenacity with which it persisted for fourteen years after the date set by the constitution for its abolition. The records will show that in this conflict the Association was always at the front waging stubborn battle until the final winning of the victory.

In the matter of the township as the territorial unit of the common schools, the conflict is still on. Wait a while, and see if we do not persist until victory shall perch upon our banners.

Another noteworthy event of the year of the revival was the dedication and formal opening of the State Normal School. Long before, in 1836, the first Superintendent of Public Instruction in Michigan began the

agitation of this subject by urging upon the attention of the legislature and the people the value of training schools, and the imperative need, in any system of instruction, of means for the special preparation of teachers for this work. A careful student of the German system, and a firm believer in its excellence, the Hon. John D. Pierce recommended for Michigan the adoption of a similar scheme for special pedagogical training. His immediate successors in the superintendency were urgent in the same direction. In 1849 the Hon. Ira Mayhew, the Superintendent of Public Instruction, supplemented appeals already made in his previous reports with one which was so strong and convincing that it at last made its impression upon the legislature, and in that year an act was passed providing for the establishment of a State Normal School, and for the creation of a State Board of Education, under whose control it was to be organized and operated. This Board secured a site at Ypsilanti, and proceeded to the erection of a suitable building, which, completed and ready for use, was dedicated with appropriate ceremonies on the fifth day of October, 1852. The chief address was delivered by the Hon. John D. Pierce, the beloved and venerated father of the Michigan system of education.

It seems at this point that a moment should be spent in recalling to mind this central and conspicuous figure in the earlier history of our schools, and especially so since it was he who, with great foresight and intelligent skill, not only outlined and suggested, but set forth in considerable detail, the plan upon which the University has been conducted from that day to this. Michigan owes him sincere thanks and grateful remem-

brance. Soon after the adoption of the first constitution the legislature trusted to him the duty of devising a complete scheme of public instruction, including plans for the organization of the University. No man ever executed a great and laborious task more wisely and faithfully. Grasping in its fulness the greatness of the work committed to his hands, and the magnitude of the problems he was set to solve, and profoundly impressed with the responsibilities of his position, he spared no labor to fit himself for his great task. He brought to the performance of his duties all the resources of his far-seeing wisdom, persevering and self-sacrificing industry, and the full energy of a noble enthusiasm born of love for his fellow-men and an abiding confidence in the value of universal education. He saw, as the framers of the old constitution had not seen, that the schools must be free in order to work out the highest and best results, and he never ceased to urge this cardinal doctrine upon the people and upon successive legislatures. To him, universities had their justification, not alone in their direct and obvious advantages, but, also and emphatically, in the truth that elementary education must wither and finally perish without them. The people trusted him to the uttermost, and the legislature, confident in his wisdom and integrity, followed, almost without deviation, the course which he marked out. Let us remember that he wrought almost without precedents or means of comparison for his guidance. I saw him first on the occasion of the dedication to which I have alluded. He was even at this time white-haired and venerable in mien and bearing, although he was hardly past the prime of his years. To one looking upon his



benevolent face and his snowy locks and into his kindly eyes, it was easy to see good reasons why those who knew and loved him had, as by common consent, come to call him "Father Pierce." His place in history is among the foremost of Michigan's real benefactors. I am sure that this University will cherish his memory and see to it that the story of his life and the record of his works shall not be forgotten.

I have already alluded to the fact that, up to the time of the revival, the University had led a languishing existence. As yet it gave no hint of the vast possibilities which succeeding years have revealed and realized. Under the administration of executives whose term of office lasted only a single year, there was no possibility of a fixed and continuous policy, or of any adequate prevision in its councils; and this great institution, now the pride and glory of the State, was showing signs of decadence rather than growth. The Regents, appointed under the old constitution, had established branches or preparatory academies, scattered about the State, isolated from the parent institution, and having no close administrative connection with it. They should have remembered what the Scripture says of the fruitlessness of the branch "except it abide in the vine." These were the only acknowledged preparatory schools, and they did little toward supplying the University with properly prepared candidates for admission. In 1848 the number had dwindled to four, and the last one had ended its miserable existence before the beginning of the year to which I have called attention. They had sadly disappointed the expectations of their projectors. A chief cause for their failure to meet the need for which

they were established, and the reason for their early dissolution and disappearance, was thus set forth by Dr. Zina Pitcher in a memoir written in 1852 for the purpose of bringing before the new Board of Regents information concerning the condition of the University: "From this experimental though abortive effort to build up and sustain branches of the University the Board have learned, and they deem the lesson of sufficient importance to have it on record, that local institutions of learning thrive best under the immediate management of the citizens of the place in which they are located, and when endowed and sustained by their immediate patrons."

The failure of the branches left a great gulf between the primary schools and the University, and for years there were idle attempts to bridge it by means of private seminaries and a preparatory department. But few were wise and bold enough to look in the right direction for the coming remedy. Four years before, the Superintendent of Public Instruction, in his report for 1848, had spoken hopefully of the public high schools, or union schools as they were then called, as giving promise of meeting this deplorable want; and Superintendent Shearman in 1852 spoke still more confidently of them as the future preparatory schools for the University, and in support of his views was able to say that the union school at Jonesville had already furnished candidates for admission to the freshman class prepared in the most satisfactory manner. From this date forward the high schools of the State came promptly to the rescue, and there was swift progress toward fulfilment of these prophecies.

Seven years afterwards, in 1859, the question of pre-

paratory schools was fully and happily settled. The Hon. J. M. Gregory, then Superintendent of Public Instruction, spoke of them as follows: "The union school has vindicated its claim by this most practical of all tests, and henceforth we must look to these schools to supply the demand for higher intermediate education," and to this he adds: "I count it as the most beautiful feature of our school system that thus, up from the very midst of the primary schools, should grow up these free academies, to carry forward the work of those schools and to crown them with honor. They come not as strangers into the school system, claiming for themselves the post of honor, engrossing the best minds and best public sympathies, and fostering a pride that looks down with contempt upon the common schools as fit for only the poor and ignorant; but they grow up as kindred in the great family of schools, exhibiting the vitality of the system that gave them birth, and carry over to the whole public school system whatever of sympathy and love they may win." Thus help came at last through an extension of the common school system. The union schools, year by year, made progress in bringing their pupils to the degree of advancement that a university ought to require of those whom it admits to its privileges; but it is a fact which deeply concerns the future of the University, and one to which its friends ought to give the most serious attention, that the union and high schools have never yet, even to this day, covered the ground that rightfully belongs to the domain of secondary instruction. There is still open and unoccupied space between the upper limit of high school preparation and the lower boundary of legitimate university work.

Careful observers of our educational system, and all readers of the annual reports of the President of the University, are familiar with this weakest point in that system, though the casual observer sees nothing amiss. He sees the young student make his way up through the primary and grammar schools, finish his prescribed course in the high school studies, and, diploma in hand, enter the portals of the University. In all this there seems to be no break or interruption, but rather perfect continuity from beginning to end. And so there is apparent continuity, but only because the University unwillingly, but under compulsion by the exigencies of the case, fills the interval by undertaking and doing more than a year of mere preparatory work. There ought to be devised some means of relief. This institution ought to be allowed to attend solely to the great work which strictly and fairly belongs to it. This problem is not by any means a new one. It has been earnestly considered in the past, but the advancing wisdom of fifty years has not as yet wrought out an accepted solution. May we not reasonably hope, however, that the vitality of our system of instruction, and its inherent tendency to growth, will by and by, and perhaps in the near future, provide an adequate remedy? Will not the causes which have brought our high schools to their present point of advancement, yet bring them up to the full measure required for covering the whole field of secondary instruction? What has brought them to their present standard? Not so much the needs of the University as determination on the part of the people to give their children at their own homes the means of educational training reaching far beyond the limits of elementary instruc-

tion. Is not this feeling active still, and can it not be depended upon to be active in the future? The signs of the times do not indicate that the men and women of Michigan will be content with the present range of instruction in their common schools. There will be progress in this direction, and by and by, perhaps, chasms will be bridged, the high schools be true and sufficient gymnasia, and their graduates be prepared for entry at once on real university training. Even now there are those who confidently affirm that there is in the lower classes of the University a wasteful duplication of training which the better and stronger high schools are abundantly able to give, and that the time has come when it may profitably saw out some of the lower rungs of its ladder. Such expressions of opinion are significant, and suggest a serious inquiry whether the high schools are not able to do more than they yet have been asked to accomplish, and whether even now the University gives them "room according to their strength." Let us note the advance made within the last twenty-five years, an advance that the boldest would not have dared to prophesy, and then let us take courage for the future.

But previous to 1852 no perceptible benefits had come to the University from the union and high schools. It was an army cut off from its base of supplies. It was a railroad system with its terminal stations, warehouses, elevators, equipped and in order for business, but without a connecting track, and with only a remote prospect of its construction. Under such circumstances there was loss rather than gain, both in interest and in numbers. The class of 1845 numbered twelve literary graduates, while that of

1851 numbered only ten, and the largest class of the intervening years numbered only twenty-three.

But during the year of which I am speaking, matters began to mend and prospects to brighten. There was a sudden and pronounced awakening in educational interests all along the line. The people had just begun to understand the contents of the new constitution drafted in 1850 and adopted in 1851.

This instrument made wise and practical provision for improvement in the administration of the University. The membership of the Board of Regents was reduced to a reasonable and convenient number, and their sole function was to be the care of the University and of all its great interests. The Regents were to be chosen directly by the people, thus giving the opportunity for selection in reference to fitness, and greatly lessening the danger of interference and dictation by any department of the State government.

The need of a permanent and responsible head for the University was so urgent and so obvious that a clause was embodied in the constitution commanding the Regents at their first annual meeting, or as soon thereafter as may be, to elect a president of the University, who was, by the same authority, made president of the Board of Regents, thus securing his wisdom and experience in all its councils. They acted promptly, and with decision and wisdom. They lost no time in obeying the mandate of the constitution. A little more than six months after their organization, they chose Dr. Henry P. Tappan President of the University. Their choice met the hearty approval of intelligent friends of the institution, revived their sinking courage, and filled their hearts

with renewed confidence and hope. At the time of which I am speaking he was yet new in his office ; but the unquestioning trust which his name and his reputation inspired, and his speedily discovered power to convince men and to fire their hearts with the same earnestness that glowed in his own, made his acceptance of the proffered presidency the most conspicuous factor in the revival to which I have invited your attention. A few words concerning him, spoken with great love and reverence, will close what I have to say of the renaissance and its conspicuous characteristics.

A kind Providence guided the Regents in their selection. Dr. Tappan was the man for the time and for the place. Broad in his culture, profound in his scholarship, forcible, direct, and eloquent in speech, a thorough student of systems of education at home and abroad, ripe in years and experience, full of temperate zeal and intelligent enthusiasm, commanding in mien and in presence as well as in his great abilities, a natural leader of men, he easily rallied all available forces and energies to the building up of the institution with which he had cast his lot. It was a case of regeneration. The University was born again. He was its true founder. With his administration its real career began. The impetus given to it by his genius and his labors made possible its subsequent progress from triumph to triumph. The young men of Michigan loved him and venerated him as their "guide, philosopher, and friend," and he bound their hearts to him with fetters of steel. Nearly five years ago, from his lovely villa that looks out upon the quiet waters of Lake Geneva, he went to his eternal reward. May the University of Michigan, still triumphant and wisely

progressive, remain forever, as it is to-day, worthy of the love and loyalty of all its sons and daughters, worthy of the high place which its achievements have already won for it, and worthy as a monument to the wisdom, foresight, and devotion of its real father and founder!



## EX-GOVERNOR BLAIR'S ADDRESS.

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It is only one year ago that we were celebrating the completion of the first half century of the life of the State of Michigan. The great officers of the State, its legislators, both past and present, and a great body of its representative men of all the professions and industries, were gathered there at the State Capitol in Lansing.

The State was still very young, counting the years as the life of a nation is reckoned. Many of those present were much older than the State of Michigan, had been present at its organization, and had witnessed all its marvellous growth. Its whole existence was comprised in that half hundred years. And yet, if we count its years by what has been done in them, we should have measured its existence by centuries. At the beginning of that term, an unbroken wilderness, upon which the primeval forest still stood, was unvexed as yet by the woodman's axe. The two peninsulas that constituted its territory, enfolded within the arms of the greatest chain of lakes on the globe, was largely still an almost unknown region. Its agriculture was confined to a few counties on the southern border, and was only just in its beginnings. Its commerce was insignificant, and all its great resources of minerals and timber were wholly undeveloped. The population was hardly a hundred thousand, scattered along the eastern and southern edge of the State. Now here

are two millions of people in a sturdy young commonwealth in a territory that is sufficient for ten millions that are coming. Here are all the institutions of civilization in a hopeful and vigorous growth.

There has been no substantial check in its onward march from the beginning. Michigan has already taken her part with distinction in the great historic events of the century. She took up the cause of the nation of which she admits herself to be a part, and in one of the greatest wars of modern times illustrated the annals of the country by the devotion of her citizen soldiers on the historic battle-fields of that bloody conflict.

Well might the founders of the State gather at the capital to exchange congratulations over the half century that had passed, and indulge in bright hopes for the future!

Our country is full of these examples of astonishing growth in very brief periods. They are not, therefore, altogether accidental. There has been a far-reaching wisdom exercised in the whole of it, and especially in this part of the country, known early as the Northwest Territory.

The great Ordinance of 1787, in its third article, provided that, "religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." In pursuance of this injunction, the constitution of the State under which it was admitted into the Union made provision for a broad and comprehensive system of education. At the head of this system was placed a University, with a permanent fund for its support, and it was declared to

be the "duty of the legislature, as soon as may be, to provide effectual means for the improvement and permanent security of the funds of said University." And this system has never been departed from in the fundamental law of this State, but stands to this hour to the honor of this people now as heretofore.

Nor was this policy new then. Many years before the State had an existence except in the thoughts of men, the subject of the establishment of a great university, to lead the educational thought and activity of the people, was earnestly considered, and provisions more or less efficient were made for its organization.

An act for the establishment of the University of Michigan was passed by the governor and judges of the Territory the twenty-sixth of August, 1817.

This act was repealed by a better one which was put in its place on April 30, 1821, and this act created the University a body politic and corporate by the name of the Trustees of the University of Michigan.

The State legislature of 1837 immediately took up the work where the territorial government left it, and passed an act to provide for the organization and government of the University of Michigan.

This act was incorporated into the Revised Statutes of 1838, and became the permanent law of the State. Under this law the University was organized and went into operation. The first three sections of this act provide for its establishment and name, state its object and mode of government, as follows:—

"SECTION 1. There shall be established in this State an institution under the name and style of the University of Michigan.

"SECTION 2. The object of the University shall be to

provide the inhabitants of the State with the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts.

“SECTION 3. The government of the University shall be vested in a Board of Regents.”

Speaking at the request of the present Board of Regents to-day, at the close of fifty years after the enactment of this law, standing on this beautiful Campus, in the midst of the students and scholars who have come hither to exchange congratulations with us on this our jubilee year, I feel that it is an occasion, not for speech, but for poetry.

What can we say here that will best meet the thoughts of the occasion? Abraham Lincoln caught the full spirit of the place where he stood when, at Gettysburg, dedicating the place as a soldiers' cemetery forever, he said: “It is not what we say here, but what *they* did here, that will be remembered hereafter.” The great and successful work that has been accomplished here is the best eulogy that can be pronounced upon it. The great, unselfish, and often ill-paid labor of the Faculties and teachers here will be remembered long after the mere words of a day have been altogether forgotten. The poets and historians and scholars that shall gather their inspiration in these halls will immortalize Alma Mater in story and song, as the literature and arts of Athens and Rome have been preserved.

The beginnings have been indeed small, as all beginnings are, but the object was very great, — no less than to provide the means for a thorough instruction in the whole field of literature, science, and the arts. It was also provided that the University should consist

of three departments: 1, a Department of literature, Science, and the Arts; 2, a Department of Law; 3, a Department of Medicine. It was moreover provided that it should be open to all persons resident in this State without charge of tuition, and to all others under such restrictions and regulations as said Regents shall provide.

Thus was the University of Michigan made a State institution at the beginning, and it has so continued until this time. It is the great leading educational institution of the State,—the State itself being enjoined not only to control but to support and maintain it. It stands to-day by far the greatest and most important of all the institutions of the commonwealth.

Its government is placed under a Board of Regents, who are elected by the people of the State at large, and for long terms at stated periods, so that the principal body shall always be men of experience and thoroughly informed of the needs and requirements of the institution.

The University is as old as the State. It is a part of the State, and the history of the one cannot be written without the history of the other. Having established it and committed itself to its care and support, the State cannot permit it to languish for want of adequate funds without dishonoring itself.

To promote the means of acquiring a thorough knowledge of the various branches of literature, science, and the arts has been made by law a State affair, and the University has been founded for this object. Nothing but a great and complete university in the broadest sense of the word can accomplish this purpose. The method by which this great work is to be

accomplished has been committed to an independent body of men chosen for that particular purpose by the people. They receive no salaries or emoluments whatever, but must devote themselves to this great work from a sense of patriotic duty. The Board is particularly charged with the care and management of the finances of the institution. They represent the people of the State, and it is their duty, in so far as they possess the power, to furnish the means by which the current expenses of this great establishment can be paid, and a steady progress and growth may be secured.

The wonderful progress of the age in which we live, the astonishing rapidity with which inventions and discoveries multiply and hasten to tread upon the heels of each other, call upon us constantly for new methods of teaching, new appliances for easier and better instruction, new departments, new or better buildings, and more professors and teachers.

We feel that the University of Michigan must not fall behind in the great advance that is making all along the line. Indeed, we cannot permit it without losing our students, and forfeiting our place in the van of the great educational movements of the day.

We intend to keep pace with these movements, as we have been doing heretofore. It is the business of the University to lead in the intellectual advancement and moral and political improvement of the people, and it cannot be permitted that this duty shall be in any respect relaxed. This Board has never wasted money, and it is not likely to do so. It can have no merely personal objects here. It recognizes the duty of prudence and economy, but it has no respect for the cheese-paring methods that sacrifice a great object to secure a very small gain.

Neither is the University of Michigan a merely local institution to be confined in its objects and influence to our State alone. Our people poured out their best blood to save the Union and establish the nation, and they recognize that while they found institutions here and take an especial interest in our own State and people, they are equally citizens of the great sovereign commonwealth of the United States, and have a common interest in both the State and the nation.

Our first and most important endowment came from the act of the Congress of the United States giving the State a large body of public lands for the express purpose of establishing a university. It was a generous gift, and has been sacredly held in trust for the sole purpose expressed in the law.

We welcome here the earnest students of every State and country as our own students are welcomed in all the famous universities of the land. The republic of letters has no boundaries, but its map covers the world. The citizens of that republic occupy all lands and dwell in the islands of the sea. Nay, they are scaling the ramparts of the stars, and are bringing down knowledge from the ends of the heavens.

In the great nurseries of literature, science, and the arts are preserved and taught all the knowledge and learning of the past, which otherwise would perish out of the world. Here are trained and developed the best intellect and scholarship of our time. Under the impulse given by them the world moves forward with an ever accelerating pace.

It is to the universities and the scholarship of our time that we are to look for the eradication of those most threatening dangers that beset our country at

this time. Those dangers are mostly the outcome of ignorance and unknowledge, and are to be met by patient investigation and teaching. The scholars can deal with them while the legislators are powerless.

The uses of the "Be it enacted" to effect reforms in the world are greatly overestimated. The history of the world proves that the steady advancement of civilization and liberty is to be attributed almost wholly to the great teachers, scholars, and writers. The law can accomplish nothing until the people have been made ready for it. It is only under our system of free government that it becomes the crystallization of public opinion, and that is always in danger of being affected by public ignorance and passion.

It is the fashion now to attribute pretty much all the evils to which mankind are subject to monopolies, and the name of them is legion. But amid all the clamor nobody seems to know what to do about it. Perhaps the anti-poverty society has a device to remove it all, but no patent has been taken out as yet, and it is not certain that the patent itself is not the worst form of monopoly in the whole calendar.

Here at least there is no monopoly. The gates of the University stand wide open, inviting all to enter and enjoy the equal benefits offered to all, without distinction of nationality, race, color, or sex. The largest liberty is allowed, and all the teaching recognizes and emphasizes the substantial equality of rights and privileges, which is the most trenchant foe of all forms of unjust discriminations and special privileges. Both in theory and practice the great seats of learning are by far the most efficient promoters of equal rights.

It is equally the fashion also to denounce great



accumulations of wealth as dangerous to the public weal. The whole world, it is said, has gone mad in the mere pursuit of money, and public probity and individual honor are perishing in the miserable materialism of the age. It cannot be denied that during the past quarter of a century there has occurred an amazing change in this direction. The rapid accumulation of vast fortunes in single hands during that time has been something astonishing in our country. But if we grant all that is said and more, where is the remedy to be found? I think it must be answered that it is in the schools, and only in the schools. Says Sir William Hamilton: "There is nothing great in the world but man, and there is nothing great in man but mind." The real antagonist of the materialistic tendencies of the age is the cultivation of the intellect, the promotion of learning. It is in the great universities that the royal supremacy of the mind is asserted. There the intellect is trained and developed and made to feel its power and authority. It rises in its true dignity above all the littlenesses of the scramble for mere wealth.

The great scholars and thinkers of the world are straining every nerve to add to the stores of the knowledge of mankind. They are teaching the worthlessness of temporary surroundings and the eternal value of the growth of the mind. The worship of the golden calf is not new to this age nor to this people. That image has had its devotees in every age and clime and country; and its idols are not likely to be overturned altogether in our day. None the less, however, does the power of intelligence assert itself more and more continually. The great centres of science and learning are sending forth an ever in-

creasing flood of light upon the masses of the people, dispelling ignorance, casting out superstition, and making plain the true and the right way. These are the nurseries of all that is great in human nature. They send forth the voice that cries forever in the wilderness of mankind that the intellect and soul of man are alone worthy of cultivation. Living apart from the luxuries and vices of life they teach a genuine manhood. They are concerned with what is in man, not with his mere surroundings. They lead in all the great undertakings of the world, and without them is neither civilization nor progress.

The Regents of the University of Michigan, whose duty it is to watch over the great institution, believe that its past is a subject for congratulation and that its future is assured. Its alumni is already a strong and vigorous body that will not willingly suffer any harm to come to it, nor permit its future progress and success to become at all doubtful. Its halls are filled with a steadily increasing body of zealous students, who year by year add strength to its vital forces and extend its reputation far and wide. Its well trained Faculties in all its departments constitute a powerful body of teachers that will not fail to increase its reputation in the future as they have so nobly done in the past. We look upon it with pride as one of the great foundations of literature, science, and art. It will take its place by the side of the greatest institutions of learning in the world, and will keep abreast with them in the mighty work they are doing. We hail it to-day as the noblest monument to the wisdom of the founders of the State, and we send forward greeting to the board that shall meet here at the centennial jubilee in 1937.

# THE SUPREME COURT OF THE UNITED STATES.

BY JUSTICE SAMUEL F. MILLER.

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IN selecting a topic for this address, a thing not easily done at any time, I have found myself a little more embarrassed than I should have been if I had been requested to address the graduating law class of this term of the University. I have had the pleasure more than once, and it is always such to me, to address young men who had just received their diplomas from the Law Departments of different colleges.

I have, however, selected a subject in which I trust the young gentlemen present, who have just graduated, will feel an interest as great as their seniors in the profession of the law. It is one which ought to engage the thoughts and reflections of every member of the legal profession in the United States, and it has been chosen because my own familiarity with the topic will, I trust, enable me to say something valuable in regard to the highest judicature in this country. My subject is "The Supreme Court of the United States."

This court may be regarded in many aspects, to consider each one of which would consume more time than is permissible upon an occasion like this. Its jurisdiction, the personnel of its organization, the history of the men who have occupied places upon its bench, a review of the great cases decided by it, and

a general outlook upon the principal events in its career, are all topics that might be discussed separately.

Upon the present occasion I propose to consider the history of the court with relation to its effect upon the course of the General Government, and in doing this I can best illustrate my meaning and better interest my listeners by a reference to some of its decisions upon great constitutional questions that have influenced and in some instances controlled the course of the other two great departments of the Government.

The framers of the Constitution of the United States were governed by the principle that the powers which belong to all governments could be most safely and satisfactorily exercised by their division among three separate branches or departments, to one or the other of which, in the main, they were all distributed. These departments are called, the executive, the legislative, and the judicial. The line, however, is not perfect which divides the powers exercised by each of them from those of the others. The President, or the Executive, takes part in the making of laws by his signature to them, or by his refusal to sign them, in which event a two thirds vote of the legislature is required to make the act a law. The Senate partakes in the executive function by its power to confirm or reject treaties made by the President, as well as his nominations to office; and the power to try impeachments, which is essentially judicial in its nature, is also given to that body. Yet, notwithstanding these departures from the general principle, it remains true that the great executive functions of the Government

in this country are given to the President, the legislative to Congress, and more rigidly than in either of the other cases the judicial to the courts of the United States.

The relations of these departments to each other cannot be better stated, perhaps, than in the language of Mr. Justice Wayne of the Supreme Court of the United States, in the case of *Dodge v. Woolsey*, 18 How., 347:—

“The departments of the Government,” he says, “are legislative, executive, and judicial. They are coördinate in degree to the extent of the powers delegated to each of them. Each, in the exercise of its powers, is independent of the others, but all, rightfully done by either, is binding upon the others. The Constitution is supreme over all of them, because the people who ratified it have made it so.”

Of the judicial department of the Government the Supreme Court is the head and representative, and to it must come for final decision all the great legal questions which may arise under the Constitution, the laws, or the treaties of the United States. It is to this court, and to some detached portions of its history of nearly one hundred years, that I propose to call your attention.

It has been said of this court that the Constitution created it for the purpose of construing that instrument. The popular idea to-day is that such is the primary and most important object of its existence. To some extent this may be so, but it is undoubtedly true that the judicial function of administering justice as a court of law between certain classes of litigants, and upon certain subjects of dispute, is the duty in

which it is principally engaged. In the administration of this duty questions must occasionally arise in regard to the validity of the laws enacted by the Congress of the United States, or of a State, or of an act of the executive department of the Government, as to whether such law or action is in conformity to or in violation of the Constitution of the United States, and the court must in such cases give judicial construction to that instrument. Such construction, being by the highest law tribunal of the country, must be received, not only as the law of that particular case, but as the rule of action for all inferior judicial tribunals in all cases of a like character.

As it is also desirable that there should be uniformity of construction upon all important questions arising under the Constitution, the decisions of no other body in the organization of the Government are likely to command the same influence, in producing that result, as those of the Supreme Court. And as the same question may time after time be brought before it, and will in general be decided in the same way, its decisions constitute a body of precedents which naturally come to command the respect of all other tribunals, and to be generally received as the true construction of the organic law of the nation upon the points thus determined.

It is not strictly true that these decisions are in all cases binding upon the executive and the legislative branches of the Government. In certain classes of cases every man who takes an oath to support the Constitution of the United States must find himself in the presence of embarrassing questions, in regard to which his action must be governed by his

own conviction of the duties which it imposes upon him. Still it may be said that in the history of the Government, during a period of nearly a century since its organization, it has been exceedingly rare that a principle of constitutional law has been distinctly laid down by the Supreme Court which has not come to be recognized as the true sense of that instrument.

The act of Congress under which the organization of this court took place was approved September 24, 1789. It provided for the appointment of a Chief Justice and five Associate Justices, who should constitute the court. The first judges appointed under this law were, John Jay, of New York, Chief Justice; and John Rutledge, of South Carolina; James Wilson, of Pennsylvania; William Cushing, of Massachusetts; Robert Harrison, of Maryland; and John Blair, of Virginia, Associate Justices.

Jay served as Chief Justice from 1789 to 1795, when he resigned. During this period, however, he was Minister of the United States to England. And, as showing that this high judicial office was not in that early time considered incompatible with the discharge of the functions of other offices, it may be mentioned that when Marshall was appointed and confirmed as Chief Justice in 1801, he was Secretary of State in the Cabinet of President John Adams; and though commissioned and taking his seat upon the bench he continued to discharge the duties of the Secretaryship until the end of that administration, a period of two or three months.

On the resignation of Jay, in 1795, John Rutledge was appointed Chief Justice, received his commission and took his seat in court, but, not being confirmed by

the Senate, Oliver Ellsworth was appointed in 1796. He served as Chief Justice until December, 1799, when he resigned.

John Marshall was appointed to the position of Chief Justice in 1801, and served a period of thirty-four years, until he died in 1835. After his death Roger B. Taney was appointed to the vacant place in 1836, and held it until he died in 1864, after a service of twenty-eight years. With the additional statement that Chief Justice Chase succeeded him, and presided for nine years, when he died, and was succeeded by the present Chief Justice Waite, I am compelled to close what I have to say with regard to the personal organization of the court. It will be noted that for a period of sixty-two years continuously the court was presided over by two Chief Justices, which may be supposed to have aided very much in the stability and uniformity of its course of decisions.

Very early in the history of the court a question came before it of much importance, which was fully considered at the time, and in which great public interest was felt. Its decision caused the adoption of an amendment to the Constitution of the United States, the Eleventh. It arose in the case of *Chisholm v. The State of Georgia*, 2 Dallas, 419.

This was an action of *assumpsit*, instituted in the Supreme Court of the United States, under its original jurisdiction, at the August term, 1792, and was decided at the February term, 1793. The State of Georgia, which was supposed to be brought before the court by the service of the writ upon its Governor and its Attorney General, refused to make any general appearance, but presented by its attorneys, Ingersoll



and Dallas, a written remonstrance and protestation against the exercise of jurisdiction in this case. The question thus presented was, whether a common law action of *assumpsit* could be sustained against a State in the Supreme Court of the United States by a citizen of another State.

The action was commenced under the second section of the third article of the Constitution, providing that the judicial power of the United States shall among other matters extend to controversies between a State and citizens of another State, and that the Supreme Court shall have original jurisdiction in all cases in which a State shall be a party. Chisholm, being a citizen of North Carolina, began his action under this provision against the State of Georgia in the Supreme Court of the United States. The judges delivered separate opinions.

Iredell, of North Carolina, who had succeeded Harrison, of Maryland, as a member of the court, delivered a very learned one, the main object of which seemed to be to show that, inasmuch as States had never been held liable to action at common law, the State in this case could not be sued in an action of *assumpsit*. however it might be in regard to other matters of litigation. The other judges, on the contrary, all agreed in the proposition that the provisions of the Constitution, just recited, made a State liable to be sued for any legal cause of action in law or in equity, in the Supreme Court of the United States by a citizen or citizens of another State.

This proposition, which, as Mr. Randolph, the Attorney General of the United States, who argued the case for Chisholm, said was so unpopular that he had been

warned against the consequences of his pressing it upon the court, was received with very great disfavor. The result was that Congress immediately proposed the Eleventh Amendment to the Constitution, which was ratified by the States as soon as they had an opportunity to vote upon it. That amendment is as follows :—

“The judicial power of the United States shall not be construed to extend to any suit in law or equity, commenced or prosecuted against one of the United States by citizens of another State, or by citizens or subjects of any foreign state.”

It is a little remarkable that, notwithstanding the unanimity of the court upon this question, a different opinion had been expressed by Mr. Hamilton in number LXXXI. of the *Federalist*. In replying to the objection that this provision of the Constitution subjected a State to be sued for its debts or obligations he says: “It has been suggested that an assignment of the public securities of one State to the citizens of another would enable them to prosecute that State in the Federal courts for the amount of those securities, a suggestion which the following considerations prove to be without foundation.”

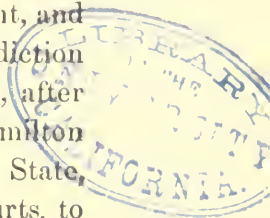
He then goes on to show that it is inherent in the nature of sovereignty not to be amenable to suit without its consent, and that this is the general sense and the general practice of mankind; that this provision of the Constitution can only be construed to authorize a State to bring a suit against citizens of other States in the Federal courts, and does not authorize a suit against the State by a citizen of another State.

Mr. Madison and Mr. Marshall, one or both of them, made the same suggestion in the convention of the State of Virginia, called to pass upon the adoption of the Constitution.

The amendment, just quoted, was supposed to have settled the question of the suability of a State upon its obligations or for its debts in any other mode than that to which the State should give its express consent, and that the courts of the United States had no jurisdiction to entertain such suits. But curiously enough, after the lapse of ninety years, the suggestion of Hamilton in regard to the assignment by creditors of a State, who could not themselves sue in the Federal courts, to parties who could sue the State in those courts, has been acted upon.

In the cases of *New Hampshire v. Louisiana* and *New York v. Louisiana*, reported in 108 U. S., 76, this precise question was brought up. Although the jurisdiction to sue a State in the courts of the United States by the citizens of another State, or by citizens or subjects of any foreign state, was abolished by the Eleventh Amendment, there yet remained the right of one State to sue another. Certain creditors therefore of the State of Louisiana, who could not sue that State themselves, transferred by assignment the evidences of their indebtedness, some to the State of New Hampshire and others to the State of New York, and these States brought suits in the Supreme Court of the United States against the State of Louisiana upon those obligations.

The court, after a very elaborate argument, decided that these actions could not be sustained; that "the evident purpose of the amendment, so promptly pro-



posed and adopted, was to prohibit all suits against a State by or for citizens of other States, or aliens, without the consent of the State to be sued," and that "one State cannot create a controversy with another State, within the meaning of that term as used in the judicial clauses of the Constitution, by assuming the prosecution of debts owing by the other State to its citizens."

At the same term there was presented to the court in its appellate jurisdiction an effort to force the State of Louisiana to pay some of the same kind of debts out of the money in its treasury. This was a proceeding in *mandamus* against the Treasurer of the State to compel him to pay them out of the funds in his hands as such officer, and by a bill in chancery to enjoin the payment of the same money to other creditors.

Both of these were held to be forbidden by the Constitution, because they were substantially suits against the State. *Louisiana v. Jumel*, 107 U. S., 711.

And though there have been some differences in court upon the question of how far an action against an officer of a State may be held to be a suit against the State, so as to come within the principle of the Eleventh Amendment to the Constitution, excluding the jurisdiction of the Federal courts, yet the main proposition has been steadily sustained, that were it essentially a suit against the State the Federal courts cannot entertain it. In view of the many millions of dollars of indebtedness of the States, which they refuse to pay, the importance of the original decision which evoked the constitutional amendment forbidding the States to be sued in the Federal courts is readily to be perceived.

Another judgment of the Supreme Court a little later, rendered at the February term, 1803, which has been very far-reaching in its influence upon the other departments and other officers of the Government, was made in the case of *Marbury v. Madison*, 1 Cranch, 137.

I have already said that Marshall, although Chief Justice of the Supreme Court, had continued to act as Secretary of State until the close of John Adams's administration, when the latter was succeeded by Jefferson. The commissions of certain officers, signed and sealed by the President, and ready for delivery, were left in the office of the Secretary of State, which the succeeding Secretary, Mr. Madison, refused to deliver to the parties thus commissioned. The result of this was that Mr. Marbury, who was one of these parties, commissioned as a Justice of the Peace of the District of Columbia, and whose appointment had been approved by the Senate, having demanded the delivery of his commission, applied to the Supreme Court for a writ of *mandamus* to compel its delivery.

The opinion in the case was delivered by Marshall himself, as Chief Justice, and was concurred in by the whole court. It is very lengthy, and is an exhaustive discussion of the power of a court of law to compel officers by the writ of *mandamus* to discharge duties which it is clear they are bound to perform, and in regard to which they have no discretion. The court decides that since the commission was signed and sealed by the President of the United States, and the appointment approved by the Senate, there was no authority in the President or Secretary of State to withhold it; that the duty to deliver it to the person

entitled to it was clear and unquestionable, and that this duty could be enforced by any court having jurisdiction of the case.

The court, however, came to the conclusion that this was not a case in which it had any original jurisdiction, and it therefore could not issue the writ. But it was also held that such jurisdiction was in the local courts of the District of Columbia, who had authority to issue the writ to any officer within the District who refused to perform a duty merely ministerial in its character, in regard to which he could exercise no judgment, and that this was of that class of cases.

The immense importance of this decision, though in some respects *obiter*, since the court declared in the end that it had no jurisdiction of the case, may be appreciated when it is understood that the principles declared, which have never since been controverted, subjected the ministerial and executive officers of the Government, all over the country, to the control of the courts, in regard to the execution of a large part of their duties. Its application to the very highest officers of the Government, except perhaps the President himself, has been illustrated in numerous cases in the courts of the United States, and in the reports of the Supreme Court. Perhaps one of the latest and most instructive of these is the case of *United States v. Schurz*, 102 U. S., 378.

It appears that Mr. Schurz, as Secretary of the Interior, after a patent for lands had been granted, signed by the President of the United States, and recorded in the Register of Patents, issued an order to the Commissioner of the General Land Office that he should withhold the instrument and not deliver it to the per-

son named in it. The land department of the Government had been in the habit, after patents for land were issued, and even after they had been delivered, of recalling them at their own option and revoking them. In many instances, even after they had been sent to the local land office for delivery to the proper parties, they had been recalled while there, and thus put the owners of them to great inconvenience and trouble.

An action for a writ of *mandamus* to compel Mr. Schurz to deliver this patent was brought in the name of the United States on relation of the party applying for the writ, who was the grantee of the land. The Supreme Court held that after the patent had been signed, sealed, and recorded, there no longer remained in the officers of the Government any power over the title, or any right to retain and refuse to deliver the patent. They therefore authorized the issuing of a writ by the Supreme Court of the District.

This decision was founded upon *Marbury v. Madison* and upon its reasoning, as many other decisions have been; and the power of the courts in the class of cases described in that opinion, namely, those in which a duty is imposed by law upon an officer of the Government to do a specific act, in regard to which he has no discretion, and which act is simply and purely ministerial in its nature, has been well established, and is one of the most useful principles of Federal jurisprudence.

During the long Chief Justiceship of Marshall, many cases of public and political importance, having a large influence over the course of the Government and very materially guiding the action of the executive and legislative departments, came up for consideration. I

must select only such of these as I consider most important, and which can be touched upon within the limits of this discourse.

The next of them to which I shall call your attention is *McCulloch v. Maryland*, decided in 1819, and reported in 4 Wheat., 316. It involved the question of the power of the General Government to create a national bank, with branches in the States, capable of issuing circulating notes. Such a bank had been created under Hamilton's administration of the Treasury, and its charter expired about the commencement of the war of 1812. A recharter was refused under the influence of the strict construction rule of Virginia politics in regard to the power of Congress to create such a bank. Mr. Madison himself, who was then President, was opposed to it, it is said, upon that ground. But the disastrous condition of the public credit, and the general financial ruin which followed the close of that war, induced Congress to charter a new bank. This was done in 1816, and received the assent of Mr. Madison.

The introduction into the States of this institution, by branches of the principal bank, especially with the power of issuing circulating notes, was unpopular in many of them, and attempts were made to resist their business operations. Among these the State of Maryland assessed a tax upon the circulating notes of the bank, which in effect was intended to drive them from the State. In the attempt to enforce this law, the Court of Appeals of Maryland affirmed the validity of the statute of that State establishing the tax. *McCulloch*, the party sued, thereupon brought the case by a writ of error to the Supreme Court of the United States.



The opinion takes a very wide range with regard to the nature and power of the Federal Government, and the principles of construction of the Constitution. It is one of the ablest of the opinions delivered by Chief Justice Marshall, and has often been referred to and followed in subsequent cases.

The court held that Congress had power to incorporate such a bank; that although there was no express grant of such power, or of authority to create any corporation, yet as one of the appropriate means of exercising the powers of the Government in regard to the collection and disbursement of its revenues and the transfer of them from one point to another, the institution of this bank, with the right to establish its branches and offices of discount and deposit within a State, and to issue circulating notes, was an appropriate means of carrying into effect the powers expressly given by the Constitution to the Government of the Union. It therefore held that no State had any authority by taxation or otherwise to impede the necessary and proper action of this bank, an instrumentality which Congress deemed necessary in carrying on the general operations of the Government of the United States, connected with the Treasury. "If," said the court, "the right of the States to tax the means employed by the General Government be conceded, the declaration that the Constitution and the laws made in pursuance thereof, shall be the supreme law of the land, is empty and unmeaning declamation."

The number of the Justices at this time had been increased to seven, and their opinion was unanimous.

Just prior to the expiration of the charter of this bank in 1836, the question of its renewal became one

of absorbing public interest. The then President of the United States, General Jackson, brought all his influence and popularity to bear to prevent a renewal of its charter, and the question entered into the partisan politics of the day more largely than any other, and to some extent continued to do so until the late war. The Congress of 1836 passed the bill for the recharter of the bank, but President Jackson vetoed it, largely on the ground that it was unconstitutional. It may be said, however, that the prevailing sentiment of the country, and especially of its leading statesmen, has been in the main favorable to the constitutionality of the United States Bank, and no decision of the Supreme Court, or of any other court of the United States, has ever impugned or denied the correctness of the principle upon which *McCulloch v. Maryland* was decided.

It is a matter of interest, which I cannot forbear to mention here, that the present National Bank System, which in my judgment, and in that of many thinking men, statesmen, and financiers, is the best that the world has ever seen, originated during the midst of the civil war with the Secretary of the Treasury who afterwards came to Marshall's place as Chief Justice of the Supreme Court of the United States.

It is unnecessary for me to point out to this intelligent audience the great influence which that decision of the Supreme Court has exercised over the material and financial prosperity of this country. Had the decision been that there existed in this Government no power to create a national currency, or to provide for a national banking system, the disastrous effects upon the business prosperity of the people can hardly be

imagined. Those who are old enough to have gone through the State bank and wild-cat systems of paper money, prevalent a few years since in this country, can bear feeling testimony to the value of a so-called national bank system.

Another decision of the court, made in the same year, and perhaps at the same term, is that of *The Trustees of Dartmouth College v. Woodward*, 4 Wheat., 518.

It may well be doubted whether any decision ever delivered by any court has had such a pervading operation and influence in controlling legislation as this. The legislation, however, so controlled has been that of the States of the Union. The decision is founded upon that clause of the Constitution which declares that no State shall make any law impairing the obligation of contracts. Article I., Section 10.

Dartmouth College existed as a corporation under a charter granted by the British Crown to its trustees in New Hampshire, in the year 1769. This charter conferred upon them the entire governing power of the college, and among other powers that of filling up all vacancies occurring in their own body, and of removing and appointing tutors. It also declared that the number of trustees should forever consist of twelve, and no more.

After the Revolution, the legislature of New Hampshire passed a law to amend the charter, to improve and enlarge the corporation. It increased the number of trustees to twenty-one, gave the appointment of the additional members to the executive of the State, and created a board of overseers to consist of twenty-five persons, of whom twenty-one were also to be

appointed by the executive of New Hampshire. These overseers had power to inspect and control the most important acts of the trustees.

The Supreme Court, reversing the decision of the Superior Court of New Hampshire, held that the original charter constituted a contract between the Crown, in whom the power was then vested, and the trustees of the college, which was impaired by the act of the legislature above referred to. The opinion, to which there was but one dissent, establishes the doctrine that the act of a government, whether it be by a charter of the legislature, or of the Crown, which creates a corporation, is a contract between the State and the corporation, and that all the essential franchises, powers, and benefits conferred upon the corporation by the charter become, when accepted by it, contracts, within the meaning of the clause of the Constitution referred to.

I cannot here go into the great argument by which this proposition was supported, nor enter into a minute statement of the class of subjects which by the rulings of this case became contracts protected by the Constitution. The opinion has been of late years much criticised, as including with the class of contracts whose foundation is in the legislative action of the States, many which were not properly intended to be so included by the framers of the Constitution. And it is undoubtedly true that the Supreme Court itself has been compelled of late years to insist in this class of cases upon the existence of an actual contract by the State with the corporation, when relief is sought against subsequent legislation.

The main feature of the case, namely, that a State can make a contract by legislation, as well as in any

other way, and that in no such case shall a subsequent act of the legislature interpose any effectual barrier to its enforcement, where it is enforceable in the ordinary courts of justice, has remained. The result of this principle has been to make void innumerable acts of State legislatures, intended in times of disastrous financial depression and suffering to protect the people from the hardships of a rigid and prompt enforcement of the law in regard to their contracts, and to prevent the States from repealing, abrogating, or avoiding by legislation contracts entered into with other parties.

This decision has stood from the day it was made to the present hour as a great bulwark against popular effort through State legislation to evade the payment of just debts, the performance of obligatory contracts, and the general repudiation of the rights of creditors. I cannot even refer here to the numerous decisions of the Supreme Court of the United States, of the subordinate courts of the Government, and of the highest courts of the States themselves, in which under the influence of this decision the principle of the Constitution that no State shall pass any law impairing the obligation of contracts has been upheld for the protection of those contracts.

With the case of *Gibbons v. Ogden*, 9 Wheat., 1, which has always been considered a leading one, commenced a series of decisions which has continued down to the term of the court just ended, construing the third clause of Section 8, Article I., of the Constitution of the United States. The language of this clause is that "Congress shall have power to regulate commerce with foreign nations, and among the several States, and with the Indian tribes."

There has not been, during the history of the Government, any serious question or difficulty about the exercise of the power by Congress to regulate commerce with the Indian tribes. The few laws which that body has found it necessary to pass in regard to trade and intercourse with the Indians have given rise to very few controversies before the courts. The power to regulate commerce with foreign nations has necessarily occupied the attention of the legislative body, and the questions arising under it have principally been as to the construction of the statutes, with an occasional contest as to the power to regulate immigration into the various States from foreign countries.

But as regards the regulation of commerce among the States, Congress has signally failed in providing any general system, or in enacting any very important laws upon the subject. In point of fact, the commerce in existence which could be regulated with any profit, or called for it at the time the Constitution was formed, was that upon the ocean, carried on by sailing vessels; and it was not until the origin of the steamboat, making the great rivers of the country equal in carrying capacity to seas, with the superadded power of steam to make them useful, that interstate commerce became a matter of much consequence. Afterwards the invention of railroads increased the magnitude of this kind of traffic, so that in relative importance to foreign commerce it is now so much superior that I dare not, without consulting the statistics, undertake to state what it is.

Very soon after the introduction of the steamboat, whose use was accompanied by great dangers in the

navigation of the interior waters of the country, Congress began to legislate upon the subject, and finally established, some forty or fifty years ago, a system of laws regulating their construction and navigation. The various acts passed from time to time also required that the masters and pilots of these vessels should be regularly examined as to their qualifications and licensed by officers appointed by the General Government, prescribed with great minuteness what safeguards they should keep on board in the way of life-saving implements and small boats, and limited the number of passengers, with especial regard to their comfort and their safety.

But in relation to railroads, whose owners were corporations under charters from the different States of the Union, such legislation as was needful has been left by Congress to the States that chartered them, or through whose territory they extended.

This inaction of the Congress of the United States, which it was asserted could alone establish regulations for the control of railroads in conducting transportation of persons and property through more States than one, thus coming within the definition of the phrase "interstate commerce," has at length been superseded by a very important statute, called the Interstate Commerce Law, passed at the recent session. These railroad corporations, the necessity and value of which to meet the wants of this great country grew so rapidly, asserted for a long time that by virtue of the charters granted them by the States, they were exempt from nearly all legislative control over their business, their contracts, or the manner in which their transportation should be conducted.

In the cases of *Munn v. Illinois*, 94 U. S., 113, *Chicago, Burlington, and Quincy R. R. Co. v. Iowa*, Id., 155, and *Peik v. Chicago and N. W. R'y Co.* Id., 164, decided at the same time, it was held by the Supreme Court that as common carriers they were subject to appropriate regulation of the manner in which their business should be conducted, by legislative authority. But these decisions left the question of how far this legislative power of regulation belonged to the States, and how far it was in the Congress of the United States, undecided.

The case of *Gibbons v. Ogden*, above referred to, originated in an attempt of the State of New York to pass laws which affected free navigation upon the Hudson River by steamboats. With the idea of rewarding Livingston and Fulton for the invention of the new method of propulsion by steam, a statute was passed giving to them the exclusive right of navigating that river with boats thus propelled. Other persons coming into the business of transportation with boats of a similar character, contested this right to such exclusive privilege, and were sued for infringing it in those waters.

The questions arising in that case were argued with great ability, Mr. Webster being one of the counsel engaged in the case, and one of the best considered opinions of the court was delivered by Chief Justice Marshall. It is not important here to detail the substance of that argument, but the two questions that were mostly discussed related to the following conclusions which were reached by the court: —

*First*, That this statute was an exercise of the power of regulating commerce among the States,



which had been confided to Congress by the Constitution.

*Second*, That inasmuch as Congress had passed laws authorizing the licensing of vessels for the coasting trade, which authorized them to navigate all the waters within the jurisdiction of the United States capable of being used for that purpose, this act was an exercise of the power conferred by the clause of the Federal Constitution concerning commerce among the States, and that Congress having occupied the field by its own legislation, this necessarily excluded the action of the State upon the subject.

While the opinion of the court undertakes to ascertain what kind of commerce must be regulated exclusively by Congress, it also seems to concede that there may be a class of regulations affecting it when carried on between the States which would be valid in the absence of any action by Congress. But the case rested in the end upon the proposition that such a principle could not be applied to the case then before the court, because Congress had acted upon the subject, having passed a law or made a regulation which was inconsistent with the statute of the State of New York granting this exclusive privilege to Livingston and Fulton.

In the subsequent case of *Willson v. Blackbird Creek Marsh Co.* 2 Pet., 245, the principle was laid down, that in a class of cases, local in their character, regulations affecting interstate commerce may be enacted by the States in the absence of the exercise of that power by Congress. That proposition, which in a subsequent stage of the history of the court was very much controverted, and upon which it had been

divided until within recent years, has led to much uncertainty as to the validity of laws passed by the States of the Union. This doubtful condition of affairs can hardly yet be considered to be at an end. The great necessity of some well-defined rule in regard to these matters, in the absence of any Congressional regulation of commerce, is evinced by the fact that scarcely a session of the Supreme Court of the United States has passed within the last twenty-five years in which some case has not been brought before it wherein the validity of laws passed by the States of the Union, or ordinances of municipalities made under the authority of some State laws affecting commerce, has not been brought up and controverted, and become the subject of serious consideration.

I venture to hope, however, that some of the decisions discussing these questions, made during the term of the court just expired, have brought it to a substantial unanimity upon these subjects, and have established a reasonable degree of precision in the definition of the regulations of interstate commerce exclusively within the control of Congress, and what legislation remains to the States where Congress has taken no action in regard to the matter. *Wabash R'y Co. v. Illinois*, 118 U. S.; 557; *Fargo v. Michigan*, 121 U. S., 230; *The Mail Steamship Co. v. Pennsylvania*, decided May 27, 1887.

The importance of the subject, and the necessity of a true construction of this clause of the Constitution, may be seen when we consider the trouble among the States between the time of the closing of the Revolutionary war and the adoption of that instrument, in regard to their interstate commerce, and to burdens

and obstructions placed upon it by each of the States as they seemed to consider their own interest, without regard to the general good. Indeed, these considerations were among the principal, if not the most weighty, which induced its formation. And the cases to which I have referred as coming before the Supreme Court of the United States are ample evidence of what the States would now do, if they had the power, in crippling the interstate commerce of this country, by imposing burdens upon its exercise; and the efforts of the States, endeavoring to shift the burden of taxation from their own shoulders and impose it upon the property, rights, and interests of others, could only end in the destruction of the Union and the total suppression of the free and valuable commerce now carried on between the States.

The relations of the Indian tribes to the States and to the Federal Government have often been before the Supreme Court of the United States, whose judgments have largely influenced the course of legislation by Congress, as well as the States, in regard to those tribes. The first case involving those relations was that of *The Cherokee Nation v. The State of Georgia*, 5 Pet., 1, in which the court, considering the general subject, held that these tribes, although occupying a semi-independent position, which enabled them to make treaties with the United States, were neither States of the Union nor foreign states in the sense of the Constitution which confers jurisdiction upon the Supreme Court in controversies between a State or the citizens thereof and foreign states, citizens, or subjects. It declared that these tribes were, owing to their peculiar conditions, wards and pupils of the nation, and largely under its control.

In the succeeding case of *Worcester v. The State of Georgia*, 6 Pet., 515, the same proposition is advanced, and it was held that they were independent of the laws and government of the State within which they might as a tribe be located. This latter case was one in which the State of Georgia, having passed a statute extending the jurisdiction of its laws over the Cherokee lands, indicted and imprisoned Worcester, a missionary of some Christian church, who had settled among those Indians, for a violation of a law of the State. He was convicted by the State courts and sent to prison. On a writ of error to the Supreme Court of the United States it was held that the State courts of Georgia had no jurisdiction over the Indian tribes, or the land which they had held in possession from time immemorial.

This principle seems to have settled the independence of those tribes of State legislation and State jurisdiction generally, but it afterwards came to be questioned what power the Government of the United States or Congress could exercise over such Indians. This matter came up in *United States v. Kagama*, 118 U. S., 375. The whole subject there was fully reviewed, and the proposition finally established that "while the Government of the United States has recognized in the Indian tribes heretofore a state of semi-independence and pupilage, it has the right and authority, instead of controlling them by treaties, to govern them by acts of Congress; they being within the geographical limit of the United States, and being necessarily subject to the laws which Congress may enact for their protection and for the protection of the people with whom they come in contact. The States

have no such power over them as long as they maintain their tribal relations."

This settled a difficult and vexatious question, and one very important to the Indians themselves as well as to the citizens of the United States who are brought in contact with them.

Perhaps the two most important decisions of the Supreme Court that have been delivered in many years grew out of the agitation of the subject of slavery. The long and continued discussion of that topic, in and out of Congress, commencing at a time not within the memory of any one in this audience, and prolonged up to the close of the late civil war, which was the cause of that war, the most destructive that the history of mankind presents, almost necessarily brought before the great judicial tribunal of the nation grave questions in regard to the constitutional power of Congress over the subject. With the exception, however, of *Prigg v. Pennsylvania*, 16 Pet., 539, in which an act of Congress to enable the owners of fugitive slaves who had fled from service and got beyond the borders of the State in which such owners resided, was held to be a proper exercise by Congress of the provisions of the Constitution for the return of persons held to service in the States to which they belonged, which itself excited much comment, the *Dred Scott* decision (*Dred Scott v. Sandford*, 19 How., 393), overshadowed all others on the subject, in the importance of the principles which it laid down, and in the immense influence which it had upon the history of the country.

*Dred Scott*, a slave, having been taken from the State of Missouri, in which laws authorizing slavery

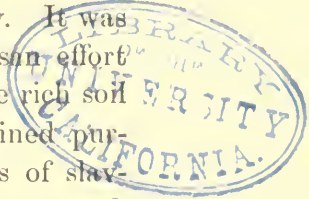
prevailed, by his master with his family into the Territory of Minnesota, in which slavery was forbidden, was afterwards carried back by that master to the State of Missouri. Scott asserted that having been voluntarily carried by his master into a government where slavery was not recognized, he thereby became a free man, and that Sandford, his owner, in exercising restraint over his personal liberty was a trespasser. He therefore brought suit to establish his freedom, and the case came in regular order in the Supreme Court of the United States, which, after some controversy in regard to the jurisdiction of that court, finally decided that it had jurisdiction to entertain the appeal. It then proceeded to decide the question of the effect of the residence of Scott, with the consent of his master, in the free Territory of Minnesota. It held that there existed no power in the Congress of the United States to pass any laws for the government of a Territory of the United States, by which owners of slaves could be prevented from carrying them there and making it their residence, and still retaining the same power and control over their slaves that they had in the States where slavery was established.

This decision was made very soon after Congress had passed a statute for the organization of territorial governments for Kansas and Nebraska, and the question whether slavery should be excluded from those Territories or not by the act agitated the public mind to a degree perhaps unknown since the formation of the Constitution. To pass a law recognizing as valid the institution of slavery in these Territories was not only a violation of the strongest feelings of a large portion of the people of the United States, but it was neces-

sarily a repeal of what was called the compromise on that subject made at the time that the Territory of Missouri was admitted as a State. At that time the same excited controversy existed, and was only settled by a provision that, in future, slavery should not exist north of a line corresponding with the southern line of Missouri, extending westward, namely, the parallel of  $36^{\circ} 30'$  north latitude. The decision in the Dred Scott case, that Congress had no power to pass any law forbidding slavery in any of the Territories of the United States, from which it necessarily resulted that the Missouri Compromise law was unconstitutional, added to the flames of popular excitement.

I do not need to go over the history of the contest which led to the attempted secession of eleven of the Slave States of the Union, and to the civil war of four years which followed this effort to secede. The unparalleled excitement of the public mind, brought about by the act organizing the Territories of Kansas and Nebraska, which repealed the Missouri Compromise law, so far from being mitigated by the Dred Scott decision, was greatly increased thereby. It was charged that the decision was merely a partisan effort to aid in the establishment of slavery in the rich soil of Kansas, and it added force to the determined purpose of those opposed to the further progress of slavery, to prevent it. If that statute had not been passed, it is not within the capacity of human wisdom to tell how long the great contest over human slavery within the limits of the United States might have been postponed.

This decision has never been reconsidered in the Supreme Court of the United States. Its operation



upon public opinion was to incite to additional ardor the efforts of those who desired the emancipation of the slaves ; and although the decision itself was of no value, and only precipitated the evils which it was intended to avoid, the civil war brought about by these events resulted in the abolition of slavery throughout the entire extent of the United States, and, of course, the Dred Scott decision became a useless incumbrance in the reports of that court.

At the close of the war the public sentiment of those who had conducted it to a successful termination required certain amendments to the Constitution, the first of which, the Thirteenth, established the abolition of slavery forever within all the dominions over which the United States had jurisdiction. It was soon found, however, that the sudden gift of freedom to over four millions of human beings, who had been slaves, and who were unprepared by education or training to assert their rights or protect themselves against those who had been their masters for generations past, required some additional safeguards in the Constitution, which would operate as a protection to them against those masters, or the acts of the States themselves readmitted into the Union. This induced the passage of the Fourteenth Amendment, which declared all these former slaves now to be citizens of the United States, and entitled to all the privileges and immunities of such citizens. It further enacted provisions for the equality of rights of all persons, intending thereby to secure the rights of this depressed race, and to protect them from unjust and unequal laws which might be passed by the States for the purpose of their oppression.



A short experience seemed to prove that even these two amendments, the one abolishing slavery and the other with the provisions mentioned, were inadequate to secure the purpose which the people had in view, that of guaranteeing equal rights to all persons, including former slaves. The Fifteenth Amendment was therefore passed, which declared that no discrimination in regard to the right of suffrage should be made in any State on account of race, color, or previous condition of servitude.

These three amendments to the Constitution, the Thirteenth, Fourteenth, and Fifteenth, were rapidly passed through Congress and ratified by the States. They have been the subject of many decisions of the Supreme Court of the United States, with regard to their construction and their effect upon enactments of the State legislatures which have been supposed to be in conflict with them. The most important of these cases, and perhaps the first one which came before the court, and which by reason of the questions involved and the course of the argument required a construction of all three of these amendments, were the Slaughter House Cases, so called, reported in 16 Wallace, 36. They grew out of an act of the legislature of Louisiana, passed since it had been recognized as a State of the Union after the close of the civil war. This statute, assuming to regulate the business of slaughtering animals for food within the limits of the city of New Orleans, and of the landing of live animals as they came into the city, created a corporation, upon which it conferred the exclusive right of killing animals for food within that city. It directed the place where they should be landed, the

place where they should be slaughtered, made full and complete regulations for the maintenance of a public slaughter-house by this corporation, at which all butchers must slaughter the animals whose flesh they intended to sell, required this corporation to provide all the conveniences necessary for this purpose, and made proper restrictions upon the price which should be charged therefor.

After a while the butchers of the city, who considered this monopoly an invasion of their personal rights, brought suit to enjoin the exercise of this authority by the slaughter-house company. The case came finally to the Supreme Court of the United States, upon the ground that by the three amendments to the Constitution, to which I have just referred, the exercise of this power by a State legislature is forbidden. The whole subject was very fully argued in that court, and the range of discussion was very wide.

At the close of the civil war there were many very wise and patriotic statesmen who had come to the conclusion that the powers left with the States in the original formation of the Constitution, by which they were enabled to combine and organize into a formidable confederacy for the overthrow of the Government and the destruction of the Union, had been the source of a protracted and terrible war, which was just terminated by the reëstablishment of the General Government in all its original powers. They therefore felt, that in the amendments to the Constitution, which were deemed necessary for the reconstruction of this Union, which if not broken was very much shattered, these powers of the States should be curtailed in their

capacity to bring about another such catastrophe. Many of these men were in Congress when the resolutions for these amendments were adopted, and proposed to the States for their ratification. The members of that body undoubtedly differed among themselves as to the object to be attained, and the manner in which it was to be accomplished, by these three amendments. When this case came up, the first in which the Supreme Court was called upon to construe them, the opinions of the judges, of lawyers, and of statesmen, were divergent in regard to the principles which should govern that construction.

These views are represented in the opinions filed in the case mentioned, the opinion of the court being fully concurred in by five of the judges. The court, after speaking of the fact that the civil war disclosed that the true danger to the perpetuity of the Union was in the capacity of the States to organize, combine, and concentrate all the powers of a State and all contiguous States to resistance to the General Government, said:—

“Unquestionably this has given great force to the argument, and added largely to the number of those who believe in the necessity of a strong national government. But, however pervading this sentiment, and however it may have contributed to the adoption of the amendments we have been considering, we do not see in those amendments any purpose to destroy the main features of the general system. Under the pressure of all the excited feeling growing out of the war, our statesmen have still believed that the existence of the States with powers for domestic and local government, including the regulation of civil rights—the

rights of person and property — was essential to the perfect working of our complex form of government, though they have thought proper to impose additional limitations on the States, and to confer additional power on that of the Nation. But whatever fluctuations may be seen in the history of public opinion on this subject during the period of our national existence, we think it will be found that this court, so far as its functions required, has always held with a steady and an even hand the balance between State and Federal power, and we trust that such may continue to be the history of its relation to that subject so long as it shall have duties to perform which demand of it a construction of the Constitution, or of any of its parts.” *Slaughter House Cases*, 16 Wall., 82.

Although this decision did not meet the approval of four out of nine of the judges on some points on which it rested, yet public sentiment, as found in the press and in the universal acquiescence which it received, accepted it with great unanimity; and although there were intimations that in the legislative branches of the Government the opinion would be reviewed, and criticised unfavorably, no such thing has occurred in the fifteen years that have elapsed since it was delivered. And while the question of the construction of these amendments, and particularly the Fourteenth, has often been before the Supreme Court of the United States, no attempt to overrule or disregard this elementary decision of the effect of the three new constitutional amendments upon the relations of the State governments to the Federal Government has been made; and it may be considered now as settled that, with the exception of the specific provisions in

them for the protection of the personal rights of the citizens and people of the United States, and the necessary restrictions upon the power of the States for that purpose, with the additions to the powers of the General Government to enforce those provisions, no substantial change has been made. The necessity of the great powers, conceded by the Constitution originally to the Federal Government, and the equal necessity of the autonomy of the States and their power to regulate their domestic affairs, remain as the great features of our complex form of government.

The only other decision of the Supreme Court to which I shall call your attention is that of *Kilbourn v. Thompson*, 103 U. S., 168. It is principally remarkable as establishing the right of a party to recover damages for an unlawful imprisonment by the express order of the House of Representatives. That body, as well as the Senate, had been in the habit of calling witnesses before them to testify in regard to various matters concerning which an investigation had been ordered by one or the other of those bodies. They also seem to have exercised without hesitation the power to punish by fine and imprisonment any witness who refused to answer questions which, by order of the particular body authorizing the investigation had been propounded to him, and without much if any regard to the limitation upon their right to exercise this power.

Under a resolution, which recited that the Government was a creditor of the banking firm of Jay Cooke & Company, then in bankruptcy by the decree of the District Court of the United States for the Eastern District of Pennsylvania, and that settlements had been made adverse to the interests of the United States in

that court, a special committee of the House of Representatives was appointed by the Speaker to inquire into the matter, together with the history of a real estate pool in which that firm was said to be involved. In the progress of the investigation, Mr. Kilbourn, who was a real estate dealer in the city of Washington, was called before the committee and required to make statements in regard to his dealings with various persons who had had transactions with him, and to produce his books for the general inspection of the committee. He declined to do this, and being brought before the House he was ordered to make answer. Still further declining, the House ordered him to be imprisoned, and that the Speaker issue his warrant to the Sergeant-at-Arms to commit him for contempt.

Mr. Kilbourn was held in confinement under this order for some time, but was finally released on a writ of *habeas corpus* issued by the Chief Justice of the Supreme Court of the District of Columbia. He then brought suit against the Sergeant-at-Arms, by whom he was kept in prison, and against the members of the committee who were active in procuring the order of the House for his punishment. On a demurrer to the answer of the defendants, which set up this order of the House as their defence, the Supreme Court of the District of Columbia held the answer to be good; but on a writ of error to the Supreme Court of the United States that decision was reversed.

The opinion goes into a thorough examination of the history of this class of questions in various cases before the House of Commons of Great Britain, which were afterwards carried to the courts of that country, and comes to the conclusion that, while in that coun-

try, by reason of the history of Parliament, and of its original possession of full judicial powers, the House of Commons could punish for contempt, there is no inherent authority in any purely legislative body, apart from that remnant of judicial power remaining in the Parliament, to punish parties for offences of that character.

Referring to the Constitution of the United States, under which alone Congress as an entire body, or either branch of it, could exercise any such power, it is declared that there is a total absence of any general grant of such authority, but inasmuch as each branch of Congress had certain specific powers to make orders which required the examination of witnesses, that in that class of cases, where a witness refused to testify, the House could enforce this duty by fine and imprisonment as a punishment for contempt. Those occasions were limited to such cases as punishment of its own members for disorderly conduct, or failure to attend sessions, or in cases of contested elections, or in regard to the qualifications of its own members, or in case of an effort to impeach an officer of the Government, and perhaps a few others.

It was held that neither house had any right to organize an investigation into the private affairs of a citizen, and that except in a case in which the Constitution expressly conferred upon the one body or the other powers which were in their nature somewhat judicial, and which required the examination of witnesses, they possessed no power to compel by fine or imprisonment, or both, the attendance of such witnesses, and answers to interrogatories which did not relate to some question of which it had jurisdiction.

This decision, which ultimately resulted in the recovery of a large judgment by Mr. Kilbourn against the Sergeant-at-Arms, which sum was paid by an appropriation made by the Congress of the United States out of the treasury, was everywhere received with satisfaction. It has been followed in the States of the Union where similar questions have constantly arisen, and is undoubtedly, on account of the assertion by it of the right of the citizen to be protected against the legislative body, and to be proceeded against for any offence only in the judicial branch of the Government, one of the most important that has been made in recent years. It is also important as being in some sense a direct control by the Supreme Court of the United States over the decisions and acts of one of the branches of the legislative department of the Government, made without authority of the law.

It is proper also to observe that the court decided that the members of the committee who had propounded these questions to Kilbourn, and at whose instance the House passed the resolution for his imprisonment, were not liable to his action for damages, on the ground that what they did came within the constitutional provision that senators and representatives "shall in all cases, except treason, felony, and breach of the peace, be privileged from arrest during their attendance at the session of their respective houses, and in going to and returning from the same; and for any speech or debate in either house, they shall not be questioned in any other place." Article I., Section 6.

This court of which we have been speaking, whether we take the character of the suitors that are brought before it, or the importance of the subjects of litiga-



tion over which it has final jurisdiction, may well be considered one of the highest that the world has ever seen. It has the power to bring States before it, States which some of our politicians have been in the habit of considering sovereign; not only when they come voluntarily, but by judicial process they are subjected, in certain classes of cases, to the judgment of the court. Whatever these States may have been at the time of the formation of the Constitution, they now number their inhabitants by millions, and in wealth and civilization are equal to many of the independent sovereignties of Europe.

The subject matter of which this court has jurisdiction is the construction and exposition of the Constitution of the United States, which controls the affairs of sixty millions of people. Its every-day business, almost, is to pass upon the question of conflicting rights and jurisdictions between the States and the United States, and between the laws framed by each of this class of political bodies. Its judges hold their offices for life, unless removed by impeachment. But one attempt has been made in the history of the Government to impeach a member of that court, and that effort failed.

It has been said that these powers may be dangerous to the people, and to the other departments of the Government; but the answer to this is both true and perfect. The judicial branch of the Government, of which the Supreme Court is the head, is the weakest of all the three great departments into which the power of the nation is divided. It has no army, it has no navy, and it has no purse. It has no patronage, it has no officers, except its clerks and marshals, and the latter are appointed by the President and confirmed by

the Senate. They are the officers to whom its processes are sent for the enforcement of its judgments, but they may be removed at any time by the Executive. The clerks, whom the judges in some form or other are permitted to appoint, have salaries or compensation regulated by the legislature. The clerk who may receive twenty thousand dollars, or more, in fees, must pay all but \$3,500 of such receipts into the Treasury of the United States. The judges themselves are dependent upon appropriations made by the legislature for the payment of the salaries which support them while engaged in the functions of their office.

It is, then, so far as the ordinary forms of power are concerned, by far the feeblest branch or department of the Government. It must rely upon the confidence and respect of the public for its just weight and influence, and it may be confidently asserted that neither with the people, nor the country at large, nor the other branches of the Government, has there ever been found wanting that respect and confidence. It is one of the best tributes that can be paid to the American nation, a tribute which it deserves above all others, even of Anglo-Saxon descent, and which can be paid to no other race, that it always submits to the law as expounded by its judiciary. In all the excitements of bitter contests, involving great financial interests, power, position, and even political existence, in fact everything that could properly be brought within its judicial cognizance, the people have always felt that their interests were safely entrusted to its charge.

That the court may long continue to deserve this confidence, as it has for the past hundred years, must be the desire of every patriotic citizen.

## SENATOR PALMER'S ADDRESS.

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It often happens that a wayfarer, following a beaten track or threading a wilderness, in pursuit of an object, or seeking his destination, comes to a milestone or an acclivity, where, laying down his bundle, he takes a seat, wipes the sweat from his brow, and surveys the landscape. If the sun has not yet reached the meridian, he looks forward from the milestone to where the attenuated road fades from sight upon the plain, or loses itself among "the purple peaks remote." If from the acclivity, he looks down through the valley to where the mountains reassert themselves beyond. If the sun has passed the zenith, he looks back, to recognize, if possible, those points in his journey individualized by some exceptional effort he has made, some relief he has experienced, or peril he has passed through. He looks for the frail bridges he has crossed, the fords he has waded, or the quagmires he has floundered through. He seeks the points where he and the companions who started with him parted company, and strives, by signs to those in sight and by halloos to those within hearing only, to bring all together for a short reunion. This is the journey of a day, but it is also the journey of life.

We are social beings, sympathetic to a greater or less degree, and there come times to all, even the most

callous, when we seek the companionship of those who have ties and traditions in common with ourselves; nay more, the society of those whom we have never seen, but whom we know to have started, or to be about to start, forth from the same roof that sheltered us when life had all before it. To you of the morning of life and to us of the afternoon, this is such an occasion.

Save that of the family, I know of no tie so close as that of one's school days — of no traditions more cherished than those of our Alma Mater — of no impressions more lasting than those there made. The mind then plastic receives imprints, and we have only to turn the leaves of after years, as they do the laminæ in the quarry, to find them, as bird tracks are found there, distinct and indelible.

This is the jubilee year of our University, and there are those with us to-day who, if they were not graduated themselves at its first commencement, saw the first graduates receive their diplomas. Since that time thousands have gone forth to take their places in the world. Have they achieved success? As the Spanish saying has it, "Who knows?" Who shall interpret the word "success" acceptably? If we mean have they amassed wealth, attained high official position, or assumed a leadership among their fellows, I would answer, I do not believe that a university education, if it has its best and highest effect in developing a man, insures what the world calls the prizes. This is not because it does not make him more efficient, but because it gives him a wider horizon. When Agassiz was asked why he did not make money, he answered, "I have no time." To him, as to every right-think-

ing man, there are things which are worth more than money. An education will usually enable a man to steer clear of extreme poverty, but it will not lead the way to great wealth. It assures the golden mean, but not the golden much.

When I speak to you as the educated, I mean to address you as those who, by attendance here, have declared their intentions in one way out of many; there are thousands of schools where there is no curriculum, where men are being educated, as Cromwell and Lincoln, Ericsson and Edison were educated—men destined to play prominent parts in the drama of life.

The only definition of the word success satisfactory to me is the attainment of one's ideal. St. Paul, his severed head in the hand of the executioner, Jean Valjean, with his dying eyes fixed on the crucifix, probably achieved success—they had worked up to their ideals. Frederick the Great and Napoleon I. probably did not, and therefore were failures. Let each alumnus answer for himself. Living or dead, they are scattered over the globe. The graves of some line the route of the overland trail to the Golden Gate, some sleep on the Isthmus of Darien, others are in the other hemisphere—some gave their lives and many fought for the flag—they are filling and have filled every walk in life. We who were here forty years ago come back at times, to be reminded that our numbers are yearly growing less, but we close up our ranks, our loyalty to the University unshaken, and our fervor unabated, as we pass out of the old age of youth into the youth of old age.

It is no selfish loyalty we assert. It is something

even more than gratitude for benefits received ; it is an enthusiasm kindled by a conception of the possibilities of the University in the future — possibilities imaginable only in an American university. If sustained, fostered, and encouraged by our people, its usefulness cannot be measured. The radius of its influence is extending every day. What the Bartholdi statue, with its luminous coronal, is to the harbor of our proudest port, the University is to our State. It not only points the way to those engaged in special work, but also illuminates an atmosphere which sustains and shall sustain millions of human beings.

It has arrived at its present pitch of greatness through many perils. Private ambitions have sought to make it an arena for personal feuds, sects have hawked at it, and unwise guardians have checked its development ; but the people have been true to its interests. It has given our State a prestige abroad, where, formerly, educated men knew but dimly that there was such a geographical division as Michigan.

To those looking at the money side of the question, I would say that, materially, the State has received through the enhancement of its property ten dollars where it has expended one ; and who can calculate the advantages which have flowed in a thousand ways from these portals — not computable, possibly impalpable, but as life-giving to society as is the atmosphere to plants. Time was, before chemistry asserted itself, when the farmer looked to the soil for all the nutriment which came to vegetation. Modern investigation has shown that eighty per cent. of the nutrition comes from the air ; will not social chemistry demonstrate, sooner or later, that eighty per cent. of the

subtle constituents which contribute to the moral growth and higher development of society is to be furnished by that social atmosphere diffused by thinking men? Although universities furnish but a section of the great army of thinkers, still their influence and stimulus are felt upon other sections as well as upon those whom they aim to mould and elevate.

It is said that the times are troublous, that ancient traditions are being violated and mutual obligations sit lightly upon the shoulders of men; that one condition of men (I dislike the use of the word class in the American vocabulary) is threatening the rights of those in other conditions. To whom shall we look for safety? These conflicting interests can be adjusted in one of two ways — by force, which means bloodshed and probable wrong, or by the prevalence of correct ideas of mutual rights and duties among our people. We must look for the diffusion of these ideas to the men who subordinate passion to judgment, to those who temper zeal with discretion, born of discipline — to the thinkers. I would not deery other methods by which these men are developed — they are being developed in the work-shop, on the farm, in the factories — but we shall have none too many; we cannot afford to spare a single man. It will be force dominating ideas or ideas dominating force, and we cannot afford to shut down upon a single source of supply of thinkers.

Let the State stand by the University. Keep its doors open to the world. Learning is the birthright of no class, and should not be of any condition or section. Welcome all that come. The poor man should guard it as the apple of his eye — for the poor boys

who were with me forty years ago, the boys who sawed wood for their board and taught school in vacation and even in term time, are the men who have wrested the greatest success from grudging fortune. Let the rich man cherish it, if he cares for anything but money, because it elevates his less fortunate fellow and his children. Let both defend it for the order and security which it helps to preserve by constitutional methods, and to which there is but one alternative — force.

It was the day of small things when these halls were first opened — one dormitory building for chapel, recitation and sleeping-rooms, and four dwellings for the professors. They stood in forty acres of newly, but too thoroughly cleared land. Less than 4,000 books and a cabinet of 5,500 specimens in zoölogy, 15,000 in botany, 8,000 in mineralogy, and 10,000 in geology, constituted most of the material gathered in twenty-four years of preparation. The professors took turns in being president.

They were all worthy men, wisely selected and supremely capable of presiding at the birth of such an institution; but, among them all, one memory comes back to me with an aroma like that of clover bloom or sweet-brier in wooded lanes — Professor Williams. He was a divinely human man. He was anointed of the Lord. He was an atmosphere. He left a more lasting impression on the boys through his presence than by his teachings — and his abilities were of no mean order. His genial nature comes back to us now like a benediction.

No president was formally installed before 1852, and only three have been installed since that date, viz.:



Henry P. Tappan, Erastus O. Haven, and the present incumbent, James B. Angell. They have, without exception, been men of wide culture, elegant attainments, and consistent lives.

I wonder how many of us have ever tried to analyze that compound demanded by the times for the presidency of an institution like this. He must have the temper of Socrates, the faculty of elucidation of Plato, the power of combination of Archimedes, the diction of Sophocles, the learning of Erasmus, the sympathy with the boys of Anaxagoras, the versatility of Admirable Crichton, the many-sidedness of Pericles. He must be able, without preparation, to discourse on the moral impossibilities of the Modocs, or the capabilities of the new empire on the Congo. He must know, without reference, how far the double star is from itself, and at once turn to the discussion of the distance between adjacent particles of steel. Figuratively speaking, he must take for his breakfast Herodotus or Thucydides in the original, with the Septuagint for luncheon, and for dinner the differential Calculus and Rig Veda. He must have the spirits of a boy and the wisdom of a sage. If there is a gymnasium, he is expected to rival Leotard on the flying trapeze and Dr. Winship in heavy weights. If there is a flotilla, he must pull a stroke oar or make the boys believe — not by words, but by sheer force of character, which is more difficult — that, if he only had time, he could do it in such a way that rival crews on the Charles, the Cam, or the Thames would flee to the mountains of Hepsidam before they would compete. He must sympathize with the poor in pocket as well as in spirit, and endure the snobbery and vulgarity of the

insolent rich. He must encourage the hollow-chested and despondent, and tone down the aggressive, the over-confident, and the audacious. All this for a few thousand a year, on which he is expected to live, travel, and entertain. Truly it is no wonder that so few men of the above character dedicate themselves to a life of self-denial and comparative poverty, that they may serve their day and mould the future, when railroad and life insurance companies pay their presidents twenty-five and even fifty thousand dollars a year. It is with our teachers as with our politicians, if either expect to obtain their compensation in extrinsic things for serving their country and their time they are doomed to disappointment. The greatest value of their efforts must ever be prospective, and hence unremunerated at the time of service.

We talk of men controlling events. The men who control events have passed from the stage when the different elements which they have set in motion combine and culminate in events. We might as well say that the bird at the point of the harrow in migratory flocks directs and controls their flight; but let that leader deflect five degrees from the line and he would soon be a lone bird on a lone pilgrimage. The power that controls the course of that flock sprung from antecedent generations and from forsaken nests. The leader is merely the strongest of wing, and, if he keeps his place, the truest of instinct. The men who control the events of to-day are the men who moulded the thought of former generations. The men who saved the flag were those who, in school-house, in church, and college taught the boys that there was something higher than physical life, that it was "not

all of life to live nor all of death to die ;” who put into their hands the story of Marathon and Leuctra, of Hampden and Algernon Sidney ; who helped to direct their aspirations toward those heights which the concurrent voice of humanity has determined to be the highest planes of human action.

Among the duties of the educated man, the first, it seems to me, should be the care of his health. The engineer who should neglect the care of his engine, or the traveller of his horse, would be considered ignorant or criminal, and yet the machinery of the human organism, on which all intelligent action depends, has until late years received little or no attention.

We have wondered in the past — as you of the forenoon will wonder in the future — why men of bright minds, of whom much is predicted, never appear above the surface ; we often wonder why brilliant men who have great opportunities fail to rise to the height of the occasion, while some hitherto obscure men take their places. This was vividly noticeable during the war of the rebellion. The cause was and is nothing more than a lack of reserve power, which proper physical care would have stored up for emergencies. Nervous exhaustion is at the bottom of three fourths of the failures among thinking Americans, in office or elsewhere. Those money-makers whose sole ambition is to die rich consider the last ten or twelve years of their life, according to the rate of interest, worth in bullion, all the preceding years, because in that time their previous accumulations double ; is it not fair to infer that the last decade of a thinker's life is worth all the preceding ? He has the experience of a lifetime garnered up, and, if he has lived and thought

correctly, the accumulated reputation which gives his ideas a momentum not otherwise attainable.

I know of no better illustration of a sound mind in a sound body than that great English-speaking man — I will not call him an Englishman, for he belongs to the world — Mr. Gladstone. Nay more, I know of no greater illustration of the cumulative force of a well-lived life. Entering upon public affairs as a tory, more than fifty years ago, his great heart, solid and brilliant intellect, well-trained mind, correct instincts born of a pure life, sound physique, and a laudable ambition, first carried him into the liberal party, and then, on the Irish question, clear beyond it, and now nearly seventy-eight years of age, the man of a hundred fights, the “grand old man” stands cheerful and undismayed amid fearful odds fighting for humanity. This man has taken care of his health — has worked when at work and has had rest and recreation in due season, and enough of it. I should like to descant upon the symmetrical development of heart, brain, and muscle of this great man, but time forbids. There is one act, however, which, to my mind, would entitle him to fame, if there were nothing else — the withdrawal of the British troops from the Transvaal after their defeat by the Boers. The British were in the wrong, and against the clamor of jingoism he did it, and gave no other explanation than this: “The government recognizes an ambition higher than that which looks for military triumph or territorial aggrandizement, but which seeks to signalize itself by walking in the plain and simple ways of justice, and which desires never to build up empire except in the happiness of the governed.” It is said that amid the excit-

ing debates of '83 on the Irish question — when he was the object of the most violent attacks — he found time to compose a national hymn for Italy.

It is such men as Lincoln and Gladstone who, carrying abstract ideas of justice and generosity into politics, make a government of opinion possible, and avert the evils which flow in the train of enactments, or traditions observed in violation of the growing moral sentiment of Christendom.

The educated man should guard well his faith. This is an iconoclastic age. Things long accepted as truths are being scrutinized by the merciless eye of modern investigation. Men are beginning to ask was Nero really a monster or Richard III. a bad man. Benedict Arnold finds apologists and Aaron Burr defenders. The children of the Tiber, wolf-nurtured, are at best regarded as allegorical. William Tell has been relegated to the realms of myths, and Mazeppa, dear to every youthful heart, is said never to have taken the ride which he imposed as truth on Charles XII. after the fight at Pultowa; that he was not even a Cossack of the Don, but that he was born in Poland and died in Turkey.

From this spirit of modern investigation has arisen a school of thought, or rather of limitations, known as "agnosticism." I am not able to find the word in any lexicon. I do not know who coined it. This school has its uses in searching for truth where the senses and the reason are the bases, but in dealing with man's moral and spiritual nature it has no place. Until science can analyze and explain the emotions of the human heart and the aspirations which come to every soul, until hope and despair can be shown to be the outcome of

the attraction of gravitation, love and hate to be cor-relatives of centrifugal and centripetal force, and heroism and self-sacrifice the creation of material laws — until then Science herself must acknowledge that there are limitations to her domain in dealing with the higher nature of man.

Science has her domain ; it is in dealing with the material. Her criterion of truth is the evidence of the senses regulated by the understanding, or the deductions of reason uncontradicted by the senses.

Some scientists hold that a man is what his temperament and environment make him. No one is primarily responsible for his temperament or environment, and they in turn control his subsequent environment. It seems to me incontrovertible that if we rely on reason alone, uncontradicted by the senses, there is an end to all accountability ; but we know when we have reached such a conclusion that we have proved that which is false, and hence must infer that some factor has been left out ; that although investigation in physics must be controlled by the senses and the reason, when we come to the higher nature of man, another factor, call it by what name we will — I prefer to call it faith — is an essential check thereon. Without faith in an overruling power, in a hereafter, and in the great law of compensation, I consider it just as impossible for a man to work up to his highest capacity as it is for a fresco painter to decorate a ceiling with the upper end of his ladder unsupported ; or a sailor, stranded upon an unknown shore, girt in by the sea and precipitous cliffs, to climb into the sunlight, without the aid of some pendant vine, or rope thrown down by a friendly hand.

Reason should be the handmaid and not the antagonist of Faith. She should not encroach upon the domain of Faith, but should zealously guard her own, lest Faith should degenerate into superstition. As long, however, as Reason is not sufficient to deal with all moral phenomena, she should concede that there may be another factor required in the investigation of moral truths, or else all must be reduced to materialism.

Every sensible man must have doubts at times concerning many dogmas, — some may of these great truths, — but let the doubter live right, cultivate those virtues which the wisdom and experience of ages have indorsed, and faith will come to him. It is better, however, for a man to ground himself early; it is a wonderful economy of force to be thus moored.

Emerson says that every age of achievement has been an age of faith. Without it a man is upon an unknown sea, no sun nor compass to guide him and without hope of port. Unless all things are a delusion and a snare, and life itself an ambuscade, faith is as real a factor as reason.

What should an educated man's ambition be? Not his special one, for that may be a stepping-stone only to his ultimate aim. In the successful pursuit of our petty ambitions we are like children who chase their little pink balloons, delighted with the prize when reached, then sink to sleep and wake to find their treasures collapsed, and in the place of translucent spheres, shrivelled tissues, useless and unattractive. Many of us are apt to mistake appetite for ambition. They are as distinct as the animus of the thoroughbred and the mule. The mule has appetite, the thor-

oughbred has ambition. The flapping ears of the mule are thrown forward and he bears on the bit as he comes in sight of the gilded vanes, the pointed turrets, and the flying pennons of the race track. To him they represent padded stalls, good grooming, and plenty of oats. When they come into the view of the thoroughbred, they represent a theatre of action. His neck arches, his eye glistens, and his nostrils flare, because there passes before him a panorama of the race — the struggle down each quarter: —

The hurrying hoof beats that aneal  
The earth to earth and hoof to steel ;

the rush past the grand stand, cheered on by the sympathetic huzzas of ten thousand spectators.

If we desire wealth, not as a means of doing good, but on account of the distinction it confers or the luxury it can purchase for sybaritic living — that is appetite. To desire place, not as a theatre of action, but for the reflected reputation it lends, is appetite. To desire either as a sphere of usefulness or as a means for beneficent purpose is ambition.

Marcus Aurelius says: “Keep thyself then simple, good, pure, serious, free from affectation, a friend of justice, a worshipper of the gods, kind, affectionate, strenuous in all proper acts. Strive to continue to be such as philosophy wishes to make thee. Reverence the gods and help man. Short is life. There is only one fruit of this terrene life — a pious disposition and social acts.” No prophet, raven fed, could have given a better rule of life.

Many talk as if life were a game. We of its afternoon, as we look back, will say that life is governed by law, or, if it is a game, that the rules are well laid



down and strictly enforced. I have seen men defy moral laws and break the rules; men of force, men of brains, with all the prerequisites of success save conscience. They were always rowing against the current of those laws which none can successfully ignore. To them, looking over the side of their boat, and watching the bubbles, their speed seemed extreme and their momentum irresistible; but, to one measuring their progress by a fixed point on the shore, it was plain that despite all their efforts, they were being swept down stream.

An educated man in any community should establish confidence in his honesty — his *bona fides*. This good faith is the foundation of all society not the creature of force, and its universal prevalence would rectify nearly all the evils that affect civilized man as a social being. Bad faith destroys confidence, aggravates selfishness, stimulates suspicion. It is not confined to any condition. There may be an excuse for an ignorant man acting in bad faith — there can be none for the educated.

The thinker or educated man (for that is the sense in which I use it — one educated to think) should get down close to the heart of humanity. He cannot help it, if he is true to his methods and, primarily, is not of bad material. The masses are the meal and the thinkers are the leaven; if the leaven keeps aloof the compound will never rise. A thinker whose sympathies do not reach down and entwine about our common humanity is a human orchid — he may be beautiful to look at but of little use to the world. An educated man should not palter with his ideas of right and wrong — moral defection is the sure precursor of intellectual degradation.

There seem to be eras when the progress of the race is accelerated to a degree beyond comparison with former generations; when civilization might be said to reveal new powers, as horses on the track sometimes astonish their drivers by bursts of speed. Such a time was that when, after the repulse of the Persians, Athens emulated her military glory in the arts of peace. It was the age of Pericles, which led in that flight which Christendom during many enlightened centuries has sought to imitate. It was the age of Plato, Demosthenes, Phidias, Apelles, Parrhasius, Praxiteles. It was the age when architecture burst into bloom, and philosophy led man to a higher conception of his destiny, here and hereafter — a philosophy not undeserving of the place of handmaid to Christianity. In a later age, Augustus gave peace to the Roman world, after it had passed through a period of political debauchery; after the proscriptions of Marius and Sulla and the two triumvirates. Then Livy wrote and Maro sang. A few decades after appeared the Divine Teacher whose precepts and examples were a new dispensation to mankind.

Then followed the Renaissance, after Constantinople had fallen, and the Turk, having overrun Greece, was threatening all Europe; when Michael Angelo designed and chiselled, and Raphael and Titian put their immortal poems upon canvas; when Tasso sang and St. Peter's grew into shape under the great Master; when a merchant, by sheer force of his genius, generosity, and sympathy, kept at the head of the Florentine republic and attained the soubriquet of "Lorenzo the Magnificent." But a few years after this came the great religious awakening known as the Reformation.

Again, the age of Elizabeth, immortalized by Shakespeare, Bacon, Ben Jonson, Raleigh, and Drake, was followed by the spiritual exaltation that gave civilization to our continent, constitutional liberty to the mother country, and ended the divine right of kings.

Our era also marks one of the great epochs of humanity. It has been a fateful fifty years. If not preëminent in art it has been in science, if not in song in philanthropy, if not in philosophy in physics. If it has produced no Phidias, no Virgil, no Raphael, no Shakespeare, it has produced a Stephenson, a Daguerre, a Morse, an Ericsson, an Edison in science; a Cavour, a Bismarck in practical politics; a Lincoln, a Gladstone, and a Victor Hugo among political seers; a Florence Nightingale, a Dorothea Dix, a Clara Barton, and a Lucretia Mott. All these have been representative men and women, not separated from their fellows like mountain peaks from plain and valley, but rather raised on grateful shoulders because they have been the servants of all. We, too, have passed through an ordeal of war. Great national prosperity followed the wars in all the cases cited, as in ours, and then came the great mental, moral, and religious awakenings which have been among the potent agents of subsequent times.

I believe that the great mental activity and material prosperity of the last fifty years is the forerunner of a great religious and moral upheaval, and that we are on the eve of it. The signs of the times point that way. There is a need for it, and whenever a need is felt, that need is supplied — if accepted theories prevail. I believe that humanity, unsatisfied, not with religion, but with dogmas and landmarks of the

past, is seeking to orient itself anew. The religious compass of the world has varied as we have sailed west, and no prophet or priest has as yet risen to explain. Unlike the crew of Columbus, nothing but an explanation consistent with reason will be accepted. Humanity, like a bird upon her nest, is rustling its feathers and giving those indications of uneasiness which precede a flight. I confidently believe it will be a rising from the ground. The Sermon on the Mount and the Golden Rule will stand; but men will rise to a higher appreciation of them and a more practical application.

Materially, shall the great mass of mankind share in the benefits of increased wealth, and the consequent comforts obtainable, or is a more favored condition going to crystallize into a class, with legislation tending to their advantage? The tendency of civilization has been to equalize the condition of men, to substitute reason for force, to curb the strong and protect the weak.

Our people should be educated up to a knowledge that legislation cannot insure prosperity — it can only remove grievances. It is intended to protect men in their natural rights, and enforce their observance of the rights of others, and, when it seeks to go beyond that, it is usurping powers dangerous alike to the State and the individual. Natural rights are, abstractly, according to our ideas, life, liberty, and the pursuit of happiness. We are told by some, however, that the present organization of society abridges the first, curtails the second, and renders the last futile. Who shall solve the problem?

Mr. Henry George, in his entertaining book, "Prog-

ress and Poverty," finds a panacea for all our ills in land taxation from whence all government revenues are to be derived. This, to be effective, must amount to practical confiscation. Then, when two or more men should want the same piece of land, the only way it could be assigned would be to the highest bidder, and we should have the doctrine of rent established with the government for a landlord. The equity of taxation consists in its being equally burdensome. This would create a surplus in the treasury, to which any former surplus would be a bagatelle. This must be expended in useless wars of conquest, in vast schemes of internal improvement, or by direct division among the citizens. In either case, a paternal system would be inaugurated which would finally people our land with a dependent class infinitely more to be dreaded than the proletariat of Rome or the *lazzaroni* of Naples.

My experience is that all men actively or passively desire the happiness of others. Who shall show the way? In the absence of some genius, some Michael Angelo of humanity, the problem must be worked out by slow processes and tentative methods. There is no royal road to the Delectable Mountains for the race, any more than for the individual. The way in the future, as in the past, will be through the Slough of Despond, and the Valley of Humiliation.

I believe we are on the eve of a great advance in the condition of humanity. Everything points that way; the superabundance of wealth makes it possible, the unsettled condition of beliefs, the willingness to tear away from traditions, the healthy discontent of manual laborers, and the general recognition of the

brotherhood of man. Civilization hitherto has been a mob striving for personal advantage. The law has been natural selection, which is the law of selfishness. This is apparently giving way, in places, to the law of supernatural selection or the law of self-sacrifice. Throughout the ages, instances of those invincible ones who lead forlorn hopes, who throw themselves into the gulf for the good of others, have gleamed like stars above the turgid stream of a coarse and vulgar humanity. To us who believe that there is a destiny for the race, does it not seem likely that such instances will become more frequent, until the scale has turned, and the exceptions will be the law ?

There are great questions to be solved before the American people. The tendency of our civilization is not to produce those gigantic figures who lead for good or ill, repressing the units in a childlike tutelage ; but here each unit is expected to furnish its quota, and we must work out a common destiny in common. The thinker should make himself felt in politics ; the State will be — whether we wish or it not — a reflex of the average moral sentiment and intelligence of our people, and his influence should be mingled with the mass. People prate about the degradation of politics, and yet keep aloof from the primaries — the source of good or evil. They grow enthusiastic over Pericles and his control of the Athenian mob, Cicero and his senatorial efforts, Cæsar and his Commentaries, Mirabeau in the tribune ; and yet every one of these men was a politician *par excellence*. As far as my experience goes, politics, so called, are just as honest, and in many cases more generous than any other pursuit. Certainly, if we judge by public utterances, the ideal

in politics is higher than in any vocation save theology; if it were not so, there would be the greater need that educated men should mingle in them.

Some modern philosopher has said that, if you wish to know how men will act under certain circumstances, find out how men did act under similar circumstances two thousand years ago. I believe his implication is wrong; that men under similar circumstances would act to-day on a higher plane than they did two thousand years ago. Does any one believe that the Sanitary and Christian commissions of the war of the rebellion were possible two thousand years ago? No, my friends, men on the average are inspired by higher motives than ever before. Better men died at Naseby than at Marathon, and better men died at Gettysburg than at Naseby. The national government, which founded and endowed this University, and the State, which has appropriated many thousands for its support and development, have a moral right to the best efforts of each and every one of its graduates — to the end that good government may be advanced.

The question of the day which presses nearest, and the solution of which to me seems imminent, is the drink problem. It is a question in which there is so much of morals as to invoke the aid of religion, and so much of social and civil economies as to enlist all practical men and lovers of good government. The hearthstone, the counting-room, the halls of justice, and the sources of legislation are vitally involved, and he must have read the history of this people "upside down," who doubts the result of the struggle with this worst and widest of moral cancers. Public opinion, vibrating between methods, is crystallizing

upon a decree that it is better that the strong should want alcohol, than that the weak should be overcome by it; and may God speed the day of its announcement and the era of its enforcement.

Since governments were first instituted among men, I believe no share in their administration has ever been bestowed, except in the imminence of peril to, or for the supposed advantage of, the individual or party making the bestowal. Should the men, intent upon the extirpation of the saloon and the protection of home and society, lose heart in the strife, or fear an overthrow, they may call in the moral reserves, which have impatiently awaited action these many years, and woman suffrage — always just, always right, always logical — would be attained at a bound. The disfranchisement of woman, illogical and indefensible as it is, has little else than tradition and apathy to maintain it to-day.

The surplus in our national treasury is another of those problems which confront thinking men at the present time. It is a queer subject over which to be anxious, but in its correct treatment is involved the material prosperity of our people, and perhaps their moral well-being. There is no doubt that a plethoric treasury, with no system of expenditure upon which all are substantially agreed — with the constantly recurring question, “What shall we do with it?” — will in the end demoralize not only trade, but the thrift of our people.

There are many ways to compass the question. We may utilize the surplus in internal improvements on an unprecedented scale, increase our pension lists, construct coast defences, build a navy, or we may reduce



the income of the government. The latter may be done in three ways — by increasing the free list of imports, by raising the tariff to a more prohibitory standard, or by remitting the internal revenue taxes. If we do not curtail our revenue we shall be compelled to find ways for its disposition. For the present, at least, I believe in finding those ways.

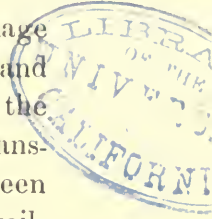
Two years ago there were reported to be twelve thousand honorably discharged soldiers in the poor-houses of the country they had helped to save. From various causes, under the rules of the pension office, they could receive no pensions. I believe it is the duty of the government to take care of all these men and to assist many others in their need. A man who served four years in the army, came out without blemish, and the next day in going home was injured by an accident and crippled for life, is entitled to no pension under the laws, while the man who fell from his horse and was injured in going to the front on the first day of his enlistment, may have drawn his pension from that day to this. I believe decency, good morals, and public policy demand that every soldier, honorably discharged, dependent upon his own labor for support and disabled from any cause — not the result of his own vice or gross carelessness — should be supported by the government. I believe that every dependent parent or widow, who gave stay and support to the country, should be pensioned, and not confined to obsolete rules in proving their claims. The reason we have this surplus is that we have no large standing army, and we have no large standing army, because we rely upon our volunteers in case of war. To neglect to care for them is not honest. It is not decent or wise.

Another legitimate outlet for the surplus may be found in our system of internal improvements. It will be conceded by all, that one great cause of our development and increased prosperity lies in the facilities of exchange by our unrivalled system of rivers and railroads. Without these, the stimulus to labor, the incitement to enterprise, the reward of effort, would be greatly diminished. Private enterprise has extended our railways, and governmental aid has improved our water-courses, until the saving on what passes through the Detroit river, as between the prices of 1857 and those of 1885, was over \$49,000,000. The railroads probably carried as much at as large a saving, or, in all, nearly \$100,000,000 a year. If all points had the double advantage of water and rail, no interstate commerce act would have been needed; it was against unjust discrimination, where railroads had the power, that that measure was aimed.

The transportation question is to be of the greatest importance in the future, as it has been in the past. If the provisions of the interstate commerce act work satisfactorily to the people, and to the railroads, or if this measure, which must be regarded as an experiment, opens the way to future legislation, which will reconcile the interests of the people with the performance of the railroads, the question will be solved—otherwise new devices will be tried. The bulk of our future population will be between the Rocky and the Alleghany mountains, and it will demand for freight to and from either seaboard a minimum rate. If private or associated enterprise will provide it, that will suffice; if not, we may expect to see the people demand, at the hands of the government, great trunk lines from ocean

to ocean, whereon the government shall furnish motive power at the lowest cost, open to all comers, with their single cars or competing car lines. The proposition might shock at first many conservative minds, but it is difficult to see why appropriations for water carriage are to be considered legitimate, and the like for land carriage denied. Nothing but custom gives one the preference over the other. The object is cheap transportation, and commerce sees no difference between wheels on land and wheels in the water. If the railway companies of this country do not wish to see the federal government a competitor in the freight carriage of the country, let them strive, jointly with the interstate commerce commission, to reconcile those conflicts which have made that commission necessary.

The limitation or encouragement of immigration is another of the questions obtruding itself upon our people. We have shut out one race because it was alien and uncongenial, and it only awaits a public demand to close, in whole or in part, the gates upon the other shore. In the confidential relations of life we demand of those coming to us certificates of character, and I know of no reason why we should not demand the same from those coming to form a part of our great national family. Why should they not bring certificates of character, properly authenticated by our diplomatic or consular officers as to their value and validity, to be scrutinized by our national officers on their entry into the United States? We have now a quarantine system, to protect us against physical contagion; why is it not our duty as well as our right to make a moral and political quarantine mandatory — to the end that men entertaining convictions or vaga-



ries as the case may be, hostile to our theory of government, anarchical, nihilistic, and destructive of our institutions, should be excluded? We have still room for brain and brawn, but they must be directed by loyalty to order and good government.

Ladies and gentlemen,—these are a few of the questions which seem to me to demand the attention of thinking men and women, submitted by one who has mingled more with men than with books. When these are disposed of, others, just as vital, will present themselves. One of the penalties of living is, that if we do not pull an oar or trim a sail we shall be carried with the tide; but we can do more for our kind, and for our own development, if we strive to get the north star, and sail with the certainty it affords, than if we drift with the current, regardless of the shore, the shoals, or the eddies.

To us is given a theatre never enjoyed before, politically, by mankind. Americans are called boastful. This is probably the truth, and I pity the man or woman who can visit Europe, or look upon the present condition of affairs there, without a thrill of thankfulness that a sphere of action is afforded here not obtainable elsewhere. Powerful as ideas are, in no other country are they allowed to get the momentum which here they may acquire according to their intrinsic merits. Russia, with the people on one side, the nobles on the other, and the ruler paralyzed between the conflicting parties; Austria, owing her autonomy to the rival hatreds of discordant races; Germany, submitting to military rule and one-man power that she may hold her place among the nations—to the end that, homogeneous and powerful, she may work

out those grand results which her great thinkers have foreshadowed in abstractions ; France, preserving her *status quo* by reason of the jealousies of parties ; England, paying the penalty of her pride and cruelty of class for many generations : all appear to be tending to great crises, the event of which none can foretell. The debts of most of these nations are appalling, and yet their accumulation goes on. The best of their young men are kept in the army, ready and sure to destroy what their weaker brethren are creating, and the question is where is the end ?

With us, wealth is being stored up, and the query is, not how it may be destroyed, but how it may be best distributed. In our agitation and discontent I see signs of healthful life and not decay. I desire never to see the time when American citizens shall be contented. That way lies our political death. It is the moribund condition of the citizen. I want to see that discontent which proposes to find relief by proper efforts and legal methods. Violence is the enemy of us all, particularly of the poor. It is the forerunner of troops in the streets — the man on horseback. What has saved the country in the past has been the thinkers, rich and poor. What will save it in the future will be the thinkers, the educated men, educated not only in intellect, but in morals and in the emotions ; men who have faith, men of ideas, men of sympathies — whether from the farm, the workshop, or the college — and let us trust that not the least among them shall come from a University endowed by our Government and encouraged by our State.

## COMMEMORATIVE ORATION.

BY PRESIDENT JAMES B. ANGELL, LL. D.

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WE celebrate to-day the jubilee of this University. Her years are indeed few when compared with those of Heidelberg University, which last year kept her five hundredth anniversary, or with those of the University of Edinburgh, which recently observed her tercentenary, or even with those of Harvard University, which last autumn gathered an illustrious assembly to celebrate the two hundred and fiftieth year of her prosperous life. But in this country, where we judge men by their achievements rather than by their lineage, we properly judge of institutions by their deeds rather than by their age. When we consider what we must, in all soberness of language, call the extraordinary development of this University, especially during the last thirty-five years; when we remember that men are living who have shot wild deer upon the grounds which now form our Campus; when we see that from the number of her students and from the extent, variety, and excellence of her work, she is deemed by the public not unworthy a place by the side of the oldest and best endowed universities of our country, and that she has sent out more than eight thousand graduates who are adorning all honorable vocations in all parts of the world,—we may well pause for a day even at this early stage in her history to rejoice at the unparalleled rapidity of her growth,

to acknowledge our grateful appreciation of the men who laid her foundations with prescient wisdom, and of the equally wise men who builded thereon in the broad spirit of the founders, and to stimulate our hearts with fresh hope and courage for the future. The vigorous and virile life of the West, which within the memory of many now before me has reared immense cities on the prairies and has builded States that are empires all the way from the Great Lakes to the Pacific, has also poured its currents through the veins of this school of learning, and has hurried it in a few brief years to the development which the strongest of the New England universities took two centuries and more to reach.

We might in a very just sense celebrate this year the centennial of the life of the University. For the germ of that life and of the life of all the state universities in the West is found in that great instrument, the Ordinance of 1787, which was adopted just a hundred years ago the thirteenth of next month. You remember that memorable article, whose first sentence we have placed here upon our walls, a sentence which should be engraved in letters of gold on fitting monuments in every State that was carved out of the Northwest Territory: "Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

Within a fortnight after the adoption of the Ordinance, Congress acted up to the spirit of the imperative *shall* in that instrument by making appropriations of lands for a university and schools in Ohio, the first of the long series of appropriations of lands by the

General Government for educational purposes. The precedent then established has been uniformly followed in the admission of new States. Well, therefore, might not only this University, but all the public schools and the state universities in the Northwest, join in grateful observance of the hundredth anniversary of the Great Charter of freedom and intelligence for this region. Well might they together commemorate the centennial of the inauguration of that fruitful policy, which has endowed institutions of learning, from the lowest to the highest, by the gift of public lands.

It was in strict accordance with the spirit of the great Ordinance that Congress took action, March 26, 1804, reserving for a seminary of learning a township in each of the three divisions of the Territory of Indiana, one of which became in 1805 the Territory of Michigan and so received the grant. And on this day when we gladly recall the names of our benefactors, let us not forget to acknowledge that our endowments were materially enlarged by the generosity of the aboriginal inhabitants of this region. By the Treaty of Fort Meigs, negotiated in 1817, the Ottawas, Chippewas, and Pottawatomies granted six sections of land to be divided between the Church of St. Anne, in Detroit, and the College of Detroit. This College of Detroit, which was the lineal ancestor of the University, was not established until a month after the treaty. When steps were taken in 1824 to select the lands ceded by the Indians, such difficulties were encountered in complying with the conditions of the act of 1804, that Congress in 1826 made the location of lands practicable, and authorized the selection of a quantity equal in amount to twice the original grant.



The entire endowment of lands thus became equal to two townships and three sections. There is something pathetic in this gift of the Indians, who were even then so rapidly fading away. They doubtless hoped that some of their descendants might attain to the knowledge which the white man learned in his schools and which gave him such wonderful power and skill. Their hope has never been realized, so far as I know, by the education of any full-blooded Indian at the University. We cannot rival Harvard which has on her roll of graduates the unpronounceable name of one of the aborigines. But we should never forget the generous impulses of the men of the forest who gave of what was dearest to them an amount surpassing in ultimate value the gifts for which the names of Nicholas Brown and Elihu Yale and John Harvard were bestowed on colleges in New England.<sup>1</sup> We may perhaps be grateful also that in their modesty they did not ask that their names should be given to their beneficiary.

It has been said, and doubtless with truth, that the Congresses which adopted the Ordinance and made the earlier gifts of lands for educational purposes did not at all appreciate how great were to be the beneficent results of their action. How was it possible that they should? For achievement has in this Western country outrun the prophecy of the most sanguine seer. The wildest dreams of the future development of this region which were cherished by the most enthusiastic settlers of Ohio a hundred years ago seem tame and

<sup>1</sup> This comparison of the generosity of the Indians to that of the founders of Eastern colleges was first made by Judge Cooley, in his *Michigan*, p. 313.

prosaic by the side of the romantic facts of the history itself as we read it to-day. How could they have imagined that by this time there should be in the Northwest Territory, a large part of which was then an untrodden wilderness, a population four times as great as that of the whole United States in their day, and that over the whole of it schools, academies, and colleges should be sown multitudinous as the stars of heaven. If they builded better than they knew, there was in the scope of their far-reaching work a happy augury of the broad and generous wisdom which by some good fortune has presided over the various and successive plans for the organization and development of a university in this State.

The original plan which was drawn by Judge Woodward in 1817 was characterized by remarkable breadth, though sketched in language ridiculously pedantic. In the development of our strictly university work we have yet hardly been able to realize the ideal of the eccentric but gifted man who framed the project of the "Catholepistemiad, or University of Michigania," with its "thirteen didaxiim, or professorships."<sup>1</sup> Even while amusing ourselves at his polyglot vocabulary, we may remember that our statesmen of early days carried on their discussions under classical pseudonyms; that Mr. Jefferson suggested names for the Western States hardly less remarkable than the formidable title with which the University was burdened at its christening, and that the classical dictionary was fairly emptied on the towns of central New York. Judge Woodward, apparently mindful of the

<sup>1</sup> The original draft in the handwriting of Judge Woodward is in the University Library. A transcript is printed at the close of this oration.

fact that universities had in every land grown up before the lower schools and had been the chief instrumentality in nourishing them, provided in his scheme that the president and the professors of the University should have the entire direction of collegiate, secondary, and lower education. They were to have the power, — I quote his comprehensive language, — “to establish colleges, academies, schools, libraries, museums, athenæums, botanic gardens, laboratories, and other useful literary and scientific institutions consonant to the laws of the United States of America and of Michigan, and to provide for and appoint directors, visitors, curators, librarians, instructors and instructrixes, in, among, and throughout the various counties, cities, towns, townships, or other geographical divisions of Michigan.” The instruction in every grade was to be gratuitous to those who were unable to pay the modest fees fixed. Fifteen per cent. of the taxes imposed and fifteen per cent. of the proceeds of four lotteries were to be devoted to the support of this institution thus charged with the conduct of all public education in Michigan. Whatever criticisms may be made upon this scheme, it certainly showed in its author a remarkably broad conception of the range which should be given to education here, a conception, it may be believed, which was never lost from sight, and which doubtless made easy the acceptance twenty years later of the large plans of educational organization that were then readily adopted. It was a happy prophecy of the truly liberal spirit, which was subsequently to guide in the conduct of the University, that the first professors appointed for the “Catholepistemiad” were the Rev. John Monteith, the Presbyte-

rian minister in Detroit, and Gabriel Richard, the Roman Catholic Apostolical Vicar of Michigan. They established primary schools, and also the college in Detroit under the name of The First College of Michigan. For the aid of the institution some few thousands of dollars were raised by subscription, and the unused balance of a fund, given by citizens of Montreal and Mackinaw to help the sufferers from the fire which destroyed a large part of Detroit in 1805, was, at the request of its donors, turned into its treasury.

In 1821 the governor and judges translated Judge Woodward's charter into modern forms of speech and modified it in some particulars. They gave to the institution the simple name of The University of Michigan. Repealing the act of 1817, they yet retained in the act or charter of 1821 the grant to the University of the power to establish colleges and schools so far as the funds, which were no longer to be furnished by taxation, would permit. The catholicity of this charter of 1821 is shown in this memorable article: "*Be it enacted*, that persons of every religious denomination shall be capable of being elected trustees; nor shall any person, as president, professor, instructor, or pupil, be refused admittance for his conscientious persuasion in matters of religion, provided he demean himself in a proper manner and conform to such rules as may be established."

The Trustees maintained in Detroit for some time what was known as a Lancasterian School, and until 1837 a classical school, but their chief business consisted in caring for the lands. In those early years, when the population of the Territory was small, the college was not yet needed. But what we want to

keep distinctly in mind to-day and to state with clearness and emphasis is that in both the act of 1817 and in that of 1821, those two early charters of the University, what we may call the Michigan idea of a system of education, beginning with the University and stretching down through all the lower grades to the primary school, was distinctly set forth. While we are celebrating to-day the semi-centennial of the present form of the organization of the University, let us not forget that without impropriety a semi-centennial celebration might have been held twenty years ago; that there is, as the Supreme Court of the State has declared, a legal and corporate continuity from the University of 1817 to that of 1821, and again to that of 1837; that a just conception of the functions of a university was at least seventy years ago made familiar to the citizens of Michigan; that what may be termed the Michigan idea of a university was never entirely forgotten from that day until now; and, therefore, that the memory of the fathers who framed the charter and nourished the feeble life of those earlier universities should be cherished by us to-day and by our descendants forever.

On the admission of Michigan to the Union as a State, broad plans for public education were taken up with a more vigorous spirit than ever before. The men who framed the first constitution and shaped the early legislation of the State were men of large views, great enterprise, and marked force. They had come mainly from Ohio, New York, and New England, though a few conspicuous leaders were from Virginia. A considerable proportion of them were college bred, and all appreciated the importance of a well organized

system of public education. Isaac E. Crary, a graduate of Trinity (then called Washington) College, in Connecticut, was chairman of the Committee on Education in the Constitutional Convention, and drafted the article on that subject which was incorporated into our first constitution.<sup>1</sup> Fortunately he had made a study of Cousin's famous Report on the Prussian System of Education, and under the inspiration of that study sketched in the article a most comprehensive plan. It provided for the appointment of a Superintendent of Public Instruction, an officer then unknown to any one of our States; for the establishment of common schools, of a library for each township, and of a university; and in general for the promotion by the legislature of intellectual, scientific, and agricultural improvement.

What a noble and statesmanlike conception those founders of Michigan had of the educational outfit needed by the young State, which they foresaw was destined to be a great and powerful State! What

<sup>1</sup> The following facts concerning Mr. Crary, who exerted so large an influence in establishing the educational system of Michigan, have been obtained from his widow, now (1887) residing at Marshall, Michigan:—

Isaac Edwin Crary was born at Preston, Connecticut, October 2, 1804. He was educated at Bacon Academy, Colchester, Connecticut, and at Washington (now Trinity) College, Hartford. He graduated from the college in its first class, 1829, with the highest honors of the class. For two years he was associated in the editorial work of *The New England Review*, published at Hartford, with George D. Prentice, subsequently the well-known editor of *The Louisville Journal*. He came to Michigan in 1832. He was delegate to Congress from the Territory of Michigan, and was the first representative of the State in Congress. He was once Speaker of the Michigan House of Representatives, and was a member of the convention which drafted the first constitution of the State. He was the author of the enacting clause of Michigan laws, "The People of the State of Michigan enact." He died May 8, 1854.

a rebuke is their action to some of the theorists of our day who would confine the action of the State in providing for education to elementary instruction! Would that these men of narrow vision would study the words and the acts of the men who framed our first constitution and shaped our early legislation on education, and would thus learn what was the original and genuine Michigan spirit and temper concerning the support of all our educational institutions.

Through Mr. Crary's influence, his friend, the Rev. John D. Pierce,<sup>1</sup> a graduate of Brown University, who had placed Cousin's Report in his hands, and had discussed with him at length the plans of education needed in Michigan, was appointed the first Superintendent of Public Instruction. It was a singular good fortune that befell the State when Mr. Pierce was selected in that formative period for that important office. I cannot here pause to recognize what he did for the common schools. But I will say that Henry Barnard did not do more for the common schools of Rhode Island, nor Horace Mann for those of Massachusetts, than John D. Pierce did for those of Michigan. But to-day we are primarily concerned with what he did for the University. Having after his appointment made a journey to the East for the purpose of conferring with Edward Everett, President Day, Governor Marcy, and other prominent men, upon educational topics, he sketched with a free, bold hand, in his first report, presented in January, 1837, a plan

<sup>1</sup> Mr. Pierce graduated at Brown University in 1822, and came to Michigan as a preacher in the service of the Presbyterian Home Missionary Society. He was Superintendent of Public Instruction in Michigan from 1836 to 1841. He died April 5, 1882, aged eighty-five.

for the organization of the University. He provided for the government of the institution by a Board of Regents, a part of whom were always to be certain State officers, and a part of whom were to be elected by the legislature. There were to be three departments: one of Literature, Science, and the Arts, one of Law, and one of Medicine. The scope of instruction was to be as broad as it was under Judge Woodward's scheme. Our means have not as yet enabled us to execute in all particulars the comprehensive plan which was framed by Mr. Pierce.

Anticipating the question which might be asked in this little State of two hundred thousand souls, "Can an institution on a scale thus magnificent be sustained?" this man, full of faith in the future of Michigan and in the intelligence of the people, bravely replied: "To suppose that the wants of the State will not soon require a superstructure of fair proportions, on a foundation thus broad, would be a severe reflection on the foresight and patriotism of the age. . . . Let the State move forward as prosperously for a few years to come as it has for a few years past, and one half of the revenue arising from the University fund will sustain an institution on a scale more magnificent than the one proposed, and sustain it too with only a mere nominal admittance fee. . . . The institution then would present an anomaly in the history of learning, a university of the first order, open to all, tuition free."<sup>1</sup>

Moreover, he foresaw plainly what would be the ad-

<sup>1</sup> Shearman's *System of Public Instruction and Primary School Law of Michigan*, pp. 23-33, gives a large part of Superintendent Pierce's first report.



vantages both to collegiate and to professional education in having professional schools established as a part of the University. He paraphrased most aptly a striking passage from Lord Bacon as follows: "To disincorporate any particular science from general knowledge is one great impediment to its advancement. For there is a supply of light and information which the particulars and instances of one science do yield and present for the framing and correcting the axioms of another science in their very truth and notion. For each particular science has a dependence upon universal knowledge, to be augmented and rectified by the superior light thereof."<sup>1</sup>

The Superintendent's lucid and intelligent report made a deep impression upon the legislature, and was adopted with scarcely a dissenting voice. On March 18, 1837, the act establishing the University was approved. It followed in all important particulars the suggestions of the Superintendent. On the twentieth of March the act was approved which located the University at Ann Arbor, where the forty acres of land now constituting our Campus had been gratuitously offered as a site by the Ann Arbor Land Company. Three of the members of that company are still living in this city, E. W. Morgan, Charles Thayer, and Daniel B. Brown, and have been invited to be present as our guests to-day. The company purchased his land with the intention of presenting a part of it to the State as a site for the State House, in case this place were chosen for the capital. On the fifth of June, fifty years ago this month, the Board of Re-

<sup>1</sup> The original may be found in Spedding and Heath's edition (American reprint), vol. vi. pp. 43, 44.

gents held their first meeting in this town. That day may perhaps with' as much propriety as any be considered the natal day of the present organization of the University.

The infancy of the institution was not unattended with perils and with some disasters. A bill once passed the Senate and was defeated in the House by only one vote to distribute the income of the fund among various colleges which were planned or which might soon be planned. Mr. Pierce tells us that by his personal effort he secured the defeat of that bill. He had obtained from leading administrators of colleges in various parts of the country, and had incorporated in his annual report, opinions strongly urging the concentration of strength in one vigorous institution. Yet so powerful were the private and local interests appealed to by the bill that the frittering away of the endowment and the establishment of a brood of weak and impoverished colleges were barely prevented.

Again, the first Board of Regents made the mistake of adopting so magnificent a plan for buildings that the execution of it must have crippled the resources of the treasury for a long time. But here again the vigilant Superintendent, Mr. Pierce, came to the rescue. He exercised the power he then had of vetoing the measure. He justified his act, which temporarily excited a strong feeling against him, by pointing out the fact so often overlooked even in these days, that not bricks and mortar, but able teachers, libraries, cabinets, and museums make a real university.<sup>1</sup>

A third peril, which the University did not wholly

<sup>1</sup> Mr. Pierce gave an interesting account of his early efforts in behalf of the University in a paper published in *The Michigan Teacher*, vol. iv.

escape, was the sacrifice of much of the value of the lands that constituted the endowment. The power to sell the University lands was originally vested in the Superintendent of Public Instruction, and the minimum price of them was fixed at twenty dollars an acre. In fact the average price secured by the State in 1837 was twenty-two dollars and eighty-five cents an acre. Could the lands have been sold at the prices originally fixed, the endowment from the land grant would have been nearly double what it is. But in 1839 an act was passed, authorizing the sale at one dollar and a quarter an acre of any lands located for University purposes, if it were proved that before their location by the State they were occupied and cultivated in accordance with the preëmption law of Congress. The friends of the University were filled with alarm at this prospect of so great a reduction of the expected income. The Regents suspended all operations for organizing the University and appealed to Governor Mason to protect its interests. He interposed his veto of the bill and justified his veto by a stirring message, and so saved the endowment. In grateful recognition of this act and of the warm interest he always manifested in the University, we gladly hang his portrait on our walls with those of our other benefactors and friends. Already in 1831 and again in 1834 the Trustees had made a grave mistake by disposing at a low price of lands which under the United States grant had been chosen in the territory now occupied by the city of Toledo, and which of themselves, if kept until now, would have formed a large endowment. From 1838 to 1842 there was much legislation, reducing the price of lands be-

low the minimum of twenty dollars an acre originally established. One act authorized a reappraisal of lands already sold at stipulated prices, in order to scale the prices down for the benefit of the purchaser. It was pleaded and doubtless with some truth that the financial disasters of 1837 and the years immediately following made it difficult, if not impossible, for most purchasers to fulfil their contracts at that time. None the less the calamity to the University treasury was most serious. We can see now that it would have been far better for the University and perfectly just to the purchasers to extend the time of payment, but not to reduce the price. The general result of the management of our lands has been that, instead of obtaining for them the sum of \$921,000, which at twenty dollars an acre Mr. Pierce in his first report showed they would bring, they have yielded \$547,897.51, and one hundred and twenty-five acres remain unsold. It is not easy to guess how much more the Toledo lands would have added to our fund, if they had been retained for some years, but certainly some hundreds of thousands of dollars. Still, we may at least temper our regret at the sacrifice which was made by remembering that no other one of the five States formed out of the Northwest Territory made the land grant of the United States yield so much to its University as Michigan did.

A step taken by the Regents at the very outset was not without its perils to the University, though it also brought some needed help to the institution and to the State. It was the establishment of branches in various towns. These branches served as preparatory schools for the University and as training schools for teachers of the primary or district schools. They also

awakened a widespread interest in higher education, and led ultimately to the establishment of the excellent high schools for which Michigan is so distinguished. But they made so heavy a drain on the treasury of the University that they seriously embarrassed it, and had they been multiplied, as was at first intended, they would have absorbed the entire income. They did so desirable a work in our principal towns that there grew up a sentiment in favor of making the support of them the main object in the use of the University funds. Governor Barry, in his message in 1842, affirmed that the branches were to be more useful than the University, and that they ought to be multiplied, though he recommended less expenditure on each. It is amusing to notice that they were objected to by some as aristocratic institutions, since a small tuition fee was charged. It is now pretty generally agreed that the support of the branches was by an illegal use of the University funds. After a few years the Regents found themselves obliged to cut down the appropriations to the branches, and finally in 1849 to refuse them altogether. So this peril of frittering away the funds on schools, like the earlier one of frittering them away on numerous colleges, was happily escaped.

Meantime from the date of their accession to office the Regents had been busy in preparing to launch the University. Their difficulties were very great. The management of the lands was not in their hands. They could not know, even approximately, in any one year how much money they could rely on having the next year. They had no power to appoint a president. They had many discouragements in unwise legislation.

But we owe them a debt of gratitude for the courage with which they pushed on. Our scientific friends will observe with interest that among their very first acts was the purchase of the Baron Lederer collection of minerals, and a copy of Audubon's *Birds of America*. The very first professor they appointed was Dr. Asa Gray, the distinguished botanist, who, crowned with laurels from both hemispheres, is still laboring with untiring activity in the freshness of a vigorous old age.<sup>1</sup> He was called to the chair of Zoölogy and Botany. The Regents received in March, 1838, a loan of one hundred thousand dollars from the State, and by September, 1841, had completed the erection of four dwelling-houses, absurdly planned by a New York architect, and of the building which now forms the north wing of this edifice. They first called this north wing the "main building," and afterwards, in honor of Governor Mason, Mason Hall, a name which unfortunately did not remain in use. And so now, in September, 1841, four years after the Regents had begun their work, we find the doors of the University really open for the reception of students, and Professor Whiting and good Doctor Williams, as we learned to call him afterwards, welcoming to their class-rooms five freshmen and one sophomore. It is to be presumed that there was not much hazing of freshmen by the sophomore class. All but one of those six students are still living, to march at the head of the long procession of graduates who have since left these halls. In spite of financial distresses, which more than once threatened to suspend the life of the institution in 1841 and 1842, the two zealous professors bravely held on to

<sup>1</sup> Dr. Gray died January 30, 1888.

their work. By 1844 the Faculty was enlarged in number, and in 1845 the first class of students, numbering eleven, was graduated with the degree of Bachelor of Arts.

From this time until the accession of Dr. Tappan to the presidency, the work of the college classes was carried on after the methods and in the spirit of the typical New England colleges. All colleges of standing, except the University of Virginia, were so conducted. The professors were men of creditable attainments and were faithful to their duties. The substantial success of the men whom they trained, a good proportion of whom have rendered eminent services in various professions, is the best testimony to the excellence of the instruction they gave. But the number of pupils was small. The maximum number during that period was eighty-nine, reached in 1847-8. From that time, owing no doubt to the suspension of the branches, the attendance declined. In 1850 the report of the Board of Visitors states that only fifty students were actually in attendance, and inquires with earnestness why, when the tuition is free, students are not attracted in larger numbers to the University. After discussing the facts, it concludes that the reasons of the lack of prosperity are the lack of a president, a want of unity in the Faculty, and the presence of professors chosen on other grounds than those of fitness. This last remark evidently refers to the policy which had been followed of endeavoring to distribute the professorships among the several religious denominations.

Meantime, though the work of the college was so limited, the Regents had not lost sight of the broad plan which was originally contemplated for the Uni-

versity. In 1847 they gave careful consideration to the subject of establishing Medical and Law Departments. The result was that in 1850 the Medical Department was opened in the building which, much enlarged, still accommodates it, and a class exceeding in number the students in the Literary Department was in attendance during the first year. The services of Dr. Zina Pitcher, who had been on the Board since the organization of the University, though valuable in every way, were of special value to the Medical Department at this time and until his death. That department speedily took that rank which it has ever since maintained, among the leading medical colleges of the country. Like the Literary Department, it has been fortunate in retaining in its chairs for more than a generation at least two of its accomplished teachers, Palmer<sup>1</sup> and Ford, whom hundreds of their grateful pupils delight to greet here to-day. The graduates of the early classes have special cause for thanksgiving in the fact that three of the professors who opened the school are still living to receive their gratulations, Dr. Gunn,<sup>2</sup> Dr. Douglas, and Dr. Allen.

The constitution adopted by the State in 1851 provided for the election in that year of Regents by popular vote. The new Board at once addressed itself to the task of finding a president. The choice fell upon Dr. Henry Philip Tappan. No better man could have been selected for the special exigencies of the University at that time. A man of commanding presence, of marked intellectual endowments already proved by the authorship of books which had won for him reputation on both sides of the Atlantic, of large

<sup>1</sup> Dr. Palmer has since died, December 23, 1887.

<sup>2</sup> Dr. Gunn died November 3, 1887.

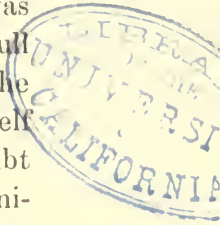


familiarity with the history of education, of experience as a college teacher, of broad and well defined views on university policy, of the warmest sympathy with Cray and Pierce and the founders of this institution in their admiration of the Prussian system, of remarkable power of impressing others with his views whether by public speech or by private intercourse, he took up the work here with a vigor and earnestness that speedily kindled in all hearts the hope of that brilliant success which soon crowned his labors. He confessed that he was attracted to Michigan by the broad views embodied in the plan of the State system of education. In the spirit of that plan he brought to his work the most generous conception of the function of the University, and he soon awakened in the public an enthusiastic sympathy with his own large ideas. He aroused people to an appreciation of the fact that our State system of education could not reach its proper development without a well-equipped university as its heart to send the energies of its life down through the schools. Not yet have we filled in the sketch which he drew of the ideal university for Michigan. He maintained that a real university ought to give instruction not only in the studies ordinarily pursued in colleges in that day, but also in the fine arts, in agriculture, in the industrial arts, in pedagogy, and in the preparation for the so-called learned professions. He desired that students should have graduated in the Literary Department before they were admitted to the professional schools. Abandoning the idea which had prevailed that professorships should be distributed among the various religious denominations, he maintained that no sectarian or political tests should be

considered in making appointments, but only character and moral and intellectual fitness. By his counsel the dormitory system was abandoned, and the vast sum which would have been needed to provide lodging houses for students was saved, and the students to their advantage have for the most part enjoyed the wholesome influence of the home life of our citizens. He stoutly opposed the separation and dispersion of the various parts of the University, and maintained that the very idea of a university supposes the concentration of books, apparatus, and learned men in one place. He looked forward to a day when the merely gymnasial work should give place here to genuine university work. These and other kindred ideas, now familiar to us, but new to many in those early days, Dr. Tappan advanced and vindicated with a stirring eloquence before the legislature, before the students and Faculties, and before the public, until they were understood and widely appreciated. With equal zeal he pushed the internal development of the University. He added to the Faculty a corps of brilliant scholars, two of whom, Dr. Winchell and Dr. Frieze, abide with us even now, and have builded their fruitful lives into the life of the University. He introduced the scientific and the partial course of instruction to afford facilities to those who did not wish to pursue the classical curriculum. He secured funds for the astronomical observatory, which, under Brännow and later under Watson, was destined to win so much renown for the University. A new life, a new enthusiasm were awakened throughout the whole institution. Both teachers and students were full of zeal and of hope. They caught the spirit and reëchoed every-

where the stimulating words of the new leader, until every one not only saw that a real university was growing here with unprecedented vigor, but was full of faith that a much more brilliant development in the near future was secured. This ardent faith was itself a guaranty of the success for which it looked. I doubt if in the sixth decade of this century any other university in the land was administered in so broad, free, and generous a spirit as this was under Dr. Tappan and his large-minded colleagues in the Faculties. Most of the colleges were in bondage to old traditions. Dr. Wayland, with his hereulean strength, rose up in rebellion against exclusive devotion to the old ways under which the colleges were pining away, and made an effort for larger freedom of action even before Dr. Tappan came here. But his effort was only partially successful and for a limited time. But this University having once started upon the new path, blazed out by Dr. Tappan and his associates, never once faltered in its progress, but has gone bravely on to larger and larger successes.

In 1859 occurred that important event in the history of the University, the opening of the Law School. Perhaps never was an American law school so fortunate in its first Faculty, composed of those renowned teachers, Charles I. Walker, James V. Campbell, and Thomas M. Cooley, all living, thank God, to take part in this celebration, and to receive the loving salutations of the more than three thousand graduates who, as learners, have sat delighted at their feet. The fame which these men and those afterwards associated with them gave to the school was a source of great strength to the whole University. It is a significant fact, de-



servicing of special recognition, that the establishment of the Medical and Law Schools contributed very much to the rapid increase in the number of students in the Literary Department. Every graduate of each of those schools became instrumental in turning hither the steps of students who desired collegiate learning.

When Dr. Tappan closed his official career, after eleven years of service, the Literary Department had more than quadrupled the number of students it had on his accession to office, the Medical Department had two hundred and fifty students, the Law School one hundred and thirty-four, the total attendance was six hundred and fifty-two, and the University was recognized on both sides of the Atlantic as a great and worthy school of liberal learning.

While in a certain very just and emphatic sense the University rests on foundations laid seventy years ago, and, in the form in which we know it, has been builded on the lines traced during the administration of the first president, under the wise and tactful direction of his successor, President Haven, it moved on rapidly in its career of prosperity. Additions were made to the observatory, to the medical building, and to the chemical laboratory. A course in Pharmacy and the so-called Latin and Scientific course were established. The number of students increased rapidly, until in 1866-7 it reached twelve hundred and fifty-five. Dr. Haven's genial and conciliatory temperament, his felicity of address, his versatile adaptability, and his broad and generous theories of education won favor for himself and for the University. To the great regret of students, Faculties, Regents, and the public, he resigned after a brief administration of six years.

During the two years in which Dr. Frieze occupied the executive chair, two most important measures were adopted, which broadened very much the influence of the University. These were the admission of women to all departments, and the establishment of the system by which students are on certain conditions received from high schools without special examination. In respect to both of these measures we may say that our experience of seventeen years has justified most, if not all, the expectations of those who advocated them, and has removed the doubts and fears of those who opposed them or who supported them with hesitancy. Hundreds of women have availed themselves of the privileges offered them here, and have gone forth, several of them to foreign lands as missionary teachers or missionary physicians, many to various parts of our country as teachers in high schools, academies, and colleges, and the rest to those various duties, whether in professional careers, official positions, or in domestic life, which women of culture are fitted to discharge. The success of the experiment of admitting women to this institution was very influential in opening to them the doors of many colleges in this country, and was not without effect abroad.

The establishment of the "diploma relation with the high schools" was one of the most important steps ever taken to bring unity into the public school system of this State. Superintendent Pierce had in his first report wisely urged that all grades of schools should be equally under the care of the State and supported by it. He was strenuous for the organization of the branches of the University, so that high school education might be furnished in them and teachers

might be prepared for the primary schools. His only mistake was in throwing upon the University fund the expense of this secondary school work, when it would have been wise to provide for it at least in part from the common school funds. The branches having finally been severed from the University, the union schools or high schools grew up as separate, local organizations, and not as an organic part of one system. The voluntary establishment of the "diploma connection" between the University and the high schools set up a quasi-organic relation between them, bridged over the space which had separated them, and so left the road plain and open for every child to proceed easily from the primary school up through the high schools and through the University. There is therefore now a substantial, if not in all respects a perfectly formal, unity in the educational system of the State. The plan adopted here, which was an adaptation to our needs of the German method of receiving students from the gymnasium into the university, has been widely imitated both in the East and in the West, though sometimes with modifications which have diminished its efficiency.

During recent years, with an ever enlarging conception, both on the part of the State and of the University, of the functions, opportunities, and duties of this institution, its development has been rapid and striking. The work of the long-established departments has been elevated, broadened, and enriched, new departments have been added, commodious buildings have been multiplied, and the power of the University has been largely strengthened.

In the Literary Department there has been a great

increase in the number and variety of courses of instruction offered, the application of laboratory methods to the teaching of the sciences has become general, the students of engineering have been provided with facilities for shopwork, a well adjusted elective system of studies has been introduced, and to advanced students large opportunities for specializing their work have been furnished. These measures, coöperating with other causes, have increased the enthusiasm for study, have brought new stimulation to the teachers, have made the relations of students and teachers intimate and friendly to a degree formerly unknown, and have brought the department to a most gratifying degree of efficiency.

The list of professional schools has been enlarged by the organization of the School of Pharmacy, the Homœopathic Medical College, and the Dental College. In these, as in the older schools, the requirements for admission and for graduation have been gradually raised, so that the education imparted in the several schools is more comprehensive than ever before. The number of teachers and assistants now reaches eighty-three, and the number of students fifteen hundred and seventy-three.

As upon this glad day we gratefully trace the remarkable growth of the University, we find the inquiry constantly forced on our minds, to what is this wonderful growth due? The answer has, I trust, been in some degree suggested in what has been said. But it may be well to set forth more sharply the causes of the great development which we so rejoice to see.

1. First I would name the broad conception which has for the most part been held with distinctness, of

the function and methods of a university. The custodians and administrators of this institution have striven to build on a large and generous plan. They have happily followed in general the German rather than the English ideal of education, but have always aimed to adapt the plans to the real wants of our time and our country. They have filled out the large plan originally sketched as rapidly as the means at their disposal would permit. With a prudent courage in experimentation and innovation they have introduced methods which have been widely approved and imitated even by institutions which were at first severe in their criticisms of them. This large and free and generous spirit, in which the University has been conducted, has commended itself, especially in the West, and has been a source of great power.

2. The authorities of the University have been guided throughout its history by the wise principle enunciated early by Superintendent Peirce, that men, not bricks and mortar, make a university. Certainly there is nothing in the beauty or elegance of most of our buildings to awaken any special vanity on our part. But from the opening of the University there has never been a time when the Faculties did not contain able and eminent men, and for more than thirty years now passed men of national and of European reputation have always been found giving instruction in these halls. The marvel is that with their meagre salaries such men have been willing to remain here. But there has been among them an *esprit du corps*, an appreciation of the largeness of the work which falls to this University, an enjoyment of its free spirit, and a consequent devotion to its interests, which have for-



tunately retained some of our most gifted teachers in the face of the strongest pecuniary temptations to go elsewhere. The fame of these faithful teachers has been an inestimable endowment of the University, and has drawn pupils from every State and Territory of the Union, and from every continent of the globe. May the day never come when the governing body of this institution shall lose sight of the vital truth, that it is on the ability and attainments of the teacher more than on any or on all things else that the fortune of the University depends.

3. It has doubtless been conducive to the growth of the University that the founders organized it on the plan of bringing education within the reach of the poor. The early settlers of the State, though many of them were well educated, were generally men of limited means. They appreciated intellectual training, and desired that it should, if possible, be secured by their children. They knew that the rich could send their sons away to Eastern colleges. But if college education was to be gained by their sons, it must be at small cost. They therefore naturally and wisely provided that instruction should be afforded at a nominal rate. This was a most democratic and salutary plan. There could have been no greater misfortune to this State than such an organization of the higher education as should have made it accessible to the rich alone. Society is now sufficiently shaken by the antagonisms and frictions between the rich and the poor. But suppose we had the poor hopelessly doomed to comparative ignorance by the costliness of advanced education to the pupils, and so had society divided into two classes, the one rich and highly educated, the other

poor and with limited education or none, how much more fearful would be their conflicts when they met in the shock of battle! But here the rich and the poor have always sat side by side in the class-room. They have associated on terms of perfect equality. Brains and character have alone determined which should be held in the higher esteem. There is no other community in the world so wholesomely democratic as one like our body of University students. The whole policy of the administration of this University has been to make life here simple and inexpensive; and so a large proportion of our students have always supported themselves in whole or in large part by their own earnings. They have flocked hither in great numbers because they believed that an excellent education could be obtained here by students of very limited means. This has always been, and we are proud of the fact, the University of the poor. From these halls the boys born in the log cabins of the wilderness have gone forth armed with the power of well disciplined minds and characters, to fight their way to those brilliant successes which mere wealth could never have achieved, to the foremost positions in church and state.

4. We gladly recognize the fact that the success of the University is largely due to the efficient aid of the schools of the State. While the University has done much to elevate the character of the schools, by sending them as teachers its thoroughly trained graduates, it is also true that but for the hearty coöperation of the schools, but for the continual and rapid improvement in their work, it would have been impossible for the University to push up its standard of work from decade

to decade, as it has done. Especially has there been a helpful improvement in the high schools since the diploma relation between them and the University was established. There is now a certain unity in the scholarly spirit of the schools and that of the University, which is serviceable to the University and, we believe, to the schools. But without this fine spirit in the schools the University would be seriously crippled. The child who enters the primary school is now stimulated to hope for the highest education, since the way lies open, straight, and clear from his school-house to the very doors of the University, the way which has been trodden by many as poor and as humble as the poorest and humblest in the rudest school-house in the Northern woods.

5. The loyalty and the success of our graduates of all departments have also been most helpful to our rapid growth. More than eight thousand in number, they have gone to all parts of this land and to foreign lands, speaking with loving praise the name of their Alma Mater, and illustrating in their lives the value of the training they had received under our roof. In the great struggle for the nation's existence they did their full part, and some of the choicest and best, whose names are starred on our General Catalogue, poured out their young lives on Southern battle-fields. Our graduates are found engaged in every worthy pursuit. By their achievements they are commending their dear mother not only for the mental discipline she gave them, but for the brave, earnest, manly spirit which by her free methods and by the character of her teachers she has nourished in them. The sap and vigor of this Western life have always characterized

this young University and the great body of her alumni, and so the earnest, ingenuous youth of the West have come here almost instinctively to find a congenial home. If sound learning has been imparted here, we believe that we may yet more emphatically claim that manliness of character has always been developed in these halls.

While studying to-day the history and development of this institution, it is pleasant to remember that it has not been without a creditable influence upon other colleges and universities. Every good institution of learning by its life helps every other good one. And while in the presence of so many honored delegates from other schools of learning, who rejoice us by their presence at this hour, we gratefully acknowledge the inspiration we have received from our sister institutions, we may be permitted to recall the testimony which some of them have borne to us of the assistance they have found in our experiences. Particularly have the state universities which have been established in all the Western and in some of the Southwestern States builded to a considerable degree on the model of this University. The same causes that contributed to our prosperity are now crowning them with success. Whatever perils may have beset any of them in their earlier days, their existence is now assured. Not infrequently they have turned hither for counsel, and naturally enough have often adopted methods which had here been proved wise. As we see these state universities attaining to higher usefulness and eminence and rejoice in their progress, we think it not presumptuous to believe that one of the useful services which this institution has rendered is found in the

guidance and help which she has providentially been able to furnish to these sister institutions of the West.

In the bright history of this institution we joyfully read a happy augury for her future. With such rapid strides has she come forward into the front rank of American universities, that we instinctively look for continued and brilliant progress in the second half century of life upon which she is now entering. We often delight ourselves with imagining what the next generation will find here when the celebration of the centennial of the University shall be held.

While we do not suffer ourselves to doubt that the development of the University is to continue, we do well to keep in mind even in these days of exuberant joy the essential condition of her prosperity. That condition is the hearty sympathy and support of the State of Michigan. The proceeds of the United States land grant and the fees of students no longer suffice to meet the current expenses of the University. We are obliged to have constant aid from the treasury of the State. If the University is to grow under the present organization, that aid must be, not rapidly perhaps, but steadily and surely increased. Should that aid be withheld, the institution would at once shrink from a great university with a cosmopolitan constituency and a cosmopolitan fame to a local school with a limited constituency and a fading reputation. The vital question therefore is, if the University persists in her old habit of growing, will this commonwealth stand by her and meet her pressing needs? All these fifty years Cassandras have not been wanting, who have predicted that the State would in weariness abandon the University. Happily these predictions have never

been fulfilled. Never before, I believe, was the University so strongly intrenched in the affections of the State. But the sons and daughters and friends of the University may even in their exhilarating celebrations of this week lay it soberly to heart, that the prevalence of an intelligent public opinion upon the value of the institution is absolutely essential to her perpetuity, and that on them it mainly depends whether such a public opinion, appreciative and sympathetic, shall prevail. The great majority of our citizens, the great majority of our legislators, never see the University. They must know of the scope and worth of its work, and of the considerable sums needed to maintain it even on our most economical methods, mainly as they learn all this from you. In a very just sense and in a large degree, then, the fortunes of the University are committed to your hands. That you will be faithful to this great trust we do not for a moment question. Therefore we confidently cherish the hope that this great and prosperous commonwealth will, with just pride in the renown and usefulness of this school, continue in all the years to come to meet her reasonable requests for support.

The munificent gifts which during the last few years we have received from private benefactors also encourage us to believe that the generosity of the State will be supplemented by that of large-hearted individuals. There is abundant room for the most appropriate exercise of private beneficence. We cannot doubt that some of our citizens, especially some of our alumni, will wish to leave here memorials of their abiding interest in the University.

And so, full of that faith in the future growth of the

University, which is begotten by the contemplation of her inspiring history of fifty years, by our confidence in the appreciative generosity of this great, wealthy, and growing commonwealth, and by our assurance of the loyalty and devotion of her sons and daughters, with joyful enthusiasm, with abounding hope, with loving hearts, we bid her God-speed, as she enters now upon the second half century of her life.

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AN ACT TO ESTABLISH THE CATHOLEPISTEMIAD, OR  
UNIVERSITY, OF MICHIGANIA.<sup>1</sup>

Be it enacted by the Governor and the Judges of the Territory of Michigan that there shall be in the said Territory a catholepistemiad, or university, denominated the catholepistemiad, or university, of Michigania. The catholepistemiad, or university, of Michigania shall be composed of thirteen didaxiim, or professorships; first, a didaxia, or professorship, of catholepistemia, or universal science, the didactor, or professor, of which shall be President of the Institution; second, a didaxia, or professorship, of anthropoglossica, or literature, embracing all the epistemiim, or sciences, relative to language; third, a didaxia, or professorship, of mathematica, or mathematics; fourth, a didaxia, or professorship, of physiognostica, or natural history; fifth, a didaxia, or professorship, of physiosophica, or natural philosophy; sixth, a didaxia, or professorship, of astronomia, or astronomy; seventh, a didaxia, or professor-

<sup>1</sup> An exact transcript of the draft in the handwriting of Judge Woodward, now preserved in the University Library. Though it bears on its back the date "Nov. 7, 1817," it appears to be the original of the act adopted by the Governor and Judges of the Territory, August 26, 1817. Superintendent Shearman printed the act as adopted, from the Executive Records of Michigan, at pages 4, 5 of his *System of Public Instruction and Primary School Law of Michigan* (Lansing, 1852), but apparently with many errors of transcription. See foot-note, page 156.

ship, of chymia, or chemistry ; eighth, a didaxia, or professorship, of iatrica, or medical sciences ; ninth, a didaxia, or professorship, of œconomica, or economical sciences ; tenth, a didaxia, or professorship, of ethica, or ethical sciences ; eleventh, a didaxia, or professorship, of polemitactica, or military sciences ; twelfth, a didaxia, or professorship, of diegetica, or historical sciences ; and, thirteenth, a didaxia, or professorship, of ennœica, or intellectual sciences, embracing all the epistemiim, or sciences, relative to the minds of animals, to the human mind, to spiritual existences, to the deity, and to religion, the didactor, or professor, of which shall be Vice President of the Institution. The (didactorim, or) professors, shall be appointed and commissioned by the Governor. There shall be paid from the treasury of Michigan, in quarterly payments, to the President of the institution, to the Vice President, and to each didactor, or professor, an annual salary, to be fixed by law. More than one didaxia, or professorship, may be conferred upon the same person. The President and didactors, or professors, or a majority of them assembled, shall have power to regulate all the concerns of the institution, to enact laws for that purpose, to sue, to be sued, to acquire, hold, and aliene, property, real, mixed, and personal, to make, to use, and to alter a seal, to provide for and to appoint all such officers and teachers under them as they may deem necessary and expedient ; to establish colleges, academies, schools, libraries, musæums, athenæums, botanic gardens, laboratories, and other useful literary and scientific institutions consonant to the laws of the United States of America and of Michigan ; and to provide for and appoint directors, visitors, curators, librarians, instructors, and instructrixes, in, among, and throughout, the various counties, cities, towns, townships, or other geographical divisions of Michigan. Their name and stile as a corporation shall be "The Catholepistemiad, or University, of Michigania." To every subordinate instructor or instructrix appointed by the catholepistemiad, or university, there shall be paid from the treasury of Michigan, in quarterly payments, an annual salary to be fixed by law.



The present public taxes are hereby increased fifteen per cent, and from the proceeds of the present and of all future public taxes fifteen per cent is appropriated for the benefit of the catholepistemiad, or university. The Treasurer of Michigan shall keep a separate account of the University fund. The Catholepistemiad, or University, may propose and draw four successive lotteries, deducting from the prizes in the same fifteen per centum for the benefit of the institution. The proceeds of the preceding sources of revenue, and of all subsequent, shall be applied in the first instance to the procurement of suitable lands and buildings, and to the establishment of a library or libraries, and afterwards to such purposes as shall be by law provided for and required. The honorarium for a course of lectures shall not exceed fifteen dollars, for classical instruction ten dollars a quarter, for ordinary instruction six dollars a quarter. If the judges of the court of any county, or a majority of them, shall certify that the parent, or guardian, of any person has not adequate means to defray the expense of the suitable instruction, and that the same ought to be a public charge, the honorarium shall be paid from the treasury of Michigan. This law, or any part of it, may be repealed by the legislative power for the time being. An annual report of the state, concerns, and transactions, of the institution shall be laid before the legislative power for the time being. The same being adopted from the laws of seven of the original States, to wit, the States of Connecticut, Massachusetts, New Jersey, New York, Ohio, Pennsylvania, and Virginia, as far as necessary and suitable to the circumstances of Michigan.

A TABLE OF THE PROFESSORSHIPS OF A UNIVERSITY, CONSTRUCTED ON THE PRINCIPLES OF THE EPISTEMIC SYSTEM.

| I.<br>The nearest familiar and elegant names, adapted to the English language. | II.<br>The epistemic names; which may be engrafted, without variation, into every modern language. | III.<br>The number of the particular sciences comprehended in the several professorships. |
|--|--|---|
| I. Literature.   | I. Anthropoglossica.   | 8   |
| II. Mathematics.   | II. Mathematica.   | 5   |
| III. Natural History.  | III. Physiognostica.   | 4   |
| IV. Natural Philosophy.  | IV. Physiosophica.   | 6   |
| V. Astronomy.  | V. Astronomia.   | 1   |
| VI. Chemistry.   | VI. Chymia.  | 1   |
| VII. The Medical Sciences.   | VII. Iättrica.   | 8   |
| VIII. The Œconomical Sciences.   | VIII. Œconomica.   | 5   |
| IX. The Ethical Sciences.  | IX. Ethica.  | 4   |
| X. The Military Sciences.  | X. Polemitactica.  | 8   |
| XI. The Historical Sciences.   | XI. Diëgetica.   | 6   |
| XII. The Intellectual Sciences.  | XII. Enncica.  | 7   |
| XIII. Universal Science.   | XIII. Catholepistemia.   | 63  |

AN ACT TO FIX THE ANNUAL SALARIES OF THE PRESIDENT, VICE PRESIDENT, PROFESSORS, INSTRUCTORS, AND INSTRUCTRIXES, OF THE UNIVERSITY.<sup>1</sup>

Be it enacted by the Governor and the Judges of the Territory of Michigan that the annual salary of the President of the University shall be, for the present, twenty-five dollars, of the Vice President eighteen dollars and seventy-five cents, of

<sup>1</sup> This act and the following are found, in the handwriting of Judge Woodward, on the fourth page of the manuscript above printed, and were obviously intended to be supplementary to the original act.

each professor twelve dollars and fifty cents, and of each instructor, or instructrix, twenty-five dollars. The same &c. New York.

AN ACT MAKING A CERTAIN APPROPRIATION.

Be it enacted &c. that for the payment of the annual salaries of the President and Professors of the university there be appropriated from the university fund, a sum not exceeding one hundred and ninety three dollars and seventy-five cents. The same &c. two Kentucky and Pennsylvania.

For instructors 200.

A TABLE OF CERTAIN AUXILIARY TERMS.

| I.<br>The nearest English Names.       | II.<br>The Epistemic Names.     |
|--|---------------------------------|
| 1. A Science.                          | 1. An Epistemia.                |
| 2. Sciences.                           | 2. Epistemiim.                  |
| 3. A University.                       | 3. Catholepistemiad.            |
| 4. A Professorship.                    | 4. Didaxia.                     |
| 5. A Professor.                        | 5. Didactor.                    |
| 6. Professorships.                     | 6. Didaxiim.                    |
| 7. The Compensation for instruction.   | 7. Honorarium.                  |
| 8. The Vice President of a University. | 8. Didactor of Ennœica.         |
| 9. The President of a University.      | 9. Didactor of Catholepistemia. |

## CONGRATULATORY ADDRESSES

BY PROFESSOR GOODALE, OF HARVARD UNIVERSITY ; PROFESSOR MURRAY, OF PRINCETON COLLEGE ; AND PRESIDENT NORTHROP, OF THE UNIVERSITY OF MINNESOTA.

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AFTER music by the orchestra, immediately following the Commemorative Oration, President Angell said :—

We are greatly honored and rejoiced on this occasion by the presence of a number of delegates who have come to bring us the greetings and salutations of sister institutions of learning in various parts of the country. We had intended and we still hope to hear from some of them at the banquet ; but inasmuch as a large part of this audience cannot possibly be admitted to the accommodations there furnished, I have felt sure that I should in some sense condone for whatever I have inflicted upon you myself by giving you an opportunity to hear from two or three of these gentlemen here upon this stage. And where should we begin except with fair Harvard, which is in a very emphatic sense the dear mother of us all ; the most venerable in years, and one of the most honored and successful of all our great universities ? I am very happy to say that we are favored with the presence of Professor Goodale, from Harvard University, as a delegate, who will now bring her greetings.

## ADDRESS OF PROFESSOR GOODALE.

*Mr. President, Ladies and Gentlemen:—*

Harvard College desires to present her cordial congratulations upon this auspicious occasion, and to express her good wishes for the continuance and increase of your prosperity. The bearer of these greetings should have been the one to whom you so pleasantly referred, our honored Asa Gray, who was your first professor, who selected with great discrimination the nucleus of your library, and who has ever retained a tender and deep interest in your well-being. But his absence in Europe, where, as the reward of a long life of untiring investigation, he is receiving the homage of scientific men and of learned bodies, prevents his giving you in person the message from our beloved University.

The message which I have to bring is one of cordial good-will. Our authorities unite with all lovers of sound learning in the belief that your prosperity is merited, and we desire to give voice to the hope that your future will be even more brilliant than your past. Your prosperity is believed to be very largely due to your early recognition of the fact that the highest function of a university is to create wants. You have felt, and still feel, that no institution of learning which is content merely to satisfy existing wants can be progressive. Therefore, avoiding unwise conservatism, you have made greater and greater exactions upon the students in your professional schools, and the results have shown that you are right. They are such as to compel you to continue in your prosperous course.

Organizations are nowadays very justly compared to organisms. Questions are asked regarding the vigor of the ancestral stock, the degree of harmony between different parts, and the relation of the whole to its environment. Under such an examination the sources of your success become clearly seen. We know the vigor of the stock from which you sprang, the good degree of harmonious coöperation between the different members, and the nearly complete adaptation of the organization to its surroundings. In those groups of organisms which we call plants and animals there is an unceasing, unrelenting struggle for existence. Each is for itself. But with civilized man, part of this selfishness gives way to some thought for others, and when civilized men unite together for some high purpose the selfishness fades out more and more, until, in our higher institutions of learning, you may look for it in vain. In the universities of the world there is no selfish struggle for existence. It is not each for itself, but each for all; and hence, upon great commemorative occasions like that at Edinburgh, at Heidelberg, at Emmanuel in Cambridge, last year at Harvard, more recently at Columbia, and now here, all the greetings express thanksgiving for the past and hopeful anticipations for the future. In this spirit of fraternity Harvard College begs you to accept its heartfelt congratulations.

The President said: One of the most venerable and renowned of the Eastern colleges is that whose proper title, I believe, is the College of New Jersey, but which to most of us is better known as Princeton College. The name of its President and the names of two of its

alumni are found upon the Declaration of Independence. The great name of James Madison alone upon the roll of its alumni were enough to illustrate the fame of a single university anywhere. We are delighted in having a delegate from that venerable institution to-day, and I am sure that this audience will be specially delighted with the delegate chosen, as one whose words of eloquence, pronounced on this stage three years ago, seem still to be ringing in this hall in our delighted ears. I have the pleasure to present the Rev. Dr. Murray, Dean of the Faculty of Princeton College.

## ADDRESS OF DR. MURRAY.

*Mr. President, Regents and Faculties, and Friends of the University :—*

I bring to you on this glad day the salutations of Princeton. In discharging this duty — if that may be called a duty in which the sense of obligation disappears in that of privilege — let me assure you at once that the service enlists the deepest interest and the most fraternal regard of the college I have been deputed to represent. For the bonds, as you have just been reminded, which unite all institutions of learning, as they cover the highest human welfare, so also are they of the most lasting and sacred nature. Princeton has just celebrated her one hundred and fortieth commencement. Fourth in the order of establishment among American colleges, to-day through me, her humble representative, she sends her warmest congratulations on the brilliant and unexampled success which crowns your fiftieth anniversary, and which has been so eloquently and fitly commemorated in the address of your President.

It is perhaps a natural and pardonable mistake in foreigners to exhaust their admiration upon our material greatness, our Niagaras, and Superiors, and Mississippis, our gigantic railroad systems, our harvests, which reach almost the proportions of the continent itself. But let us not, as Americans, make this mistake. After all, these are of far less significance than our mental growths, on any scale of comparison which will stand the tests of history. That in fifty years such an institution as this could rise and grow to its noble proportions and extended work, is in itself an event far deeper in its significance than all the magnificence of material growth can possibly claim. How much of history, the most beneficent and exalted, is contained in the history of literary institutions! The alcoves of any well furnished library, containing the chronicles of Padua and the Sorbonne, of Heidelberg and Berlin, of Oxford and Cambridge, of Edinburgh and Glasgow, of Eton and Harrow, of Harvard and Yale and Princeton, aye, of all the sister colleges whose histories are yet to be written, as the nurseries of men who, in all departments of learning and life, have made our modern civilization all that it is, will show that their history has been the child, and in turn the parent, of the noblest progress the ages have yet seen. Antiquity, after all, is not the essential thing. Dr. Arnold, of Rugby, was wont to mourn that his Rugby could lay no claim to such an antiquity as the schools of Eton and Winchester possessed. It seemed to him that there was so much of power in a historic past, that nothing could make up for its loss; but he could not see, as you and I can clearly see to-day, that his own life and work at Rugby were worth whole centuries of



a past which simply ran on in its fixed routine, doing good, doubtless, but failing to reach what he reached at a bound. Besides we are to remember that antiquity is apt not to be an unmixed blessing. It may entail traditions which in their rigidity hinder expansion. We admire the ancient ivy which carries the marks of centuries perhaps in its growths, but when the English sparrow has made a nest for itself in its branches, our admiration — mine most certainly — becomes somewhat qualified. It took the great English universities a long time to throw off the swaddling bands of the trivium and the quadrivium, and recent discussions in English quarterlies suggest vividly the query whether antiquity is not sometimes a sort of evil spirit to be exorcised, as well as a guardian angel to be invoked. It looked so, certainly, when Oxford in her public square, a little more than two centuries ago, burned the works of John Milton, and along with them that noble tract of his on education which is the prophecy of all our modern progress. Some of our institutions have had to outgrow ideas and habits which you of Michigan University can felicitate yourselves, perhaps, are relics of an antiquity to which you can lay no claim. Perhaps I may illustrate my meaning by a few citations from some of the early college laws.

If a student neglected attendance on morning prayers without sufficient excuse, he was punished in a fine of fourpence. Now this, no doubt, had the double advantage of filling up the college exchequer, while at the same time it testified to the belief in the efficacy of prayer.

Another such law enacted that every scholar in col-

lege should keep his hat off about ten rods to the president and five rods to the tutors. This law possibly was of advantage in measuring precisely the distance in dignity — five rods — between that of the president and that of the professors, and besides prevented those levelling tendencies which the early republican institutions were supposed to engender.

Another law enjoined that every scholar, if called upon or spoken to by a superior, must give a direct and pertinent answer with the word “sir” at the end of it, and such a law certainly had educating power; for many men fail through inability to give a direct and pertinent answer to the problems of practical life, and by putting that word “sir” at the end of the sentence so emphatically, Young America was constantly reminded of certain cardinal virtues said by foreign critics to be wanting among us. Still, as marking a somewhat cramped idea of college training, such laws are significant. They belong to ancient history. Time has slain them; and if I were called upon to write an epitaph above them I should adopt that which was somewhat infelicitously applied to a missionary of the cross: “Here lies Peter Jones, a missionary of the cross. He was killed by his servant. Well done, good and faithful servant.” Do not, friends of Michigan University, mourn like Dr. Arnold, that you are so essentially the child of modern progress. Your fifty years may possibly have the fewer excrescences to be gotten rid of, that your years belong to the last half of the nineteenth century.

Mr. President, the course of empire in learning has been westward ever since wise men from the East came bringing their costly gifts to Him in whom are

hid all the treasures of wisdom and knowledge, and through whose quickening spirit all the institutions of learning since, have in form or in fact been reared. That star lingered long in the skies of New England and above the plains of New Jersey and Virginia; but it has certainly held its westering way since, and has shed its benignant rays over the site of this honored University. Westward still it moves, and will move as successive institutions rise, until it reaches once more the home of its birth in the far-off Orient from which came to us the oracles of God. "The Light of Asia" has in turn become the light of Europe and America; and quite possibly it may prove true of education, as Bishop Berkeley sang of civil empire, that "Time's noblest offspring is the last." Nor can any one survey its course and look on this growing brotherhood and sisterhood of literary institutions, some of them hoary with the rime of centuries, and some vigorous and youthful in the flush of youth, all, all working, though on different lines, to one great goal, to one grand end, and that end human advancement, without joining in the noble words of Lord Bacon in his "Advancement of Learning:" "And surely as nature createth brotherhood in families, and arts mechanical contract brotherhoods in communalities, and the anointment of God superinduceth a brotherhood in kings and bishops; so in like manner there cannot but be a fraternity in learning and illumination, relating to that paternity which is attributed to God, who is called the Father of illuminations or lights."

Once more in closing let me convey to you the glad salutations of Princeton. We hail with joy your past achievements and your promise of still higher growth.

We bid you fervent God-speed along the high path which lights up so much of human history, with its peaceful and blessed illuminations. And allow me to borrow an apostrophe from Horace, in the fifth ode of his fourth book, addressed to Augustus:—

Lucem redde tuæ, dux bone, patriæ;  
 Instar veris enim vultus ubi tuus  
 Affulsit, populo gratior it dies,  
 Et soles melius nitent.

I shall adapt the ode to this notable event in your history by a somewhat free translation:—

“Send forth, O honored University, benignant leader and guide, thy light over the land. For when thy face, still youthful like spring-time, shines, the day will glide by more auspiciously for the people; the skies of Michigan will glow more and more resplendently in the great firmament of learning.”

The President said: We had fondly hoped to have a delegate from Yale University here to-day; but their commencement exercises occur at the same time as our own, and it has been found impracticable for one to be present. We had also hoped to introduce to you some representative from our sister state universities of the West, in which we are particularly interested, and in this hope I am glad to say we are not disappointed. I shall call upon a gentleman who, formerly a professor in Yale University, may yet in a certain sense I trust be considered as representing her, while he discharges more particularly the other pleasant duty to which I shall call him. The University of Minnesota a long time ago acted upon that proverb which is sometimes quoted, that “to make a truly suc-

cessful Western man, catch an Eastern man and carry him to the West and you have the thing solved." The University of Minnesota very wisely proceeded upon that plan some time ago, and we have all heard with what rapid strides she has been moving upon her way of prosperity during the past few years. And it is with great pleasure, therefore, that I present to you to-day as her delegate her own President Northrop.

## ADDRESS OF PRESIDENT NORTHROP.

*Ladies and Gentlemen:* —

The President has placed me under a heavy burden to represent so many institutions at once. I am merely a man, — "made little lower than the Angels." I live on the banks of the Mississippi River, at the foot of the Falls of St. Anthony. I have been in Ann Arbor for two days, have been in constant attendance upon the stream of eloquence which during that time has been pouring ceaselessly through this building; and for continuity and power the Mississippi River is nowhere in comparison. And now, after such exhibitions of eloquence, to attempt to go into the business myself, when everything around me is on such a magnificent scale, not excepting the heat, is distressing and humiliating.

I have been very much impressed since I came here with the essential likeness in kind between your institution and ours. I have never stopped to inquire which of these institutions originated the ideas pervading them. It is possible that, before I left home, I was under the impression that we originated them and that you had copied them; but as I understand from you to-day that the aborigines founded this institution,

I think it probable from your earlier existence that the credit must be given to you. Our institution was founded by white men, and it is still conducted by white men. There never was a time when it was customary to shoot deer of any kind upon our Campus; and although in the olden time you shot the wild deer on these grounds, I am delighted to see that the tame dears are still here in such great numbers.

I do not think much of antiquity, and my congratulations to you, sir, and to those whom you represent, are that you are so young and yet so strong and vigorous; that you have grown to what you are in so short a time. But we who are engaged in the work of education in connection with the younger institutions of our country must remember that we have received as an inheritance all the wisdom and experience of those who have gone before us, and if we accomplish more in the first few years of our existence than the older colleges had accomplished at the same stage of their career, it is of very little special credit to us. I speak thus of myself and the institution with which I am connected, but not of yours; for, of course, we look to you as being the venerable grandfather of us all in the matter of state universities. Macaulay, characterizing in his vigorous way the unapproachable supremacy of a certain person as a liar, said: "A man who has never been within the tropics does not know what a thunder-storm means; a man who has never looked on Niagara has but a faint idea of a cataract; and he who has not read Barère's Memoirs may be said not to know what it is to lie." I would change the last member of the climax, and I would say that a man who had not been in Ann Arbor and seen the Univer-

sity of Michigan might be supposed not to know what a state university is ; and there would be poetic beauty in the figure, from the tropics to Niagara and then to the University of Michigan. The only fault in the climax is that although it is expressive it would not be quite true, because I knew what a state university is before I came here to the University of Michigan ; and yet in its essentials it would be true, because if I were to-day to point out the highest example of what a state university may be and is, I should undoubtedly here and everywhere point to the University of Michigan.

I am here to-day, sir, not to bring you anything. I have come here first, because I had a strong personal regard and affection for you, the honored President of the institution, and, second, because I have a sincere respect and veneration for the work that is being done here in the University of Michigan. I do not care anything about your buildings, in what style of architecture they are. I want to see what the educational product is ; and when I see your students come out strong, intellectual, clear-thinking, vigorous men, capable of stamping themselves upon their country as teachers and true thinkers in every direction of thought ; when I see that the institution is doing grand work for the country, I do not care whether her buildings are of the Gothic style of architecture, or Corinthian, or Ionic, or without any style of architecture ; and so I am here to express the sincere respect and admiration which we of the University of Minnesota entertain for the University of Michigan. The old question that men have been debating so long, and to which you referred in your able address, is the ques-

tion, What is the duty of the State? I am not going into any long argument upon the subject, but I want to say it for the pleasure of saying it to these young men who have a life before them, and are not yet old fossils; I want to say to them that the old doctrine of *laissez faire*, the old doctrine of letting things alone, the old doctrine that the government of a free republic is the best which governs the least and does the least, but simply keeps the old machine working along in the rut, without any change, is a miserable doctrine that we of this country have got to abandon. I hold, sir, that a state institution for education, that a state university, is, when it is properly defined, the higher education of the people, by the people, and for the people, and that there is no higher function of government anywhere or ever, than the function of educating its citizens for the work of citizenship; and while I would not draw the line at the zenith, I would not draw it at the horizon. I would place the line high enough to insure the poor of the State, as well as the rich, the means of securing such an education as would fit them for the highest citizenship, and I would do this on the ground of utility to the State, and as a means of securing the highest interests of the State.

You in Michigan talk about the glory of this institution and its value to Michigan. You believe it, and yet you say it, many of you, as if there were people in this State who did not believe you, and therefore it was hardly right to say it. I never lived in the State of Michigan. I believe one of your orators doubted whether living outside of the State could be called living. But I am willing to live at Minneapolis and forego the pleasures of Michigan for the present.



What I was going to say in this matter is that living outside of the State, living East and living West, it is the utterance of simple truth, the very simplest kind of truth, that, good as Michigan is, great as she is in her agricultural resources, great as she is in her commerce and in various means of acquiring and producing wealth, there is not anything in the State of Michigan, I may say that all the things put together in the State of Michigan do not accomplish so much towards giving this State a noble name in other States of the Union and throughout the world as does this same University of Michigan. And if there is anything on earth except the things which we eat and protection from the heat and cold, the mere bodily comforts which enable a man to exist as an animal, just as any of the domestic or wild animals must exist, if there is anything better than that, if there is anything valuable in intellectual life, in the joys of peace and purity, in the midst of civilized and cultivated society, if there is anything valuable in having a State filled up with men and women whose present enjoyment and the expression of whose life is a foretaste of Heaven, then I say for the State to build up and maintain an institution such as this, with its far-reaching influence and its divine blessings going to every corner of the State, is the soundest wisdom and the highest wisdom that any people ever organized into a body politic has exhibited in the world. And, sir, I congratulate you that in living in the State of Michigan to-day with these people of such a noble origin, who are going to live up to the principles of their fathers, you have no reason in the future to fear what legislatures may say unto you. There is a power behind the

throne. There is a power that every legislature in this country must respect, and that is the power of a people, self-respecting, earnest, eager for knowledge for themselves, eager to have it for their children if they did not have it for themselves, resolute to maintain wherever they go the principles of Anglo-Saxon liberty, the principles of devotion to what is pure and right, and, above all, the principles of devotion to that education which shall lift men above everything about them and make them what they ought to be,—the sons of God in the midst of the world that God has created for them and has committed to them.

I congratulate all friends on the prosperity of the University, and, as we shall follow in the dim distance behind you without any soreness of heart because you are in advance of us, we shall hope, before the day closes and the night shuts in, to get so near to you that you can hear our voice bidding you God-speed as you go forward, and we can hear your voice bidding us God-speed as we come on.

## THE SPEECHES AT THE DINNER.

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At the close of the repast the President said:—

*Ladies and Gentlemen:*—

I do not want to curtail this part of the feast, but I know that the hour is late, and there are several persons here from whom we wish to hear. I am certain that there is one from whom you have heard enough, and, therefore, I shall content myself simply with welcoming you one and all to this feast in the name of the University, and proceed at once to call others to speak to you on this occasion.

As in Great Britain the first toast is always to Her Majesty the Queen, so here our first duty is always to recognize our earliest and great benefactor, the United States, which gave us our first and our principal endowment. Because it gave us that endowment we to-day and always say that it is our duty to fling wide open our gates to the boys and girls from the whole extent of this Union. We had hoped for some time that we should be honored on this occasion by the President of the United States, but he has found it at the last hour impracticable to be with us; yet I am happy to say that, if the Executive of the government is not represented, we are honored by a representative of the other great coördinate branch of the government, the United States Judiciary, and I am sure you will be very glad to hear from our friend, Mr. Justice Miller.

## SPEECH OF JUSTICE MILLER.

*Mr. President, Ladies and Gentlemen : —*

I hardly know upon what principle I am called on to respond on behalf of the United States to the sentiment expressed by your President, but I can understand that it is probably due to the fact that I have held a commission in the service of the United States for a quarter of a century, and it may be supposed that I have been and am now deeply interested in its prosperity, and that I in some sense represent its majesty and its love of justice, and its benevolence to the people of this country. I remember very well when, twenty-five years ago, I went to the City of Washington as a member of the Supreme Court of the United States, and they were tearing down the old Senate Chamber and putting up the new, and building columns all around and through the Capitol, I said to myself, Well, I am a part of this United States, and I am a young man with a commission for life, and I probably have as much interest in this Capitol as anybody else in the world. Of course that thing has passed away. A quarter of a century makes a difference in a man's hold not only upon this world generally, but upon the Capitol of the United States; but there is no reason for any man to be embarrassed in speaking of the United States when it is eulogized in reference to its care for the education of its people. From the beginning of the history of that government, one of the first things it did when this great Northwestern Territory was ceded to the Federal Government was to begin to make appropriations out of that Territory for the support and encouragement of edu-

education. From that time to this, the Government of the United States, whatever else it may have done with its great domain, the country that was ceded to it, the lands it has conquered in war and bought in peace, has never been niggard in regard to appropriating that land for purposes of education. With the earliest day that your President has alluded to, when appropriations were made for Michigan, she being one of the first of the Territories which came within the influence of that great body of land, as we have gone on converting Territories into States, in every instance for the last fifty years provision has been made for sections of land, for townships of land, some for universities and seminaries, others for common school education. For the last thirty years it has been the settled policy of this government to give two sections out of every township of land for purposes of education, giving it to the States and limiting the purpose for which the State can use it to that single object of education, so that there is not a State around us anywhere, Ohio, Michigan, Indiana, Illinois, Iowa, Wisconsin, that has not received these donations; and when we came to enter upon the conquest which we had made of the Mexican government, the very first law that was passed by the United States for the sale and distribution and survey of that land provided that the two sections should remain apart and be given to the State for education. And it was not merely a gift of these, but so determined in all these cases was the Government of the United States that the people should have that land, that it provided, in any instance where any of these sections were taken up previously, or devoted in other ways so that they could

not go to that purpose, that the Governors of the States might go into the public domain and select other lands in equal quantities. If there is one thing in the world about which the Government of the United States has been liberal and just and sensible, I would add, at the same time, it is in the disposition of its great public domain, a domain which, if it were now brought together with the population that is on it, would constitute kingdoms equal to France and Germany and Austria and all the great governments of Europe, and which will yet be filled with a population far exceeding those countries, because the soil is capable of maintaining that population.

So when we came to want railroads throughout the country, — and I am not the particular advocate of railroads in a great many respects, — but when the Government of the United States has built three railroads across the continent by its contributions of land and money, when it has peopled a desert and a wilderness of two or three thousand miles in extent, when we command the services of the Pacific coast and visit the people there and hold their allegiance as closely as we do in the State of Massachusetts, I say that Congress was wise in its gift of the money and lands to those railroads. And I say in addition to that, although I do not mean to introduce politics, and I do not see that it is politics, but I say that this outcry that the railroads have all the land, while we have all the railroads, is senseless and ridiculous.

Now, ladies and gentlemen, just one word. If the Government of the United States has been liberal to your University, as undoubtedly it has, and if I am to answer for that liberality on behalf of the United

States, I simply have this to say, that when a man or woman has raised up a child until it has grown and got settled and is prosperous in the world, with the characteristics of education and manners and civilization and good-nature and a benevolent heart, if, in other words, that child is a success in the world, the parent never thinks, "What have I done for it?" but, "This is my child; God bless it." So I say of the University of Michigan.

The President said: As our first duty is to recall the United States, our second duty and our great pleasure always is to express acknowledgments to this good State of Michigan. I have received the following letter, which will explain the absence of the Governor:—

EXECUTIVE OFFICE, MICHIGAN, *June 27, 1887.*

MY DEAR SIR,— Until this morning I had fondly hoped to be able to go to Ann Arbor Tuesday evening or Wednesday morning. But I find that the business left on my hands by the Legislature is of such magnitude that it will be impossible to do this. This I regret more than can be expressed, but I must surrender to the inevitable. Trusting that you will have a profitable and enjoyable time, I remain, sincerely yours,

CYRUS G. LUCE, *Governor.*

I am happy to say that the State of Michigan is never without official representatives at our banquets. We have educated and graduated too many of them to be without their pleasant addition to our company at any feast, and we count ourselves especially fortunate that we may call to-day upon one of our sons and one of her sons, who never dishonored any draft that we made upon him for such purposes, Mr. Senator Palmer.

## SPEECH OF SENATOR PALMER.

*Mr. President, Ladies and Gentlemen:—*

I was taken somewhat aback when after listening to that eloquent peroration of Justice Miller, where he described the son of America as being well educated, well developed, good-natured, good-tempered, brilliant, brainy, and I don't know what he was going to say next, he slapped me on the back. I must disclaim being made a frightful example of this kind. Although I agree with him as to his conclusion, I do not want to be put as an illustration. It seems to be my fate to be a jury-mast. The last time I was out here the Governor was unavoidably detained elsewhere and they set me up. To be sure we did not make very good time, but we got there. And again I am set up to fill a place that I do not feel myself qualified to fill on a post-prandial occasion like this, after the fatigues which you have all suffered for the past four days. You want some one who can fairly take you off your feet, who can give you oxygen. I am not that kind of a fluid to-day.

I am to speak to Michigan. I told the President, however, when he said that would be my toast, that I would go as I pleased. My Michigan speech I left at home. It is an exceedingly good one. It was always impromptu, and commenced in this way: "Michigan has fifty-six thousand square miles, has two millions of people (I generally exaggerate it about five hundred thousand); she is the first in salt, first in lumber, first in winter wheat, first in charcoal, first in fresh fish, and first in the hearts of her countrymen." But that I have repeated so often that I am afraid people will



regard it as stale, although I see there are some new faces here; so that I have discarded that. The last time I talked to an after-dinner crowd was down in La Perche, in France. I made a capital hit. There were two hundred and fifty breeders of Percheron horses at the table, and they were all able and very respectable, and they treated me famously, but they did not understand a word I said. I would always stop in such a way that they knew what I expected, and they were polite enough to give it to me hot and heavy. Then I went over to England to a fair, a fat-cattle show, and I talked on Jerseys. They did not know anything about Jerseys, and, of course, I had them there. I did not know any more than they did, but they thought I did, and I can always talk upon a subject better upon which I am not posted.

There is one thing in Michigan in which we surpass all the other States in the Union. We talk about our reformatory institutions, about our educational institutions, but we do not talk enough about that hygienic institution for convicts which we have erected on the Upper Peninsula. They call it a State Prison, but no man on the Upper Peninsula ever commits a crime, and therefore we need no prison up there; and if it had not been for this Inter-State Commerce bill I have no doubt but by this time you would see three hundred or four hundred gentlemen in uniform being transferred to the watering place for our convicts on Lake Superior. I think we are deserving of credit for that benevolence which stamps us in this matter as well as in all of our other institutions.

In coming through the hall I saw the portrait of Stevens T. Mason, ordinarily known as Governor Tom

Mason. He came to this State when he was a boy. I knew him well. He has trotted me upon his knee, and I am reminded to speak of him because in looking over the history of the University I think we can look back to him with a feeling of gratitude for the veto that he gave at a very critical period of her history; and that leads me to say that Tom Mason was no statesman. He was a politician. He was politician enough to know that a trick was being put up upon the State by a lot of men who desired to grasp the University lands, and he defeated it. Since then we have had many good and great Governors. I have seen one venerable Governor here to-day who was Governor while I was in the University forty years ago. A generation has come and gone since then, and yet he, with his silver hair and the same spectacles, I believe, that he wore forty years ago, still mingles among us, giving pleasure to our eyes and delight to our hearts. For fear you may not recognize the gentleman, I would say that it is ex-Governor Felch. We have another ex-Governor with us, a man to whom Michigan and the national government owes a great debt of gratitude, and that is Governor Blair. I hope the Governor is not here, for if I should see him I should dislike to say what I would say if he were not here. He was a man who, like Governor Morton, of Indiana, stood by the troops, worked night and day for them, sent them to the front, and kept the name of Michigan well advanced and illustrious through all that terrible struggle which led to such a happy consummation. I say that the people of Michigan owe Governor Blair, the great war Governor of the war of the rebellion, a debt which all the honors you may heap upon him can never repay.

These men were all politicians, as Hamilton, Jefferson, Jay, Clinton, were politicians. They are politicians while living, statesmen after death. The difference between a politician and a living statesman is this: A statesman generally sits in his library with his head upon his hands, his finger about thus, and his portrait is taken. In the library you will see little blocks with names on the back, and one of them will have Jus. Pan. I suppose that means Justinian's Pandects. The old man never reads them. And then there is another, Nov. Org., Novum Organum. He thinks it is the name of the new organ of the Italian government. He sits there and poses. His portrait is taken, it gets into the magazine, and his reputation is fixed. These politicians do the work they never get any credit for until they are dead, and generally they are treated pretty badly then, for I was reading the other day the history of the early ages of the republic, and I find there was not a single man except George Washington, from Tom Jefferson down to John Quincy Adams, who was not up to all kinds of rascality that would make a politician of to-day hide his head in shame.

I think I have held to my text. I have kept away as much as possible from it.

A lady on my right has suggested something that will enable me to bring in what I was going to drag in very awkwardly, — Wellesley College.

Wellesley College, I understand, is as remote from my toast as anything I have suggested hitherto, but I will say that it has five hundred lady students, and five of the professors are from Michigan University; and when old Massachusetts comes out into the woods to

get professors for her colleges, you must imagine that they are beginning to wake up down around the Hub.

But enough of this nonsense. I suppose I was put in like those intervals between the courses at the table, or *table-d'hôtes*, in Europe. They first give you some soup and snatch it away before you get half enough, then let you wait for five minutes, and the result is that the interval satisfies your appetite just about as well as what you get to eat. When you are hard up for speakers, the best way is to get a man up who can talk a half an hour and say nothing. But I will close by saying to all of the old boys who are here, after giving advice to the young boys and girls, that they must not grow old. I will propose the old toast which Holmes or some one else got off, and which I saw in a newspaper:—

Here 's a health to the future, a sigh for the past ;  
 We can love, remember, and hope to the last ;  
 And, for all the base lies that the almanacs hold,  
 While there is youth in our hearts we can never grow old.

The President said: This whole day is itself a commemoration of the founders of the University; and one of the great advantages of not being any older is that we are not obliged simply to admire myths of the past, but that a considerable number of the men who had a large part in laying the foundations of this University are our esteemed friends now here, ready to tell us of the times that are past. It is with great pleasure that I see at my left one of these gentlemen who was connected officially with the University, I think, as early as 1845, and who has been connected with it in one capacity or another for a large part of the time since. I am certain we should all be very glad to listen to

some words concerning the early days from our friend, Judge Campbell.

Senator Palmer proposed three cheers for Judge Campbell and they were heartily given.

## SPEECH OF JUDGE CAMPBELL.

The other day I received a suggestion from our good friend Dr. Angell that I was to pose here as one of the antiquities. Well, as he suggested, it is one of the great advantages of a new country that a man may be the oldest inhabitant even without being remarkably old at that. Now it does so happen that by reason that this University is not perhaps quite as old as Methuselah, I have as boy or man been acquainted, and tolerably well acquainted, with probably all of the founders of this University except Judge Woodward and Judge Griffin. Those founders, let me say — and that perhaps is merely repeating what has been better said this morning — were men of mark, that kind of men that build republics and build up everything that makes the glory of republics. Michigan, from being somewhat hard to reach in the olden time, got no inhabitants that were not willing and able to take some pains to get here; and the men that were the founders of our institutions here in this State were men that were not second in capacity or character to any of the inhabitants, in my judgment, that we have ever had in any part of this country. There were men whose greatness has extended over the whole universe. There were men who were great in every sense of the term; and, what for this University was quite as important, they were men of culture and education, men who had known all their days the value of educational

institutions, men who thoroughly believed in education as the basis of democratic institutions, and not, as one of our Western congressmen once called it, the bane of democracy. There were such men as Lewis Cass, Governor Woodbridge, Judge Witherell, grandfather of our Senator, Major Biddle, Major Kearsley, Judge Wilkins. But I will not extend the roll. There was scarcely a man in public life in this Territory who was not as thoroughly devoted to the extension of education as the most advanced scholars we have in our day, or as those who have lived at any time. Now you have heard this morning the story of how this University was founded, and you have heard what is certainly true, that the plan of it was such that it would bear indefinite extension over every variety of knowledge. It was the broadest and largest plan, I think, that ever was put on paper, and it was drawn by men who understood just what was coming of it. And while, perhaps, they did not look forward to such a growth as we have seen within three-quarters of a century, they nevertheless believed that as the country grew this University would grow, and they attached to it every school in the State that was to be supported by the State, so that one harmonious and complete system of educational institutions was to centre around the University, and receive its general control and direction from the friends of the University. Now, in that founding there was one feature that has partly been lost. Our University to-day is a State institution. In those days it was intended to be a part of the State. Every officer of the University was commissioned under the great seal of the Territory, and was to have been under the great seal of the State. They formed a part

really of the State government, — of that portion of it that was devoted to the care of educational subjects. Now that was by no means an unimportant part of the University scheme, and had it been kept up, as in my humble judgment it ought to have been kept up, we never should have had to suffer what we have suffered, we never should have lost what we have lost, and the State would have stood forward more plainly than it does now as a State where all of its institutions were founded on learning and on education. After the State itself was organized, and the third organization of the University took place, it was still made closely connected with the State government, and in such a way as made it directly receive the aid and the counsels of the best men that the State afforded. The Governor, the Chancellor, the Lieutenant-Governor, and the Justices of the Supreme Court were all of them members of the Board of Regents by virtue of their office, and the rest of the members were appointed, as the State officers all along were appointed, by the Governor and Senate. The *ex-officio* members made a very large share of the Board, and I can speak from personal knowledge when I say that there were no members of the Board of Regents in those days that did more or that did as much. The Governor invariably attended every meeting of the Board, attended to all the details of business, took as much share in it as any member of the Board of Regents would now, and so it was with the other *ex-officio* members, with the exception perhaps of two or three men that at various times had occupied this office. There was not one of them that was not fully informed in regard to everything done in the University, that did not act earnestly and zealously, with

time and everything else that he could give for its advancement.

Now, perhaps it may not be out of place to give a few moments to the personal constitution of those old Boards. These men, as I have already said, were men of mark. Some of them were peculiar men. At the time when I was put into official connection with the University, the active members who had charge of all the ordinary business were Dr. Pitcher, of Detroit, Major Kearsley, Dr. Duffield, and John Owen. John Owen is the only one now living, a man of the most upright character, the man who saved this State from bankruptcy at the time when the war broke out; a man of singular modesty and retiring habits; a man of firmness like iron; a man who never had a selfish thought all the days of his life.

These are the men who did most of the work of organizing the University at Ann Arbor. They arranged its courses of study, they selected its professors, they looked after all the details of business. Of course the other members at the regular meetings did their shares; and among those who were most active was our friend at the other end of the next table, Governor Felch, who, if the history of this University were thoroughly investigated, would be found, like more than one other Governor, to have interposed his authority against the ruin of the University — for vetoes in those days were necessary for its salvation. Lands were constantly being stolen by squatters, and the tendency was on the part of our legislators, I am sorry to say, to allow these people to get the benefit of their thefts. Governor after Governor vetoed these bills, determined that what there was left of the lands of the University should go to the benefit of the University.



I said it might be of some interest to refer to the personal character of some of these men. I wish I could describe it as my friend Palmer could. I will first refer to Major Kearsley. I think there are some of the old students here — I see my friend Goodrich at the other end of one of these tables — who probably have experienced the Major's persecution in the construction of Latin. If there was anything in this world that the Major believed in it was Latin. If there was anything that came next to high treason it was false Latin; and the Latin that he believed in was Pennsylvania Latin. I do not mean to say by that that it was not good, but it was distilled from the alembic of old James Ross, the author of a wonderful Latin grammar, all in the Latin language, a little canine perhaps in its nature, the rules being chiefly in a peculiar character of Latin rhyme. I remember very well that when we boys thought the Major was going to use us rather savagely, if we could only get one or two of Ross's rhyming maxims we knew we were all right. Anybody that had ever touched Ross's grammar was sure to get through without a scratch. Some of the students of this University undoubtedly have gone through that ritual without knowing much about Ross, and I am afraid some of them did not bless the Major for his intervention in the examinations. He was an old veteran and had lost a limb at Lundy's Lane, and suffered all the days of his life from the consequences of that wound. This made him, therefore, rather irritable and pettish, but he was a man after all of great enthusiasm for education and for all things that were valuable. He had, however, a habit of calling me in almost every day as secretary to look over the accounts with him.

There was not a paper that he received that he did not want somebody to look over with him. He made more trouble out of little items of business than almost any other man I ever saw. He was, however, a very useful man in just this place. The buildings put up here were of course constructed by contract as a rule. There was always some difficulty in getting work done here, because mechanics were not numerous. The Major watched every stick that went into the building and very nearly every brick. He had the stucco analyzed, and the result was that on these buildings about this Campus there never has been a foot of stucco that has got loose. It is just as good as it ever was, and the buildings are as good as they ever were, wear and tear excepted; and they are the result of his minute investigation of these items.

When the time came for preparing for the first graduation day the Major was in his glory. I was not. He and Dr. Duffield sat down together and they concocted a marvellous diploma. I do not know whether they use it to-day or not, but if they did it would come nearer to the idealization of Dr. Angell's notions as expressed this morning than anything I know of. The Latin of it I presume was good — according to Ross; but there was a great deal of it. It started out with the idea, which the Doctor enforced very powerfully this morning, that the state is made up of men, or, as Sir William Jones says, it is the men that constitute the state. That diploma was a standing witness to that idea. It did not start off with the "*Universitas Michiganiæ*" — if I am right in my pronounciation — meaning the University of Michigan, but it was the "*Universitas Michiganensium*;" the University of the

Michiganders, as Cicero would translate it,— the University of the people, not the University of the State. How long that form remained in use I am unable to say. After going on with several lines of very entertaining matter it came down to the wonderful degree of Bachelor of Arts; mentioning the ingenuous and studious and other qualities of the young man that was named. After naming him it went on with a long rigmarele very much like our old warranty deeds, giving unto him all that belonged to the office: what the common lawyers would call, I suppose, the rights, privileges, hereditaments, and appurtenances thereunto belonging, or in anywise appertaining; or, as the admiralty courts would say, represented by Judge Miller, the tackle, apparel, and furniture that belonged to that office. My friend Goodrich was one of the recipients of this kind of a diploma; and if he can tell me what those rights, privileges, etc., are, he will give me information that I have never got yet.

Dr. Duffield was a thorough scholar, a very ardent lover of knowledge, and in all respects a most admirable Regent. Dr. Pitcher, whose portrait I noticed in the hall this morning, was in like manner one of the early friends of education, and he has left his mark on this University in a great many ways, not the least of which was the foundation of the Medical College.

Among the men that first were connected with this University were two learned professors who never took their seats as actual instructors, but for several years devoted themselves to preparatory work in order to advance the University itself. One of these was mentioned by Dr. Angell this morning, Asa Gray, the renowned botanist. The other was a man to whom

Michigan owes more than to almost any other man that lived in it, Douglass Houghton. I remember Dr. Houghton's first advent into Michigan when I was a boy, during the long winters when it was impossible to get in or out, so that whoever came to spend the winter had to come in the fall and remain until the spring. Dr. Houghton was brought out here in 1829, then a young man not yet of age, for the purpose of delivering a course of scientific lectures in the city of Detroit. He even at that early age had shown the genius and capacity which made him the pride of this State. He was one of the early founders of the University, although never a Regent; and as soon as preparation was made for founding the University, Dr. Houghton and Dr. Gray were the first professors. He was appointed and took the place of Professor of Geology for the very purpose of preparing himself in advance by a thorough examination of the geology of our own State, so that when he should finally take his seat as professor he should be able to teach geology in the light of the remarkable formation of this State, different from that of almost any other region then known, in mineral and other characteristics. During the remainder of his life — for his life was short — there was no man who acted more earnestly and energetically in looking after the advancement of the University on the grounds here, and in getting it fitted from other sources, than Dr. Houghton. Unfortunately he died the very year of the first commencement; but although he died at the age of thirty-five, it is said by geologists and scientific men that there has not been made a discovery in this State of its mineral wealth, up to this very day, that was not indicated by Dr. Houghton in his early explorations.

Now, those who have been founders of the University since then, most of you know something about; but there is one man that I should feel it almost a crime to be silent about. There was a Governor who filled at various periods several terms of office, who was reputed, by those who did not know him, as a man of narrow views and penurious as a public officer,—John S. Barry. Now I speak from knowledge when I say that there never has been a man connected with this University whose ideas were broader, or who devoted more time and attention to the interests of this University, than John S. Barry. There was nothing in its business that he did not understand; there was nothing in its affairs in which he did not give wise counsel; there was nothing which he could do officially or unofficially, for its advancement and prosperity, that he did not do. He was not the only Governor who was a friend of the University. I think all of them were its friends, but I think that no man left a better record in the work that he did and in the mischief that he prevented than John S. Barry.

My friends, I guess that I have talked as long as is necessary about the founders of this institution, and I will apologize for detaining you so long as I have.

The President said: The prosperity of this University has been very largely due to the devotion and care of its Regents, and we are very glad to see here to-day a considerable representation of the former Boards of Regents, and I will ask my friend General Cutcheon, as a representative of them, to say a word to us now.

## SPEECH OF GENERAL CUTCHEON.

*Mr. President, Brethren and Sisters of the University of Michigan : —*

The Board of Regents of the University of Michigan has been not only in its past a notable and an honorable body, but it has also embraced within its membership many distinguished men. As was just remarked by my friend, Judge Campbell, under the old constitution, from 1836 to 1852, all the Governors were members of the Board *ex-officio*, and the Lieutenant-Governors, and the Chancellors, and the Chief Justice and Justices of the Supreme Court. All of those distinguished gentlemen were active members at that time of the Board of Regents, besides many of our distinguished citizens who were not members *ex-officio*, — such distinguished citizens as Lewis Cass, the Governor of the Territory, afterwards United States Senator, Secretary of War, and at last Secretary of State ; Robert McClelland, afterwards Secretary of the Interior ; Dr. George Duffield, Sr. ; John Owen, already mentioned ; Ross Wilkins, C. C. Trowbridge, and a host of others, living and dead, who have lived to illustrate the history of the State of Michigan. I will not name the many who are still living, many of whom I am glad to see here to-day, who have given their care and attention, their ability and their learning, to the conduct of this University, to bring it forward, as it has been brought forward, to its place in the foremost ranks of the institutions of learning of this or any land.

The University of Michigan was not only coeval with the State of Michigan, but actually was antecedent, and the Board of Regents is as old as the State itself.

From small beginnings, which we have heard described to-day and yesterday, and which are known to many of us here, the University has grown until to-day the Board of Regents has in trust one of the grandest institutions, not only of this State, but of the entire sisterhood of States. It has acquired momentum, if I may use that expression. It has acquired an inherent force within itself that no one man and no Board of Regents can either make or unmake. The whole is always greater than its parts, and the University, being the whole, is greater than any of its parts. I know that the University has passed from time to time through many critical periods; periods when its friends were alarmed for its safety; and yet we have seen the University, with that momentum of which I have spoken, sweep right on in its grand course in spite of quarrels in its governing boards, in spite of hostile executives, in spite of legislatures that did not comprehend its greatness or its mission. I remember, Mr. President, that when I came upon the Board it was one of those critical periods. We had on hand a difficulty in the University that many thought was dangerous to its permanence and its prosperity. That Board of Regents has pretty much all passed away. Most of them have been retired to private life; but the University in spite of jarring and contention moved right on without check, without hindrance, without delay. Why? Because the University of Michigan is grounded and founded in the hearts of the people of the State of Michigan. It is their University, and they know and they feel it. The reason that government by the people is the strongest of all governments is that it is the majority of the people that make the laws; and

the reason that a popular institution like a university is stronger than any other is because it rests upon the hearts of the people, and so long as it is so founded, and it so rests, it will be secure.

The Board of Regents of the University is a constitutional board, unlike almost any other of our State boards. It is not the creature of the legislature. It is not a board that the legislature of to-day can make and the legislature of to-morrow can unmake. Other State boards are like the drift that has been deposited upon the surface by passing glaciers or the alluvial that is brought down to the mouth of our rivers by the wash of the stream; but the University of Michigan, and this Board of Regents, are like the everlasting mountains that are mortised and dovetailed into the very political crust of our educational world. It is there to abide. Not only is it constitutional in its organization, but it is constitutional in its functions. The constitution has defined the powers and the duties of the Board of Regents past the making or the unmaking of temporary legislatures. It has declared in the organic act that the Board of Regents shall have the general supervision of the University of Michigan, and that they shall have the control of the University fund. At the time the constitution was framed it was the only fund that the University controlled, and in that it was declared that the Board of Regents should have absolute control of the funds of the University of Michigan. They are to have the absolute control of all its internal policy. They are to decide what is good order and what is not good order. Why? Because this constitutional board, provided for by all the people in their organic act, is selected from the entire



people for a long term of office, for the express and sole purpose of having this institution in their charge. It is made their duty to study its needs. It is their duty to know its passing wants. It is their duty to study in regard to what will be for its injury and what will be for its good; and it has been my experience and observation that this institution has been in the hands of an enlightened, intelligent, and well-wishing Board of Regents. Not that they are infallible, but I would rather have the judgment of eight gentlemen who are elected for the express purpose, and who year after year study the wants of the University, to decide upon what its needs are, than any single gentleman who stands off and observes it once or twice a year with a telescope.

I know that you are waiting to hear from others. Time is hastening on. Men may come and men may go, but the University will go on, we fondly hope, forever. Boards of Regents may come and Boards of Regents may go, but the University will abide here; because so long as this is a commonwealth — and that we hope will be for a great many thousand years yet to come — it will need not only a University as great as this, but a University constantly growing in the future years. And so we shall pass away. The time is not far off when we shall all be Ex's. We shall be ex-students, we shall be ex-professors, we shall be ex-regents, and ex-presidents, but I trust the time will never come when this will be an ex-university. No, so long as human want endures, so long as human aspiration continues, so long as the thronging generations press us crying for a better and loftier civilization, we must give to them this bread of life.

The President said: We have had to-day greetings from some of our sister universities, and telegrams have been sent from others. I have one from the University of California:—

The University of California sends greetings and salutations to the pioneer of American State universities on this auspicious anniversary.

The other is from the University of Nebraska:—

As our delegates cannot be present to offer our congratulations on your jubilee, I beg you to accept the heartiest that lightning can carry. Your history is our inspiration. If Michigan forgets for a moment her national order in the higher public education, we who have seen her start and followed it can only wonder and regret. May the future of your noble University immeasurably outshine its past, and its centennial find it the acknowledged peer of any institution of learning in the world.

We had this morning (continued the President) a representative of a State university in the far Northwest. We have one here from the extreme Southwest, and I will call upon Professor Macfarlane of the University of Texas for a word.

SPEECH OF PROFESSOR MACFARLANE.

*Mr. President, Ladies and Gentlemen:—*

I feel it a high honor, as the delegate of the University of Texas, to be called upon to say a few words in response to this sentiment of the sister State universities. On this theme you have already heard a more eloquent delegate. The speech of the President of the University of Minnesota, the telegrams which have just been read, and my presence here, these all assure you

that the band of sister State universities now extends over the whole West, from Minnesota to Texas, and from Michigan to California.

Of this band of sisters the University of Texas is in one respect about the youngest; in another, about the oldest. If we date her age from the beginning of active work, she is only four years old; but if we date it from the time when a site was chosen and lands set apart, she ought to celebrate her jubilee two years hence. No sooner had the founders of the Republic of Texas overcome Santa Anna and the Mexicans than they proceeded to set apart lands for a university, so that we also can say that the University is as old as the State.

In many of her features the University of Texas resembles the University of Michigan, and indeed she has copied so much from her as a model that in some respects she ought to be regarded rather as a daughter than as a sister. Two or three of the leading features of resemblance I may refer to.

At the University of Texas, as now organized, tuition is free to all residents of the State, the only charge being a small matriculation fee; and, as here, the University stands open to students from other States on very nearly the same terms as to residents. The University of Texas is not only open to young women — it is open to young men and young women on equal terms. In some of the speeches of the preceding days I heard mention of the “co-eds;” I did not at first know the meaning of the term, but eventually by putting several facts together I came to understand it. At the University of Texas we have no such term. There the young ladies might as well call the young

gentlemen "co-eds;" for the institution has been founded by the State for the equal benefit of both. Another feature directly borrowed from this University, and in the carrying out of which we have received valuable advice from your esteemed President, is the affiliation of approved high schools to the University, so that their graduates may enter without the ordeal of an examination, and thus the way is made plain and continuous from the primary school to the University.

These are some of the features in which the University of Texas resembles the University of Michigan. There are others, and I think we might well borrow still more. I think our students might well borrow your mode of getting up a torchlight procession. And should we celebrate our semi-centennial two years hence, I shall certainly be able to give some hints to my colleagues how to make it a success.

The President said: We also have messages from a large number of European universities. I hold in my hand a telegram which has just been received from the University of St. Petersburg, showing that they are mindful of the day:—

The Rector and Council of the University of St. Petersburg, Russia, beg to congratulate the University of Michigan on the Fiftieth Anniversary of its foundation, and sincerely wish that it may long continue its useful service in the cause of science and learning.

The University of Bologna, undoubtedly the oldest of universities, has sent me official notice (continued the President) that they had elected my distinguished

colleaguè, Dr. Winchell, as their delegate on this occasion, and I take the liberty, therefore, to call upon him to discharge the function.

## SPEECH OF DR. WINCHELL.

In the history of universities, no name figures more honorably, or even more conspicuously, than that of the University of Bologna. It disputes priority of foundation with the University of Paris. Schools there were, and seminaries of learning in great numbers, before and immediately after the Christian era. Some of them undoubtedly approached the modern university in character, but the name was not assumed before the twelfth century.

The city of Bologna itself dates back to pre-Roman times. As an Etruscan settlement, it was Felsina. Conquered by the Gallic Boii, it was called Bononia. It sided with Hannibal against the Romans, but became a Roman city B. C. 190. Theodosius II. founded there a school of learning 433 A. D. The "seven liberal arts" were taught there in the eleventh century; and there is evidence that instruction was also given in law. This school is said to have been restored by that world-transforming power, Charlemagne. Its real character as a university was acquired in 1119, on the installation of Irnerius, the great teacher of Roman law; and about the same time the name "university" was applied to the great concourses of students at Paris and Bologna. This was seven hundred and sixty-eight years ago. Probably the university character dates back at least eight hundred years, and, if we date from the founding of the Theodosian school, the University of Bologna is this summer fourteen hundred and fifty-four years old.

In the Middle Ages, this was the most celebrated law school in all Europe. In the thirteenth century, it was attended by ten thousand students from all the countries of Europe; in the fourteenth century, by thirteen thousand students. The "citramontanes" were organized in seventeen nations, and the "ultramontanes" in eighteen nations. The study of medicine was introduced later; and theology was provided with a Faculty by Pope Innocent VI.

The University has a library of one hundred and fifty thousand volumes and nine thousand manuscripts — a storehouse of the results of the intellectual labor of ages gone by.

Distinguished names adorn the history of the University. Irnerius was the regenerator and greatest expounder of Roman law in mediæval times. He was in canon law what Abelard was in theology. After him came an illustrious line of glossators devoted to the interpretation of it. Among them was Giovanni Andrea (1275–1348). Cecco d'Ascoli, who lectured on the physical sciences, was condemned to burn all his works on astrology, and, later, was enrolled among the martyrs of science by being burned at the stake. It may be mentioned that the superior authorities consigned d'Ascoli to two modes of punishment somewhat unique. While living, he was sentenced to listen regularly to the preaching in the church of the Dominicans, and when dead, to have his portrait appear in the pictures of hell painted on the walls of the churches. Such was the proscriptive spirit of the age, and against this the works and characters of the scholars of Bologna were a living protest.

Galvani, who died in 1798, by his discoveries in ani-

mal electricity, brought renown upon the chair of anatomy, and contributed an impulse to the movement of scientific thought which we still feel with every message over the electric wires. Mezzofanti (1774–1849), twice professor and then librarian, and finally a Cardinal at Rome, was characterized by Byron as “a monster of languages, a Briareus of parts of speech, and a walking polyglot.” He is said to have been acquainted with 114 languages. To these may be added the names of Orioli and Tomasini.

The University enjoys the singular distinction of connecting with itself the names of several learned women. Novella Andrea, a daughter of the celebrated professor of law, used to read her father’s lectures concealed by a screen from the gaze of the students. It is said her personal beauty was distracting. Laura Bassi (1711–1778) received a doctor’s degree, and was appointed professor in the Philosophical Faculty, where she delivered public lectures on experimental philosophy, till the time of her death in 1788. Madame Manzolina served as professor of anatomy. Clotilda Tambroni was professor of Greek from 1794 to 1817. Why should she not be professor of Greek if she excelled her rivals of the other sex?

In the late Italian renaissance, the representatives of Bologna have stood conspicuous — not alone in Italy, but in Europe. The first session of the International Geological Commission held after its organization, was convened at Bologna, and Professor Giovanni Capellini was called to preside. It is his brother, J. Capellini, Rector of the University Senate, who charges me to respond to the invitation sent out from Ann Arbor. It is such a University, gentlemen, — such in antiquity,

such in renown, such in vigorous modern life, which, from the Old World, sends its fresh warm greetings to the youngest of the great universities of the New World. I feel myself fortunate in becoming the medium of such a message, from such a source.

I have the honor, also, to make mention of the names of other universities of the Old World, which have sent their acknowledgments of our invitation to participate in the celebration of our jubilee, but found it impracticable to send delegates. I name them in the order of their foundation:—

*Oxford*, which dates from 1050, and is attended by thirteen hundred students, having an annual income of two million three hundred thousand dollars, and boasting of its Bodleian Library of two hundred and sixty thousand volumes.

*Naples*, founded in 1224, with an attendance of fifteen hundred and fifty students, and surrounded by a body of institutions of art and science which, while not formally a part of the University, offer concomitantly, the richest of university advantages.

*Rome*, dating from 1303, with its six hundred students, and surrounded by accessories richer even than those of Naples.

*Heidelberg*, coming down from 1387, the scholastic home of so many of our countrymen, and illustrious in the names of its professors.

*St. Andrews*, patriarch of the Scottish universities, with an antiquity stretching to 1411.

*Turin*, founded in 1412, with its fourteen hundred students, and a line of illustrious alumni, such as few universities can boast.

*Saragossa*, dating from 1474, with its attendance of eleven hundred students.



*Upsala*, existing since 1476, with a present attendance of fifteen hundred students, and a degree of activity which makes it the focal point of the North.

*Copenhagen*, dating from 1479, and giving higher instruction to a thousand students.

*Madrid*, originally the University of Alcalá, existing since 1508, and resorted to in our times by seven thousand students.

*Leyden*, dating from 1575, with its company of six hundred students, and enriched by a history which embodies the names of so many of the brightest intellectual luminaries in science, philosophy, and philology.

*Edinburgh*, founded in 1582, with nearly fifteen hundred students in attendance, and the lustre of philosophy and criticism adorning its name.

*Göttingen*, dating from 1737, with its seven hundred students, and the distinction of standing in the front of the modern march of theology, philosophy, and science.

*Bonn*, rising on the banks of the classic Rhine as late as 1818, and already calling to its shrine not less than eight hundred students annually, renowned in the field of natural science, distinguished by names familiar in all the world.

*Munich*, lately past its own semi-centennial, founded in 1826, but furnishing higher instruction to a concourse of fourteen hundred students from all countries.

*Tokio*, youngest of all the great universities, sending its greetings from the opposite side of the world, the only voice which comes to us from the far orient, speaking for another race, the response of a new-

born civilization — there is none more welcome. We take the Japanese scholar by the hand and lead him to the best seat in this *convivium* of science and letters.

The statesmanship of the governments of the Old World, from the dawn of civilization, has always discerned the dependence of national prosperity on the promotion of the higher knowledge which lies at the basis of civilization. Before the year 1500, there existed sixty-four universities in nine of the nationalities of Europe. This was before the discoveries of Columbus. America was yet a savage wilderness. These universities, and others in the following four centuries, were founded chiefly by the authority of the ruling potentates and statesmen of Europe. They have been maintained chiefly at public cost. The university, like the army and the navy, is regarded as one of the arms of the national security.

In several of the universities students pay no fees. In Prussia, the matriculation fee is from \$4.50 to \$6.25, and in Germany at large, the charges to students for lectures are from \$2 to \$5 a session. In Berlin, none exceed \$8.50 a session. These isolated statements give a fair illustration of a fundamental principle in the higher education supplied in Europe. Those who forego the opportunities for business, to qualify themselves to serve the state in the highest capacities, are, *pro tanto*, deprived of the ability to pay the expenses of their education. The public service must be carried on at the public expense. The other fundamental principle in all these universities is the total ignoring of nationality. An American student from any State of our Union, is welcomed to the best facilities afforded by any university of Europe, on the

same footing — if not more favorable — as the citizens of the nationality which maintains the institution.

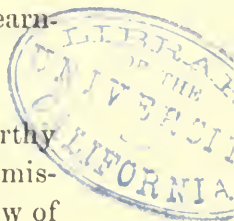
It is the recognition of these venerable and distinguished seats of learning which I have the honor here to acknowledge. The University of Michigan responds to their greetings; and feels a pride in its acknowledged title to a place in the solidarity of learning.

The President said: One of the most noteworthy things that ever happened to us has been the admission of women, and we have here to-day not a few of those women, whose success in life has justified, if any justification were necessary, the experiment, as it was then regarded. I am sure if the women who have graduated here were asked to send in their ballots for the person to speak for them to-day, they would unanimously join with the choice which I have made when I call upon Miss Alice E. Freeman, doctor of — I don't know how many degrees, and President of Wellesley College.

SPEECH OF MISS FREEMAN.

*Mr. President, Ladies and Gentlemen : —*

You have certainly laid upon me a most pleasing and the most difficult of possible duties in asking me to speak to you for all the women who have graduated from this University. They have come up here to your high festival from the Atlantic to the Pacific, and from the south to the boundaries of Her Majesty's empire on the north to speak for themselves. As I look in their faces, I remember that I am not only to speak for the representatives of fifteen classes, of many



States and countries, but also for those others whose hearts are with us to-day, but who are kept away from us because of the needs of home and hospital, of schools and of sick rooms, not only in this land, but in China, India, and Africa, and in the islands of the sea. We come up with our greeting on this occasion, not as a matter of formality, not because you, sir, bade us come, whom we learned in freshmen days to obey implicitly, but because our hearts have brought us. We have listened during all this festival week to what the sons of Michigan have to say in her honor; all through the days and the nights you will bear us witness that we have listened with great sympathy as you have laid your laurels at the feet of our Alma Mater; as representing our governments and our institutions and all our learned professions, you have come with your manly greeting to her whom we loved so well. And we are just as proud of our University as you are, just as hopeful for her future, just as eager for her present good; and I think, sir, if you will allow me to say it, we bring something more, for we come as daughters of this University, with something of the loyalty and the devotion which girls feel for their mothers, and which they feel for fathers who have risked a good deal for them.

We do not forget that less than twenty years ago there was not a great college in this country which gave its degrees to women. There was one little college down in the East, with a small library, with no scientific endowments, which was young and small, which called itself a college for women. And we remember that this University did not see as a meaningless fact that the schools not only of this State but of

all our States since the war were coming into women's hands; that all our great interests in philanthropy and charity in the church, in education, in the home, and in the social circle were in our hands, so ill prepared to hold them wisely, and that you were brave enough to pass beyond the tradition of the New England and the Old England, and wise enough and great enough to throw those wide doors open to their farthest and take us in.

And so we come bringing all we have to bring, to lay anything we may have won — and we won it because of what you gave us — at the feet of our Alma Mater in this semi-centennial time. I think if all the girls of this University, of its different departments, could come up by their hundreds and speak as they would speak for themselves, they would tell you who have done this service, as we do trust and believe, for the homes and the schools, not only in Michigan, but I think for all the States and many foreign countries, what you have done in giving us a little better chance to fit ourselves to do well the work you have given us to do, and carry the responsibilities which are put now into the hands of women. I think, Mr. President, if they could come and speak for themselves they would have but one message for you. If you say to us who have come and have gone through these halls that your generosity has not been wholly justified, we answer for ourselves and for those who are to come after us, that if devotion, if loyalty, if life, and if service answer for us, then we answer with what we are able to bring. We will send our boys and our girls to the University. If any one asks us whether we believe in co-education, we will ask them if they expect us to

believe in our mother. We assure you that we will care for the health and the social advantage and the intellectual growth of the sons and the daughters you put into the hands of the half of us who have been teachers. We will remind you also on this festival day that these fears which you entertained for us are sufficiently well justified, so that forty-five or fifty per cent. of us will send you our own sons and daughters as well as those you entrust to our hands.

I remember that fifteen years ago when I came to this University there were three insurmountable objections to my coming here. The first was this conclusion which had been reached, that if we did any studying we would break down before we graduated, or certainly within five years afterwards; that probably if we did not break down we would devote ourselves to the social advantages offered by the circumstances, and therefore would not graduate; and lastly, if we withstood the temptation to devote ourselves to social exhilaration, we would, nevertheless, the best we could do, so lower the intellectual standard of the University, that we might as well devote ourselves to parties and entertainments and so forth.

Now, Mr. President, we have because of that reason devoted ourselves to the care of health, to the teaching professions, and also to the homes that have been ours; and we trust that you on this occasion will allow us to present from the hospital, from our homes, and our schoolrooms, our congratulations to our Alma Mater, our belief in her future, our reverence for her past, our loyalty to her as her daughters, of whatever class, whatever department, in all the days that are to come.

The President said: I had occasion to say to-day that the University had always proceeded upon the policy that the men in its Faculties were of more consequence than buildings, but in spite of our appreciation of them we have lost a good many of our professors, and they are always under temptation to go elsewhere, because all the world wants bright men. I ask President Adams, of Cornell University, to speak for them. I am sure we should be glad to hear from him.

## SPEECH OF PRESIDENT ADAMS.

*Mr. President and Fellow Alumni:—*

It is a matter of sincere regret to me that the sentiment you have given cannot be responded to by another of the ex-professors, who until very recently had hoped to share with me in representing the University from which I have come. When the invitation to participate in these festivities came to Cornell University, the authorities appointed to represent them Ex-President White as well as myself; and until a few days it was his hope, as it was mine, that he would be able to join with us in our mutual gratulations. As I called upon him a week ago to-day, I found him sitting in the shadow of his great affliction; but he charged me that in coming here I should not forget to give his affectionate regards to his old pupils and say to them that he remembers them well, even more vividly than he has been able to remember the students who have graduated at Cornell. The classes he taught were those between '58 and '62; and as he called over the names of those whose careers he had especially followed, he said: "I should like to take them all by

the hand and show them how well I remember what they did in my classes in history, and what they have since done." "I should also," continued he, "be glad to say to the University itself that I learned in it and from it more than I have ever learned from any other university, — that it was to me far more than a second Alma Mater."

And this last sentiment is one, I imagine, that is very generally felt by the ex-professors. I, at least, cannot on this occasion attempt to speak, without beginning with a word of love to the University to which I owe so much. I do not yet count myself old, and yet I believe it is true that I was longer connected with the University, in one capacity or another, than any other alumnus has been. I came to these grounds thirty years ago this summer. I brought a letter of introduction to Professor Winchell, and through his encouragement, and the encouragement of Dr. Frieze and Dr. Boise, and perhaps the still more hearty encouragement of Dr. Williams, I was admitted to the Freshman Class, though my only special preparation for a university course consisted of the study of Latin and Greek for six months, — and a fit of sickness. Perhaps the indulgence of the professors in admitting me was reason enough for gratitude. At any rate, I have always felt that I am under greater obligations to the University than is any other alumnus. I entered with perhaps the worst preparation that a boy ever had, and for twenty-eight years my connection with the University was unbroken.

Akin to this feeling of love is a feeling of pride. Though it was not my fortune to be here in the prehistoric days to which Judge Campbell has alluded, it seems to me that I was here pretty nearly at the be-



ginning. There were no trees upon the Campus or on the streets surrounding it, except a few oaks that had stood here already for perhaps a century. It was in the spring of 1858, as many before me remember, that there ran through the University, and indeed through the town, a sort of epidemic impulse for the planting of trees. I believe the impulse originated with Professor White. He proposed, as his own contribution to the work, to set the trees composing the noble avenues now leading from the main entrance to the front of the west group of buildings and to the Chemical Laboratory. The Faculty, as such, planted the row just inside of the fence on the west side of the Campus. The class of '58 set the group about the Tappan oak; that of '59 set the maples in front of the south wing; that of '60 set a group that has been sadly interfered with by the extensions of the Chemical Laboratory; while my own class, that of '61, set the group that is still, in the main, intact, between the Hospital and the main entrance. The municipality set the triple row in the streets surrounding the Campus.

I should weary you, if I were to follow the material growth of the University into further detail. But there are certain moral sources of satisfaction and pride which I think every professor, and even every alumnus, must feel. To two of these I must briefly allude.

The first is the moulding influence this University has exerted, both directly and indirectly, over institutions of similar purpose in the Northwest. No one can observe carefully the State universities, including the degrees and the courses of study offered, without being impressed with what may be called the all-controlling educational influence of this University. Even fur-

ther than that, I was told this last winter, by a gentleman who was invited to the presidency of a State university west of the Mississippi, that he was asked this question: "Are you acquainted with the University of Michigan and its educational methods?" and when the answer was given, the chairman of the Trustees, in substance, said: "We want a man who will make our University like the University of Michigan." And so, in many ways, it might be shown that the University is in some sense regarded as an exemplar for all the State universities west of it.

The other source of pride to which I referred is in the relations the University has been able to establish with the intermediate schools of the State. Those relations are certainly the most important as well as the most interesting features of what you, sir, have so happily called the "Michigan system." It has been very largely, I am tempted to say chiefly, through those relations that the preparatory schools of Michigan have been elevated into what I think must be regarded as positions of extraordinary excellence. It is because of the University, and the relations established by the University, that to-day, here in the Peninsula State, there are preparatory schools in considerable numbers which, in point of extent and thoroughness of preparation offered, are the equals of any of the preparatory schools in any of the older seaboard States.

But, sir, along with the love and the pride that every professor and every ex-professor must feel, there is another prevalent emotion to which I must allude. It grows partly out of the lofty position the University has attained, and partly from the responsibilities which that position imposes. I refer to the more or less gen-

eral feeling of solicitude in regard to the future. I would say a word in regard to what an ex-professor feels to be *the real needs* of the University.

While I agree with all that has been said in regard to what the University has come to be, I think we ought not to forget that a university in these latter days, in order to fulfil its functions completely, must be something far different from what such a university had to be a half century or even a generation ago. Times have changed. The colleges of New England, as well as the universities of the Old World, were established in an age very different from ours. They were planted and became mature before steam had revolutionized the material forces of society, and before electricity had made us all neighbors. We sometimes fail to realize the educational significance of this revolution. But it is a natural consequence of the change, that in all parts of the world public sentiment has demanded that education should adapt itself, in some measure at least, to the modern conditions of society. It may not be necessary to remove, or even essentially to change, the old methods; but it is necessary that the old methods and resources should be supplemented with the means of educating men to direct these new forces that are taking control of society.

It is in answer to this reasonable demand, that we see springing up in all parts of the civilized world institutions or departments of education planned on a broader basis than any that existed before. In England numerous technical schools have sprung into existence. The quiet repose of Cambridge University has been disturbed by the sound of the saw and the lathe; and even that haughty home of the young scions

of English nobility at Eton has been obliged to pay tribute to public demand by accepting a technical annex. In Berlin they have a university with five thousand students, though the institution is but a few years older than this; but that is not enough, and so within the last decade they have established a polytechnic department in what is perhaps, with a single exception, the finest educational building in the world, a building erected at a cost of two millions of dollars, and capable of accommodating four thousand students. Nor is the movement any more characteristic of monarchies than of republics. The little republic of Switzerland, with scarcely more inhabitants than Michigan, within a very few years has brought together more than twelve hundred students at the Polytechnicum at Zurich, and only last year they opened a new laboratory that is larger than all the laboratories in our New England put together, — far larger than all the laboratories in the whole of the Northwest. This is the tribute that is paid by the conservatism of the Old World to the times in which we live.

And what has been done in our own country? Contemplate what has taken place in California, at Harvard, at Johns Hopkins, at Columbia, at the Boston Institute of Technology. And yet within the last few months, under the very shadow of Harvard, a gift of two millions of dollars has been made, with I know not how many other millions to follow from the same source, for the purpose of establishing a university where technical instruction shall be given on a larger and broader scale than has ever before been offered in this country.

Now, at the University of Michigan this same work

has been begun. As yet, however, it has not been carried very far, simply because the University has not had the means with which to do the work. And this brings me to the culminating point of what I wished to say. *If this noble University is to continue to hold its leadership, it must, from some source, be supplied with larger means than as yet have been given to it.*

I rejoice in all that has been done. But while I rejoice, I can but remember that the growth of the University has been constantly retarded by its lack of means. Do you realize, my friends, that the growth of the University in the last twenty years has not been so rapid as the growth of the State, and the growth of the Northwest? When you contemplate the added facilities that you see around you, do you remember how enormously the resources of this commonwealth have been augmented within the last two decades? When I was appointed to my professorship in 1867, I remember there were twelve hundred and fifty-five students in the University. In the course of twenty years the twelve hundred and fifty-five have increased to fifteen hundred and seventy-two, or, roughly speaking, twenty-four per cent. These figures are not, it is true, a correct measure of growth,—for the courses have been raised and broadened and deepened,—but nevertheless they convey to us a suggestive lesson. While the University has been adding a little—a very little—year by year to its equipment and to its teaching force, the Northwest has doubled in population and in wealth, while millions upon millions have been accumulated for the enrichment of this State, the enrichment of our individual alumni, and, I think I ought to add, the endowment of colleges and universities in

other States. I know that it has been customary to say that the State has been generous to the University; but I think it ought also to be said, and often to be reiterated with great emphasis, that what the State has given to the University is a mere pittance compared with what the University has given to the State. It is not for me to say what is the duty of the State of Michigan; but it is not going beyond the bounds of propriety to express the belief that, if the State of Michigan desires the University to maintain the prestige it has established, it must come to the assistance of the University in larger measure than it has ever done before.

There is another danger to which I must allude. It is in what I fear is a somewhat prevalent notion among the alumni and real friends of the University, that the institution is amply cared for by the State, and therefore is exempt from the necessities of private benevolence. I hold that to be a pernicious doctrine, by whomsoever it may be entertained. There never was a university whose financial<sup>a</sup> affairs have been more carefully administered than have the financial affairs of this. Indeed, it seemed to me, — and I think I may say to my colleagues as well, — when I was a member of the Faculty, that much of the most earnest thought of the University was given to devising means by which seventy-five cents might be made to do the work of a dollar. I believe that whoever looks through the history of the University from the beginning until the end of the first fifty years, will find that its financial affairs have been administered with exceptional prudence and wisdom. It ought to be said, therefore, to wealthy alumni, — and to others able to give in considerable sums, — Here is a field in which you can

exercise your generosity to the uttermost, with the full assurance that every dollar that is put into the University treasury will be carefully and wisely devoted to a great and noble cause.

But I fear I have already worn out your patience. I know, sir, you did not expect me to speak in this strain. But even in the midst of our mutual felicitations, it seemed to me the part of prudence, if not of wisdom, to guard against any misapprehension as to the conditions on which our hopes for the future are to be realized.

And how glorious an opportunity opens before the University, as it enters upon the second half century of its life! Its situation is, perhaps, the most favorable in the country. It rests upon the solid foundation of good secondary schools to support it and nourish it in all its growth. It has around it and before it, not simply a State with boundless resources, but that more than imperial domain which stretches from the Alleghanies to the Rocky Mountains. It is at the head of an educational system which affords it every encouraging opportunity. In a word, it stands on an acknowledged vantage ground in the Northwest, which, under favoring conditions, will enable it easily to maintain its educational preëminence. Well may it be said that nothing but an ungenerous and unwise withholding from it of the means of life can prevent it from ever-increasing greatness and influence in the years, and even the centuries, that are to come. As the years and the ages roll on, may its children be able to say of it: —

*“ Multosque per annos  
Stat fortuna domus, et avi numerantur avorum.”*

The President said: Our friends are aware that this University has made special efforts to raise the standard of medical education. A few, I am sorry to say, a very few, of the medical schools of the country have seconded our efforts by establishing a course of three years as a requisite to graduation. We have with us a gentleman who has devoted much thought to the subject of medical instruction, and who represents one of the conspicuous institutions of the East, and I beg leave to introduce him to you, Dr. William Pepper, Provost of the University of Pennsylvania.

SPEECH OF PROVOST PEPPER.

*Mr. President, Ladies and Gentlemen:—*

I confess I rise to respond to the sentiment with which you have coupled my name with feelings very different to those with which I expected to discharge my duty here. When I was requested by the Board of Trustees of the University of Pennsylvania to appear here as the representative of that institution, and to convey to you the formal yet cordial greeting due to this occasion, I accepted because I had long been anxious to visit you, and to see for myself the men and the organization which have made Michigan famous for the admirable educational results here attained. But since I have passed in your midst these days of your jubilee, I have caught the infection which fills the air, which emanates from the thousands of enthusiastic teachers, students, and friends of the University who are here to testify their love and their pride and their desire to serve her, and which has made me feel an unexpectedly deep interest in their Alma Mater. I shall always cherish these days and scenes as memora-



ble because they have shown, when a real, living, and active institution of learning is planted in congenial soil, how deeply its roots may strike and how widely they may spread in so short a time as fifty years ; and because they have made me feel renewed confidence that, with such a people as I see represented by the earnest men and women here to-day united in their support, the future of our universities is indeed a sure and splendid one.

You have spoken, Mr. President, of the importance of medicine as a branch of knowledge, and of medical education as a part of our university system. I am glad to endorse these remarks. I would that this importance were more generally recognized. For it is a strange fact that, while every other branch of education has received solicitous care and liberal encouragement from the public, an unaccountable neglect has been shown towards the claims of honest, thorough medical instruction. I say unaccountable, because no other branch of education concerns more than a part of the community, but in medical teaching every man, woman, and child has indeed a vital stake. It is probably well that our central national government has not assumed control of this question, and asserted its right to insist on the adequate equipment of every one to whom is entrusted the sacred care of human life. I can indeed think of no subject in regard to which such interference with State rights might be more readily tolerated. But it is no less than monstrous that, in the absence of such central control, the most unbridled license should have been so long permitted to any and all choosing to assume the name of medical teachers, and to exercise the right of confer-

ring licenses to practise the most difficult and responsible of human avocations. I speak earnestly, Mr. President, because I represent to-day in an especial sense the Medical Department of the University of Pennsylvania, the oldest and the most illustrious medical school on this continent, where the struggle to elevate the standard of medical education and to render the instruction honest and practical and effective has been carried on against the strongest efforts of rival institutions. The struggle, I rejoice to say, has been triumphantly successful. Never in its honorable career of a century and a quarter has that medical school been as strong and prosperous as to-day. And this success has been due — be it said without disparagement to the able and zealous men in the Faculty — to the support of her graduates and of the medical profession, who are fast coming to the determination that the stigma which has so long rested upon the medical profession of America shall be removed. But I must not speak as though this struggle had been waged single-handed by the University of Pennsylvania; for at every stage of its long course we have felt that our hands were upheld and strengthened by the fact that not only at Cambridge, where we should have expected the highest stand to have been taken, but also here at Ann Arbor, the solicitations of self-interest have been spurned, and the eminent men who have filled positions in these medical Faculties have labored successfully to place and to hold their universities in the front rank in this as in other branches of education. All honor to them, I say; for few know the difficulties and the disadvantages against which they have had to struggle.

And, Mr. President, if already so much has been accomplished here, if the people of this State have been so wisely generous while this University was young and her sons and daughters were few and of but little power, can we doubt for one instant that the same wise spirit, stimulated by the ardent advocacy of thousands who can testify to the admirable results attained by the bounty of the State, and aided as it will be by the ever-growing stream of private munificence, will cause the largest requirements of your great University of the future to be fully supplied? I for one do not doubt it, but look forward with entire confidence to the expansion and development to the noblest proportions of this splendid institution which your first half century has produced.

The President said: The sons of the University made so brilliant a record in the late civil war that we strongly desired to hear from some representative of them at this time. The Hon. A. H. Pettibone, of Tennessee, of the class of '59, had expected to speak for his brave comrades in arms. But he is unexpectedly detained at home. I am sure, however, that you will all be glad to listen to the letter which he writes, and which we must accept in place of the expected speech.

## LETTER OF THE HON. A. H. PETTIBONE.

GREENVILLE, TENNESSEE, 23d June, 1887.

PRESIDENT ANGELL:

MY DEAR FRIEND, — I regret exceedingly that private and professional engagements are such as to prevent my being with you at our Semi-Centennial. I hope my boy will be at the next one! Each recurring commencement causes my

fancy to turn longingly to the dear old University. I love every inch of the dear old grounds. I should so much enjoy the greetings I feel that I should receive, and know that I should give!

But O! our glorious boys who in 1861 leaped, like Achilles, at the first bugle-call of their imperilled country! They — too many — can never go back to the shelter of the old roof-tree. They became soldiers from no love of brawl or battle, but because they knew the heritage God had given them, and determined to transmit it unimpaired to the after-coming generations. They were literally on every battle-field of that awful war! They were at Shiloh, where noble Fred Arn's blue eyes looked their last on our and his flag,— those great blue eyes which first opened to the light in the Vale of Chamouni! They were at Grand Ecore, where handsome, glorious Gus Chapman was shot almost to shreds. They were with Sherman in the March through Georgia. They were with poor Buck when he was killed at Chickamauga. Some of them starved at Andersonville. At least twenty, I personally know, celebrated the Fourth of July with Grant in Vicksburg, while others at the same hour — Fred Taylor, and Elon Farnsworth, and Aaron Jewett — lay cold on the sod at Gettysburg!

Has the University any proper memorial to these her martyred heroic children? It seems to me there ought to be some fitting, lasting memorial of their valor and splendid manhood! It would honor the living and the dead. I assume that the boys and girls of to-day who claim the same Alma Mater are just as patriotic, and have just as much pride in the University and its welfare, as we of the older classes ever had. They must guard her good name in the future, as we have tried to do. With every good wish for you personally, I desire, my dear president, to send through you my warmest greetings to all, and a special God-speed to the University, which, now that it has rounded fifty years of noble work and glorious life, is henceforth venerable forever.

I am your friend,

A. H. PETTIBONE.

## LIST OF DELEGATES.

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THE following were appointed by their respective institutions as delegates to the celebration. The names of those who were in attendance are printed in Italics : —

- Professor George Lincoln Goodale*, Harvard University.  
*Professor William Petit Trowbridge*, Columbia College.  
*Professor James Ormsbee Murray*, Princeton College.  
*Provost William Pepper*, University of Pennsylvania.  
*Lee P. Watson, Esq.*, University of Virginia.  
President Daniel C. Gilman, Johns Hopkins University.  
Ex-President Andrew Dickson White, }  
*President Charles Kendall Adams*, } Cornell University.  
*Professor John Haskell Hewitt*, Williams College.  
The Rev. Edward P. Goodwin, Amherst College.  
*Professor Charles Carroll Brown*, Union College.  
President Martin B. Anderson, University of Rochester.  
*President Alice Elvira Freeman*, }  
*Professor Sarah F. Whiting*, } Wellesley College.  
*Professor James Monroe*, Oberlin College.  
Professor Robert D. Sheppard, Northwestern University.  
*President William H. Scott*, Ohio State University.  
*Professor Hans Carl Günther von Jagemann*, Indiana University.  
*Regent Selim H. Peabody*, University of Illinois.  
*Professor John Charles Freeman*, University of Wisconsin.  
*President Charles Ashmead Schaeffer*, State University of Iowa.  
*President Cyrus Northrop*, University of Minnesota.  
Professor Lucius A. Sherman, University of Nebraska.  
*Chancellor Joshua Allen Lippincott*, University of Kansas.  
*Professor Alexander Macfarlane*, University of Texas.  
*Professor William James Beal*, Michigan State Agricultural College.  
*Professor Daniel Putnam*, Michigan State Normal School.  
Professor George B. McElroy, Adrian College.

*Professor Joseph Estabrook, Olivet College.*

*President Lewis Ransom Fiske, Albion College.*

The Rev. Kendall Brooks, Kalamazoo College.

President George F. Mosher, Hillsdale College.

*President Charles Scott, Hope College.*

## CONGRATULATORY LETTERS.

### I. FROM COLLEGES AND UNIVERSITIES.

#### UNIVERSITY OF BOLOGNA.

REGIA UNIVERSITÀ DEGLI STUDI DI BOLOGNA.

*Addì 23. Maggio, 1887.*

CHĪMŌ SIGNORE : — Ho ricevuto il cortese invito della S. V. Chġā per assistere alle feste che si celebreranno il giorno 30. Giugno per commemorare il 50° anniversario della fondazione della Università di Michigan; ed impedendomi gli obblighi dell' ufficio mio di intervenirevi, ho delegato a rappresentarmi, col consenso del Consiglio Accademico, il mio collega Prof. Winchell pel quale accludo alla presente una lettera di presentazione.

Accolga, ChġmŌ Signore, i sensi della mia alta stima.

*Il Rettore.*

ChġmŌ Sigr. Presidente dell' Università di Michigan, Ann Arbor.

#### UNIVERSITY OF BONN.

RHEINISCHE FRIEDRICH-WILHELMS-UNIVERSITÄT.

*Bonn, den 10. Juni, 1887.*

HOCHGEEHRTE HERREN ! — Zu unserm Bedauern verstatet die weite Entfernung von Michigan nicht, unsere Theilnahme an der 50jährigen Jubelfeier der Universität zu Ann Arbor durch einen Delegirten zum Ausdruck zu bringen. Wir müssen uns darauf beschränken unsern Glückwunsch schriftlich auszusprechen.

Der Michigan Universität ist es gelungen, in kurzer Zeit den Kreis ihrer Wirksamkeit beträchtlich zu erweitern. Mit kaum fünfzig Schülern beginnend zählt sie deren jetzt mehr als tausend. Sie verdankt dies gewiss auch dem Umstande,

das sie stets verstanden hat, vor anderen Hochschulen neue Gebiete der auf ihr gelehrten Wissenschaften zu eröffnen. Es ist dies insbesondere in Betreff der dort errichteten Lehrstühle für Pädagogik und für politische Wissenschaften allseitig im eigenen Lande anerkannt und auch im Auslande zum Ruhme der Universität bemerkt worden.

Der akademische Senat der Königlichen Friedrich-Wilhelms-Universität zu Bonn wünscht der Michigan Universität auch für die Zukunft Kraft und Glück zu solchem der Förderung der Wissenschaft dienlichem Vorgehen und Wirken.

*Rector und Senat :*

JÜRGEN BONA MEYER.

C. BINZ.

WILMANN'S.

BROCKHOFF.

E. STRASBURGER.

KAMPHAUSEN.

LANGEN.

KELLNER.

HAELSCHNER.

ENDEMANN.

E. NASSE.

PFLÜGER.

HOFFMAN,

*Univers. Secr.*

An den Präsidenten, die Regents und den Senat der Universität von Michigan.

UNIVERSITY OF CALIFORNIA.

BERKELEY, 20. June, 1887.

The President and Faculties of the University of California send greetings to the President, Faculties, and Regents of the University of Michigan, and while acknowledging the courtesy of an invitation to send a representative delegate on the occasion of the celebration of the semi-centennial anniversary of the establishment of the University of Michigan, they regret that it is not in their power to be thus personally represented.

They desire, however, to offer their warmest congratulations upon this auspicious occasion, and to express their appreciation of the high position attained by the University of Michigan, and the eminent services it has rendered to the cause of higher education, not only within the State, but by



example and moral influence throughout the western country and the Union. They recognize the beneficial influence exerted upon the school system of the State through the connection established with the High Schools, whereby the University, and with it the higher education, is prominently set before the youth of the State as the goal of their educational course.

The University of California, occupying a position analogous to that of the University of Michigan in early times, as a pioneer of higher culture, has especial reason to sympathize with her elder sister, and trusts that she will ever maintain the eminent position she has achieved during the first half century of her existence.

(Telegram.)

BERKELEY, CAL., *June 30, 1887.*

TO THE PRESIDENT, FACULTY, AND REGENTS: —

The University of California sends greetings and salutations to the pioneer of American State universities on this auspicious anniversary.

UNIVERSITY OF CAMBRIDGE.

CAMBRIDGE, *June 19, 1887.*

MY DEAR PRESIDENT ANGELL: —

The invitation of your University to that of Cambridge to send a delegate to share in the celebration of your fiftieth anniversary was duly laid before our Council.

It would have given us great pleasure to send a representative if it had been possible; but we are all fully occupied here with Jubilee celebrations of our own, and by the time that these are over it will be quite too late to start for Michigan.

I must therefore rest content to thank your University in the name of our Senate for doing us the honor to ask us to be present with you by delegate; and to ask you to accept our congratulations on the completion of your first half century of corporate life, with our sincere good wishes for the

prosperity and continued expansion and development of your University in years and centuries to come.

It may interest your students, and gratify some of them, to note that in this year's Classical Tripos, Part I., a female student has been placed alone in Division 1, and above all the men.

Believe me,

Yours very faithfully,

C. TAYLOR.

PRESIDENT ANGELL,  
Ann Arbor, Michigan.

UNIVERSITY OF COPENHAGEN.

KONSISTORIUM, KJÖBENHAVN, *den 10th Maj*, 1887.

TO THE UNIVERSITY OF MICHIGAN, UNITED STATES OF AMERICA!—

The University of Copenhagen hereby thanks the University of Michigan for the honor conferred upon it by the kind invitation to send a representative to the same on occasion of the festival to celebrate the fiftieth anniversary of the Michigan University's happy foundation.

In consequence of various circumstances and difficulties, the Danish University sincerely regrets that it cannot have the pleasure of showing its sympathy by electing a representative to be present on the festive day.

At the same time this ancient Scandinavian University takes the opportunity of expressing its hearty congratulations on the event,—fifty years of auspicious scientific activity,—and its hope that the career of the Michigan University in the future will not be less fortunate than it has been in the past!

With the greatest respect, on behalf of the University,

JULIUS THOMSIN,

*Rector Universitatis Havnensis.*

H. MATZEN,

*Ref. consist.*

## DARTMOUTH COLLEGE.

HANOVER, N. H., *June 1, 1887.*

SECRETARY OF THE UNIVERSITY OF MICHIGAN.

DEAR SIR:—Your invitation to the Fiftieth Anniversary of the University has been duly received by Dartmouth College. But owing to the distance and the fact that the anniversary occurs on the day of our commencement exercises, it is found impracticable for the College to be represented on that interesting occasion.

Rejoicing in the great prosperity of the Institution, with wishes for its increasing success and the anticipation that the coming anniversary will be one of great pleasure and satisfaction,

Yours very truly,

S. C. BARTLETT,

*President of Dartmouth College.*

## UNIVERSITY OF EDINBURGH.

*25th June, 1887.*

DEAR SIR:—

At yesterday's meeting of the Senatus Academicus I submitted to them the invitation with which you recently honored them to send a Delegate to participate in the celebration of the Fiftieth Anniversary of the Foundation of the University of Michigan. They desired to record their gratitude for the invitation, and their great regret that they have been unable to accept it; and they expressed their cordial good wishes for the continued prosperity of your University.

I am, dear Sir,

Yours faithfully,

JOHN KIRKPATRICK,

*Sec'y.*

UNIVERSITY OF GÖTTINGEN.

GÖTTINGEN, den 5. Mai, 1887.

Mit aufrichtigem Danke haben wir die Einladung zu der Saecularfeier der Michigan-University auf den 29/30 Juni d. J. empfangen. Wir sind leider verhindert, uns an dieser Feier durch einen Abgesandten zu betheiligen, bitten aber unsere lebhaften Wünsche für das fernere Gedeihen Ihrer Lehranstalt genehmigen zu wollen.

Die Universität Göttingen.

RITSCHL.

To the Secretary of the University of Michigan,  
Ann Arbor, Michigan, U. S. A.

NATIONAL UNIVERSITY OF GREECE.

Η ΠΡΥΤΑΝΕΙΑ ΤΟΥ ΕΘΝΙΚΟΥ ΠΑΝΕΠΙΣΤΗΜΙΟΥ.

ATHÈNES, 18/30 Juin, 1887.

AU RECTEUR ET AU SÉNAT DE L'UNIVERSITÉ DE MICHIGAN : —

Le Recteur et le Sénat de l'université nationale de Grèce ont reçu avec grand plaisir votre aimable invitation pour les fêtes données à l'occasion de la cinquantaine de l'heureuse fondation de l'Université de Michigan.

Comme nous avons aussi célébré pendant le mois du Juin les fêtes à l'occasion de la cinquantaine de la fondation de l'Université Nationale de Grèce nous avons été empêchés par ce fait de participer par délégation à la fête de la cinquantaine de l'Université de Michigan, comme nous le désirions.

Vu les étroits liens qui unissent les diverses Universités des pays civilisés où les sciences sont cultivées nous exprimons nous et le Sénat nos chaleureuses félicitations au Recteur et au Sénat de l'Université de Michigan et à laquelle nous souhaitons de plein cœur prospérité et progrès pour le bien de la science et de l'humanité.

Veillez agréer, Messieurs, nos salutations empressées.

*Le Recteur,*

GEORGES KARAMITZAS.

*Le Secrétaire,*

N. P. GOUNARAKIS.

UNIVERSITY OF HEIDELBERG.

ENGERER SENAT.

HEIDELBERG, *den 15ten Mai*, 1887.

HOCHGEEHRTER HERR! —

Auf die freundliche einladung der Universität von Michigan an die Hochschule Heidelberg, dem fünfzigjährigen jubiliäum der Universität Michigan durch einen delegirten beizuwonen, beehrt sich der unterzeichnete zu erwidern, das jene feier leider in die mitte unserer akademischen tätigkeit dieses sommers fällt und dadurch für uns zu unserm bedauern die unmöglichkeit eintritt, einen delegirten zu der feier zu entsenden.

Dafür aber ersucht der Senat der Hochschule Heidelberg den Presidenten der Universität von Michigan für dieselbe die allerherzlichsten glückwünsche der Carola-Ruperta nicht allein für eine schöne gestaltung des festes, sondern auch für das fernere ununterbrochene gedeihen der schwesteranstalt freundlichst entgegenzunehmen.

Genehmigen Sie zugleich, Herr President, die Versicherung meiner vollkommenen Hochachtung, in welcher ich bin

Ihr ergebenster

C. HOLSTEN.

An den Presidenten der Universität von Michigan.

IMPERIAL UNIVERSITY OF JAPAN.

TEIKOKU DAIGAKU (IMPERIAL UNIVERSITY).

Tōkyō, JAPAN, *May 31st*, 1887.

THE SECRETARY OF THE UNIVERSITY OF MICHIGAN.

DEAR SIR: — I am instructed by the President to offer to the University of Michigan hearty congratulations on the occasion of its 50th anniversary.

He desires me at the same time to convey to you his regrets that the Imperial University of Japan is unable to accede to the kind invitation to send a delegate to participate in the celebration.

I am,

Yours faithfully,

K. NAGAI,

*Secretary.*

UNIVERSITY OF LEIPZIG.

DER UNIVERSITÄT ZU MICHIGAN,

welche am 29. und 30. Juni dieses Jahres auf ein fünfzigjähriges Bestehen zurückblickt und uns durch gütige Einladung zur Theilnahme an diesem Feste ehrte, bringen wir in freudiger Erinnerung an das, was dieselbe für Förderung und Pflege ächter Wissenschaft geleistet, für Ihr ferneres unbehindertes Blühen und Gedeihen die aufrichtigsten Glückwünsche dar.

Leipzig, am 11. Juni, 1887.

Der akademische Senat der Universität Leipzig.

D. WOLDEMAR SCHMIDT,

*d. Z. Rector.*

UNIVERSITY OF LEYDEN.

LEIDEN, 21 Mai, 1887.

DEAR SIR! —

The Senate of the University of Leiden returns its thanks for the kind invitation to participate in the celebration of the fiftieth anniversary of your University.

We regret sincerely that we cannot send a delegate, because, not to speak of the great distance, our vacation does not begin before the month of July.

Although we are not personally represented, we take hearty part in your feast. We congratulate you on the success obtained by your scientific labor in the past fifty years, and express the hope that also in times to come your University will continue to be a powerful collaborator in the advancement of science.

*The President of the Senate,*

H. G. v. d. SANDE BAKHUIJZEN.

*The Secretary,*

B. S. S. ROSENSTEIN.

## UNIVERSITY OF MUNICH.

AKADEMISCHER SENAT DER K. L. M. UNIVERSITÄT MÜNCHEN.

MÜNCHEN, am 14ten Mai, 1887.

Die verehrliche Universität von Michigan hat die Güte gehabt, uns zur Feier ihres 50jährigen Stiftungsfestes einzuladen. Indem wir für diese freundliche Einladung ergebenst danken, bedauern wir, da die Zeit dieser Festfeier mitten in unser Sommersemester fällt, einen Delegierten nicht abordnen zu können, und verfehlen nicht, unseren aufrichtigsten Glückwünschen für das Blühen und Gedeihen Ihrer Hochschule lebhaften Ausdruck zu geben.

*Der derzeitige Rektor,*

DR. RADLKOFER.

An die l. Universität Michigan.

## UNIVERSITY OF NAPLES.

REGIA UNIVERSITÀ DI NAPOLI. CABINETTO DEL RETTORE.

NAPLES, le 25 Mai, 1887.

MONSIEUR LE RECTEUR : —

Je prends part de grand cœur à la fête par laquelle l'Université de Michigan va célébrer le cinquantième anniversaire de sa fondation, et je vous prie de vouloir bien y représenter l'Université de Naples qui s'y associe avec empressement.

Recevez, Monsieur, l'assurance de ma considération la plus distinguée.

*Le Recteur de l'Université de Naples,*

S. TRINCHESE.

A Monsieur le Recteur de l'Université de Michigan.

## UNIVERSITY OF NEBRASKA.

(Telegram.)

LINCOLN, NEBRASKA, June 29, 1887.

TO PRESIDENT ANGELL : —

As our delegates cannot be present to offer our congratulations on your jubilee, I beg you to accept the heartiest

that lightning can carry. Your history is our inspiration. If Michigan forgets for a moment her national order in the higher public education, we who have seen her start and followed it can only wonder and regret. May the future of your noble University immeasurably outshine its past, and its centennial find it the acknowledged peer of any institution of learning in the world.

IRVING J. MANATT,  
*Chancellor University of Nebraska.*

UNIVERSITY OF OXFORD.

REGISTRAR OF THE UNIVERSITY'S OFFICE, OXFORD, *May 3, 1887.*

SIR :—

The courteous invitation of the University of Michigan has been laid before the Council of this University by the Vice Chancellor.

I am instructed to reply that owing to the time of holding your meeting the Vice Chancellor fears that it will not be possible for the University to participate in your celebration ; I am also instructed to convey to you the thanks of the Council for your kind invitation, and all good wishes for the prosperity of your Institution.

I have the honor to remain,

Your faithful servant,

E. T. TURNER,

*Registrar.*

To the Secretary of the University of Michigan, U. S. A.

UNIVERSITY OF PENNSYLVANIA.

THE UNIVERSITY OF PENNSYLVANIA TO THE UNIVERSITY OF MICHIGAN, GREETING :—

On this happy anniversary, an era in the history of Ann Arbor, we, whose years place us among the venerable institutions of the land, send our hearty congratulations to our younger sister, whose brilliant career reflects honor on the whole sisterhood of American colleges.



A hundred and fifty years ago an horizon of wilderness and savagery surrounded the founders of the University of Pennsylvania, even as fifty years ago it bounded the view of those who guarded the cradle of the University of Michigan. At this day the two institutions stand abreast, — an admission we make with pride.

No vain or shallow thought watched over the brief infancy of your Institution. The congratulations that come to-day to the University of Michigan are accompanied by an acknowledgment of the wise confidence of its founders in the principles, liberal as the air, which they made the rule of its life, and which have done so much to strew smooth success before its feet.

Take, then, we beg you, the fervent God-speed which we send you by our honored Provost. May your future be as bright as the promise of your past.

By order of the Board of Trustees,

JESSE Y. BURK, *Secretary.*

PHILADELPHIA, *June 23d*, 1887.

UNIVERSITY OF ROME.

REGIA UNIVERSITÀ DEGLI STUDI DI ROMA.

ROMA, *addì 21 Aprile*, 1887.

Rendo vivi ringraziamenti, in nome di questo Corpo Accademico, al Chiarissimo Sigr. Presidente, ai Chiarissimi Signori Reggenti ed all' Illustre Senato di codesta insigne Università, pel cortese invito rimesso a questo Ateneo di farsi rappresentare in occasione delle feste solenni, che avranno luogo costì, per celebrare il cinquantesimo anniversario della fondazione di codesta spettabile Università.

E dispiacente che, attesa la lontanazza, non mi sia consentito di far rappresentare questo Ateneo da un membro del Corpo Accademico, mi permetto di pregare la cortesia della S. V. Chiarissima, degnissimo Presidente dell' insigne Università di Michigan, a volere accettare il formale incarico di

rappresentare la Regia Università degli Studî di Roma, alla fausta cerimonia.

Nella fiducia che la S. V. Chiarissima vorrà accogliere la preghiera che Le faccio, in nome di questa Università, La prego di gradire le espressioni della mia profonda asservanza.

*Il Rettore della Ra. Università degli Studi di Roma.*

S. GALAPI.

UNIVERSITY OF ST. ANDREWS.

UNIVERSITY, ST. ANDREWS, N. B., *3d June, 1887.*

DEAR SIR: —

I am desired by the Vice Chancellor to express regret that the University of St. Andrews has not found it practicable to participate in the celebration of the fiftieth anniversary of the foundation of the University of Michigan by the sending of a delegate. The University of St. Andrews, however, returns hearty thanks for the invitation, and takes this opportunity of conveying to the University of Michigan a most friendly greeting.

I am yours faithfully,

I. MAITLAND ANDERSON,

*Secretary.*

The Secretary, University of Michigan, U. S. A.

UNIVERSITY OF ST. PETERSBURG.

(Cable Message.)

ST. PETERSBURG, *June 28, 1887.*

TO THE PRESIDENT AND SENATE OF THE UNIVERSITY OF  
MICHIGAN: —

The Rector and Council of the University of St. Petersburg, Russia, beg to congratulate the University of Michigan on the fiftieth anniversary of its foundation, and sincerely wish that it may long continue its useful service in the cause of science and learning.

WLADISLAWEGG,

*Rector of the University of St. Petersburg.*

## UNIVERSITY OF SARAGOSSA.

UNIVERSIDAD DE ZARAGOZA. SECRETARIA GENERAL.

SARAGOSSE (ESPAGNE), 18 Mai, 1887.

MONSIEUR LE SECRÉTAIRE DE L'UNIVERSITÉ DE MICHIGAN.

MONSIEUR: — Le Recteur de cette Université est très honoré par l'invitation que vous avez bien voulu lui adresser, mais il se voit dans l'impossibilité d'envoyer un représentant le 29 et le 30 Juin attendu que cette époque de l'année est la plus critique et la plus occupée à cause des examens qui viennent de commencer.

Le regrettant infiniment, veuillez, Monsieur, agréer mes salutations empressées et l'expression de mes sentiments distingués.

*Le Secrétaire général,*  
VINCENTE SANTANDREN Y HERRANDO.

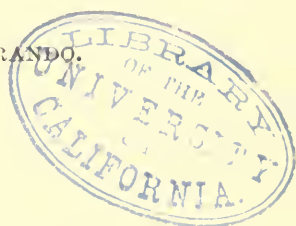
CENTRAL UNIVERSITY OF SPAIN.

UNIVERSIDAD CENTRAL "ESPAÑA."

La Universidad Central de España ha recibido con especial reconocimiento de la ilustre de Michigan, la atenta invitacion que le ha dirigido para que sea representada por un delegado en las solemnidades que se propone celebrar en los dias 29 y 30 de Junio próximo, á fin de conmemorar el quincuagenario año de su fundacion.

Atendiendo á que en el citado mes tienen lugar los exámenes ordinarios del curso y el mayor número de los ejercicios de grado de Facultad y á que es grande la distancia que separa los puntos donde se hallan ambas Escuelas, se verá privada esta Central de tener el honor de ser representada por uno de sus individuos en tan grata fiesta.

Dicha circunstancia ocasiona que la Universidad Central de España tenga que limitarse á manifestar, por medio de la



presente, que se asocia al pensamiento de la solemnidad en la de Michigan ; á la que desea la mayor prosperidad en sus progresos científicos y le ofrece su fraternal aprecio y simpatía.

*El Rector,*

DR. FRANCISCO DE LA PISA.

*El Decano de la Facultad de Ciencias,*

DR. MIGUEL COLMEIRO.

*El Decano de la Facultad de Medicina,*

DR. JOSE CALAO Y MARTIN.

*El Decano de la Facultad de Derecho,*

DR. AUGUSTO COMAS.

*El Decano de la Facultad de Filosofia y Letras,*

DR. ANACLETO LONGUÉ.

*El Decano de la Facultad de Farmacia,*

DR. FAUSTO DE GARAGARZA.

*El Secretario general,*

LDO. LEOPOLDO SOLIER.

MADRID, 4 de Mayo de 1887.

UNIVERSITY OF TURIN.

REGIA UNIVERSITÀ DI TORINO.

TORINO, 20 Aprile, 1887.

Mi è pervenuto il gentile invito che la S. V. Ill<sup>ma</sup> ha voluto fare a questa Università di prender parte alla celebrazione del cinquantesimo anniversario della fondazione di costesto Ateneo, che avrà luogo addì 29 e 30 prossimo Giugno ; e tanta in nome mio, quanto in nome di questo Consiglio Accademico io presento alla S. V. a cotesti Signori Reggenti e al Senato dell' Università i più sentiti ringraziamenti.

Desiderando poi che questa nostra Università sia degnamente rappresentata alla solenne festa del cinquantesimo, io rivolgo calda preghiera alla S. V. di voler accettare l' incarico di rappresentare il nostro Ateneo Subalpino in detta occasione, e del favore io porgo a V. S. distinte grazie, facendo voti sinceri per la prosperità ed il lustro di costesto Ateneo.

*Il Rettore,*

ANSELMI.

All' Ill<sup>mo</sup> Sig. Presidente dell' Università di Michigan.

## UNIVERSITY OF UPSALA.

TO THE UNIVERSITY OF MICHIGAN : —

The University of Upsala has had the pleasure of receiving your letter with an invitation to the festivity with which the University of Michigan is going to celebrate the memory of its foundation fifty years ago.

The University of Upsala thanks most heartily for this invitation ; and since the great distance prevents it from sending a deputy, the University of Upsala begs leave to present in this manner its most friendly compliments and its warmest felicitations to the University of Michigan.

For the University of Upsala,

C. Y. SAHLIN,

*Rector of the University.*

UPSALA, *June 1st, 1887.*

## UNIVERSITY OF VIRGINIA.

UNIVERSITY OF VIRGINIA, *June 16, 1887.*

PRESIDENT JAMES B. ANGELL, LL. D.

MY DEAR SIR : — Your kind favor of the 10th inst. was duly received. I have forwarded it with the printed papers enclosed to our delegate, L. P. Watson, Esq., of Detroit, who is an ardent alumnus of the University of Virginia, a Virginian by birth who has cast his lot in the northwest. We regret much that our examinations for graduation in the various departments of the University, which are all concentrated at the close of the session, and other important closing work, prevented the appointment of a member of the Faculty to represent us. Our final exercises are held on the 28th and 29th inst.

Wishing great and increasing prosperity to the University of Michigan, which has moved so grandly to the front in the first fifty years of its life, begun in the forests,

I am, with great respect,

Yours, very sincerely,

CHAS. S. VENABLE.

## WESLEYAN UNIVERSITY.

WESLEYAN UNIVERSITY, MIDDLETOWN, CONN., *May 24, 1887.*

The Faculty of Wesleyan University respectfully acknowledge the receipt of the courteous invitation of the President, Regents, and Senate of the University of Michigan, to participate by a delegate in the semi-centennial celebration of that institution. The Faculty regret that the fact of their own commencement exercises occurring at the same time renders it impossible for any of their number to represent them in person at the semi-centennial. They desire to express their cordial congratulations on the work of the University of Michigan in the half century past, and their best wishes for its prosperity and usefulness in the centuries to come.

WM. NORTH RICE,  
*Secretary of Faculty.*

## YALE UNIVERSITY.

NEW HAVEN, CONN., *June 4, 1887.*

TO THE SECRETARY OF THE UNIVERSITY OF MICHIGAN.

MY DEAR SIR:—It is with regret that we are obliged to decline your very kind invitation to the Fiftieth Anniversary of your University. Were the commemorative celebration on other days than those mentioned, we should endeavor to be represented. But our examinations and Commencement at this time make it impossible for us to send delegates. Let me, however, in the name of Yale University, extend to the University of Michigan our heartiest congratulations on this auspicious occasion.

May the future of your University be crowned with success, as the past has been, and may all its officers and students find within its walls the inspiration of sound learning and of the truth.

With much regard,

I am yours very truly,

TIMOTHY DWIGHT,  
*President of Yale University.*

## II. FROM INDIVIDUALS.

EXECUTIVE OFFICE, MICHIGAN, *June 27, 1887.*

HON. JAMES B. ANGELL, ANN ARBOR, MICH.

MY DEAR SIR:— Until this morning I had fondly hoped to be able to go to Ann Arbor Tuesday evening or Wednesday morning. But I find that the business left upon my hands by the Legislature is of such magnitude that it will be impossible to do this. This I regret more than can be expressed, but I must surrender to the inevitable.

Trusting that you will have a profitable and enjoyable time, I remain,

Sincerely yours,

C. G. LUCE,

*Governor.*EXECUTIVE CHAMBER, COLUMBUS, O., *May 21, 1887.*

DEAR SIR:—

I greatly regret that other engagements make it impossible for me to accept the invitation of the President and Regents and the Senate of the University of Michigan to attend the proposed celebration of the fiftieth anniversary of the foundation of that institution, as under other circumstances I would be glad to do.

Sincerely hoping that the next fifty years of the University may be as prosperous and as creditable as the last, I remain

Very truly yours, etc.,

J. B. FORAKER.

To the Secretary of the University of Michigan,  
Ann Arbor, Mich.

STATE OF INDIANA, EXECUTIVE DEPARTMENT.

GOVERNOR'S OFFICE, INDIANAPOLIS, *May 19, 1887.*

SECRETARY OF THE UNIVERSITY OF MICHIGAN, ANN ARBOR, MICH.

DEAR SIR:— The Governor directs me to acknowledge the

receipt of the invitation extended to him to be present in your city on the 29th and 30th prox., the 50th anniversary of the foundation of your University, and to extend to you his thanks for the honor conferred.

It will be impossible for him to be present on the occasion named on account of his official engagements in his own State.

Very respectfully yours,  
PIERRE GRAY,  
*Private Secretary.*

STATE OF ILLINOIS, EXECUTIVE OFFICE.

SPRINGFIELD, *May 24, 1887.*

TO THE SECRETARY OF THE UNIVERSITY OF MICHIGAN.

MY DEAR SIR: — I feel obliged to decline the honor of the invitation to attend the celebration of the fiftieth anniversary of the founding of the University of Michigan on the 29th and 30th of June. I shall have engagements for both of those days which will necessarily compel me to decline what I would accept under ordinary circumstances with great pleasure.

Respectfully yours,  
R. J. OGLESBY.

WASHINGTON, D. C., *May 21, 1887.*

DEAR SIR: —

I regret exceedingly that it is not in my power to accept the invitation of the President and Regents and the Senate of the University of Michigan to attend the celebration of the fiftieth anniversary of that most excellent institution on the 29th and 30th of June. My own class at Yale celebrates its same anniversary at New Haven on the same days, and I must not be absent if it can be helped.

Very truly yours,  
M. R. WAITE.

The Secretary of the University of Michigan.



47 STRONG PLACE, BROOKLYN, N. Y., *May* 20, 1887.

MY DEAR SIR: —

Your favor was forwarded from Morgan Park, Ill., to Brooklyn, where I am spending a few weeks.

Accept of my thanks for your kind invitation. My health is so delicate that I do not any longer venture to attend public exercises, except those at church.

With hearty congratulations and best wishes, I remain,

Very truly yours,

JAMES R. BOISE.

VEVEY, *June* 5, 1887.

DEAR SIR: —

I beg you to present to the President, the Regents, and the Senate of the University of Michigan my sincere thanks for their polite invitation to the fiftieth anniversary of the foundation of the University. It would have given me great pleasure to be present on this interesting occasion if it were in my power to do so, but at least I can promise to be there in spirit and write my wishes with those of all assembled for the future welfare of this great institution, with which it was my good fortune to be connected for some happy years and to which I am bound by many dear and lasting associations. May it live, grow, and flourish forever!

Believe me,

Dear sir,

Yours very sincerely,

F. BRÜNNOW.

The Secretary of the University of Michigan,

Ann Arbor.

GREENWICH, CONN., *May* 28, 1887.

SECRETARY UNIVERSITY OF MICHIGAN.

DEAR SIR: — In acknowledging the kind invitation to be present at the semi-centennial celebration of the University,

I beg leave to say that I shall endeavor to be present on the 29th and 30th of June.

My engagements may prevent my attendance, in which case I shall be with you in spirit.

Thirty years of absence have in no wise diminished my love for the old University. With best wishes for her continued prosperity, I am

Yours very truly,

WILLIAM G. PECK.

SHEFFIELD SCIENTIFIC SCHOOL OF YALE COLLEGE,  
NEW HAVEN, CONNECTICUT, *May 31, 1887.*

THE SECRETARY OF THE UNIVERSITY OF MICHIGAN.

DEAR SIR: — I have to express to the President and Regents, and the Senate of the University, my best thanks for the invitation with which they have honored me to attend its fiftieth anniversary, and to beg that you will excuse me for not having responded to it sooner.

I received it duly about two weeks since, and greatly desired to accept it immediately; but important duties here at the date of the anniversary prevented my doing so. I however delayed my response, hoping that possibly I might see my way clear to be relieved from them, and have continued to do so longer than I should.

As the circumstances of the case have finally taken shape, I am not able to do so; and shall, therefore, very reluctantly have to forego the great and extraordinary pleasure that the acceptance of the invitation would give me.

In doing so, I beg you to assure all of the honored parties to the invitation that I remain and desire to be considered a loyal son of the University, — looking back with pleasure and pride to its honorable history, and forward with hope to its auspicious future.

Believe me, most truly,

Your obedient servant,

JOHN E. CLARK,

*U. of M. Class of 1856.*

UNIVERSITY OF CALIFORNIA,  
COLLEGE OF AGRICULTURE, BERKELEY, *May 23, 1887.*

TO THE SECRETARY OF THE UNIVERSITY OF MICHIGAN,  
ANN ARBOR.

DEAR SIR:—I am in receipt of the invitation to participate in the celebration of the semi-centennial of the University of Michigan, on June 29th and 30th.

It would have given me particular pleasure to be present on that occasion, not only because of my former official connection with your institution, but also to witness the progress made since that time, and to renew the very pleasant social relations that rendered my brief stay one of the most agreeable memories of my life.

Unfortunately the date of the celebration coincides with our own Commencement, at which I must this year of necessity be present. Please convey to the President, the Regents, and Senate of the University my regrets, and the assurance of my cordial sympathy and congratulations on the occasion.

Very respectfully,

EUGENE W. HILGARD.

RUTGERS COLLEGE, NEW BRUNSWICK, N. J., 24. *May, 1887.*

DEAR SIR:—

My best thanks are due for the honor done me by the kind invitation of the President, Regents, and Senate to be present at the fiftieth anniversary of the founding of the University of Michigan.

I regret that it will not be possible for me to be present at the interesting celebration, but my sincere wish for the continued prosperity of the University joins that of the throngs who expect great things for her and from her.

I think of the University of Michigan among our higher schools as of Lincoln among American men.

Very respectfully yours,

AUSTIN SCOTT.

To the Secretary of the University of Michigan.

THE CORNELL UNIVERSITY, ITHACA, N. Y., 31 *May*, 1887.

GENTLEMEN:—

I have the honor to acknowledge the receipt of your very kind invitation to participate in the celebration of the fiftieth anniversary of the University. It would give me the greatest pleasure to be present, if it were possible, on that occasion. But various engagements make it necessary for me to deny myself the privilege.

I have slight claim to associate myself in an official capacity with the University. But short as was my connection with the institution, the memory of it will always be gratifying to me. It was the beginning of my experience as a teacher. It was due to the recommendation of one whom I shall always revere as the most gifted and most stimulating of the teachers of my youth, and the confidence of a body of men who in every other respect showed a wisdom which I early learned and have never since ceased to appreciate. By it I was brought into contact with a learned, zealous, and efficient Faculty, which the State cannot esteem too highly. And it enabled me to become acquainted with a noble institution whose broad and liberal spirit early gave it an honored place in the esteem of educators, and whose history is one of the chief glories of the West.

With these reasons for personal and professional interest in the occasion, I offer my hearty congratulations on the successful completion of the first half century in the life of the University, and my earnest wishes that it may continue to grow in power and usefulness, and to make itself more and more precious to the people of the State.

I am yours truly,

HERBERT TUTTLE.

To the President, the Regents, and the Senate of the University of Michigan.

CAMBRIDGE, MASS., *May 28, 1887.*

SECRETARY OF THE UNIVERSITY OF MICHIGAN.

DEAR SIR: — In reply to the invitation of the President and Regents and the Senate of the University to participate in the coming celebration, I wish to express my thanks for the honor conferred upon me.

I take a deep interest in the success of the celebration and the future prosperity of my *alma mater*. It is therefore with the greatest regret that I find it impossible to be present during the celebration.

Yours respectfully,

EDWARD L. MARK.

# PROGRAMMES.

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## I.

### University of Michigan.

1837-1887.

SEMI-CENTENNIAL CELEBRATION,

JUNE, 26-30.

SUNDAY, JUNE 26.

7.30 P. M. *In University Hall.*

Address by Professor Henry S. Frieze, LL. D., upon "The Relations of the State University to Religion."

MONDAY, JUNE 27.

Class Day of the Department of Medicine and Surgery.

10 A. M. *In University Hall.*

*Oration* — By William Henry Winslow.

*Poem* — By Arthur Hamilton Brownell, A. B.

*Class History* — By Frederick Charles Thompson.

*Class Prophecy* — By Walter Armstrong Cowie.

*Address* — By the Class President, Miles Hartson Clark, A. B.

[Class Day of the Department of Law.

2 P. M. *In University Hall.*

*Address* — By the Class President, Edwin Davison Black.

*Poem* — By Mrs. Margaret Lyons Wilcox, A. B.

*Oration* — By Webster William Davis.

*Class History* — By Absalom Rosenberger, A. B.

*Class Prophecy* — By Edward Leverett Curtis.

*Consolation* — By John Vincent Sheehan.

## TUESDAY, JUNE 28.

Class Day of the Department of Literature, Science, and the Arts.

10 A. M. In University Hall.

*Oration* — By Thomas Frank Moran.

*Poem* — By Alphonso Gerald Newcomer.

2 P. M. Under the Tappan Oak.

*Class History* — By Arthur Graham Hall.

*Class Prophecy* — By Antoinette Brown.

*Address* — By the Class President, Samuel Kemp Pittman.

8.30 P. M. In the Pavilion.

## CLASS RECEPTION.

Class Day of the College of Dental Surgery.

9.30 A. M. At the Dental College.

*Oration* — By Gilbert Eli Corbin, M. D.

*Class History* — By Patrick James Sullivan.

*Class Prophecy* — By William Arthur Powers.

*Poem* — By Fred William Gordon.

*Address* — By the Class President, William Daniel Saunders.

## WEDNESDAY, JUNE 29.

## ALUMNI DAY.

Department of Literature, Science, and the Arts.

8.30 A. M. In the Chapel.

Business Meeting of the Alumni of the Department of Literature, Science, and the Arts.

9 A. M. In the Association Room.

Meeting of former members of the Students' Christian Association.

10 A. M. In University Hall.

Address by John M. B. Sill, Principal of the State Normal School, on behalf of the State Teachers' Association.

Address by the Hon. Austin Blair, on behalf of the Board of Regents.

3 P. M. In Room F.

Meeting of the Women Graduates of the Department of Literature, Science, and the Arts.

*4 P. M. In University Hall.*

Address by Charles W. Noble, Class of '46, President of the Society of Alumni.

Address by the Hon. Thomas W. Palmer, Class of '49, United States Senator from Michigan.

**Department of Medicine and Surgery.**

*1.30 P. M. In the Lower Lecture Room of the Medical College.*

Business Meeting of the Alumni of the Department of Medicine and Surgery.

Address by William Henry Daly, Class of '66, a Vice-President of the International Medical Congress.

**Department of Law.**

*8 A. M. In the Law Lecture Room.*

Business Meeting of the Alumni of the Department of Law.

*2 P. M. In University Hall.*

Address by Mr. Justice Samuel F. Miller, of the United States Supreme Court, before the Students and Alumni of the Department of Law.

**School of Pharmacy.**

*In Room 20 of the Chemical Laboratory.*

11 A. M. — Business Meeting of the Alumni of the School of Pharmacy.

12.30 P. M. — Dinner of the Alumni, followed by an Address by Fred. F. Prentice, Class of '72, late President of the Wisconsin Pharmaceutical Association.

**Class Day of the Homœopathic Medical College.**

*10 A. M. In Room 24, University Hall.*

*Oration* — By Melancthon B. Snyder, A. B.

*Poem* — By Mrs. Sarah Idella Lee.

*Class History* — By Mrs. Sue McGlaughlin Snyder.

*Class Prophecy* — By Arabella Merrill.

*Address* — By the Class President, Samuel George Milner, A. M.

*3 P. M. In the Homœopathic College.*

Address by John W. Coolidge, Class of '79.



## College of Dental Surgery.

11 A. M. *In the Lecture Room of the Dental College.*

Address by Mrs. Kate C. Moody, Class of '82.

7.30 P. M. GRAND CONCERT IN UNIVERSITY HALL.

*Part I.*— First part of Mendelssohn's Oratorio of Elijah, given by the Choral Union and full orchestra.

*Part II.*— Miscellaneous programme by the orchestra, Amphion Club, and Glee Club.

Doors open at 6.45; concert begins at 7.30. Doors will be closed during each number. Tickets fifty cents, including reserved seats.

9 P. M. *In the Chapel.*

University Senate Reception for graduates, former students, and friends of the University.

THURSDAY, JUNE 30.

## COMMEMORATION DAY AND COMMENCEMENT.

All invited guests are requested to meet in the Law Library at 8.30 A. M. for a social conference.

The procession will form at 9 A. M. as follows: Alumni, Delegates, Invited Guests, the Faculties and Regents of the University, in front of the Law Building and University Hall; students of the different departments, according to the directions of the marshal, Major Harrison Soule.

10 A. M. *In University Hall.*

Commemorative Oration by President Angell; Addresses by Delegates from other universities and colleges; conferring of degrees.

After these exercises all who expect to attend the banquet will form again in front of the Law Building.

1.30 P. M. *In the Pavilion.*

BANQUET.

II.

University of Michigan.

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FORTY-THIRD ANNUAL COMMENCEMENT AND  
SEMI-CENTENNIAL CELEBRATION,

THURSDAY, JUNE 30, 1887.

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ORDER OF EXERCISES.

MUSIC.

PRAYER.

MUSIC.

COMMEMORATIVE ORATION BY PRESIDENT ANGELL.

MUSIC.

ADDRESSES BY DELEGATES.

CONFERRING OF DEGREES.

BENEDICTION.

MUSIC.

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CANDIDATES FOR DEGREES.

Department of Literature, Science, and the Arts.

BACHELOR OF LETTERS.

Elma Mary Blackman,  
Antoinette Brown,  
Leonidas Connell,  
Maria Ruth Guppy,  
George Matthews Hewey,

Dora Ella Kennedy,  
Maria McDonald,  
Myron Williams Mills,  
Stafford Thomas Mitchell,  
Edwin Pritchard Trueblood.

BACHELOR OF SCIENCE.

(IN MINING ENGINEERING.)

John McIntyre Jaycox.

BACHELOR OF SCIENCE.

(IN MECHANICAL ENGINEERING.)

Francis Joseph Baker,  
Joseph Halsted,  
Kendal Woodward Hess,

John Denison Hibbard,  
James Alfred Sinclair,  
Earl Porter Wetmore.

## BACHELOR OF SCIENCE.

(IN CIVIL ENGINEERING.)

|                        |                        |
|------------------------|------------------------|
| Benjamin Butler Bowen, | George Loughnane,      |
| Seward Cramer,         | John Cranch Moses,     |
| Charles Young Dixon,   | Fred Blackburn Pelham, |
| William Roy Hand,      | George Ernest Roehm,   |
| George B. Hodge,       | Benno Rohnert.         |

## BACHELOR OF SCIENCE.

(IN GENERAL SCIENCE.)

|                          |                        |
|--------------------------|------------------------|
| Katherine Eloise Barnes, | Webster S. Ruckman,    |
| Charles Potwin Beckwith, | Elmer Sanford,         |
| Addie Deett Bird,        | James Lincoln Skinner, |
| Arthur Graham Hall,      | K. Gertrude Stevens.   |
| Louis Parker Jocelyn,    |                        |

## BACHELOR OF PHILOSOPHY.

|                           |                         |
|---------------------------|-------------------------|
| Wirt McGregor Austin,     | Robert Webber Moore,    |
| Thomas Jack Ballinger,    | Robert Ezra Park,       |
| Emma E. Beers,            | Samuel Kemp Pittman,    |
| Frank Forrest Bumps,      | Jesse Cornell Shattuck, |
| Anna Louise Campbell,     | Frances Adelia Slaght,  |
| George Peter Cary,        | George Edward Taylor,   |
| Celia Esther Chamberlain, | John Charles Warmbier,  |
| David Emil Heineman,      | Francis James Woolley.  |
| Michael Edward McEnany,   |                         |

## BACHELOR OF ARTS.

|                              |                            |
|------------------------------|----------------------------|
| Ephraim Douglass Adams,      | George Ellsworth Dawson,   |
| James Everett Ball,          | Elizabeth Sargent Gastman, |
| Arthur Lincoln Benedict,     | Charles Edwards Grove,     |
| Adelaide May Bradford,       | William Henry Hawkes,      |
| Robert Corwin Bryant,        | Satia Jewett Hyde,         |
| Clarence Byrnes,             | Violet Delille Jayne,      |
| Martin Cavanaugh,            | Frederica Florence Jones,  |
| William Wallace Chalmers,    | Guy Lincoln Kiefer,        |
| Fred Converse Clark,         | Florence Bingham Kinne,    |
| Minnie Olive Florence Clark, | Clesson Selwyne Kinney,    |
| Isabella Cook,               | Llewellyn Cary Lawrence,   |
| Charles Horton Cooley,       | Moritz Levi,               |
| Arthur John Covell,          | Helen Louisa Lovell,       |

|                           |                          |
|---------------------------|--------------------------|
| Lawrence Amos McLouth,    | Frederick David Sherman, |
| Susie Suvina Mishler,     | Mark Roger Sherman,      |
| Thomas Frank Moran,       | Walter Teis Smith,       |
| Alphonso Gerald Newcomer, | Jerome Beers Thomas,     |
| Claire Avery Orr,         | Franklin Luppen Velde,   |
| Belle Purmort,            | William Henry Walker,    |
| John Charles Ranacher,    | James A. Wardlow,        |
| Edmund Jeremiah Shaw,     | Frank Enos Welch.        |

MASTER OF SCIENCE.

|                             |                              |
|-----------------------------|------------------------------|
| Shigehide Arakawa, B. Agr., | Frederick George Novy, B. S. |
|-----------------------------|------------------------------|

MASTER OF PHILOSOPHY.

Elvin Swarthout, Ph. B.

MASTER OF ARTS.

|                              |                             |
|------------------------------|-----------------------------|
| Estelle Lois Guppy, A. B.,   | Hannah Robie Sewall, A. B., |
| George Francis James, A. B., | Margaret Stewart, A. B.     |
| George Culley Manly, A. B.,  |                             |

DOCTOR OF PHILOSOPHY.

|                      |                             |
|----------------------|-----------------------------|
| Webster Cook, A. M., | John Foster Eastwood, A. M. |
|----------------------|-----------------------------|

Department of Medicine and Surgery.

DOCTOR OF MEDICINE.

|                                  |                             |
|----------------------------------|-----------------------------|
| John Frederick Abbott,           | Miles Hartson Clark, A. B., |
| Justina Southgate Anderson,      | Frank Smith Coller,         |
| Oliver Elmer Ellsworth Arndt,    | William J. Coppernoll,      |
| William Tisdale Atkinson,        | Walter Armstrong Cowie,     |
| Leonard Chester Backus,          | Lancelot B. Dawson,         |
| James Kleckner Bartholomew,      | John Webb Decker,           |
| Roxie Ellen Bates,               | Homer George Emery,         |
| Arthur Bennett,                  | Elizabeth Martha Farrand,   |
| Edward Samuel Blair, A. B.,      | Ashble Howard Fassett,      |
| Josephine Dorr Blake, A. B.,     | Charles Mark Freeman,       |
| Henry Boss,                      | Louis Albert Fritsche,      |
| Augusta Mulford Brewer,          | John Clark Gauntlett,       |
| Lyman Augustus Brewer,           | Edward Branford Gibson,     |
| Arthur Hamilton Brownell, A. B., | Leon Mitchel Gillette,      |
| William Edward Buschman,         | Mary Edna Goble,            |
| Mary Elizabeth Clark, B. L.,     | George Gundlach,            |

Addie Emma Gurd,  
 George Clinton Hafford,  
 George Andrew Hare,  
 Jessie Daniells Hare,  
 Leonard Francis Hatch,  
 Kate Annabelle Hathaway,  
 Grant Sumner Hicks,  
 Homer Dwight Hodge,  
 Charles John Hood,  
 Benjamin Franklin Horner,  
 Gotthelf Charles Huber,  
 Philo Hull,  
 Gilbert Bastedo Johnston,  
 William Murray Johnston,  
 Frank Miner Kerry, B. S.,  
 June kichi Kimura,  
 George Washington Lacea, B. L.,  
 Otto Landmann, Ph. B.,  
 Ella Marx,  
 George McIntyre,  
 Jennette Matilda McLaren,  
 David Decker McNaughton,  
 Burton Albion Meacham,  
 George Leonard Meyer,  
 Wilnot Fred Miller,

Frank Daniel Myers,  
 Otto Negelspach,  
 Henry Palmer, Ph. C.,  
 Thomas Charles Phillips, B. S.  
 Edward Joseph Price,  
 John Abbott Prince,  
 Eugene V. Riker, A. B.,  
 Alpheus Worley Ringer,  
 Edward Alexander Runyan  
 Albert Franklin Schafer,  
 Minnie Elizabeth Sinclair  
 Peter Franklin Smith,  
 William Hoffman Stauffer,  
 Frederick Charles Thompson,  
 Edward R. Wagner, A. M.,  
 Michael Eugene Whalen,  
 Almond Henry Wicks,  
 Esther Gilbert Willoughby,  
 William Henry Winslow,  
 Thomas Michael Winters,  
 Frank Paine Witter,  
 Nellie Ida Woodworth,  
 Charles D'Abbs Wright,  
 Wilbur Clarence Wright.

### Department of Law.

#### BACHELOR OF LAWS.

Thomas Adams,  
 Cassius Alexander,  
 George Butler Andrews,  
 George Edgar Arbury,  
 Reuben Ensign Babcock,  
 Hiram Hubbard Bacon, Jr.,  
 Charles Nathan Banks,  
 John David Barkalow,  
 John Grant Barnes,  
 William Alexander Barnes,  
 John D. Barry,  
 Richard Martello Bates, B. S.,  
 Edward Davison Black,  
 Franklin Pierce Blackman, A. B.,

George Morton Bleecker,  
 Charles Blanchard Boyce,  
 James Walter Brannum,  
 Elmer Ellsworth Brooks, A. B.,  
 Edwin Newton Brown, A. M.,  
 George Fawcett Brown,  
 John Brown,  
 Will Ellis Brown,  
 George Brinton McClellan<sup>2</sup>Burd,  
 Wolcott Hackley Butler,  
 Clinton Lee Caldwell,  
 Daniel Fisher Campbell,  
 William Owens Campbell,  
 Charles Lunt Carter,

|                                 |                               |
|---------------------------------|-------------------------------|
| Howard Williamson Cavanagh,     | Austin McCreary Keen,         |
| William Clinton Chadwick,       | Frank Herman Kennedy,         |
| Charles Sherwin Chase,          | William Henry King,           |
| Fred I. Chichester,             | Charles Willibald Kuhne,      |
| William Alexander Clark,        | Charles Carney Lee,           |
| Anton Henry Classen,            | James Leazure Loar,           |
| John Quiney Cline,              | Charles Albert Loomis,        |
| Harry Godfrey Clock,            | Ubaldo Loranger,              |
| John Francis Connor, Ph. B.,    | Austin Clark Loveland,        |
| Oliver James Cook,              | Albert Hurd Lowman,           |
| Edwin A. Corbin,                | Oscar Charles Lungershausen,  |
| John Clinton Coveny,            | Charles Robert Mains,         |
| Edward Leverett Curtis,         | George Cully Manly, A. B.,    |
| Webster William Davis,          | Asa Edson Mattice,            |
| William David Davis,            | James David May,              |
| Corinne Douglas,                | Rebecca May,                  |
| Hamilton Douglas, Ph. M.,       | William Culp McEldowney,      |
| Frank Edward Duncan,            | William Wilson McNair,        |
| George Dysart,                  | Charlie Warren Miller,        |
| Albert Danner Elliot, A. B.,    | Elmer Ellsworth Miller,       |
| Byron Ransom Erskine,           | William Henry Mohrmann,       |
| John Alarie Fairechild, A. B.,  | Florence C. Moriarty,         |
| Lucius Matlack Fall, B. S.,     | Tadao Nakamura,               |
| Leonard Sumner Ferry,           | Durbin Newton,                |
| Jay Elisha Gladding,            | Edmund Cone Nordyke,          |
| Joseph Montgomery Glasgow,      | Francis Joseph O'Brien,       |
| Oliver Anson Goss,              | Ellsworth E. Otis,            |
| Louis Edward Gossman,           | James Beatty Owens,           |
| William Emory Gross,            | Frank Sparrow Parker,         |
| Wilfred Rudesill Guy,           | Thomas J. Peach, B. S.,       |
| Bayard Taylor Hainer, B. S.,    | Edwin Deppen Peifer, A. B.,   |
| Grant Earl Halderman,           | Edward Fitch Pettis,          |
| James Preston Hall,             | Jay Eugene Pickard,           |
| James Grant Hays, A. B.,        | Charles Sumner Pierce,        |
| Samuel Franklin Henderson,      | Frank Alvin Rasch,            |
| Charles Gilbert Hinds,          | Louis Oliver Rasch,           |
| Oscar James Hood,               | Charles Reed, B. S.,          |
| Clinton Woodbury Howard, B. S., | James Edgar Ricketts,         |
| Joseph Henry Ingwersen,         | Charles Perry Roberts,        |
| William Jefferson Inman,        | Absalom Rosenberger, A. B.,   |
| Kakutaro Itaya,                 | Frank Henry Rutter,           |
| Fred William Job, Ph. B.,       | George Washington Saulsberry, |
| Adna Romulus Johnson,           | James Newton Saunders, Jr.,   |
| Thomas D. Kearney,              | Edward Jay Scofield,          |

John Vincent Sheehan,  
 Timothy Daniel Sheehan,  
 Francis Giles Shumway,  
 Samuel Ira Slade,  
 Charles Milton Smith,  
 Henry Isaac Smith,  
 Welcome Johnston Smith,  
 Frederick Waeir Stevens,  
 John Wesley Mayo Stewart,  
 Charles McClellan Strickler,  
 Lyman Beecher Sullivan,  
 Elvin Swarthout, Ph. B.,  
 Jacob Bowman Sweitzer,  
 Harvey Tappan,  
 Orla Benedict Taylor, A. B.,  
 Sidney Stockton Taylor,  
 Walter Augustus Thieme,  
 Albert Martin Thomas,  
 Isaac Samuel Thompson,

Carl Andrew Wagner,  
 William Edward Walsh,  
 Thomas Henry Ward,  
 Francis Louis Weaver, Ph. B.,  
 Frank Wells,  
 James Henry Wendorff,  
 Ernest Willard Whipple,  
 John Jefferson Whitacre,  
 Avery Claborn White, A. B.,  
 Fred Patterson Whiteley,  
 Mary Collins Whiting,  
 William Tyre Whittington,  
 Levi Peet Wilcox, B. L.,  
 Margaret Lyons Wilcox, A. B.,  
 Lytle Wilkinson,  
 George Rodden Willard,  
 Otis Andrew Williams,  
 Charles Bramble Wilmot,  
 Emmet Daniel Wiltse.

### School of Pharmacy.

#### PHARMACEUTICAL CHEMIST.

Charles Baker, B. S.,  
 Herman Louis Barie,  
 Adam John Baumhardt,  
 Emery Rice Beal,  
 Louis Britten Carr,  
 Joseph Martin Croman,  
 William Henry Doehne,  
 William Arnold Dothany, B. S.,  
 Louis A. Dryfoos,  
 Richard Southard Dupont,  
 Leroy Adelbert Ellis,  
 Samuel Slokom Hance,  
 Florence Edith Hendershott,  
 Fred Joseph Henning,  
 Wilber Fisk Jackman, B. S.,

Mervin A. Jones,  
 Benjamin Silvanus Krause,  
 Willis Leisenring, B. S.,  
 Edward Hall Marshall, A. B.,  
 Andrew Stuart Mitchell,  
 Gustave Adolph Reule,  
 Julius Otto Schlotterbeck,  
 Charles G. Shubel,  
 Darius Parsons Shuler,  
 Clayton Joseph Standart,  
 George Ballard Topping,  
 Abraham Van Zwaluwenburg,  
 Willard McKenzie Warren,  
 Charles Delos Wiley.

MASTER OF PHARMACY.

Edsel Alexander Ruddiman, Ph. C.

Homœopathic Medical College.

DOCTOR OF MEDICINE.

|                              |                              |
|------------------------------|------------------------------|
| George Lake Bailey,          | Eliza Louise Orleman,        |
| Olivia Artemisia Baldwin,    | Earl Fuller Shaw,            |
| John Stuart Campbell,        | Melancthon B. Snyder, A. B., |
| George Willard Kishpaugh,    | Sue McGlaughlin Snyder,      |
| Matilda Jamison Lyons,       | Rodney Chester Taylor,       |
| Arabella Merrill,            | Zilpha Rosannah Wheelock.    |
| Samuel George Milner, A. M., |                              |

College of Dental Surgery.

DOCTOR OF DENTAL SURGERY.

|                            |                              |
|----------------------------|------------------------------|
| Ernest Lee Avery,          | Lewis Henry McDonald,        |
| Frank Corington Babcock,   | George Hart Miner,           |
| Gilbert Eli Corbin, M. D., | Joseph Lawrence Nordike,     |
| Almon Dewhurst,            | Edward Everett Paxson,       |
| Edward Lincoln Dillman,    | William Arthur Powers,       |
| Elmer Llewellyn Drake,     | William Daniel Saunders,     |
| Fred William Gordon,       | Frank Leslie Small,          |
| Almer Myron Harrison,      | Eva Claire Smith,            |
| David Alexander Harroun,   | Clarence John Burr Stephens, |
| Harry Duncan Heller,       | James C. Stevens,            |
| James Bailey Hoar,         | Patrick James Sullivan,      |
| Fred Adolph Kotts,         | Charles Henry Worboys,       |
| Cyreno Nathaniel Leonard,  | William Adelbert Wright.     |
| John Thomas Martin,        |                              |



CHORAL UNION, UNIVERSITY GLEE CLUB,  
AMPHION CLUB, AND CHEQUAMEGON  
ORCHESTRA.

---

MEMBERS OF THE CHORAL UNION,

*Constituting the Chorus at the Semi-Centennial Concert.*

PROFESSOR CALVIN B. CADY, *Director.*

SOPRANOS.

|                            |                           |
|----------------------------|---------------------------|
| Mrs. Henry C. Allen,       | Miss Sally Brown,         |
| Mrs. James B. Angell,      | Miss Kate Buckley,        |
| Mrs. Wooster W. Beman,     | Miss Mattie Clarken,      |
| Mrs. Calvin B. Cady,       | Miss Alice Curtis,        |
| Mrs. George R. Haviland,   | Miss Belle Dickinson,     |
| Mrs. William R. Henderson, | Miss C. A. Doty,          |
| Mrs. Otis C. Johnson,      | Miss Ella E. Fincham,     |
| Mrs. George S. Morris,     | Miss Emily Gruner,        |
| Mrs. James Torrans,        | Miss Fannie Gwinner,      |
| Mrs. Victor C. Vaughan,    | Miss Kate Hale,           |
| Miss Della Allen,          | Miss Faith Helmer,        |
| Miss Lois T. Angell,       | Miss L. J. Hoffstetter,   |
| Miss Carrie Ayers,         | Miss Nellie M. Johnson,   |
| Miss Ida Ayers,            | Miss Mildred S. Knowlton, |
| Miss Carrie J. Ball,       | Miss Grace Laraway,       |
| Miss Lois F. Baxter,       | Miss Lottie S. Lodge,     |
| Miss Emma E. Beers,        | Miss Jane C. Mahon,       |
| Miss Dora Bennett,         | Miss Laura Robeson,       |
| Miss Julia Brennan,        | Miss Julia Rominger,      |
| Miss Tessie Brennan,       | Miss Emily Stebbins,      |
| Miss Carrie E. Britten,    | Miss Martha Taylor,       |
| Miss Antoinette Brown,     | Miss May Whedon.          |

ALTOS.

|                         |                           |
|-------------------------|---------------------------|
| Mrs. Benjamin P. Crane, | Miss Clara Anderson,      |
| Mrs. Joe T. Jacobs,     | Miss Clelie Anderson,     |
| Mrs. William Waldron,   | Miss Flora Bennett,       |
| Mrs. J. B. Williams,    | Miss Harriet E. Berridge, |
| Mrs. Levi D. Wines,     | Miss Mary B. Brown,       |

Miss Anna L. Campbell,  
Miss Cora M. Chapman,  
Miss Mary L. Childs,  
Miss Annie Condon,  
Miss Mary C. Dickerson,  
Miss Charlotte Hutzel,  
Miss Elsie Jones,  
Miss Bertha Joslyn,  
Miss Henriette Kahn,  
Miss Hilda Lodeman,

Miss Alice Lovejoy,  
Miss Louise L. Loving,  
Miss Louise M. Meindermann,  
Miss Mabel Randall,  
Miss Kate Seymour,  
Miss Marian Smith,  
Miss Jessie Taylor,  
Miss Mattie Tenney,  
Miss Ruth A. Willoughby,  
Miss Annie S. Wilson.

## TENORS.

Henry C. Adams,  
Louis Begemann,  
Benjamin C. Burt,  
Charles N. Burton,  
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| Edward Mills Adams, A. B. 1871 . . . . .                      | Grand Rapids.    |
| Harriet Ailes, Ph. B. 1883 . . . . .                          | Ann Arbor.       |
| Abram Joseph Aldrich, A. B. 1865 . . . . .                    | Coldwater.       |
| Harriet C. Beringer Alexander, M. D. 1883 . . . . .           | Chicago, Ill.    |
| William Guthrie Alexander, LL. B. 1883 . . . . .              | La Grace, Dak.   |
| Cora Allen, A. B. 1885 . . . . .                              | Bay City.        |
| Edward Payson Allen, LL. B. 1867 . . . . .                    | Ypsilanti.       |
| James Henry Allen, M. D. 1884 . . . . .                       | Ishpeming.       |
| George Franklin Allmendinger, C. E. 1878 . . . . .            | Ann Arbor.       |
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| Edward Playfair Anderson, A. M. 1879 . . . . .                | Orchard Lake.    |
| Charles Lincoln Andrews, A. B. 1886 . . . . .                 | Chicago, Ill.    |
| Lucy Caroline Andrews, A. B. 1876 . . . . .                   | Gambier, O.      |
| Frank Davis Andrus, A. B. 1872 ; LL. B. 1879 . . . . .        | Detroit.         |
| Alexis Caswell Angell, A. B. 1878 ; LL. B. 1880 . . . . .     | Detroit.         |
| Frederick Walter Arbury, A. B. 1883 . . . . .                 | Fenton.          |
| Sylvester Armstrong, Pharm. 1873 . . . . .                    | Ann Arbor.       |
| Charles Sumner Ashley, A. B. 1884 . . . . .                   | Toledo, O.       |
| Henry Winfield Ashley, A. B. 1879 . . . . .                   | Toledo, O.       |
| Henry Root Austin, Lit. 1865 . . . . .                        | Monroe.          |
| Elroy McKendree Avery, Ph. B. 1871 . . . . .                  | Cleveland, O.    |
| Joseph Sutton Ayres, A. B. 1877 . . . . .                     | Detroit.         |
| Robert H. Babcock, Lit. 1874 ; Med. 1878 . . . . .            | Chicago, Ill.    |
| Franklin Corydon Bailey, B. L. 1882 . . . . .                 | Kasota, Minn.    |
| William W. Bailey, M. D. 1861 . . . . .                       | Fort Smith, Ark. |
| Julian William Baird, A. B. 1882 . . . . .                    | Boston, Mass.    |
| Holland William Baker, C. E. 1877 . . . . .                   | St. Louis, Mo.   |
| Dan H. Ball, Lit. 1860 ; Law 1862 . . . . .                   | Marquette.       |
| Fanny Danforth Ball, A. B. 1883 . . . . .                     | East Saginaw.    |
| Enoch Bancher, LL. B. 1860 . . . . .                          | Jackson.         |
| Colman Bancroft, B. S. 1869 . . . . .                         | Hiram, O.        |



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| Nellie Elizabeth Bancroft, Ph. B. 1886 . . . . .       | Vassar.               |
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| Levi Leach Barbour, A. B. 1863 . . . . .               | Detroit.              |
| Carrie J. Barker, Ph. B. 1882 . . . . .                | Northville.           |
| Edward Arthur Barnes, A. B. 1883 . . . . .             | Detroit.              |
| Erastus Albert Barnes, Ph. B. 1879 . . . . .           | Chicago, Ill.         |
| George Barnes, A. B. 1877 . . . . .                    | Howell.               |
| May Ella Barnes, B. L. 1885 . . . . .                  | Alpena.               |
| Irving Willis Barnhart, A. B. 1875 . . . . .           | Grand Rapids.         |
| James Madison Barrett, Ph. B. 1875 . . . . .           | Fort Wayne, Ind.      |
| Edmund Drinan Barry, A. B. 1876 . . . . .              | Grand Rapids.         |
| Clifford Edward Bassett, Pharm. 1884 . . . . .         | Saline.               |
| Emmet Clark Bassett, Ph. C. 1883 . . . . .             | South Lyon.           |
| Harrison Ward Bassett, A. B. 1854 . . . . .            | Saline.               |
| Clinton Owen Bates, Lit. 1886 . . . . .                | Owosso.               |
| George Williams Bates, A. B. 1870 . . . . .            | Detroit.              |
| Thomas Marshall Baxter, B. S. 1862 . . . . .           | Chicago, Ill.         |
| Witter J. Baxter, A. M. ( <i>Hon.</i> ) 1866 . . . . . | Jonesville.           |
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| Carrie Phebe Bell, A. B. 1885 . . . . .                | Ann Arbor.            |
| James Bellangee, B. S. 1867 . . . . .                  | Des Moines, Ia.       |
| Charles Fitzroy Bellows, C. E. 1864 . . . . .          | Ypsilanti.            |
| Carl William Belser, A. B. 1882 . . . . .              | Carthage, Ill.        |
| Wooster Woodruff Beman, A. B. 1870 . . . . .           | Ann Arbor.            |
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| George Henry Benzenberg, C. E. 1867 . . . . .          | Milwaukee, Wis.       |
| Reno Randolph Billington, A. B. 1885 . . . . .         | Toledo, O.            |
| Franklin Pierce Blackman, A. B. 1885 . . . . .         | Ann Arbor.            |
| Benjamin Franklin Blair, A. B. 1861 . . . . .          | New York, N. Y.       |
| Charles A. Blair, A. B. 1876 . . . . .                 | Jackson.              |
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| Frederick Leroy Bliss, A. B. 1877 . . . . .            | Jackson.              |
| Moses G. Bloch, LL. B. 1885 . . . . .                  | Toledo, O.            |
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| Alice Borland, Lit. 1886 . . . . .                     | Imlay City.           |
| Nellie Borland, Ph. B. 1885 . . . . .                  | Imlay City.           |
| Mrs. Mattie Arnold Boughton, Ph. B. 1880 . . . . .     | Cincinnati, O.        |



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| Mary Sophia Case, A. B. 1884 . . . . .   | Wellesley, Mass.    |
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| William Lawrence Clements, B. S. 1882 . . . . .                                | Bay City.           |
| Mary Climie, B. S. 1886 . . . . .  | Ann Arbor.          |
| William Johnson Cocker, A. B. 1869 . . . . .                                   | Adrian.             |
| Frantz Hunt Coe, A. B. 1879 . . . . .  | Ann Arbor.          |
| Sarah J. Coe, M. D. 1878 . . . . .   | Wilkes Barre, Pa.   |
| June Rose Colby, A. B. 1878 . . . . .  | Peoria, Ill.        |
| Eli H. Coller, M. D. 1859 . . . . .  | Athens.             |
| Sumner Collins, A. B. 1882 . . . . .   | Detroit.            |
| George Cary Comstock, Ph. B. 1877 . . . . .                                    | Madison, Wis.       |
| Emily Persis Cook, A. B. 1875 . . . . .  | Lansing.            |

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| Percy Tyler Cook, Ph. B. 1877 . . . . .   | Grand Rapids.      |
| Peter Napoleon Cook, LL. B. 1874 . . . . .                                      | Corunna.           |
| Samuel Fletcher Cook, A. B. 1869 . . . . .                                      | Lansing.           |
| Webster Cook, A. B. 1878 . . . . .  | Ann Arbor.         |
| Thomas McIntyre Cooley, LL. D. 1873 . . . . .                                   | Ann Arbor.         |
| John W. Coolidge, M. D. 1879 . . . . .  | Scranton, Pa.      |
| David M. Cooper, A. B. 1848 . . . . .   | Detroit.           |
| Gilbert Eli Corbin, M. D. 1855 . . . . .  | St. Johns.         |
| Nathan Davis Corbin, B. S. 1886 . . . . .                                       | Chicago, Ill.      |
| Marion Craig, M. D. 1884 . . . . .  | Rochester, N. Y.   |
| Densmore Cramer, Lit. 1856 . . . . .  | Ann Arbor.         |
| Elmer Sutherland Crawford, A. B. 1884 . . . . .                                 | East Saginaw.      |
| William Le Roy Crissman, LL. B. 1882 . . . . .                                  | Cedar Rapids, Ia.  |
| Otis Adams Critchett, A. B. 1862 . . . . .                                      | Monroe.            |
| Charles M. Crofoot, Pharm. 1874 . . . . .                                       | Pontiac.           |
| John Samuel Crombie, A. B. 1877 . . . . .                                       | Minneapolis, Minn. |
| Moreau S. Crosby, <i>Ex-Lieutenant-Governor of</i><br><i>Michigan</i> . . . . . | Grand Rapids.      |
| James Edmund Cross, LL. B. 1886 . . . . .                                       | Chicago, Ill.      |
| Isaiah Reed Crossette, A. B. 1881 . . . . .                                     | Muskegon.          |
| Julia Crouch, Lit. 1880 . . . . .   | Erie, Pa.          |
| Ira George Curry, A. B. 1886 . . . . .  | Owosso.            |
| Orson B. Curtis, A. B. 1865 . . . . .   | Detroit.           |
| Byron M. Cuteheon, A. B. 1861 . . . . .   | Manistee.          |
| Grace Darling, Ph. B. 1883 . . . . .  | La Porte, Ind.     |
| John Monroe Darnell, B. S. 1867 . . . . .                                       | Rushville, Ill.    |
| Lloyd L. Davis, D. D. S. 1876 . . . . .   | Eaton Rapids.      |
| Lorenzo Davis, Jr., A. B. 1875 . . . . .  | Berkeley, Cal.     |
| Harlow Palmer Davock, C. E. 1870 . . . . .                                      | Detroit.           |
| Emma A. Decker, M. D. 1878 . . . . .  | Mt. Clements.      |
| Westbrook S. Decker, LL. B. 1867 . . . . .                                      | Denver, Col.       |
| William Wirt Dedrick, A. B. 1861 . . . . .                                      | St. Louis, Mo.     |
| Elwood Frank Demmon, A. B. 1886 . . . . .                                       | Chicago, Ill.      |
| Isaac Newton Demmon, A. B. 1868 . . . . .                                       | Ann Arbor.         |
| Amos Denison, LL. B. 1872 . . . . .   | Cleveland, O.      |
| Charles Henry Denison, Lit. 1884 . . . . .                                      | Saginaw.           |
| Joseph Villiers Denney, A. B. 1885 . . . . .                                    | Aurora, Ill.       |
| Louis Munroe Dennis, Ph. B. 1885 . . . . .                                      | Ithaca, N. Y.      |
| Hamilton Dey, A. B. 1872 . . . . .  | Detroit.           |
| Wealthy Desire Dibble, M. D. 1886 . . . . .                                     | Coldwater.         |
| Oliver Partridge Dickinson, A. B. 1866 . . . . .                                | Kansas City, Mo.   |
| Robert Neil Dickman, A. B. 1886 . . . . .                                       | Cleveland, O.      |
| Charles Wright Dodge, B. S. (Bio.) 1886 . . . . .                               | Detroit.           |
| Laura Donnan, A. B. 1879 . . . . .  | Indianapolis, Ind. |

- Edward Donovan, B. S. 1876; LL. B. 1878 . . . Kansas City, Mo.  
 Benjamin Leonard D'Ooge, A. B. 1881 . . . Ypsilanti.  
 William Henry Dorrance, D. D. S. 1879 . . . Ann Arbor.  
 William George Doty, A. B. 1875 . . . Ann Arbor.  
 Samuel Townsend Douglas, Ph. B. 1873 . . . Detroit.  
 Joseph Horace Drake, A. B. 1885 . . . Battle Creek.  
 Charles Stuart Draper, A. B. 1863 . . . East Saginaw.  
 Horton Hamilton Drury, A. B. 1867 . . . Grand Rapids.  
 Crines Hardenbergh Du Bois, LL. B. 1872 . . . Minneapolis, Minn.  
 Samuel Du Bois, M. D. 1855 . . . Unadilla.  
 Samuel Pierce Duffield, A. B. 1854; M. D. 1856 . . . Detroit.  
 Edward Francis Duffy, LL. B. 1884 . . . Pittsburgh, Pa.  
 Lewis Ezra Dunham, B. S. (M. E.) 1886 . . . St. Louis, Mo.  
 Silas Wright Dunning, A. B. 1860 . . . New York, N. Y.  
 Frank Harris Durstine, M. D. 1875 . . . Cleveland, O.  
 James Du Shane, B. S. 1869 . . . South Bend, Ind.  
 Elmer Dwiggin, B. L. 1884 . . . Chicago, Ill.  
 Elizabeth Eaglesfield, A. B. 1876; LL. B. 1878 . . . Grand Rapids.  
 Mrs. Charlotte Hall Eastman, Lit. 1881 . . . Chicago, Ill.  
 Sidney Corning Eastman, A. B. 1873 . . . Chicago, Ill.  
 John Foster Eastwood, A. B. 1871; Ph. C. 1874 . . . Ann Arbor.  
 William Milan Edwards, M. D. 1884 . . . Kalamazoo.  
 Edmund West Eede, B. S. 1883 . . . Detroit.  
 Jennie Emerson, A. B. 1884 . . . Racine, Wis.  
 James Hemingway Emery, Lit. 1873 . . . Toledo, O.  
 Thomas Emery, C. E. 1873 . . . East Saginaw.  
 William John English, A. B. 1867; LL. B. 1869 . . . Chicago, Ill.  
 Louis Robert Esau, D. D. S. 1884 . . . Milwaukee, Wis.  
 Joseph Estabrook, *Superintendent of Public In-*  
*struction* . . . Olivet.  
 Ludovic Estes, A. M. 1877 . . . Ann Arbor.  
 Marshall Davis Ewell, LL. B. 1868 . . . Chicago, Ill.  
 Joseph Weir Ewing, A. B. 1864 . . . Ionia.  
 Delos Fall, B. S. 1875 . . . Albion.  
 Edmund Elwood Fall, A. B. 1883 . . . Mt. Vernon, N. Y.  
 Louis Joseph Fasquelle, Ph. C. 1882 . . . St. Johns.  
 Mark Francis Fasquelle, A. B. 1860; M. D. 1872 . . . Mt. Pleasant.  
 Ashble Howard Fassett, Med. 1886 . . . Meshappen, Pa.  
 Orion Jonathan Fay, D. D. S. 1881; M. D. 1882 . . . Carleton.  
 Alpheus Felch, *Ex-Governor of Michigan* . . . Ann Arbor.  
 Frank Lawrence Felch, A. B. 1876 . . . Sandusky, O.  
 Theodore Alpheus Felch, Ph. B. 1871 . . . Ishpening.  
 William Edward Fenwick, Ph. B. 1881 . . . Detroit.  
 Ada Electa Ferguson, B. L. 1886 . . . Howard City.

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| Frank Clark Ferguson, A. B. 1877 . . . . .             | Buffalo, N. Y.     |
| Henry Power Field, LL. B. 1882 . . . . .               | Detroit.           |
| Jacob Asher Fink, M. D. 1886 . . . . .                 | Commerce.          |
| Lewis Ransom Fiske, A. B. 1850 . . . . .               | Albion.            |
| Ferris Smith Fitch, A. B. 1877 . . . . .               | Pontiac.           |
| Charlotte Elizabeth Fitzgerald, M. D. 1879 . . . . .   | Ann Arbor.         |
| Frank Ward Fletcher, Ph. B. 1875 . . . . .             | Alpena.            |
| Lorenzo Varnum Fletcher, A. B. 1875 . . . . .          | Linden.            |
| Homer Asaph Flint, B. S. 1861 . . . . .                | Detroit.           |
| Harry Corwin Flower, LL. B. 1885 . . . . .             | Kansas City, Mo    |
| Edward H. Flynn, M. D. 1881 . . . . .                  | West Branch.       |
| William W. Follett, C. E. 1881 . . . . .               | Pueblo, Col.       |
| Harry Farris Forbes, B. S. 1884 . . . . .              | Rockford, Ill.     |
| Horatio Clark Ford, B. S. 1875 . . . . .               | Cleveland, O.      |
| William G. Forrest, LL. B. 1881 . . . . .              | Detroit.           |
| Charles Fox, A. B. 1875 . . . . .                      | Grand Rapids.      |
| George Ludlow Fox, B. S. 1875 . . . . .                | Detroit.           |
| Carroll Sutherland Fraser, A. B. 1866 . . . . .        | Port Huron.        |
| Elisha Alexander Fraser, A. B. 1863 . . . . .          | Detroit.           |
| Alice Elvira Freeman, A. B. 1876 . . . . .             | Wellesley, Mass.   |
| Fred W. Freeman, M. D. 1882 . . . . .                  | East Saginaw.      |
| John Charles Freeman, A. B. 1868 . . . . .             | Madison, Wis.      |
| Henry Nathaniel French, A. B. 1867 . . . . .           | Kalamazoo.         |
| John Quincy Adams Fritchey, A. B. 1858 . . . . .       | St. Louis, Mo.     |
| Henry Harvey Frost, A. B. 1885 . . . . .               | Detroit.           |
| Eugene Koelbing Frueauff, LL. B. 1875 . . . . .        | Ann Arbor.         |
| George Erskine Fullerton, M. D. 1873 . . . . .         | Marion, Ia.        |
| Elias Durfee Galloway, Ph. B. 1873 . . . . .           | Big Rapids.        |
| William Galpin, A. B. 1882 . . . . .                   | Howell.            |
| Charles Russell Gardner, A. B. 1851 . . . . .          | Ann Arbor.         |
| Edwin Clendenin Garrigues, LL. B. 1886 . . . . .       | Minneapolis, Minn. |
| Samuel Smith Garrigues, Esq. . . . .                   | Ann Arbor.         |
| Walter Brown Garvin, A. B. 1883 . . . . .              | Allegan.           |
| Louis Gascoigne, A. B. 1885 . . . . .                  | Detroit.           |
| Herschel Robert Gass, A. B. 1873 . . . . .             | Flint.             |
| Marshall Thomas Gass, A. B. 1873 . . . . .             | Flint.             |
| Allyn Boughton Geddes, Ph. C. 1885 . . . . .           | Montpelier, O.     |
| Frederick Lyman Geddes, A. B. 1872 . . . . .           | Toledo, O.         |
| Joseph Mills Gelston, A. B. 1869 . . . . .             | Pontiac.           |
| Conrad Georg, M. D. 1872 . . . . .                     | Ann Arbor.         |
| John Georg, M. D. 1876 . . . . .                       | Detroit.           |
| Austin George, <i>Professor in State Normal School</i> | Ypsilanti.         |
| Harriet Angell Gerry, M. D. 1883 . . . . .             | Detroit.           |
| William Jay Gibson, A. B. 1869 . . . . .               | Cincinnati, O.     |

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| William K. Gibson, Lit. 1852 . . . . .   | Jackson.               |
| Edwin Brewster Gidley, LL. B. 1864 . . . . .   | Ann Arbor.             |
| Thomas D. Gilbert, <i>Ex-Regent of the University</i>                                  | Grand Rapids.          |
| John Wesley Gillespie, LL. B. 1886 . . . . .   | Lincoln, Neb.          |
| Leon Martin Gillette, Lit. 1884 . . . . .  | Battle Creek.          |
| Clark Hough Gleason, Ph. B. 1873; LL. B. 1875  | Grand Rapids.          |
| Fred Harris Goff, Ph. B. 1881 . . . . .  | Cleveland, O.          |
| George Lincoln Goodale, <i>Professor of Botany in<br/>Harvard University</i> . . . . . | Cambridge, Mass.       |
| Lowell Alonzo Goodman, C. E. 1867 . . . . .  | Westport, Mo.          |
| Edward Payson Goodrich, A. B. 1865 . . . . .   | Ypsilanti.             |
| Merchant Huxford Goodrich, A. B. 1845 . . . . .  | Ann Arbor.             |
| Edward Alonzo Gott, Ph. B. 1876 . . . . .  | Detroit.               |
| Cornelius Albert Gower, A. B. 1867 . . . . .   | Lansing.               |
| Fanny Searles Gradle, M. D. 1877 . . . . .   | Chicago, Ill.          |
| John Henry Grant, A. B. 1882; LL. B. 1883 . . . . .                                    | Manistee.              |
| Schuyler Grant, A. B. 1864 . . . . .   | Detroit.               |
| Myron Oscar Graves, A. B. 1886 . . . . .   | Wyandotte.             |
| Barzillai Gray, A. B. 1849 . . . . .   | Kansas City, Mo.       |
| William John Gray, A. B. 1877 . . . . .  | Detroit.               |
| George Washington Green, M. D. 1862 . . . . .  | Ann Arbor.             |
| Sullivan Dexter Green, Lit. 1860 . . . . .   | Berlin Falls, N. H.    |
| Levi Thomas Griffin, A. B. 1857 . . . . .  | Detroit.               |
| Clara Viets Grover, A. B. 1886 . . . . .   | Brooklyn, N. Y.        |
| Delbert James Haff, A. B. 1884 . . . . .   | Kansas City, Mo.       |
| James John Hagerman, B. S. 1861 . . . . .  | Colorado Springs, Col. |
| Elmer Jay Hale, LL. B. 1879 . . . . .  | Detroit.               |
| Avon Stacy Hall, A. B. 1884 . . . . .  | Cadillae.              |
| Mrs. Carrie Isa Wilmot Hall, B. L. 1884 . . . . .                                      | Cadillae.              |
| Lucy Mabel Hall, M. D. 1878 . . . . .  | Brooklyn, N. Y.        |
| William Henry Hall, Lit. 1861 . . . . .  | Ypsilanti.             |
| Elsie Adelaide Hallock, D. D. S. 1885 . . . . .  | Ann Arbor.             |
| Edward Anderson Halsey, A. B. 1877 . . . . .   | Kansas City, Mo.       |
| Le Roy Halsey, A. B. 1879 . . . . .  | Battle Creek.          |
| James Lyon Hamill, LL. B. 1885 . . . . .   | Bellefonte, Pa.        |
| Alexander White Hamilton, A. B. 1871 . . . . .   | Ann Arbor.             |
| Francis Marion Hamilton, A. B. 1869 . . . . .  | Bucyrus, O.            |
| Joel Warren Hamilton, LL. B. 1878 . . . . .  | Ann Arbor.             |
| Leslie Benton Hanchett, Ph. B. 1884 . . . . .  | Saginaw.               |
| Clarence James Hand, D. D. S. 1884 . . . . .   | Romeo.                 |
| William Washington Hannan, A. B. 1880 . . . . .  | Detroit.               |
| Almon Fremont Hanson, LL. B. 1880 . . . . .  | Ann Arbor.             |
| Paul Henry Hanus, B. S. 1878 . . . . .   | Denver, Col.           |
| K. D. Harger, B. S. 1884 . . . . .   | Burlington, Ia.        |

- William D. Harriman, *Probate Judge of Wash-*  
*tenaw County* . . . . . Ann Arbor.
- Samuel Smith Harris, *Bishop of Michigan* . . . . . Detroit.
- Mrs. Sophia Hartley, M. D. 1875 . . . . . Ann Arbor.
- Elias N. Hartman, LL. B. 1886 . . . . . South Bend, Ind.
- Elisha Monroe Hartman, B. L. 1886 . . . . . Owosso.
- George William Hartman, M. D. 1881 . . . . . Archbold, O.
- Henry Haskell, Law 1883 . . . . . Ann Arbor.
- Samuel Fred Hawley, Ph. B. 1885 . . . . . Shelby.
- Samuel Hayes, B. S. 1869 . . . . . Grundy Centre, Ia.
- James Grant Hays, A. B. 1886; LL. B. 1887 . . . . . Pittsburgh, Pa.
- Mary Hegeler, B. S. 1882 . . . . . La Salle, Ill.
- Henry Heim, Ph. C. 1878 . . . . . East Saginaw.
- Josiah Heller, M. D. 1874 . . . . . Grand Rapids.
- Elmer Ellsworth Hendershott, M. D. 1886 . . . . . Dunkirk, O.
- George A. Hendricks, M. D. 1877 . . . . . Ann Arbor.
- William James Herdman, Ph. B. 1872; M. D.  
1875 . . . . . Ann Arbor.
- Ashbel Harrison Herron, LL. B. 1864 . . . . . Albion, Mich.
- John H. Hewitt, *Professor of Ancient Lan-*  
*guages in Williams College* . . . . . Williamstown, Mass.
- Walter Jacob Heyser, B. S. 1875 . . . . . Jackson.
- George Smith Hickey, A. B. 1868 . . . . . Battle Creek.
- Frederick Charles Hicks, A. B. 1886 . . . . . La Porte, Ind.
- Shelley Eugene Higgins, A. B. 1885 . . . . . Kalamazoo.
- Paul Henry Hirth, Ph. C. 1886 . . . . . Toledo, O.
- Abby Little Hitchcock, Ph. B. 1885 . . . . . Toledo, O.
- Charles Wellman Hitchcock, A. M. 1880 . . . . . Detroit.
- Horace Rodney Hitchcock, M. D. 1878 . . . . . Sand Beach.
- Arthur Smith Hobart, Lit. 1867 . . . . . Big Rapids.
- Mrs. Alice May Spencer Hodge, B. L. 1885 . . . . . Jackson.
- Herbert Augustus Hodge, B. L. 1882; LL. B.  
1885 . . . . . Jackson.
- Hiram C. Hodge, *Ex-State Senator* . . . . . Concord.
- Ellen Clara Hogeboom, B. S. 1877 . . . . . Shelbyville, Ky.
- Liberty Emory Holden, A. B. 1858 . . . . . Cleveland, O.
- James Michael Holland, LL. B. 1885 . . . . . Park River, Dak.
- Fred Bruce Hollenbeck, A. B. 1886 . . . . . Perrysburg, O.
- George Washington Hood, A. B. 1856 . . . . . Detroit.
- George Hiram Hopkins, LL. B. 1871 . . . . . Detroit.
- Frank H. Hosford, Esq. . . . . Detroit.
- James Robert Hosie, Lit. 1869 . . . . . Wayne.
- George Stedman Hosmer, A. B. 1875 . . . . . Detroit.
- Clementine Lord Houghton, B. L. 1884 . . . . . Ann Arbor.



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| Frank Howe Hovey, M. D. 1886 . . . . .                              | Wichita, Kan.        |
| George Howell, M. D. 1863 . . . . .                                 | Tecumseh.            |
| Almon Franklin Hoyt, A. B. 1874 . . . . .                           | Nashville, Tenn.     |
| Mary Hubbard Hoyt, Ph. B. 1877 . . . . .                            | Kalamazoo.           |
| Henry Harrison Hubbard, B. S. 1860 . . . . .                        | Battle Creek.        |
| Henry Wright Hubbard, B. S. 1866 . . . . .                          | New York, N. Y.      |
| Thomas Hulburt Hubbard, Ph. C. 1882 . . . . .                       | Ashtabula, O.        |
| Jay Abel Hubbell, A. B. 1853 . . . . .                              | Houghton.            |
| Richard Hudson, A. B. 1871 . . . . .                                | Ann Arbor.           |
| Lou Hughes, Ph. B. 1877 . . . . .                                   | Decorah, Ia.         |
| Mrs. Eliza Darling Hull, Ph. B. 1882 . . . . .                      | Lawrenceville, N. J. |
| Isabella Hattie Hull, A. B. 1884 . . . . .                          | Brighton.            |
| Lawrence Cameron Hull, A. B. 1877 . . . . .                         | Lawrenceville, N. J. |
| Bessie Perry Hunt, A. B. 1884 . . . . .                             | Fort Lewis, Col.     |
| James Edmund Hunt, A. B. 1880 . . . . .                             | Toledo, O.           |
| Mary Elizabeth Hunt, B. L. 1883 . . . . .                           | Ann Arbor.           |
| Ormond Fremont Hunt, A. B. 1881 . . . . .                           | Detroit.             |
| Ledru Rollin Hunter, A. B. 1880 . . . . .                           | South Lyon.          |
| Charles Hurd, A. B. 1862 . . . . .                                  | Michigan City, Ind.  |
| Henry Mills Hurd, A. B. 1863; M. D. 1866 . . . . .                  | Pontiac.             |
| Florence Huson, M. D. 1885 . . . . .                                | Detroit.             |
| Harry Burns Hutchins, Ph. B. 1871 . . . . .                         | Ann Arbor.           |
| Charles Hutchinson, Ph. B. 1881 . . . . .                           | Ann Arbor.           |
| Louis Howard Hyde, Ph. B. 1882 . . . . .                            | Joliet, Ill.         |
| Wilber Fisk Jackman, B. S. 1886 . . . . .                           | Armada.              |
| Walter H. Jackson, D. D. S. 1876 . . . . .                          | Ann Arbor.           |
| Albert Poole Jacobs, A. B. 1873 . . . . .                           | Detroit.             |
| Charles Huntington Jacobs, A. B. 1875 . . . . .                     | Detroit.             |
| George Francis James, A. B. 1886 . . . . .                          | Evanston, Ill.       |
| Ormond Courtland Jenkins, D. D. S. 1880 . . . . .                   | Ann Arbor.           |
| William Lee Jenks, A. B. 1878 . . . . .                             | Port Huron.          |
| Fred William Job, Ph. B. 1885 . . . . .                             | Chicago, Ill.        |
| William Corwin Johns, B. S. 1869 . . . . .                          | Decatur, Ill.        |
| Frank Arthur Johnson, A. B. 1881; M. D. 1884 . . . . .              | Ann Arbor.           |
| James Eastman Johnson, <i>Ex-Regent of the University</i> . . . . . | Niles.               |
| William Claflin Johnson, Ph. B. 1878 . . . . .                      | Detroit.             |
| William Warren Johnson, M. D. 1884 . . . . .                        | Goshen, Ind.         |
| Collins Hickey Johnston, A. B. 1881; M. D. 1883 . . . . .           | Sutton's Bay.        |
| Elisha Jones, A. B. 1859 . . . . .                                  | Ann Arbor.           |
| Sophie Bethena Jones, M. D. 1885 . . . . .                          | Atlanta, Ga.         |
| William Edward Jones, LL. B. 1876 . . . . .                         | St. Louis, Mo.       |
| Fannie G. Kahn, Ph. B. 1886 . . . . .                               | Detroit.             |
| John Kapp, M. D. 1868 . . . . .                                     | Ann Arbor.           |



- Caroline E. Lorman, Ph. B. 1886 . . . . . Detroit.  
 Almira Lovell, A. B. 1884 . . . . . Flint.  
 Frank Nathaniel Lufkin, A. B. 1884; LL. B.  
 1886 . . . . . Olathe, Kan.  
 Charles Edwin Luscomb, M. D. 1876 . . . . . Ann Arbor.  
 Jeremiah Lynch, LL. B. 1883 . . . . . Lapeer.  
 Gilbert Randolph Lyon, A. B. 1857 . . . . . Owosso.  
 Henry Francis Lyster, A. B. 1858; M. D. 1860 . . . . . Detroit.  
 Alexander Macfarlane, *Professor of Physics in  
 the University of Texas* . . . . . Austin, Tex.  
 Edwin Frederick Mack, A. B. 1883 . . . . . Detroit.  
 Janet King Mackenzie, A. B. 1884 . . . . . Detroit.  
 Herbert Maguire, A. B. 1872 . . . . . Detroit.  
 Rachel Annie Malcomson, Lit. 1885 . . . . . Detroit.  
 Albert Mann, Ph. C. 1880 . . . . . Ann Arbor.  
 Alma Mansfield, A. B. 1881 . . . . . Ann Arbor.  
 John Jameson Mapel, A. B. 1872 . . . . . Milwaukee, Wis.  
 William Lewis Marquardt, LL. B. 1886 . . . . . Grand Rapids.  
 Charles Alfred Marshall, C. E. 1876 . . . . . Johnstown, Pa.  
 James Nelson Martin, M. D. 1883 . . . . . Ann Arbor.  
 Gertrude Helen Mason, Ph. B. 1876 . . . . . San José, Cal.  
 Ovid Luther Matthews, LL. B. 1878 . . . . . Ann Arbor.  
 William Carrier Matthews, A. B. 1873 . . . . . Flint.  
 Lawrence Maxwell, Jr., B. S. 1874 . . . . . Cincinnati, O.  
 Ira Mayhew, *Ex-Superintendent of Public In-  
 struction* . . . . . Detroit.  
 Aaron Vance McAlvay, A. B. 1868; LL. B. 1869 . . . . . Manistee.  
 William Andrew McAndrew, A. B. 1886 . . . . . St. Clair.  
 James Joseph McCarty, LL. B. 1884 . . . . . Honesdale, Pa.  
 Anna Elizabeth McDonald, A. B. 1877 . . . . . Ann Arbor.  
 Flora McDonald, A. B. 1883 . . . . . Ann Arbor.  
 James Henry McDonald, A. B. 1876 . . . . . Detroit.  
 William H. McDowell, LL. B. 1868 . . . . . Cincinnati, O.  
 Robert Gordon McEvoy, LL. B. 1882 . . . . . Rockford, Ill.  
 Jonas Hartzell McGowan, B. S. 1861 . . . . . Washington, D. C.  
 Donald McIntyre, *Ex-Regent of the University* . . . . . Ann Arbor.  
 Patrick McKernan, LL. B. 1863 . . . . . Ann Arbor.  
 Daniel A. McLachlan, M. D. 1879 . . . . . Ann Arbor.  
 John Wesley McLachlan, M. D. 1886 . . . . . Holly.  
 Joseph Rogers McLaughlin, B. S. 1877 . . . . . Detroit.  
 Lester McLean, B. S. 1872; LL. B. 1875 . . . . . Elyria, O.  
 Mary Hancock McLean, M. D. 1883 . . . . . St. Louis, Mo.  
 John Alexander McLennan, A. B. 1883 . . . . . Detroit.  
 Frank McNamara, Ph. B. 1881 . . . . . Mt. Pleasant.

- William Mendenhall, B. S. 1863 . . . . . Richmond, Ind.  
 Otis Asher Merell, Ph. C. 1870 . . . . . Owosso.  
 Henry David Merithew, LL. B. 1886 . . . . . Ann Arbor.  
 Francis De Witt Merritt, LL. B. 1874 . . . . . La Grange, Ind.  
 Alpheus Goodman Mesic, M. D. 1878 . . . . . Milan.  
 Bert Westbrook Middleton, Lit. 1886 . . . . . Greenville.  
 Watson Birchard Millard, A. B. 1871 . . . . . St. Clair.  
 Albert Edward Miller, A. B. 1883 . . . . . Detroit.  
 Charles P. Miller, Med. 1877 . . . . . Fort Collins, Col.  
 Charles Rollin Miller, B. S. 1858; LL. B. 1860 . . . . . Adrian.  
 Edward Charles Miller, LL. B. 1886 . . . . . St. Paul, Minn.  
 Louis Cornelius Miller, LL. B. 1882 . . . . . Marshall.  
 Samuel Freeman Miller, *Justice of the Supreme Court of the United States* . . . . . Washington, D. C.  
 Walter Miller, A. M. 1884 . . . . . Ann Arbor.  
 Samuel George Milner, A. B. 1872 . . . . . Ann Arbor.  
 George Hart Miner, B. S. 1881 . . . . . Ann Arbor.  
 Mary Loviey Miner, Ph. B. 1882 . . . . . Detroit.  
 Mrs. Margaret Morton Mitchell, A. B. 1881 . . . . . Ludington.  
 Charles Jay Monroe, LL. B. 1879 . . . . . South Haven.  
 James Monroe, *Professor of Political Science in Oberlin College* . . . . . Oberlin, O.  
 Jabez Montgomery, B. S. 1867 . . . . . Kalamazoo.  
 Mrs. Kate Cameron Moody, D. D. S. 1882 . . . . . Mendota, Ill.  
 William Austin Moore, A. B. 1850 . . . . . Detroit.  
 Horatio Throop Morley, M. E. 1879 . . . . . Marine City.  
 John Morris, Jr., A. B. 1883 . . . . . Fort Wayne, Ind.  
 Ida Ann Morrish, M. L. 1885 . . . . . Ann Arbor.  
 Seymour Tenny Morse, C. E. 1878 . . . . . Detroit.  
 Edwin Lincoln Moseley, A. M. 1885 . . . . . Grand Rapids.  
 Eliza Maria Mosher, M. D. 1875 . . . . . Brooklyn, N. Y.  
 John Davidson Muir, Ph. C. 1884 . . . . . Grand Rapids.  
 Arthur Ebenezer Mummery, Ph. C. 1885 . . . . . Ann Arbor.  
 James Ormsbee Murray, *Dean of Princeton College* . . . . . Princeton, N. J.  
 Frank Clark Myers, M. D. 1883 . . . . . Oshtemo.  
 Mrs. Matilda M. Nehls, D. D. S. 1886 . . . . . Detroit.  
 Theodore Nelson, *Ex-Superintendent of Public Instruction* . . . . . Saginaw.  
 Hector Neuhoff, A. B. 1872 . . . . . St. Louis, Mo.  
 Arthur Clayton Nichols, D. D. S. 1880 . . . . . Ann Arbor.  
 Charles Wing Noble, A. B. 1846 . . . . . Detroit.  
 Lyman Decatur Norris, A. B. 1845 . . . . . Grand Rapids.  
 Byron Booth Northrop, A. B. 1855 . . . . . Racine, Wis.

- Cyrus Northrop, *President of the University of Minnesota* . . . . . Minneapolis, Minn.
- Henry H. Northrop, *Ex-Regent of the University* . . . . . Flint.
- Frederick George Novy, B. S. (Chem.) 1886 . . . . . Ann Arbor.
- De Witt Jay Oakley, Ph. B. 1875 . . . . . Grosse Isle.
- Lyster M. O'Brien, A. B. 1858; LL. B. 1860 . . . . . Fort D. A. Russell, Wyo.
- Israel Ohlinger, M. D. 1878 . . . . . Aurelius.
- Rollin Charles Olin, M. D. 1877 . . . . . Detroit.
- Daniel Edward Osborne, Ph. C. 1879; M. D. 1884 . . . . . Evanston, Ill.
- Helen Lucy Osgood, Ph. B. 1886 . . . . . Hamburg.
- Charles Eugene Otis, A. B. 1869 . . . . . St. Paul, Minn.
- Charles Sillman Page, D. D. S. 1886 . . . . . Belvidere, Ill.
- Charles Henry Palmer, Jr., B. S. 1863 . . . . . Delavan, Minn.
- Henry Palmer, Ph. C. 1885 . . . . . St. Johns.
- Thomas Witherell Palmer, A. B. 1849 . . . . . Detroit.
- George E. Pantlind, C. E. 1875; LL. B. 1878 . . . . . Grand Rapids.
- Delos Leonard Parker, Ph. B. 1881; M. D. 1883 . . . . . Marine City.
- Franklin Leonidas Parker, A. B. 1847 . . . . . Ann Arbor.
- Stanley Eli Parkhill, Ph. C. 1877 . . . . . Owosso.
- Edward Leroy Parmenter, B. L. 1886 . . . . . Chicago, Ill.
- Jared Patchin, A. B. 1853 . . . . . Detroit.
- Albert Henderson Pattengill, A. B. 1868 . . . . . Ann Arbor.
- Henry Romaine Pattengill, B. S. 1874 . . . . . Lansing.
- Charles Rich Patterson, A. B. 1850 . . . . . Ypsilanti.
- Harriet Ada Patton, LL. B. 1872 . . . . . Ann Arbor.
- William R. Payne, Dent. 1883 . . . . . Ann Arbor.
- Selim H. Peabody, *Regent of the University of Illinois* . . . . . Champaign, Ill.
- Edwin Deppen Peifer, A. B. 1886 . . . . . Waterloo, Ia.
- Edmund Waldo Pendleton, A. B. 1872 . . . . . Detroit.
- Charles Philip Pengra, M. D. 1881; Ph. C. 1883 . . . . . Boston, Mass.
- William Pepper, *Provost of the University of Pennsylvania* . . . . . Philadelphia, Pa.
- Walter Scott Perry, A. B. 1861 . . . . . Ann Arbor.
- Charles Sperry Peyton, Ph. C. 1884 . . . . . Jackson.
- Daniel Russell Phillips, A. B. 1884 . . . . . New York, N. Y.
- Thomas Charles Phillips, B. S. 1885 . . . . . Calumet.
- David Pierce, Lit. 1885 . . . . . McKeesport, Pa.
- Lewis Stephen Pilcher, A. B. 1862; M. D. 1866 . . . . . Brooklyn, N. Y.
- Frederick Pistorius, LL. B. 1860 . . . . . Ann Arbor.
- Alvah Grenelle Pitts, A. B. 1885 . . . . . Detroit.
- Fred A. Platt, A. B. 1875 . . . . . Flint.
- Myra Elizabeth Pollard, A. B. 1884 . . . . . Chicago, Ill.

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|---|-------------------|
| Allen Bartlit Pond, A. B. 1880 . . . . .  | Chicago, Ill.     |
| Irving Kane Pond, C. E. 1879 . . . . .  | Chicago, Ill.     |
| Alice Porter, Ph. B. 1883 . . . . .   | Ann Arbor         |
| Charles B. Porter, Med. 1852 . . . . .  | Bay City.         |
| Hoyt Post, A. B. 1861 . . . . .   | Detroit.          |
| James Alexis Post, B. S. 1861 . . . . .   | Detroit.          |
| Charles Walter Howard Potter, A. B. 1876 . . . . .                                  | Detroit.          |
| Herman Joseph Powell, A. B. 1886 . . . . .  | Ionia.            |
| John Powers, M. D. 1884 . . . . .   | Ann Arbor.        |
| Fred F. Prentice, Ph. C. 1872 . . . . .   | Janesville, Wis.  |
| Albert Benjamin Prescott, M. D. 1864 . . . . .                                      | Ann Arbor.        |
| Daniel Putnam, <i>Vice Principal of the State</i><br><i>Normal School</i> . . . . . | Ypsilanti.        |
| Mary Burnham Putnam, Ph. B. 1885 . . . . .  | Ypsilanti.        |
| Joseph Very Quarles, A. B. 1866 . . . . .   | Racine, Wis.      |
| William John Rainey, LL. B. 1880 . . . . .  | Milan.            |
| Seth Cook Randall, LL. B. 1874 . . . . .  | Ann Arbor.        |
| Edward Fitz Randolph, D. D. S. 1885 . . . . .                                       | Toledo, O.        |
| Wyllys Cadwell Ransom, A. B. 1848 . . . . .   | Kalamazoo.        |
| Thomas Craighead Reynolds, A. B. 1868 . . . . .                                     | Akron, O.         |
| Homer Reed, A. B. 1872 . . . . .  | Kansas City, Mo.  |
| John Oren Reed, Ph. B. 1885 . . . . .   | East Saginaw.     |
| Mrs. May McNeil Reed, Ph. C. 1882; B. L. 1885 . . . . .                             | East Saginaw.     |
| Wilbur Fisk Reed, A. B. 1874; M. D. 1877. . . . .                                   | Northville.       |
| Jacob Ellsworth Reighard, Ph. B. 1882 . . . . .                                     | Ann Arbor.        |
| George Bradford Remiek, A. B. 1866 . . . . .  | Detroit.          |
| Theodore Allard Reyer, Ph. C. 1881 . . . . .  | Detroit.          |
| Mrs. Prudence Belle Warner Reynolds, M. D.<br>1880 . . . . .                        | Detroit.          |
| John Henry Rheinfrank, M. D. 1864 . . . . .   | Perrysburg, O.    |
| Lewis Addison Rhoades, A. B. 1884 . . . . .   | Ann Arbor.        |
| Isaac Milton Rhodes, M. D. 1853 . . . . .   | Hancock.          |
| Harry Slade Richards, Ph. B. 1880 . . . . .   | Kalamazoo.        |
| Charles Howland Richmond, Ph. B. 1885 . . . . .                                     | Kansas City, Mo.  |
| Aaron W. Riker, Med. 1854 . . . . .   | Fenton.           |
| Eugene V. Riker, A. B. 1884 . . . . .   | Ann Arbor.        |
| Joseph Ripley, C. E. 1876 . . . . .   | Sault Ste. Marie. |
| Willis Reed Roberts, Ph. B. 1877 . . . . .  | Norristown, Pa.   |
| Henry John Robeson, A. B. 1875 . . . . .  | Port Huron.       |
| Fred Austin Robinson, A. B. 1882 . . . . .  | Detroit.          |
| Stillman Williams Robinson, C. E. 1863 . . . . .                                    | Columbus, O.      |
| Henry Wade Rogers, A. B. 1874 . . . . .   | Ann Arbor.        |
| Morse Rohnert, A. B. 1883 . . . . .   | Detroit.          |
| Arthur Raymond Rood, Ph. M. 1881 . . . . .  | Grand Rapids.     |

- Preston Benjamin Rose, M. D. 1862 . . . . . Ann Arbor.  
 Isaac H. C. Royse, LL. B. 1868 . . . . . Terre Haute, Ind.  
 Flora Hubbard Ruch, M. D. 1882 . . . . . Ypsilanti.  
 Edsel Alexander Ruddiman, Ph. C. 1886 . . . . . Dearborn.  
 Robert Coleman Rudy, M. D. 1886 . . . . . Ann Arbor.  
 Fred S. Ruggles, M. D. 1881 . . . . . Byron.  
 Walter Scott Russel, C. E. 1875 . . . . . Detroit.  
 Mrs. Ida Bellis Ryan, B. S. 1876 . . . . . Warren, Pa.  
 William H. Ryder, *Pastor of the Congregational  
 Church of Ann Arbor* . . . . . Ann Arbor.  
 Marden Sabin, Lit. 1863 . . . . . Centreville.  
 Lucy Maynard Salmon, A. B. 1876 . . . . . Syracuse, N. Y. †  
 John Dana Sanders, C. E. 1876 . . . . . Mine La Motte, Mo.  
 George Poindexter Sanford, B. S. 1861 . . . . . Lansing.  
 Daniel Satterthwaite, A. B. 1859 . . . . . Canandaigua, N. Y.  
 Sarah Elizabeth Satterthwaite, A. B. 1886 . . . . . Canandaigua, N. Y.  
 Edwin Frank Saunders, Ph. B. 1886 . . . . . East Saginaw.  
 David Adolphus Sawdey, Ph. B. 1876 . . . . . Erie, Pa.  
 John Martin Schaeberle, C. E. 1876 . . . . . Ann Arbor.  
 Charles Ashmead Schaeffer, *President of the  
 State University of Iowa* . . . . . Iowa City, Ia.  
 Otto Scherer, Ph. C. 1886 . . . . . Detroit.  
 Marie Elizabeth Schmermund, Ph. B. 1885 . . . . . Greenville, O.  
 Samuel Balkam Schoyer, A. B. 1883 . . . . . Pittsburgh, Pa.  
 Albert Christian Schumacher, Ph. C. 1884 . . . . . Ann Arbor.  
 Randall Schuyler, M. D. 1877 . . . . . East Milan.  
 Charles Scott, *President of Hope College* . . . . . Holland.  
 Evart Henry Scott, Lit. 1872 . . . . . Ann Arbor.  
 Fred Newton Scott, A. B. 1884 . . . . . Cleveland.  
 William H. Scott, *President of the Ohio State  
 University* . . . . . Columbus, O.  
 Charles Jacob Seroggs, A. M. 1884 . . . . . Bueyrus, O.  
 Myron C. Scully, M. D. 1866 . . . . . Vernon.  
 Isaac Caspar Seeley, LL. B. 1871 . . . . . Minneapolis, Minn.  
 Henry Selleck, LL. B. 1874 . . . . . Bay City.  
 John Quincy Adams Sessions, A. B. 1856 . . . . . Ann Arbor.  
 Lillie Maria Shaw, A. B. 1884 . . . . . East Saginaw.  
 James B. Sheean, A. B. 1885 . . . . . Anamosa, Ia.  
 George Beatty Sheehy, A. B. 1885 . . . . . Detroit.  
 James Henry Shepard, B. S. 1875 . . . . . Ypsilanti.  
 Robert D. Sheppard, *Professor of History and  
 Political Economy in North Western Uni-  
 versity* . . . . . Evanston, Ill.  
 Ellen Amelia Sherman, M. D. 1879 . . . . . Independence, Ia.

- Edwin Stanton Sherrill, A. B. 1880 . . . . Detroit.  
 William Whitman Sherwin, Lit. 1876 . . . . Elgin, Ill.  
 Thomas R. Sherwood, *Justice of the Supreme  
 Court of Michigan* . . . . Kalamazoo.  
 Bowen Wisner Shoemaker, A. B. 1885 . . . . Jackson.  
 John Mahlon Berry Sill, A. M. (*Hon.*) 1870 . . . Ypsilanti.  
 Ossian Cole Simonds, C. E. 1878 . . . . Chicago, Ill.  
 Herbert Miner Slauson, Ph. B. 1877 . . . . Houghton.  
 Elliott T. Slocum, Lit. 1860 . . . . Detroit.  
 Mazzini Slusser, LL. B. 1876 . . . . Wauseon, O.  
 Albert William Smith, Ph. C. 1885 . . . . Cleveland, O.  
 Carman Newcomb Smith, Ph. B. 1883 . . . . Minneapolis, Minn.  
 Channing Smith, Ph. C. 1884 . . . . Ann Arbor.  
 Clifford Chester Smith, B. S. (Mech. E.) 1886 . Boston, Mass.  
 Erwin F. Smith, B. S. (Bio.) 1886 . . . . Washington, D. C.  
 Frank Clemes Smith, Lit. 1886 . . . . Bessemer.  
 Willard Burrhus Smith, M. D. 1861 . . . . Ann Arbor.  
 Edward Johnson Snover, C. E. 1877 . . . . Detroit.  
 Horace Greeley Snover, A. B. 1869 . . . . Port Austin.  
 Hiram Allen Sober, A. B. 1886 . . . . Ann Arbor.  
 Frederick A. Spalding, M. D. 1869 . . . . Detroit.  
 Hinton Ellsworth Spalding, A. B. 1882 . . . . Detroit.  
 Volney Morgan Spalding, A. B. 1873 . . . . Ann Arbor.  
 Oliver L. Spaulding, *Ex-Regent of the University* St. Johns.  
 Edwin Alexander Spence, A. B. 1860 . . . . Ann Arbor.  
 Arthur William Stalker, A. B. 1884 . . . . Dixboro.  
 Louis Crandall Stanley, A. B. 1876 . . . . Detroit.  
 Ozora Pearson Stearns, B. S. 1858 . . . . Duluth, Minn.  
 Richard H. Steele, *Pastor of the Presbyterian  
 Church of Ann Arbor* . . . . Ann Arbor.  
 Joseph Beal Steere, A. B. 1868 . . . . Ann Arbor.  
 Augustus John Charles Stellwagen, A. B. 1875 Detroit.  
 Alviso Burdett Stevens, Ph. C. 1875 . . . . Ann Arbor.  
 William C. Stevens, LL. B. 1868 . . . . Ann Arbor.  
 William Corning Stevens, M. D. 1874 . . . . Detroit.  
 William Edward Stevenson, Ph. C. 1884 . . . Bay City.  
 Charles Cummings Stewart, A. B. 1873; LL. B.  
 1875 . . . . Detroit.  
 Margaret Stewart, A. B. 1877 . . . . Indianapolis, Ind.  
 William Issachar St. John, Ph. C. 1884 . . . Highland.  
 Lois Hepsy Stoddard, M. D. 1886 . . . . Ann Arbor.  
 George H. Stone, Lit. 1884 . . . . Pontiac.  
 Albert Boynton Storms, A. B. 1884 . . . . Tipton.  
 Byron Gray Stout, A. B. 1851 . . . . Pontiac.



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| Charles Henry Stowell, M. D. 1872 . . . . .         | Ann Arbor.        |
| Mrs. Louisa Reed Stowell, B. S. 1876 . . . . .      | Ann Arbor.        |
| Lester Herbert Strawn, C. E. 1876 . . . . .         | Ottawa, Ill.      |
| John Christian Streng, B. S. 1884 . . . . .         | Bay City.         |
| William James Stuart, A. B. 1868; LL. B. 1872       | Grand Rapids.     |
| Mrs. Hattie Lovina Martindale Studley, D. D. S.     |                   |
| 1882 . . . . .                                      | Grand Rapids.     |
| Thomas John Sullivan, M. D. 1880 . . . . .          | Ann Arbor.        |
| Edward Cassius Swift, Ph. B. 1876 . . . . .         | Ottawa, Ill.      |
| Grant Byron Swisher, A. B. 1886 . . . . .           | Oil City, Pa.     |
| William Harvey Talcott, LL. B. 1886 . . . . .       | Carleton.         |
| Clarence Quimby Tappan, B. L. 1884 . . . . .        | Caro.             |
| Asher Columbus Taylor, M. D. 1874 . . . . .         | Manchester.       |
| David Brainerd Taylor, A. B. 1867; LL. B.           |                   |
| 1869 . . . . .                                      | Chelsea.          |
| De Witt Holbrook Taylor, LL. B. 1870 . . . . .      | Detroit.          |
| Grace Taylor, A. B. 1884 . . . . .                  | Ann Arbor.        |
| Henry Taylor, M. D. 1855 . . . . .                  | Mt. Clemens.      |
| James Landon Taylor, A. B. 1863 . . . . .           | Wheelerburg, O.   |
| Orla Benedict Taylor, A. B. 1886 . . . . .          | Ann Arbor.        |
| Seneca N. Taylor, Law 1861 . . . . .                | St. Louis, Mo.    |
| Thomas Chalmers Taylor, A. B. 1869 . . . . .        | Almont.           |
| Vernor Jerome Tefft, A. B. 1877 . . . . .           | Mason.            |
| Franklin Clark Terrill, M. D. 1879 . . . . .        | Big Rapids.       |
| Charles Thayer, Esq. . . . .                        | Ann Arbor.        |
| Calvin Thomas, A. B. 1874 . . . . .                 | Ann Arbor.        |
| Cyrus Backus Thomas, A. B. 1860 . . . . .           | East Saginaw.     |
| William B. Thomas, Med. 1853 . . . . .              | Ionia.            |
| Bradley Martin Thompson, B. S. 1858 . . . . .       | East Saginaw.     |
| Charles Thad Thompson, LL. B. 1880 . . . . .        | Detroit.          |
| Delos Thompson, B. L. 1885 . . . . .                | Rensselaer, Ind.  |
| Isadore Thompson, A. B. 1884 . . . . .              | East Saginaw.     |
| Mary Ella Thompson, A. B. 1885 . . . . .            | Lapeer.           |
| Seward Rush Thornton, Lit. 1876 . . . . .           | Trenton.          |
| Ferdinand Thum, Ph. C. 1880 . . . . .               | Grand Rapids.     |
| Samuel Brown Todd, A. B. 1886 . . . . .             | Green Garden, Pa. |
| Fred Murraie Townsend, A. B. 1881 . . . . .         | New Orleans, La.  |
| Lura Wallace Tozer, Ph. B. 1885 . . . . .           | Ann Arbor.        |
| Arthur Rollin Tripp, LL. B. 1876 . . . . .          | Pontiac.          |
| William Petit Trowbridge, <i>Professor of Engi-</i> |                   |
| <i>neering in Columbia College</i> . . . . .        | New York, N. Y.   |
| Frank Trussell, LL. B. 1883 . . . . .               | Milan.            |
| Alonzo J. Tullock, C. E. 1876 . . . . .             | Leavenworth, Kan. |
| Clifford Afton Turner, M. D. 1875 . . . . .         | Cleveland, O.     |

- Horace J. Turner, M. D. 1869 . . . . . Wayland.  
 Robert Turner, M. D. 1871 . . . . . Flat Rock.  
 Dean Merrill Tyler, M. D. 1859; LL. B. 1875 . . . . . Ann Arbor.  
 William Peck Tyler, Lit. 1885 . . . . . Napoleon.  
 William Upjohn, *Ex-Regent of the University* . . . . . Hastings.  
 Henry Munson Utley, A. B. 1861 . . . . . Detroit.  
 Frank Vandawarker, M. D. 1880 . . . . . Ann Arbor.  
 Nicholas Vandenberg, Ph. C. 1882 . . . . . Detroit.  
 Alice Van Hoosen, A. B. 1880 . . . . . Rochester.  
 Bertha Van Hoosen, A. B. 1884 . . . . . Rochester.  
 Abram L. Van Horn, M. D. 1868 . . . . . Dowley.  
 James Irvin Van Keuren, A. B. 1862; LL. B.  
     1864 . . . . . Howell.  
 Lucius Lincoln Van Slyke, A. B. 1879 . . . . . Honolulu, Haw. Isl.  
 Arba S. Van Valkenburgh, A. B. 1884 . . . . . Kansas City, Mo.  
 Cornelius Van Zwaluwenburg, M. D. 1885 . . . . . Kalamazoo.  
 Victor Clarence Vaughan, M. D. 1878 . . . . . Ann Arbor.  
 Christine Louise Voigt, Ph. B. 1883 . . . . . Detroit.  
 Albert Jacob Volland, A. B. 1876 . . . . . Grand Rapids.  
 Sophia Volland, M. D. 1877 . . . . . Ann Arbor.  
 Hans Carl Günther von Jagemann, *Professor of*  
     *Germanic Languages in Indiana Univer-*  
     *sity* . . . . . Bloomington, Ind.  
 George Philemon Voorheis, A. B. 1872 . . . . . Port Huron.  
 Oliver Simeon Vreeland, A. B. 1869 . . . . . Salamanca, N. Y.  
 Edward Reed Wagner, A. M. 1884 . . . . . Ann Arbor.  
 Byron Sylvester Waite, B. L. . . . . Menominee.  
 Mrs. Ismena Cramer Waite, Ph. B. 1880 . . . . . Menominee.  
 Jane Ann Walker, M. D. 1882 . . . . . Salem.  
 Mrs. Marie Louise Hall Walker, Ph. B. 1877 . . . . . Ann Arbor.  
 Edward Lorraine Walter, A. B. 1868 . . . . . Ann Arbor.  
 Horace Bailey Wamsley, A. B. 1878 . . . . . Eau Claire, Wis.  
 Belmont Waples, A. B. 1886 . . . . . Marshall.  
 Clarence Stanton Ward, M. D. 1874 . . . . . Warren, O.  
 James Avery Satterlee Warden, A. B. 1871 . . . . . Frankfort, Kan.  
 William Wallace Washburn, A. B. 1866 . . . . . Monroe.  
 Stanley Waterloo, Lit. 1869 . . . . . Chicago, Ill.  
 Willis Lyon Watkins, A. B. 1875 . . . . . Detroit.  
 Lee P. Watson, Esq. . . . . Detroit.  
 Virginia Jane Watts, M. D. 1885 . . . . . Ann Arbor.  
 Agnes Clara Weaver, Ph. B. 1884 . . . . . East Saginaw.  
 Francis Louis Weaver, Ph. B. 1886 . . . . . Anamosa, Ia.  
 David Buel Webster, B. S. 1858 . . . . . Ann Arbor.  
 David Eaton Webster, M. D. 1880 . . . . . Larwill, Ind.

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| Elmer Randolph Webster, A. B. 1879; LL. B. 1880 . . . . .                    | Pontiac.         |
| Clara Weir, Ph. B. 1883 . . . . .  | La Grange, Ind.  |
| Charles Russell Wells, A. B. 1873 . . . . .                                  | Bay City.        |
| Frank Day Wells, A. B. 1886 . . . . .  | Rochester.       |
| William Henry Wells, A. B. 1874; Ph. C. 1875; LL. B. 1877 . . . . .          | Detroit.         |
| Francis James West, Ph. B. 1874 . . . . .                                    | Baldwin.         |
| Jean Augustus Wetmore, B. S. 1881 . . . . .                                  | New York, N. Y.  |
| William Turner Whedon, Ph. B. 1881 . . . . .                                 | Boston, Mass.    |
| Chauncey Alvan Wheeler, A. B. 1886 . . . . .                                 | Ottawa, Ill.     |
| John M. Wheeler, <i>Ex-Treasurer of the University</i>                       | Ann Arbor.       |
| Levi Lockwood Wheeler, C. E. 1874 . . . . .                                  | St. Louis, Mo.   |
| Joel Sylvanus Wheelock, M. D. 1878 . . . . .                                 | Bancroft.        |
| John Brown Whelan, Lit. 1884 . . . . .                                       | Detroit.         |
| John Edmunds White, M. D. 1882 . . . . .                                     | Clinton.         |
| Edwin Kirby Whitehead, A. B. 1880 . . . . .                                  | Denver, Col.     |
| Sarah F. Whiting, <i>Professor of Physics in Wellesley College</i> . . . . . | Wellesley, Mass. |
| Charles Rudolphus Whitman, A. B. 1870 . . . . .                              | Ypsilanti.       |
| Allen Sisson Whitney, A. B. 1885 . . . . .                                   | Mt. Clemens.     |
| Edwin Buckminster Wight, A. B. 1857 . . . . .                                | Cleveland, O.    |
| Louis Davenport Wight, B. L. 1881 . . . . .                                  | Detroit.         |
| Levi Peet Wilcox, B. L. 1885 . . . . .                                       | Ann Arbor.       |
| Mrs. Margaret Lyons Wilcox, A. B. 1885 . . . . .                             | Ann Arbor.       |
| Charles Trowbridge Wilkins, Ph. B. 1883 . . . . .                            | Detroit.         |
| Alfred Ernest Wilkinson, A. B. 1869 . . . . .                                | Denison, Tex.    |
| James Van Dyke Willcox, Lit. 1875 . . . . .                                  | Detroit.         |
| Charles Joseph Willett, A. B. 1871 . . . . .                                 | St. Louis.       |
| Eli Cone Williams, A. B. 1884 . . . . .                                      | Ann Arbor.       |
| Harvey Williams, M. D. 1871 . . . . .  | East Saginaw.    |
| Ira Cone Williams, Med. 1873 . . . . .                                       | Stockbridge.     |
| Mary Alice Williams, A. B. 1876 . . . . .                                    | New York, N. Y.  |
| William Brown Williams, A. B. 1873; LL. B. 1877                              | Lapeer.          |
| George Spencer Willits, A. B. 1878 . . . . .                                 | Chicago, Ill.    |
| Charles Moseman Wilson, Ph. B. 1880; LL. B. 1883 . . . . .                   | Grand Rapids.    |
| Levi Douglass Wines, C. E. 1874 . . . . .                                    | Ann Arbor.       |
| Harriet Lavina Winslow, B. S. 1875 . . . . .                                 | Kalamazoo.       |
| Pierre Everett Witherspoon, M. D. 1880 . . . . .                             | Harrison.        |
| Augustus W. Wolfe, LL. B. 1886 . . . . .                                     | Jackson.         |
| Frederick Bissell Wood, LL. B. 1884 . . . . .                                | Tecumseh.        |
| James Craven Wood, M. D. 1879 . . . . .                                      | Ann Arbor.       |
| Roland Woodhams, A. B. 1872 . . . . .  | Bay City.        |

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| Charles William Wooldridge, B. S. 1876; M. D.<br>1877 . . . . . | Ann Arbor.            |
| Charles Carter Worthington, B. S. 1872 . . . .                  | Homer.                |
| Jacob Capp Wortley, A. B. 1860 . . . . .                        | Holly.                |
| Francis Wright, LL. B. 1886 . . . . .                           | East Saginaw.         |
| Frederick Thompson Wright, A. B. 1886 . . .                     | Elbridge, N. Y.       |
| John Sanford Wright, LL. B. 1885 . . . . .                      | St. Johns.            |
| Robert Justice Young, A. B. 1876 . . . . .                      | Detroit.              |
| John Maxcy Zane, A. B. 1884 . . . . .                           | Salt Lake City, Utah. |
| David Zimmerman, Med. 1877 . . . . .                            | Wayne.                |
| Samuel Zimmerman, M. D. 1882 . . . . .                          | Wayne.                |







