

HANDBOOK
FROM THE
EXPERIMENTAL
COLLEGE

(1927-32)

To those who are responsible
for making the Experimental
College a reality this booklet
is sincerely dedicated.

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FOREWORD

It is the purpose of this booklet to give an informative resumé of what has been done by the pioneer class of the Experimental College.

It has been felt that there is a need for such a booklet for three reasons: (1) for the information and orientation of the incoming Freshman class of the Experimental College, (2) for the correction of many unfounded views of the College that are circulating about the University campus, and (3) for the enlightenment of all people interested in the College and particularly of educators and institutions of learning.

It is hoped that "The First Year of the Experimental College" will bring about a better understanding between the students of the University proper and the students of the Experimental College. It is one of the duties of this booklet to stress the fact that the College is a part of the University of Wisconsin not only in an official but also in an intimate and personal manner. The article entitled "The Activities of the Experimental College Students in the University" will carry out our claims.

Since the interest in the College is nation-wide and since, as yet, no summarization of its work has been made, this booklet will be particularly useful to those not intimately connected with it.

As one adviser remarked, "This booklet will save a lot of talking to the incoming Freshmen." It not only will save talking but it will also save piece-meal gathering of facts.

All the vital facts about the Experimental College are here—the booklet is complete.

"THE COLLEGE IS BORN"*Pres. Glenn Frank*

It was a memorable occasion when Dr. Meiklejohn first addressed us as a college body. We had met—many of us—a few other students in the College, but we were not yet truly a college community. We had gathered in the New Soils Building. Dr. Meiklejohn rose and spoke to us. His words always have a peculiar quality; they thrilled us as he said, "This is an occasion like a birthday. Something human is now coming into existence. We are all agreed that there shall be no celebration, no affairs, nor shall there be any gifts. We have the gift of existence this morning. A few moments ago we were not—now we are."

He then presented to us Dr. Frank, not as president of the University of Wisconsin, but as co-founder of the Experimental College. He told us why we were here: because of the firm belief that, to quote Dr. Meiklejohn, "a man has a liberal education when he has tried with some success to understand what is going on in the civilization to which he belongs;" and because of the belief that the American college under the pressure of many students and many courses, has gotten into a tangle so that it can no longer properly perform this end.

So we were turned loose that morning, we were set free, and we have already partly accomplished what we set out to do.

Behind it all, however, lies a dream and a lot of hard work. The dream goes back to the days when Dr. Meiklejohn was president of Amherst College. It is said that he "saw a world given over to specialists, each immersed in his own specialty and scarcely one of them knowing or caring where their specialties fitted into the total scheme of things—indeed, resenting the suggestion that it was their business to know." He saw a conflict between the commercial demand for highly trained college graduates and the classical demand for scholars. And so, we hear Dr. Meiklejohn saying, as he takes his office as president of Amherst:

"The technical and professional schools train for specific tasks. The liberal college views human effort as a whole and strives to unify it The whole college course will be dominated by a single purpose—that of so understanding human life as to be ready and equipped for the practice of it."

He put this into practice by simplifying the college course; by modifying the number of electives that a student might select. As Lucien Price rephrases his inaugural address at Amherst, he put students to the task of studying those things which give unity to human life: "The ideas which have, whether we know it or not, made us what we are—philosophy, the history of human thought; then the institutions which express and mould us—property, the court, the family, the church, the mill; then the stage on which this drama is played—the earth and heavens—geology, astronomy, physics, chemistry, biology; next, the history of the past, the pit from which we were digged or the hills from which we are descended—history; and with these, those burgeonings of the artist mind which thinks in pictures, which sets forth its unified conceptions of all this multiform life in lit-

erature, painting, sculpture, music, and architecture." And the students liked it, they worked hard at it, they played the game of mind with rare zest. He succeeded with them beyond hope.

And what has all this to do, you are asking, with the Experimental College? The answer is that there is now an Experimental College because Dr. Meiklejohn succeeded so well with the young men of Amherst that the older men on the faculty and the parents became alarmed at what the young men were learning. The new was displacing the old, and, personally estimable and worthy as they were, they could not "see" and sympathize with the liberal administration. It was decided that the place of Dr. Meiklejohn was not in the American college. He belonged—like Socrates, and all true educators—outside the pale. He was asked to leave Amherst, and when he did, Dr. Glenn Frank brought him to Wisconsin as Brittingham Professor of Philosophy. And when he came, Dr. Meiklejohn brought his ideas of the liberal college with him.

While Dr. Meiklejohn was still president of Amherst, Glenn Frank had become convinced of the failure of the present system of teaching to equip people with the ability to understand complicated social conditions. "Several years ago," Mr. Frank told a group of Cleveland alumni, "I was very much interested in Mexico. To thoroughly understand a five-line newspaper dispatch from Mexico City, I found I needed more background in Mexican history, politics, and economics. I went to my library and spent several hours reading.

"This caused me to wonder whether modern college education is equipping people with the ability to understand a complicated social system and giving them a desire to unravel it.

"For a while I thought the way to do this was to teach more science. I spent four hours of one evening talking to a scientist, a man engaged in cancer research. He is precise, logical, thorough—while talking about his own science.

"But a few days later I heard the same man discussing a local political situation, and his thinking about it had sunk to the level of a stable boy. He ran helter-skelter after all the catch words of his class, and shouted over and over the old platitudes.

"So I decided that science wasn't enough. About this time I met Dr. Alexander Meiklejohn, then president of Amherst. I told him about my idea of educating people by teaching them to understand life situations. He had been thinking about the same thing, and at the University of Wisconsin we were able to work the experiment out."

Dr. Frank, by authority of the University Faculty, appointed a Commission to study the educational policy of the University in all its phases. The members of the Commission believed that the first two years—the years of beginning liberal study—are at once the most important and the most difficult to deal with in the whole scheme of university teaching. It was evident that an attempt to tinker with the existing system would invite chaos, and, instead of accomplishing anything, would defeat its own purpose. The method of escape from this dilemma was to set apart a small group of teachers and students for the making of an experiment. There was much hard work, and there were many long debates on method of procedure, but the thing was done. It was a triumph for liberal tendencies of education, for Alexander Meiklejohn and Glenn Frank, and reflected great credit upon

the Faculty of the College of Letters and Science and the Regents of the University, when the Faculty, by its recommendation, and the Regents by their action made possible a genuine experiment in college education.

Part of Adams Hall, one of the two men's dormitories, was set aside for the use of the new Experimental College. It was provided by the Faculty that: "Students in the Experimental College who complete satisfactorily the work of the freshman and sophomore years will be admitted to full junior standing with sixty credits in the College of Letters and Science and will be regarded as having taken the Required Studies of one of the two general courses." A group of eleven teachers and 119 students was set free without let or hinderance to see what they could do "to formulate and to test under experimental conditions, suggestions for the improvement of methods of teaching, the content of study, and the determining conditions of undergraduate liberal education."

Dr. Meiklejohn was placed in charge of the experiment, and what he set out to do had already been told in an article in which he accepted the challenge of the *New Republic* to be "more explicit and outspoken in criticism of current college teaching and in the formulation of affirmative principles on which new ventures in the field should be based." He then set forth the main characteristics of a proposed new college. All of these proposals, it might be said, have been carefully followed out in the building of the Experimental College, which, at the time of the article of the *New Republic*, was not yet in existence. These proposals, then, were: first, that the college should be small and free from growth, having not more than two hundred and fifty students and not more than twenty-five teachers; second, that the educational policy of the college be "liberal", and based upon the belief that knowledge seeks for intelligence in living; third, that the faculty be scholars who are doing the thinking on which our life as a people depends, for only by contact with such thinkers in their work is the art of right thinking acquired; fourth, that the method of instruction would replace the present system of lectures and instruction with a scheme based upon reading, conference and discussion, in which the student would have to learn to study and judge for himself, recognize problems when they appear, and find out how to deal with them by means of proper thinking; fifth, that the content of instruction be based upon the study of human situations, in which the students would attempt to understand in all their aspects taken together the experiences, thoughts, conditions, appreciations, successes, and failures of some civilization which in its own day trod the human stage and played its part in the never-ending drama; sixth, that it be recognized that the work of a student in a liberal college falls into two parts, which is to say that he must get acquaintance with the body of knowledge as a whole, and that he must in some one field of knowledge get the sense of the way in which the special students of that field do their work, and that the proposed college must occupy itself with the first of these two problems; and, seventh, that, although a self-sufficient intellectual community, the college be located near a large university whose library and laboratory equipment could be utilized without cost to the college.

Having provided for all else, Dr. Meiklejohn assembled his faculty, and it is of interest to note that of his ten assistants three—Laurence Saunders, Walter

Agard, and John Gaus—had been with him as teachers at Amherst, and that several others had been former students of his.

As yet there was no student body, and one cannot experiment upon 120 hypothetical young men. We quote once more, with all due modesty, from the opening address of Dr. Meiklejohn:

"It is an evidence of the gallantry of young America that you are here. We are glad you are here, because we of this new faculty were afraid you would not be. We announced with fear and trembling that we could take 120 young men, if they came.

"We were afraid they would not come, because this was an experimental college. I could see youth throughout Wisconsin asking 'Do I want to be experimented upon?'"

But we were there, and we had gathered from all over the United States, and one from Germany, and one from France. We looked forward to the work of the year with great expectation, and we heard him say:

"We are going to set you free. We are anxious to see what you are going to do with this freedom. I would like to moralize on that subject, but we shall have to wait and see.

"I hope this freedom is not going to be dangerous. I hope you are going to work hard. And I hope you are going to be happy.

"The college is born. Off we go together."

A GLIMPSE OF DR. MEIKLEJOHN

He is briskly walking through the entrance at the gate-house. He steps into the section reserved for the advisers' offices, and he pauses; he acknowledges many of us walking in the court; another is speaking to him. He is in from outside and is now a part of the activity of the college. You would find him at the end of a hall of the doors of the other advisers' offices.

Many of the doors stand open; a brisk, "Come!" and you are with him. He is at his desk. He is surrounded with his numerous correspondence. He puts down his pen. He seems to want to; he waits for you to speak, intently and anxiously, almost with childlike breathlessness.

And you go on. His words, short phrases of his understanding, a nod of his head, a sensitive, sympathetic smile. A kindly air of appreciative intent is always on his countenance. He sometimes suggests a word of his outlook, but stops if you manifest the slightest of reaction. You enjoy his sincere intentness.

He has played football with us. The field is removed a short distance from his office, that office with three windows. A framed excerpt of a poetic passage lies on the window sill of one. There are some prints on the walls.

You find him at his conferences. From outside you can see him, a part of the discussions, of the college activity. And you find him at his correspondence quickly disposing of it, removing himself momentarily from the college to inform and answer questioners, outsiders.

He is briskly walking to his Ford sedan. Mrs. Meiklejohn has come for him. He sits straight before the high steering wheel. His figure is parallel to the uprights and windshield supports of the body of the car. He passes rapidly before the narrow view one can have through the gate house entrance to the road.

ALEXANDER MEIKLEJOHN



Alexander Meiklejohn is the despair of baffled photographers and biographers who have vainly tried to catch the reflection of him as he is. The pardonable flaw in their method lies in the fact that he is essentially a mobile force; he is animated and swift, deft and alert, and no penned word or photographic negative can grasp and hold for long that motion which is the essence of his being.

He is a dangerous person in that youth is tempted to idealize him. The writer, recognizing this defect is inclined to lean the other way in an attempt to avoid this tendency. In these hectic days of discovery, one frequently finds that one's idols have clay feet. This can never happen to Meiklejohn—he is no idol.

The artificial manner that marks so many a suave person of note in the world of today is totally absent in him. His hesitant, at times almost timid air, is a pungent antidote for those who are afflicted with exalted ideas, although at the same time he does nothing to discourage the having of ideas.

It would seem typical of the man that he has placed himself on an equal basis with the youngest members of the faculty group as regards teaching ability, and this after an honorable career as president of one of the foremost educational institutions in the country—made foremost principally by his efforts.

His willingness to “follow the truth wherever it may lead” and the firm conviction that all men should be created with an equal chance to prove their worth in this world would seem the signal features in his educational policy. These have blended in his fond hope that the college will show just how many it is possible to educate and what is the best method to accomplish this. If this be achieved the experiment will be a success.

Meiklejohn is one of the men who can work successfully with people as well as with ideas. He can stir a sluggish brain into action and prod an imagination, if it is not yet barren, and at the same time he can stimulate his associates to adopt

the same tactics with nearly as effective results. This method has achieved as its result an arousing in the students the desire to live the best possible life; what more can one ask in a short period of eight months?

He is addicted to a pastime which is usually thought, we believe, one peculiarly restricted to youth alone—that of hero worship. He has given us his heroes to choose from and we in return have given him our fecund though erratic ideals, and the open friendship that youth alone can give. Trite, this last, perhaps, as one young caustic remarked, but sincere.

His personal magnetism as a man cannot be exaggerated nor can we forget that at least one-half of the Experimental college students came “because I wanted to study with Meiklejohn” and not because of the new college. Lucien Price, who has recorded the Amherst episode in an effusive manner, may write about the romance of an idea, but it is the romance of a man that counts in the case in hand. We say this last with a heavy heart, for the “one man college” is as foreign to the Meiklejohn policy as sharks to Lake Mendota; yet it seemingly cannot be avoided and we shudder to think of more colleges and no more, yet discovered, Meiklejohns.

The man himself being indescribable we must turn to his placid career, occasionally flecked with bursts of fire, for a personification of his character. He was born some fifty-six years ago in Rochdale, England, and his family emigrated to this country when he was eight years old. This stigma of foreign birth may have been the cause of his being branded as a dangerous man on the blacklists of several notoriously “patriotic” organizations.

His parents were of the Gladstonian school and consequently were politically, socially and religiously liberal.

Early schooling was supplemented by matriculation at Brown university where he was awarded the degree of A.B. in 1893. Not a giant in stature, he was a member of the varsity hockey team and active in other sports. Golf, tennis and squash have occupied the place of more violent games in his life today. While at Providence he was a member of the social fraternity, Theta Delta Chi.

Subsequent degrees of A.M. at Brown in 1895 and Ph.D. at Cornell in 1897 complete the list of what are known as “earned” degrees. Honorary degrees of A.M. and LL.D. have been conferred upon him by Williams, Brown, Mt. Holyoke, Allegheny and Vermont. He is a member of the American Philosophical Society, Phi Beta Kappa and Kappa Sigma Chi.

His record as administrative dean at Brown, begun in 1901, would appear to refute, partially at least, the statement that he is a good teacher but a poor executive, which formed one of the major charges against his Amherst administration.

Leaving Brown in 1912 to take over the presidential reins at Amherst, he began a career of marked constructive effort in which there was no pause until 1923 when the storm broke. Successfully breasting the waves of difficulty which opposed his earlier attempts at liberalization, he was presently rewarded by signs of thought on the part of the student body. By his magnetic gift of collecting about him men who possessed his same teaching qualities he strengthened the Amherst faculty until it came near to approaching his ideal.

In the spring of 1923 came rumblings of the impending debacle and at commencement of that year he resigned the president's chair amid the massed protests of the undergraduate body, a third of the faculty and many prominent alumni. Glenn Frank seized him the next year and as *Time* would phrase it, he is now “Wisconsin's Meiklejohn.”

THE FIRST YEAR'S STUDY

The work of the Experimental College in this, its first year, falls naturally into three parts, (1) A period of general survey of Fifth century Athens; (2) A period of phase by phase study of Fifth Century Athens; and (3) A period of specialized study of Fifth Century Athens. The first period lasted about eleven weeks, the second about fifteen and the third about ten. Since the work thus so conveniently can be divided into these three periods, this article will treat the subject period by period.

THE PERIOD OF GENERAL SURVEY

The period of general survey also falls naturally into three periods; (A) a period of introduction to the Greeks through their own literature, (B) A period of study of historical backgrounds of Fifth Century Athens—a setting of the stage, as it were; and (C) a period in which Plato's Republic was read and thoroughly examined.

A—The weeks of introduction to Greece

Most of the students of the college came here absolute strangers to Greek literature, art, science, or any other phase of Greek civilization—Ancient Greece was merely something they dimly remembered hearing about when they were in the grades and were reading myths, fairy tales and such. Therefore, it was thought advisable to have the students read some of the Ancient Greek literature—that is, to have the Greeks themselves, speaking for themselves, introduce themselves. The first three weeks of the year were spent in reading selections from Thucydides, Plato, Aristophanes, Euripides and Aeschylus. To get a comprehensive view of Greek Civilization without too much effort, Toynbee's excellent treatment of the subject—"The Tragedy of Greece"—was read. Other books, especially Jane Harrison's "Ancient Art and Ritual" were looked into to help in the understanding of the Greek authors; but the emphasis was laid, in these first weeks, upon the original sources. Since none of the students had a thorough knowledge of Greek, it was necessary that English translations of the original authors be used.

B—The acquiring of a historical background

The Athenian civilization of Fifth Century (B. C.) was to be the subject of study throughout the year; but in order better to understand this, it was felt that an examination into history of earlier times was necessary. Also, it was felt that a knowledge of Greek geography was indispensable to anyone who might hope to know the Greeks even a little. Hence, the next four weeks were spent in studying the historical and geographical background of Fifth Century Athens. Modern books as well as the writings of ancients were used in this period. Papers required included a map of Greece, and a historical account of the Persian War.

C—Plato's Republic

The next three weeks were some of the most pleasurable spent in the whole pleasurable-spent year; for in these three weeks the students read Plato's *Republic*,

most of them for the first time. During these weeks, the students stayed up at all hours of the night arguing philosophical questions, calling one another Sophists, and acquiring that questioning attitude, and that love for argument which we consider to be the most valuable contribution of the Experimental College to its students. The talks given to the college by various philosophers aroused the interest of the body of the students to a pitch at which it has been maintained ever since, with the application of only a little effort on the part of all those concerned.

THE STUDY BY PHASES OF FIFTH CENTURY ATHENS

The second part of the first year's task of the Experimental College falls naturally into eight parts—one part for each phase of the civilization which was examined. Having had, in the first period of general survey, a general bird's eye view of the subject, the students proceeded to dissect, to examine bit by bit.

Part one—Economics

The first point of view from which Athens was studied was the economic, with Mr. Raushenbush in charge. The time taken was two and a half weeks; the textbooks were many and various in character, though Zimmern's "Greek Commonwealth" and Glotz's "Ancient Greece at Work" were stressed most heavily. As far as this writer is concerned, he never had heard of Economics until Mr. Raushenbush waxed eloquent upon it; but after the period of Economic study was over with, he felt as if he had been subjected to a series of illuminating revelations.

Part two—Politics

When the students came back from their Christmas vacations, they found a difficult schedule for the political study of Athens outlined for them by Mr. Gaus, the advisor in charge of this phase of the specialization. Zimmern, Rostovtzeff, and Dickinson were the modern writers stressed, and Plato and Aristotle, the ancients. The second assignment, which was most interesting, requested a "paper in which is set forth the student's own political Utopia, with appropriate comments on the Utopias of Pericles, Plato, and Aristotle."

Part three—Art

Art came third on the list, with Mr. Agard in charge. The students were given a long list of books in which to look for data on Greek and modern art. In addition they were given many lectures, mainly by Mr. Agard, which cleared up much of the wonderment in the minds of the students, to whom art previously had been merely a word. In addition the various buildings about town were examined. A sketch book was required of each student, to be handed in on Wednesday, February 6th, "With notes and drawings which he has made during his study of Greek Art."

Part four—Literature

Under the guidance of Mr. Rogers, the college next went to the study of Greek literature, but it did not confine its reading solely to work produced by the Greeks; for in addition to Aeschylus, Sophocles, and Euripides, it read Ibsen,

Shakespeare, Shaw, O'Neill, Nietzsche, Swinburne, and many other modern writers. For papers, due February 18th, many of the students wrote plays; and, since they were in adolescence and were living in dormitories for men only, with not a great deal of social life, their plays were as a whole exceedingly morbid in tone. A student of the college fittingly warned Eugene O'Neill at the beginning of the literature period: "the younger generation is knocking at your door!" In addition to Mr. Rogers' talks during this period, Mr. Agard addressed the college several times on the Greek drama.

Part five—Law

Mr. Sharp had the pastorate of the Experimental College flock during the law period. His poor sheep wandered bewilderedly through Vinogradoff's jargon "Historical Jurisprudence;" with a little more surety through Bonner's "Lawyers and Litigants in Ancient Athens." Many interesting disputes arose through points brought up by Mr. Sharp in his talks.

Part six—Religion

Mr. Phillips had charge of the study of the Greek Religion, perhaps the most fascinating phase of the whole task of the bit by bit examination of the Greek civilization. Zielinski's "The Religion of Ancient Greece" and Murray's "Five Stages of Greek Religion" were the two books principally emphasized; but the long list of suggested books were read by many students of the college—even though the time for study was only one week.

Part seven—Science

In spite of the modern attitude of adoration towards science and scientists, only two weeks were spent upon Greek Science; but since the work was under the capable guidance of Mr. Dawson, quite a bit of profit was derived. Long lists of books were given from which to read as one saw fit; but two books were emphasized—Aristotle's "De Partibus Animalium," and Sedgwick and Tyler's "A Short History of Science." Mr. Dawson's talks were very illuminating.

Part eight—Philosophy

Philosophy, under Dr. Meiklejohn, finished off the second great period of Experimental College study of Greek Civilization. Plato, and Bakewell's "Source-book in Greek Philosophy" were interestedly read; there were also various talks by Dr. Meiklejohn and others. The papers dealt with problems in philosophy.

THE PERIOD OF SPECIALIZED STUDY

Before going home for the spring recess, it was suggested to the students that it might be advisable for them to be thinking about the rest of the year—planning for the subject in which they were going to specialize. Hence, after the spring recess, everyone came back prepared for trouble. They found the assignment for the Spring term awaiting them, and since at the time of writing this the Spring term is not yet over, I think I had best give this last assignment entire. There are other reasons for giving this assignment in its entirety, but I have not the space in which to spread them out clearly before the view of the reader.

Here is the assignment for the Spring Term:

April 10—

Each student will prepare and submit to his advisor a chronological and topical chart of fifth-century Athens. Not later than April 21st there will be a yes-no test on this material.

Not later than May 8th each student is to hand in, in triplicate typewritten form a review of G. Lowes Dickinson's "Greek View of Life." This review should (a) state fully and clearly the argument of the book; (b) show at what points the argument seems inadequate, and support the criticism with material from the student's own reading; (c) develop the student's own reaction to the argument.

Not later than May 28th, each student is to hand in in triplicate typewritten form a careful study in some special phase of Athenian life and thought. The work on this paper will be his chief occupation throughout the term. The subject of the paper is to be chosen not later than April 14th, and is to be reported at Dr. Meiklejohn's office on that date with the written approval of the advisor in whose field the special topic primarily falls. In working on this paper the student will be assigned to one advisor, but should also consult other advisors with regard to the implications of this subject in different fields.

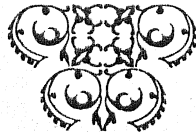
Each student will be asked to meet a group of advisors in conference, to explain to them, and to defend the two papers which he has written.

The scholastic rating of the student will be based on his work on these papers and conferences.

During the spring term, the advisors in addition to supervising the papers will give talks and conduct discussions such as may serve to contribute to a clearer picture of the complete Athenian Scene.

At the time of the writing of this, the Spring Term is about one-half over; the chronological charts has been finished, and everyone is at work upon his review of *The Greek View of Life*. I trust that the rest of the term will be completed with as much pleasure and profit as has attended the accomplishment of the earlier part of the year's work.

Since the above was written it has been announced that to conclude the first year's work and to connect this year's study with next year's, Prof. Gaus will speak to the College of next year's work and Dr. Meiklejohn will give a final address. It has also been announced that a list of books (subject matter relative to next year's study), will be given to each student to read during the summer months.



POINTS OF INTEREST

"When we first started working on the idea of an experimental college there were three possibilities open to us," Prof. Meiklejohn has said. "It could be for men, for women exclusively, or it could be co-ed since Wisconsin is a co-educational institution. The men's dormitories were available to us as a site so we started with men students."

Prof. Meiklejohn grants however, that a women's experimental college is a possibility for the indeterminate future, but until the officials are satisfied that the present venture is successful, no plans will be laid for another.

Until the program of the college has been worked out more fully with the present men's groups, and the university officials have approved of it as satisfactory, no further plans will be laid for broadening the college work.

The Experimental College is a two year course for freshman and sophomore years. A student gets full credit for his work in the college when he transfers to the university proper for his junior year.

Experimental College students may take one course "on the hill" in the university proper if they elect to do so. Students wishing to be awarded a Bachelor or Arts degree are required to study a language. Other courses studied in the university by the college students are: journalism, psychology, and the sciences.

The Experimental College is only one of many educational experiments in America. Others are: The Claremont Colleges Plan—Scripps, the Orientation Course—Minnesota, the Honors Course—Swarthmore, the University College plan—Michigan, Preceptorial Plan—Princeton, Tutorial Plan—Harvard, the new Curriculum at Columbia, and the new Bennington College for Women.

The various Experimental College activities such as the players, the clubs, the workshop, and the forum, were originated by the students through their own initiative, the advisors encouraging but not suggesting any of these enterprises.

Many of the college freshmen of this year, who will be sophomores next year, will address the first year men on their freshmen study in the college.

Three examinations were given to the Experimental College students during the past year: The Iowa High School Content Examination; The Strong Vocational Interest; and the American Council on Education examination of College Freshmen.

The Experimental College was a chief topic of discussion at the session of summer directors held at Cornell University, Ithaca, N. Y., according to Scott H. Goodnight, dean of men. "I was questioned extensively about our new Experimental College, and had to explain it for it was a source of interest to all the directors."

ADAMS HALL

Adams Hall, one of the men's dormitories of the university, and the home of the Experimental College, is situated a short distance from the town on the shores of Lake Mendota.

The location is ideal. Almost adjoining Adams Hall is the new intramural athletic field, providing ample space for football, baseball, hockey and other sports. There are also eight tennis courts nearby. The gigantic new field house, work on which is soon to be started, will be erected on a site less than ten minutes' walk from the dormitories; this will provide handy opportunity for basketball, handball, swimming, boxing, and wrestling. The lake, right in the backyard of dormitory residents, contributes to the advantages of Adams Hall with swimming, boating, skating and ice-boating. The university ski-jump is only a short distance from the dormitories, and the Black Hawk golf links may be reached by an interesting walk along the willow drive bordering the lake and through the attractive suburbs of College Hills and Shorewood.

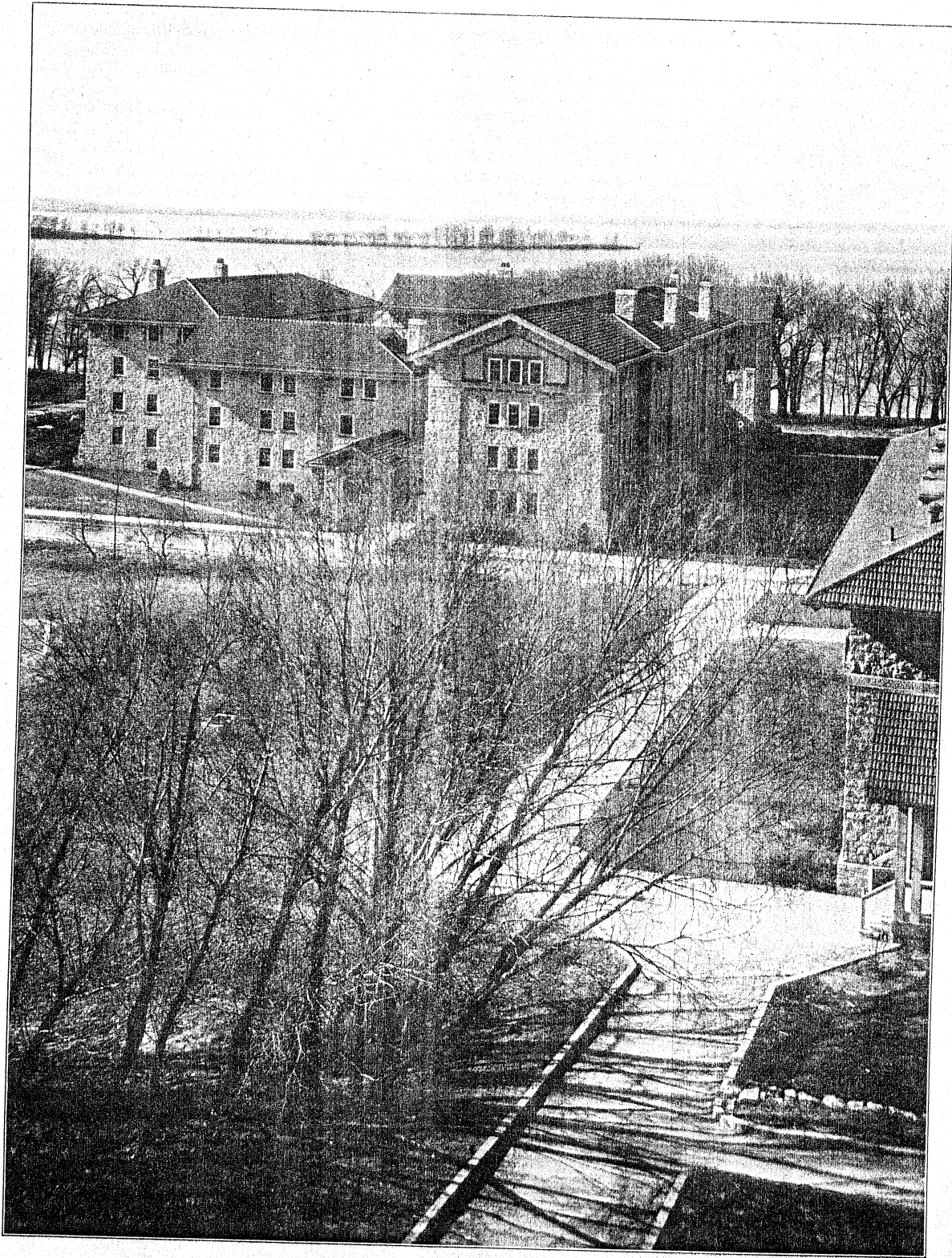
Built in a modified Italian Renaissance type of architecture, Adams Hall consists of a quadrangle, divided by fireproof walls into eight sections accommodating about thirty students each. Thus each section is virtually an independent unit, with its own entrance, living room or "den," and shower rooms. The den is the social center of the section, and is provided with a Victrola, piano and several lounging chairs. Each den of the Experimental College is also equipped with its own library of school books to be used by the students at their convenience. The library system did not prove very successful during the first year of the College, and although no definite steps have been taken, it is quite possible that some new method of circulating books among College members will be employed next fall.

A group leader known as a "fellow" has immediate charge of the men in his section. Most of the fellows are young teachers at the university, men whose influence in building up strong section organizations has been considerably felt during the past year. The fellows presiding over the four Experimental College sections during the past year are as follows: William Phillips, a member of the Experimental College faculty; Delos S. Otis of Amherst, a graduate student and assistant in History; Jesse J. Garrison, instructor in Art History; and John D. Briscoe, instructor in English.

Each section elects its president at the beginning of the semester, and weekly meetings of the entire section are held for the purpose of discussing problems peculiar to each group.

The offices of the advisors of the Experimental College were located during the year 1927-28 in one section of Adams Hall. Next year it is planned to have the faculty scattered throughout the quadrangle on the first floor rooms, with two advisors in each section.

Next year the Experimental College will have its own student government, independent of Tripp Hall. Williams Powers, '31, a member of the College, was elected toward the close of school as Adams Hall president. With its 250 members living as a group next year prospects for a strong Experimental College and dormitory unit look bright.



ADAMS HALL
The home of the Experimental College

FACULTY BIOGRAPH-ETS

Walter R. Agard, until recently, was Professor of Classics and Dean of St. John's College Annapolis, Maryland. Prof. Agard is a graduate of Amherst and Oxford and has studied at Paris and Athens. He is a Professor of Greek civilization in the University. Mr. Agard directed the study of Greek art and also spoke on Greek literature this year. He will teach the Freshmen next year.

John M. Gaus, until recently was on the faculty of the University of Minnesota. Prof. Gaus is a graduate of Amherst and holds a graduate degree from Harvard. He is a Professor of Political Science in the University. Mr. Gaus organized the material for the study of Greek politics; next year he will teach in the Sophomore class work.

Laurence J. Saunders is a graduate of the University of Edinburgh and has studied at the London School of Economics. He has taught at Ruskin College, Oxford, England, and at Amherst. Mr. Saunders is an Associate Professor of History in the University. He will teach the Sophomores next year.

Malcolm P. Sharp is a graduate of Amherst, holds a graduate degree from the University of Wisconsin, and is a graduate of the Harvard Law School. He has been an Assistant in economics at the University of Wisconsin and has taught in the Law School at the University of Iowa. Mr. Sharp is an Assistant Professor of Law in the University. He had charge of the study of Greek law this year and will be on the Freshman teaching staff next year.

Samuel G. A. Rogers is a graduate of Brown University, and holds a graduate degree from the University of Chicago. Mr. Rogers is on the faculty of the University as an Associate Professor of French. He organized, with Prof. Agard, the material for the study of Greek literature; he will teach the Freshmen next year.

Paul A. Raushenbush is a graduate of Amherst and holds a graduate degree from the University of Wisconsin. Mr. Raushenbush has served as an Assistant and Instructor in economics and at present is an Assistant Professor of Economics in the University. He was in charge of the study of Greek economics this year and will teach the Sophomores next year.

Carl M. Bögholt is a graduate of Massachusetts Agricultural College, and has done graduate work at Amherst and at the University of Wisconsin. Mr. Bögholt was an Instructor of English at M. A. C. and at present is an Assistant in Philosophy at the University. He will instruct the Freshman class of next year.

John W. Powell is a graduate of the University of Wisconsin and has done graduate work at the same University. He is listed on the faculty of the University as an Assistant of Philosophy. He will instruct the Freshman class of next year.

William B. Phillips is a graduate of the University of Wisconsin. He is an Instructor in English in the University. Mr. Phillips organized the material for the study of Greek religion this year. He will not be a member of the Experimental College faculty next year.

Percy M. Dawson took his A.B. and M.D. degrees at Johns Hopkins Uni-

THE EXPERIMENTAL COLLEGE FACULTY



WALTER R. AGARD



ALEXANDER MEIKLEJOHN



JOHN M. GAUS



LAURENCE J. SAUNDERS



MALCOLM P. SHARP



PERCY M. DAWSON



PAULA A. RAUSHENBUSH



SAMUEL G. ROGERS



WILLIAM B. PHILLIPS



CARL M. BÖGHOLT



WALTER G. EVERETT



JOHN M. POWELL

versity. He taught as an Associate Professor at the same University for four years after graduating. Dr. Dawson attended the Harvard Divinity School for one year and was minister of a church in Ann Arbor for two years. He has served as an Instructor in the University of Wisconsin and at present as an Associate Professor of Physiology. He organized the material for the study of Greek science and will be a teacher of the Freshman class next year.

Walter G. Everett is a graduate of, and took his doctorate at, Brown University. He has studied at the Universities of Berlin and Strassburg. He has been, for many years, head of the department of philosophy at Brown University and was Acting-President of the University in 1912 and 1913. Prof. Everett was President of the American Philosophy Association in 1921 and 1922. He was a delegate to the Congress of Philosophy in Paris in 1921. He is the author of the widely read book, *Moral Values*. He has been a member of the College faculty for the last two months of this year, taking over the advisory work of Mr. Meiklejohn.



FACULTY IMPRESSIONS

That was the night we found his house. He came to the door; he was entertaining his group. Mrs. Agard found room for us; we had seats. A small fire was still burning, and there were cakes; and Mrs. Agard offered us a choice of tea, coffee or chocolate. But we stayed behind after the group had gone. He read us some poetry. He selected the book from the table next to the couch. He sat on the couch, in the middle. It was pleasant to come in from the snowy night and sit here.

I hesitated to step through the open door of his office. John Gaus worked with precision; I didn't want to intrude to have him pause. But I did manage to take his picture the next day, when I had made an appointment with him. He worked steadily while I adjusted the tripod. I noticed him checking off some items that he had entered on a desk calendar. He drew lines through sentences.

Once I was reading to him something I had written. Someone came to the open door. John Gaus conferred with him outside in the hall a moment; he excused himself. I had made an appointment with him.

He walked past Tripp Hall. I saw him from my window. An unhurried, but not a leisurely gait. He was going probably to the library. He walked there without having time to spend waiting for someone. He would come there on time. He walked and he saw all who met him. He had time to speak with one.

The night of "Electra," I was sitting on one of the lowest rows. I turned. Malcolm Sharp was in the act of stepping up the rather high step, but he was held. Those ahead had stopped; they were waiting to be ushered to their seats. Malcolm was standing one foot on the next step, his head tilted up, his coat on his arm, and he had on arctics. He was delayed. He wanted to ascertain why he couldn't proceed, but he was patient; but his face showed the deepest inquiry as to why he remained in the act of stepping up the rather steep step, that night, the second night of "Electra."

Paul Raushenbush impressed me most the day someone stepped up to him and asked him to express himself on the theory of the business cycle. Paul spoke with ease of the wariness or eagerness of a people to buy, and how it related to increased sales, and consequent lower prices, of additional men at work, of sales finally decreasing, and men without jobs . . . "Paul," I asked, "But does there come a time when a particular state in the business cycle is once again reached after a period of prosperity, and then depression?" Paul had begun to back away along the aisle; he had eaten dinner with us. "Yes," said Paul smiling, and waiting a trifle dreamily but expectant for another question to be asked of him.

Paul looked comely one day when he appeared in a black suit without a vest, his white shirt behind his open coat—on the field in front of Adams Hall. We were pitching horseshoes.

I had begun to descend the hill. Carl Bögholt was coming up; his head was bent toward the gravel path. He didn't see me until we were close to one another. He looked up, a smile appeared, but he at once asked, as if I had been sitting in a conference with him in a room where we had each other in view for a time, "Do we like a thing for any reason, or do we think of a reason after being attracted to something that is pleasing?"

I met Carl one morning in Sam's office. He had come in but a moment before, for he sat on a chair squarely, his coat and hat on, his finger on a passage in an open volume in his lap . . . "And then if the atom is taken as the most minute substance of which all things are . . .," and then he stopped reading, and looked about; a pursed smile, but shining, a gleeful, but astounded expression in his eyes over the author. He looked to all of us for argument. Then he said good morning. He recognized me.

But Sam Rogers rejected the word I suggested, but when he used it, thoughtfully listening to it, and regretfully; he went on with what he had to say to me. He crossed his legs. He tilted back in his chair. I was most attracted by his face and his intentness to tell me what he thought. We were speaking of the lack of time, the short periods given to particular aspects of the Greek. "But that is well," said Sam, "You've been introduced to the assembly of personages in the Greek room. You've only had time to speak briefly, outside of a mere greeting, before you have been hurried to some one else. But you may return and speak further, at some later time, with the ones you felt you might like to know better."

And so it was when Sam was presenting his lectures during the assignment devoted to literature. How his face and his intentness to tell us held one.

Laurence Saunders I met after I turned in my first paper; and then he wasn't around. I saw him so little. But during the second semester I called on him. We had tea with him.

He didn't feel at ease when I asked him to sit and appear as if he was reading. I wanted to take his picture. And he cautioned me to do it rapidly or I should get out.

I hadn't seen John Powell very often. But he was the first of the advisers to come forth from his office and play some baseball on the field before Adams Hall: That same field where we pitched horseshoes.

I had seen Bill Phillips start toward the lake shore. I followed him. We walked together, but we didn't speak of much but commented upon the beauty of the lake; and Bill spoke of the unique spot, for he said he knew of no other place he had seen where a lake had been set down next to a town that lay in these peculiarly interesting land formations about this particular part of the state—where there were infinite points from which the lake could be viewed, and always seen as some scene different.

"Bill is a romantic person," said Sam, "the most romantic person."

Dr. Dawson spoke to us with an ease. He walked serenely but precisely back before the long demonstration table. Often he looked out over the roofs of the dormitories below and over the lake and then he would turn and continue presenting his lecture, which at that time was of the man, Aristotle, and his work in the field of biology, one he created, his classification of the animals. Dr. Dawson would look occasionally at his interested audience, he seemed to usually look straight ahead on the level with his eyes, and to consider the next thought he would relate to us. "And here is a definition of beauty," he suggested, after a long forum on the Platonic concept. "That which can be perceived with the least fatigue." There was a group immediately around him then as the meeting ended.

Mr. Everett had to present himself to us, and that is a difficult gesture for one entering the Experimental College during the year to execute with grace. But Mr. Everett has spoken to us, talking of his own ideas and conclusions; and we do not speak when we meet him in the tone of the exchange of equal thought, rather we listen to Mr. Everett express himself. Mr. Everett has gathered an interested group about him; he has been speaking of philosophy as it relates to life.

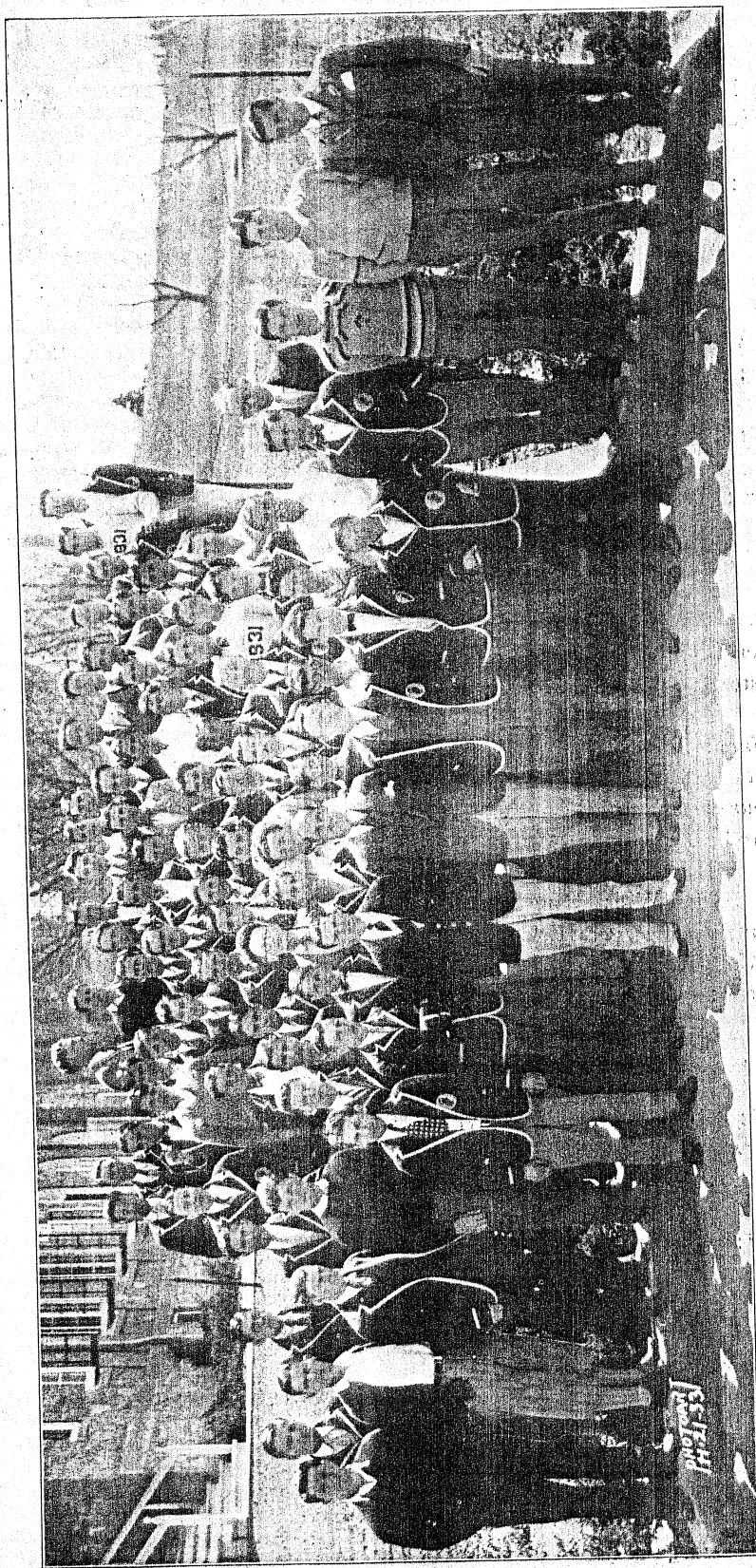


THE STUDENT ENROLLMENT

The original total enrollment of the College was 119 students. At present, 111 students are enrolled. The present students' names, home cities, and states follow:

WISCONSIN

Antigo: Hazen Roettig; *Baraboo*: Orrin Evans; *Brillion*: Milton Luecker; *Edgerton*: George Wesendonk; *Glen Flora*: Donald Gillies; *Green Bay*: Theodore Paullin; *Janesville*: Robert Cullen; Wayne Dockhorn, Burton Hubbard, Willis Hubbard, Neal Kuehn, Joseph Page; *Juneau*: Wilbur Schaefer; *Jefferson*: Loren Gafke; *Kaukauna*: James McFadden, Norbert Noie; *Lac du Flambeau*: Le Baron Mosely; *Madison*: Gordon Meiklejohn; *Manitowoc*: John Schmidtman, Ernest Strub; *Marshfield*: Oscar Prusow; *Mayville*: Clarence Zuehlke; *Mazomanie*: Carl Fries; *Merrill*: Cyril Talbot; *Milwaukee*: Hugh Bloodgood, John Boesel, John Dearholt, James Drought, Cuthbert Francis, Daniel Jones, Anthony Kojis, Edgar Runge; *Omro*: Daniel Hildebrand; *Racine*: Richard Harvey, Julius Sklute; *Red Granite*: Carroll Blair; *Sheboygan*: Lincoln Kern, Robert Vollrath; *Spooner*: Henry Williams; *Superior*: Marvin Harris; *Viroqua*: Cyrus Butt,



THE COLLEGE PERSONNEL

The majority of the Experimental College students are in this picture. In the front row are the four Experimental College Dormitory fellows. They are, left to right: Jack D. Briscoe—La Follette House, William B. Phillips—Tarrant House, Delos S. Otis—Noyes House, and Jesse J. Garrison—Siebecker House.

Harlan Helgeson; *Wausau*: Harold Hohman; *Wawautosa*: Robert Schmid-
till; *Wisconsin Rapids*: Philleo Nash.

ILLINOIS

Chicago: Francis Brennan, Claude Holloway, Benjamin Porter, Erskine
Washington; *Evanston*: Gilbert Davis, John Hickok, Doyon Main, Vernon
Newell, Rudolph Schaffter; *Forest Park*: Raymond Wandrey; *Oak Park*:
De Lisle Crawford, Lyman Moore; *Odell*: William Allen; *Rockford*: Sam
Behr, David Connelly, Edward Haight, John Hocking, Graydon Lindskold.
Sidney Wilgus, Gordon Wormley; *Springfield*: J. Freeman Butts; *Western
Springs*: Winchell Reve; *Winnetka*: Robert Heyda.

INDIANA

Richmond: David Benn; *Terra Haute*: William Bindley.

NEW YORK

Brooklyn: Warren Cook, Victor Wolfson; *Buffalo*: Morris Shulimson;
Flushing: Albert Bardes; *Hastings-on-Hudson*: Donald Varian; *Living-
ston Manor*: Benjamin Sorkin; *New York City*: Nathan Berman, Walter
Bonime, Sidney Hertzberg, John Lewis, Ivan Rosenthal.

PENNSYLVANIA

Allentown: Robert Reynolds; *Beaver*: Robert Ritchie; *Blairsville*: Leon-
ard Einstein; *Erie*: David Finlay; *Woodlawn*: Aurelio Aynardi, Frank Ley.

IOWA

Des Moines: Lawrence Vass; *Marathon*: Raymond Carey.

CONNECTICUT

Glostonbury: Edward Beadle; *New Haven*: James Munro; *Storrs*: Brad-
ford Crandall.

MINNESOTA

Bertha: Bruce Will; *Minneapolis*: William Powers; *St. Paul*: Edward
Rose; *Virginia*: Roger Hickox.

DISTRICT OF COLUMBIA

Washington: William Kesmodel, Frederick Thomas.

CALIFORNIA

Pasadena: John Davies; *San Diego*: Daniel Riley.

OHIO

Cleveland: Benjamin Goldman, William Gordon.

SOUTH DAKOTA

Hot Springs: Ladd Killinger.

COLORADO

Longmont: Ned Heverley.

NEW JERSEY

Newark: Peter Nehemkis.

MARYLAND

Chevy Chase: Frederick Gutheim.

NEBRASKA

Madison: John Dowling.

MISSISSIPPI

Brookhaven: Tullius Brady.

TENNESSEE

Memphis: George Roy.

NOTABLES WHO ADDRESSED THE COLLEGE

Perhaps one of the most interesting phases of our study of Greek culture was our investigation of the philosophic beliefs of that age. On opening the Dialogues of Plato, written some 2000 years ago, we found many of the modern philosophies in embryonic form. Anaxagoras, a friend of Socrates is rebuked as being a behaviorist, a person who explains everything in the terms of physical causation. Thrasyarchus, in the first chapter of the Republic, expounds the argument of the realists. Astonished at the lucidity and alertness of the Greek philosophers we awaited with avid interest the talks of representatives of the modern schools of thought, wondering whether they would embrace or reject the ancient doctrines.

Mr. McGilvary, a colleague of Dr. Meiklejohn, in expounding to us the theory of a "naive realist," claimed that right and justice were relative. What is right in Siam is wrong in America. Upon analyzing what forces determined whether an action was right or wrong, he came to the conclusion that the social and economic forces as expressed by the will of the majority was what cast the decision of righteousness, or that might makes right. His forceful presentation and our memories of childhood escapades with fond parents and bullies made his principles seem real and true. However, as we thought it over the association of strength with truth seemed to be the identification of two dissimilar ideas.

Mr. Otto is a member of the pragmatic school. In an exceedingly interesting and dynamic way he explained to us that morality was the product of the conflict of human desires which in themselves are neither good nor bad. If all the desires of everybody could have been satisfied, morality would not have evolved. Agreeing with Mr. McGilvary that morality was the result of conflicting desires he disagreed that strength or might determine the right. He claimed that when you say right is might you are not using the word "right" correctly, you are merely saying might is might. The way he proposes to arrive at the right or good course of action is to study, reconcile, and create out of all the proposed solutions to conflicts of desires one solution which would afford to all the "richest fulfillment of satisfying desires." An inkling of suspicion roused by Plato's mention of the absolute made those who rejected this theory eager to hear the standpoint of an idealist.

Mr. Meiklejohn, somewhat of a Platonist, gave us a cogent penetrating exposition of the idealistic philosophy which has much in common with the Platonic School. In direct opposition to those who hold morality is relative he maintains that the values of justice, truth and beauty are absolute. The fact that we have not as yet attained them does not disprove their existence. Education helps us to approach them (that is the aim of education). This scheme of values in which justice was omnipotent and existed everywhere as a standard by which to judge actions, captivated many. Yet some, unable to accept any of these doctrines, suspended judgment and are now eagerly searching for knowledge which will enable us to intelligently accept the one that seems intellectually the soundest.

On the subject of religion, which is closely allied with philosophy, we heard Dr. Haydon of the University of Chicago talk. He gave us an eloquent discourse on religion and also on the Greek religion. Religion, he said, is the "corporate quest

for a better life." He showed that the Greek religion was a fusion of that of the indigenous Minoan race and that of the invading Indo-European tribes. He left us with a feeling of respect and emulation for the Greek religion, and a poignant desire to reorganize and take stock of our own beliefs so that we could ground them on a more secure and rational basis.

The causes for the collapse of a society as productive and cultures as that existing in Athens in 599 B. C. occupied a large part of our interest from the very beginning of our studies. Dr. Hrdlicka of the Smithsonian Institute threw some interesting light on this subject. He vehemently contradicted the theory that social degeneration was the cause of the downfall. He claimed that researches showed that any change in the human physique caused by adaption to a new environment was compensated for by the growth of mental power. The absence of initiative which had been a force in building up the empire, the presence of large material wealth as an attraction to marauding tribes and the existence of an ever increasing number of malcontents were some of the causes he gave for the downfall.

Professors Slichter and Stebbins of the University of Wisconsin gave us an interesting insight into the activities of the Greeks in the fields of science. Versatility of achievement, a Greek trait, exhibited itself to a large extent in this field. The Greeks were the fathers of medicine and mathematics and made valuable contributions to the sciences of astronomy and anatomy.

Although we spent considerable time on the study of Greek law we were honestly puzzled as to whether there really was such a thing. At this time Mr. Phillip LaFollette, one of the younger members of the famous Wisconsin Political Family, gave us an interesting talk on the law. He traced briefly the conflict between the retributive theory of punishment and the objective treatment of crime. He said that the law arose from a desire for peace, protection and security, not an abstract principle of order. He left two interesting problems in the minds of many, especially the prospective lawyers. First the inadequacy of the modern penal system for handling inherent criminals who commit minor offenses and mentally deranged people who commit major crimes. He also maintained that the problem that faced the state today was not, should it interfere with its citizens, but to what degree should it interfere?

George Russel (Æ), famous Irish man of letters spoke to the College about the work of St. John Irvine, Lady Gregory, W. B. Yeats, himself and others in attempting to set up communities of classical interests in the rural districts of Ireland. He drew a parallel in the comparison of the ideals of these communities and the ideals of the Experimental College. In his talk he also spoke about Plato, especially his *Symposium*, which he said has effected the great minds of Europe profoundly. Mr. Russel's speech was made most interesting by his fluent quotations from his own and his Irish contemporaries' poems.

We were very grateful to these men for coming and presenting their points of view and many of the problems of contemporary society. There was an entrancing likeness between the problems the Greeks faced and those that confront us today. Perhaps from our study of the Greeks we will derive sufficient knowledge and inspiration to attack the modern problems with enthusiasm and intelligence.

THE WORKSHOP

Upon coming to the College last fall, the students were, by study, confined to their rooms much more than they were accustomed, and gradually they came to realize that their daily routine was not balanced. Many fellows found relief in athletics, but still there were others who either were not interested in sports or did not get complete relaxation from them. These "sufferers" came together, and after several discussions reached the following conclusions: that there was a need for a place where persons might go and release their creative impulses and to express themselves in other ways than by words, for example, painting; that the most appropriate place for such a purpose would be a workshop where the individual might take up any hobby that might suit his fancy. With these conclusions in mind, a committee was sent to consult the faculty, and a basement room was allotted the students together with full permission to develop their ideas.

Here-to-fore, matters had been quite simple, but now complications arose. Who were to use the shop? How were they to be taxed, if at all? What equipment would be necessary, and where was the money coming from? It was decided that any person within the College could use the shop at any time, and that the individual would be taxed according to the amount of work accomplished. The equipment, it was decided, should consist of several large tables, a sink, carpenter's tools (including a vise) and an assortment of paints, both watercolor and oils, and lockers in which to store materials. But such things cost far more money than one could hope to draft from the student body. The way this money was obtained entails somewhat of an explanation.

Another group of students had been planning to produce a play, the "Clouds" of Aristophanes. When they heard of some fellow-students interested in handicrafts they immediately communicated and explained that the production would require originality and initiative backstage, and asked if the two bodies might not co-operate. Member of the Workshop expressed their approval and explained their handicap in not having any tools. For this there was no immediate remedy, but it was finally agreed that all technical responsibilities in connection with the "Clouds" would fall on the Workshop, with the understanding that proceeds from the production would be contributed to a general fund from which money might be drawn for the purchase of tools, and the like, for the shop.

The production of the "Clouds" cost but twenty dollars, which amount was borrowed from the faculty. It was possible to work with this amount because of the willing co-operation of the rest of the university. Lights were loaned by the University Theatre, and the pavilion where the play was presented cost nothing in rental, as it also is University property. Costumes were contributed by a friend. The proceeds from the "Clouds" furnished ample money, not only to pay the debts, but to equip the shop and leave cash on hand for the convenience of other activities.

Some months later, a second play, the "Electra" of Euripides, was presented, and in this, too, the workshop took charge of the scenery and lighting.

The students have considerable to show by way of accomplishment. Articles of woodwork ranging from fraternity paddles to tables have been made, and a day class in modelling produced several remarkable busts; but by far the greatest

achievements lay in the work connected with the play "Clouds" and "Electra." Members of the Workshop both designed and executed the settings, and did all the lighting. What made their task unusually difficult was the fact that the plays were given in the Stock Pavilion, a huge place in which it is almost impossible to construct a setting.

It cannot be said that the shop executed its original purpose as a place for students to release their creative impulses and to express themselves other than by words; for there were only two instances in which this was carried out. One was in the production of the plays, the other in the clay class. Both of these activities, you must note, had a leader to stimulate ideas. It is true that there was considerable work done in wood, but the character of the pieces did not involve the art of self-expression. It is evident from what has been said that the so-called Workshop is little more than a scenario room for the players. If it is desirable that next year the students produce a more varied field of original expression, it seems evident from the above illustrations that there must be a guiding hand in charge of the shop, a person willing to introduce new ideas and help the individual express himself, some one with a personality that stimulates interest.

THE FORUM

The forum was organized because a desire was felt for a more or less formal group in which important current problems could be discussed. All through its modest career it has attempted simply to fill this need. Primarily it has not endeavored to create interest in various questions, although increased concern with current affairs was the natural result of the forum's providing a means for the expression of those students already interested in them.

The most common type of forum meeting was that in which the speaker presented his subject and then led discussion and answered questions. There were also discussions of even less formality and a debate.

The range of subjects discussed at forum meetings included war and peace, imperialism, the coal industry, the press, presidential possibilities, behaviorism, and sex problems. The forum speakers were John M. Gaus, Bishop Paul Jones, Helen Everett, Ernest L. Meyer, William H. Sheldon, Percy M. Dawson and Carl Russell Fish.

It is, perhaps, in place to mention here that two large bundles of clothes were collected from the students in the college and sent to the relief committee for the striking bituminous coal miners.

The activities of the forum rest with those who are interested in it. Of course it has to compete with the college, which is something of a forum itself. But there are no rules to hamper its expansion in any direction.

THE PHILOSOPHY CLUB

Most of us who attended the first meeting of the Philosophy Club at Dr. Meiklejohn's house, will long remember it. "What is the Self?" And as the first Greek thinkers who asked the question, so too with us, Philosophy was born. How to express the inner world in terms of the material was our first perplexity. Language in philosophy! For Socrates, Plato, and the great systematizer Aristotle, it had been the dialectic, for us, modern logic. It was a laborious evening, traversing this uncharted region of the unseen, yet perhaps one of the most profitable we could have spent. Not only did we become aware of our "selves" but of almost the whole gamut of metaphysical speculation: the one and the many, the dualism of mind and matter, freedom, determinism, appearance and reality,— "Where nothing is, but all things seem," and perhaps the most important of all, the vitality of logic in modern thinking.

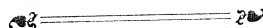
Our second meeting was almost too enthusiastic. Kantian dualism with its "sensible" and "intelligible" worlds seemed to suffer a terrific defeat at the hands of the pure determinists. Assuredly, Dr. Meiklejohn was "An Enemy of the People" that evening. As in all of our meetings, we came to no definite conclusions. However, we did manage to work out for ourselves the ethical interpretations of freedom. Many of our conclusions, no doubt, were very crude—but what matter? We were thinking and forming our own opinions, and then learning what the great thinkers had taught.

In the succeeding weeks we discussed the nature of truth, mind and matter, consciousness and the theory of idealism. After we had all reached the conclusion that there is such a process as consciousness and that mind, as opposed to other objects, is "that which represents," it was suggested that it might be interesting to hear a presentation from the point of view of a psychologist, who, although seeking the same ends as the philosopher, was employing a quite different mode of approach. My personal impression is that the evening in which the so-called scientific approach was presented yielded the most fascinating of all our discussions. It soon became apparent to all of us that here was the central problem of modern philosophy, how to understand science, and how to continue from the results of its thinking.

In the weeks of our philosophical discussions we had slowly acquired the terminology of logic and now we were confronted with a manner of thinking in which a completely new terminology was being employed. The definitions which we had mutually agreed upon were useless; we no longer spoke the same language. Perhaps, as Mr. C. E. Ayres says, both our philosophical speculations and the speculations of the scientist were only varieties of folklore. Yet it seemed to me that the essence of modern science (at least from the exposition of the scientist who was with us that evening) depended wholly upon mechanical means of precision. It was perfectly amazing to learn that the fundamental difference between science and religion was only a difference of degree. To the modern psychologist "belief" is revealed by instruments, and to the religionist by language. And what tremendous importance the cardinal assumption of the law of causation took on in the eyes of this man of science! I tremble to think of the disaster which would

have befallen our group had one of us dared so much as to deny it. Somewhere, I have read the statement that philosophy "is the thinking you must do after you have been scientific." Even Mrs. Meiklejohn's dialectical cookies could not make us forget that modern philosophy has, indeed, a terrific problem before it.

The editor gave me my specific instructions to make this article brief and informative. However, one parting word. All of us, I believe, did learn this at least, that if you would be a philosopher you must philosophize.



THE LAW GROUP

Shortly subsequent to the beginning of the second semester, a group of students interested in law and legal institutions decided to form a discussion group or study club for the purpose of studying and discussing various legal problems. This getting together was, it should be remembered, a spontaneous attempt on the part of those concerned without any outside influence of any kind.

Professor Malcolm P. Sharp of the Experimental College faculty acted as our adviser. We were very fortunate, to say the least, in having his thought-provoking questions, and his legal experience and knowledge to assist us.

At our first meeting we decided, after much discussion, to use as the basis of our endeavors "The Rational Basis of Legal Institutions," a philosophical, political, and economic symposium by various authors. Some of these authors are contemporaries of our own time, others have lived and died, leaving their great works to posterity: Herbert Spenser, John Stewart Mill, Henry Sidgwick, Arthur O. Lovejoy, Frank Chapman Sharp, Jeremy Bentham, John Locke are a few typical ones.

Our meetings have been held once a week—with slight variation—and we have briefly studied the following problems: first, individual and state control, in general, which includes the problem of liberty, limits of state action or government interference, the principle of "Laissez Faire;" secondly, competition, which includes a survey of its morality or ethics, and competition as a social force; thirdly, contract, which involved the study into the utility of requiring obligations to be performed, improvident contracts, contract control by law, liberty of contract under the constitution; fourthly, the theories of property—labor theory, metaphysical theory, utilitarian theory, collectivist and socialistic theories, and others. Each student read the work to be discussed before the meeting, and one student was held responsible for a report—a brief one—on that same work which served as a medium for discussion.

On the whole, the group has, I think, been a very successful venture. The members have shown an interest which failed to be made secondary to anything else going on in the university; and they are getting what they are after, a firm and substantial foundation for later legal study.

The group will, no doubt, be continued next year with problems somewhat similar to those studied this year.

THE PLAYERS

Last fall a few of the members of the college who were interested in the formation of some sort of dramatic group met and discussed the situation. They discovered that there was latent talent for acting in the student body and that one of their members might be capable of directing the group. When it was decided that theatrical productions would be possible, the club attempted to determine what sort of plays should be presented. Some were in favor of modern productions, but the larger number believed that it would be more in keeping with the spirit of the college to give Greek dramas. It was also pointed out that several modern plays were given every year at the university, whereas Greek plays would be an innovation.

The next task was to choose a play. Aristophanes' "The Clouds" was finally selected to be given. This was done because it was thought best to produce a comedy, and especially one as amusing and interesting as this. The play is a lampoon on Socrates and described him as a wily Sophist who so befuddled a simple countryman and his son, who had come to him to learn whereby they could avoid their debts, that they finally denounced him and set his house on fire. Although "The Clouds" was an absurd farce replete with clever repartee, it exerted a great influence against Socrates. After several try-outs, a chorus of eight members and six principals were chosen.

The play was presented in the Stock Pavilion, one end of which was separated with curtains to simulate a Greek amphitheater. Two students of the college had charge of the staging of the play and did a very creditable job. The lighting and scenic arrangements were simple but impressive. An orchestra composed entirely of students and directed by a member of the group played appropriate music which had been arranged and partially written by the music director. The chorus executed the several dances of the play to the accompaniment of the music. The entire effect of the play was typically Greek. The costumes, broad humor and strange music were as accurately as possible Greek. The audience was amused throughout the entire performance and impressed by the originality and wit of the play. Socrates was a ludicrous old fool and Strepsiades a stupid, good-natured farmer. All roles were well interpreted by the actors. A student manager in charge of the business and publicity, was responsible for the financial success of the production.

Encouraged by the success of their first play, the men who were connected with it organized into a society known as the "Experimental College Players" and subsequently elected officers of the organization.

Now that there was an organization to work with, the choice of a second play was not to be as difficult. The players decided to attempt a more elaborate production. Finally, Euripides' "Electra" was selected. It is a gripping tragedy dealing with the character of Electra who thirsted for her mother's blood after the latter had slain her husband and lived with a paramour. Electra's powerful will compelled her brother, Orestes, to slay their mother. After the murder, they were both overcome with the horror of the crime they had committed. The climax of the play comes with the appearance of the god, Castor, high above the heads of the audience, who condemns the murderers.

This play was difficult to produce from both the mechanical and dramatic points of view, but the players did not become dismayed. They resolved to make an elaborate production. The production committee again took charge of setting the Stock Pavilion and made a better and more Grecian appearing stage. The committee solved all the mechanical problems and achieved vivid lighting effects. Another orchestra, larger than the one which played for "The Clouds," was organized.

A chorus of sixteen members was equipped with tragic masks that contributed greatly to the tragic effect of the play. These masks were made from a clay pattern modelled by one of the students. His mask was chosen from a number of others made in the Workshop. The individual masks were made of paper maché from the clay original and painted in somber colors.

The various character parts of the play were well played by the college members who, by their ability shown in the try-outs for the play, were selected from a large group of students which reported at the first rehearsal. The exceedingly difficult roles of Electra and Orestes are especially deserving of commendation.

The chorus, hideous in its tragic masks, weaved about in the movements of grotesque dances. Dim lights made shadows of the actors who were at times brought into sudden relief by a ray from above. Effect machines gave ominous warnings and the lights grew brighter as the climax of the play approached. Clytemnestra disappeared, a shriek was heard, and Orestes entered, crushed. The final climax was reached when a sudden blaze of light was thrown upon the figure of Castor high above the stage, his tremendous command was given, the lights were snapped off and the play was over.

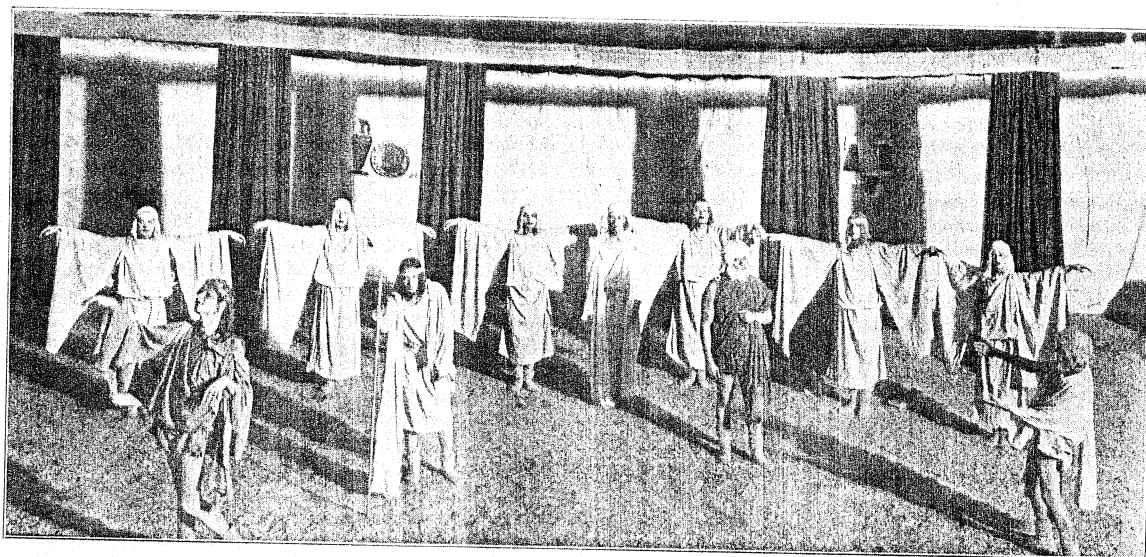
The desired effect of uncomfortable suspense and crushing tragedy was achieved. The play created a sensation in the University, being presented twice to capacity audiences. As the program stated, the play was dedicated to Dr. Meiklejohn. The dedication read: "The Players, in behalf of the Experimental College, dedicate this production to Alexander Meiklejohn as a token of their love and respect for him."

The most gratifying part of the production was, as the program announced, "... entirely the result of the efforts of the students themselves. Experimental College students are the actors, designers, the costume and setting makers and the electricians; from their number came the director."

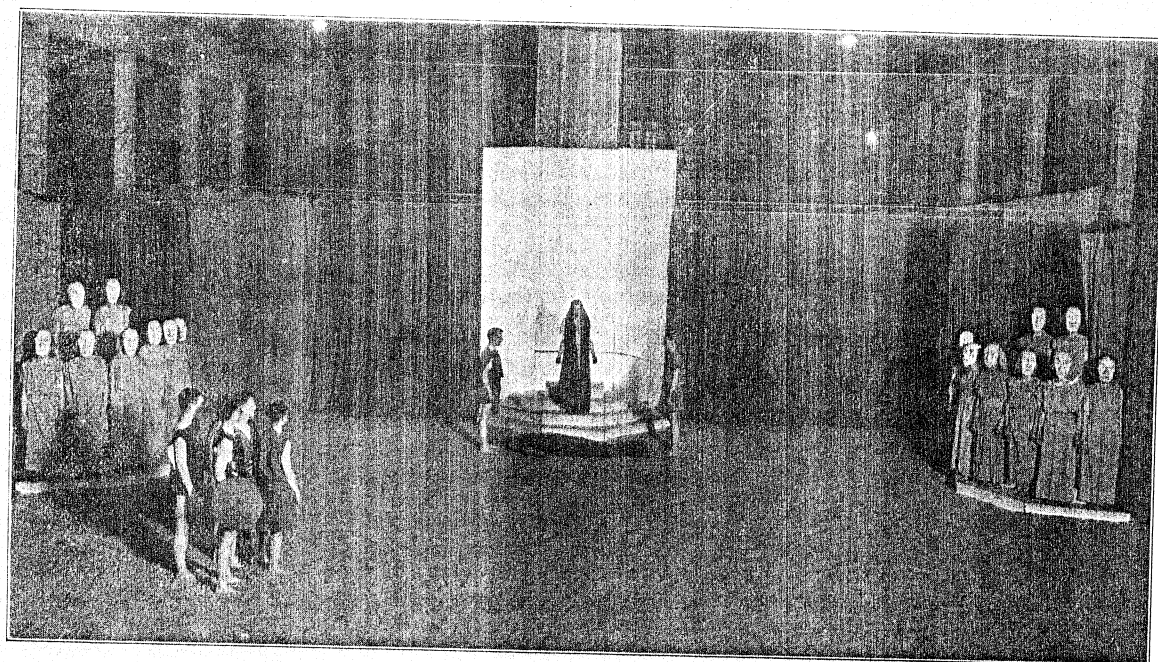
Plans are being formulated for next year; three original plays written by College members as well as "Sakuntala," "Ten Nights in a Bar-room" and either "Lysistrata" or "The Birds" of Aristophanes may be produced.



SCENES FROM THE PLAYS



Ensemble of the characters in "The Clouds" of Aristophanes. Left to right, foreground: Pheidippides, Pasiar, Socrates, and Strepsiades. In the background are the members of the chorus.



Ensemble of the characters in "Electra" of Euripides. In the background before the cyclorama: Electra is gazing at the body of her mother's paramour, Aegisthus, whom Orestes has slain. On either side of the amphitheater stage are the members of the stationary and moving chorus. In the left foreground are the remaining principals of the play: Pylades, Orestes, Messenger, and Peasant.

THE PRESS COMMENTS

Perhaps the most significant of these (experiments) at the present moment—that is, the one which throws most light upon what may be expected of the liberal college—is that being made by Alexander Meiklejohn, former president of Amherst College and now Dean of the Experimental College at the University of Wisconsin. Dr. Meiklejohn is an innovator, but his innovations reflect the educational temper of the generation.

..... The University of Wisconsin is a huge community of 8,000 or 9,000 students. It has long served its State faithfully and intimately—perhaps too intimately for any degree of academic aloofness to develop. It has graduated its students literally in regiments, giving them a mass education of the best kind, but still mass education. Dr. Meiklejohn's experiment reverses this method. His 120 students, chosen out of the entering class in the order of their application, live together in dormitories by the charming shores of Lake Mendota.

..... Meanwhile he has been associating on terms of intellectual intimacy with gifted instructors and with other boys who are undergoing the same exciting educational experience. He has not lost his interest in athletics and the general social life of the undergraduate, but he has gained an absorbing interest in ideas; and in order to bolster up his ideas he has been driven, quite unconsciously, to accumulate a body of facts.

..... However, neither Dr. Meiklejohn himself nor President Glenn Frank, under whose direction the experiment is being made, has made claims of perfection for the new college. It is frankly groping its way, in token of which the students have adopted as their mascot that innocent martyr to science, the guinea pig. But in several respects it does plainly foreshadow the future. No one who observes casually what is going on in American higher education can doubt that the college will be broken up into as small groups as possible, that formal recitations will be altogether dispensed with and lectures reduced to the smallest possible minimum, and that the student will be thrown largely on his own responsibility, on the theory that he actually desires an education.—*The New York Times*.

..... Whether or not the Experimental College will prove a success remains for time to tell. Dr. Meiklejohn has had the idea in the back of his head since resignation from Amherst, and it was only through the keenness and thorough sympathy of Glenn Frank that it has become a reality. Broad in intelligence and outlook, the college will fill, according to Dr. Meiklejohn, a great need in a country where "education is a specified number of courses and where students are so many parrots."

Almost everyone today is a "college trained" man—and it is a distinction that barely distinguishes. It may imply that he is the product of a system that has given him a foundation in so many courses, which by the examination method, he may cram through, evolving as the result, into a nonentity.

There is a common saying among men recently graduated from college that they "used to know something about that," but that they had forgotten everything they ever learned in college.

With all his forgetfulness, he is probably an excellent bond salesman, but

when considered as a well-rounded citizen his position is minus. Something, Dr. Meiklejohn states, must be substituted for that forgetful attitude. He suggests a properly trained college student taught to appreciate and to take a keen interest in the life around him, even though it be a routine and standardized one.

Briefly, here is a tolerant admission that the "football champion" type of college like numberless institutions in the West (and could one suggest even in the East?) might prevail and be the best to suit the needs of America. But, amid such a system of college education the Experimental College maintains that there is room for one institution that teaches more than mere courses and gives more to the student than mere lectures.—*The Baltimore "Sun."*

. The scheme will be watched with great interest and curiosity by educators and laymen over all the country. Everyone knows that the departmentalizing of American education, so efficient in appearance, is often deadly in fact. The life of man and the nature of civilization are wholes, not arrangements of hermetically sealed compartments. The student often forgets that the world the philosophers think about and the world the physicists measure are the same world. The Wisconsin idea will remind him that an education is not designed to teach him subjects but to orient him in civilization.

There is something very hopeful, too, in the attempt to educate without classes and lectures. Long ago Plato insisted that the true education was through conversation and association; the artificialities of the classroom have done much to drive the student outside the curriculum for his introduction to life. Oxford has long stood out for its education by the conversation of young students with their tutors. The method has been tried successfully at Harvard, Princeton, and Columbia. But never has it been tried on so complete a scale as at Wisconsin.—*The New York "Herald Tribune."*

. What goes on this year and next in Dr. Meiklejohn's Experimental College at the University of Wisconsin will be watched with the greatest of interest. How will these young men acquire their "tool" subjects which presumably they could not have completed before entering the university and with which the first two years are so largely concerned? Will these studies be postponed until their junior and senior years? How will it seem to go back to courses, majors and minors, "Subjects," lectures, quizzes and examinations after two years of informality, comfortable chairs, and no "duress," educational or otherwise? These questions and a score of others await an answer. It will be had sometime in the fall of 1929, when these young men find themselves enrolled along with other members of the junior class in the regular work of the university.—*The Christian Science Monitor."*

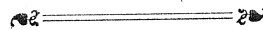
. Perhaps the most daring experiment in educational methods is the new "college within a college" which opened at Wisconsin University in September, 1927, under the leadership of Prof. Alexander Meiklejohn. . . . However imperfect this first year's program may prove to me, it is certainly hopeful for the future of American higher education that a university of the size and standing of Wisconsin is willing to admit that the present system is not perfect and to conduct practical experiments which may lead to greatly improved methods of training young people.—*"The Ladies' Home Journal."*

How many persons can be educated? Can the college machine be adjusted to grind out more and more thinkers or must there eventually be a sieve over the hopper to sift out the material choking the machine?

..... It (the Experimental College) is an attempt to determine whether the machine or the material is imperfect, whether what some educators call the "descent of the hordes" on the colleges must be checked or whether education can be extended more widely to students of diverse training and background.

..... The Experimental College frankly is based on the theory that the training of freshmen and sophomores in college is unsatisfactory, that before the student reaches the period of training in which he specializes he is crammed with unrelated facts which he often fails to coordinate, that he is a "docile and indifferent" receptacle for the outpourings of his instructors.

..... The test is being run. What it will reveal remains to be seen.—*The Milwaukee "Journal."*



THE GOVERNMENT SQUABBLE

From the standpoint of the benefits to be derived from an organization, it is probably true that the college profited more by not having a government than by having one and then forgetting about it. A government that simply governed would undoubtedly have occupied the attention of only a selected group, whereas the controversy as to whether or not there should be one commanded the interest of most of the members of the college.

However, the fact that there was no central organization did not prevent the college from organizing along the lines it did. The present organization, or lack of it, which seems to fit the needs of the college, is a sort of communistic anarchism or anarchistic communism. The Players, the Forum, the Law Group, etc., are all separate bodies. They are self-sufficient and autonomous. No regulations govern their relations with each other. Those of similar interests have naturally banded together without artificial stimulation.

As a matter of record, a series of meetings were held during October and November which terminated in a 49 to 46 vote against adopting a town meeting form of government. At the meeting in which Mr. Meiklejohn presided spokesmen for each of the advisory groups presented plans of organization. The recommendation of the election of four "moderators" who would merely call meetings of the college whenever they thought it necessary and rotate as chairmen met with a good deal of approval. Government by representative councils was suggested. An idea similar to the city manager plan with initiative, referendum, recall and votes of confidence was put forward by one group. Another suggested that the form of government be changed every semester. None of these plans could muster a majority, but a vote to abandon the attempt to form a government failed 40 to 30.

Next year there will be a body composed of the eight house chairmen to take care of routine business and discipline. This organization is required of the college as a dormitory unit, but its duties can be taken over by another form of government. Whether or not the Experimental College wants to organize as a college is, of course, for the students to decide.

THE ACTIVITIES OF THE EXPERIMENTAL COLLEGE STUDENTS IN THE UNIVERSITY

When the Experimental College opened in the fall, a quite natural opinion was formed by those not associated with it that since the College was isolated from the rest of the University in location and study, it would not take so large a part in the activities of the campus. It was thought that the members of the college would probably not enter into the various extra-curricular interests which are so popular with most of the students. Since this opinion has persisted throughout the year, this article has been written. The reader will find that the men from the College had such a flexible schedule that they are able to arrange their study hours so as to give a maximum of time to the different activities. It is the hope of the writer that this article will prove that the Experimental College is an integral part of the University and not a small school isolated from all the functions of the campus.

The members of the College who have a leaning towards journalism were attracted to the "Cardinal," the daily newspaper published by the students of the University. Frederick Gutheim devoted a series of articles to University problems such as "Deferred Fraternity Rushing" and "Fraternity and Sorority Fire Hazards." He was also a frequent contributor to "Skyrockets," a humorous column in the Cardinal, under the name of "Prospero." Sidney Hertzberg was also a writer for the Cardinal and became known as the author of "The World's Window," a weekly editorial and the publicity writer for Count Keyserling and Mrs. Bertrand Russell when they spoke at the University. Of the thirteen assistant desk-editors appointed by the Cardinal for the approaching semester, the following are from the Experimental College, Freeman Butts, John Hickok, Robert Heyda, Lyman Moore, Sidney Hertzberg, and Frederick Gutheim. Vernon Newell was awarded the important position of National Advertising Manager, a post usually held by Juniors. William Kesmodel was made a reporter.

The Freshman Oratorical Contest, which is open to all members of the Freshman Class, was won by De Lisle Crawford, who gave an original speech entitled, "Life, a Comedy or a Tragedy?" Crawford brought with him a splendid record in oratory and upheld it well. Previous to his enrollment in the College he had been one of the six national oratorical champions. Arthur Frisch, another representative of the Experimental College, was awarded fourth place in the contest.

The Student Forum, an organization which brought such eminent speakers as Bertrand Russell and Count Keyserling to Madison, has as secretary and treasurer, Don Varian, a member of the College. Sidney Hertzberg was nominated for the presidency of the Forum but lost the election to this office by one vote. He was, however, connected with the Forum in the capacity of Publicity Manager.

The Union Board, an important organization in the government of the University, received application for membership from John Schmidtman, Freeman Butts, Ernest Strub, Lyman Moore, William Powers, Benjamin Porter and Robert Vollrath. The above named worked for the board this year and will be eligible for membership next year.

Orrin Evans, Joseph Page, and Edward Haight succeeded in becoming members of "Hesperia," leading literary and debating society on the campus.

Recently, the signal honor of election to the position of editor was accorded to Frederick Gutheim by the Wisconsin Literary Magazine. Never before in the history of this magazine has a sophomore been editor.

Although one might judge from the pre-supper practice hours that the Experimental College men are not especially inclined towards music, the figures show quite the contrary, for the number of members in the different musical organizations is startling. Carl Fries, Willis Hubbard, Robert Cullen, Wayne Dockhorn, John Hocking, Harlan Helgeson, and George Wesendonk are all regular members of the University Band. The Freshman Glee Club, which has a membership of only twenty students, has the names of six Experimental College men on its roster. Theodore Paullin, James McFadden, Leonard Einstein, Robert Schmidtil, Bruce Will, and Lincoln Kern are all members. The last named was Secretary and Treasurer of the organization during the first semester.

The newly-organized Liberal Club has Sidney Hertzberg as its president and Gordon Meiklejohn as treasurer. P. Raymond Nehemkis is a member of the Executive Board.

Raymond Carey was quadrangular president of Adams Hall, which houses the Experimental College and an equal number of other students, during the first semester, and William Powers held the same office the second semester.

Three men from the College were honored with membership in "Arrowhead," a society composed of men who have rendered distinguished service to the dormitories. William Powers was admitted because of his active service as chairman of the Dormitory Disciplinary Committee during the past semester and because of his recent election to the office of Dormitories President. Victor Wolfson was accorded membership because of his services as director of the Experimental College Players. Edward Haight was elected because he drafted the new Dormitory Constitution.

However, it is probable that it is in the field of athletics that the Experimental College men have made their best showing. Scarcely a major or minor sport on the campus failed to display one or more representatives of the College. We shall mention the sports in the order of their season sequence and give the names of the participants.

When the football season opened, some five hundred men reported for the Freshman squad. Of those who survived the frequent "cuts" and the strenuous playing, seventy-seven were awarded numeral sweaters. Four of the men so honored were from the Experimental College. They are Sam Behr, Arthur Frisch, Marvin Harris, and Richard Harvey. Although Sammy was disabled during the greater part of the season on account of a bad knee injury, his playing was so exceptional when he was in condition that he was given the same award as his team-mates. Harris and he played in the backfield and Harvey and Frisch were line-men.

John Dearholt won his numerals in basketball and Sam Behr continued to show his athletic prowess by being elected captain of the Freshman Basketball Team.

Several members of the College reported for swimming, and at least one,

Rudolph Schaffter, is assured of a numeral sweater. Doyon Main, a diver on the Freshman Swimming Team is quite possibly assured of the same award.

Marvin Harris, who won his Freshman football numeral in the fall, met with great success in his try-out for the Freshman Wrestling Team. Although he suffered some severe floor-burns he was rewarded for his suffering, for not only did he win a coveted numeral, but he also was runner-up in the All-University Wrestling Tournament.

Impressive as the representation of these sports may seem, they all pale in significance in comparison with the Freshman Hockey Team. This sport proved especially attractive to the Experimental College men and many of them reported for the team. When the season was over, seven members of the College were rewarded for their efforts to only two other Freshmen. The men who distinguished themselves were Alfred Bardes, Hugh Bloodgood, Francis Brennan, Arthur Frisch, Gordon Meiklejohn, Norbert Noie, and Edward Rose.

Loren Gafke has won the regular position of Number Seven on the Freshman Crew. John Schmidtman and Erskine Washington were members of the squad and Orrin Evans is one of the commodores.

Cyrus Butt and Frank Ley are trying-out for the position of pitcher on the Frosh baseball team and at least one ought to acquire a numeral sweater. Robert Reynolds is practically assured of the position of Freshman manager.

Another fine record was set in track. Only ten sweaters were awarded, but two of them came to Sam Behr and Carroll Blair. This was Blair's second sweater and Behr's third. Blair had previously won a sweater for his excellent work in cross-country running. Carroll has also won six first places in the six Frosh meets of the year when he competed in the two mile run. Behr and Blair made one-fifth of all the points made by the Frosh team for the past season. Sam Behr is a very versatile man. He high jumps six feet, broad jumps twenty-one feet, runs the forty-yard dash in four and six-tenths seconds, throws the discus one-hundred and thirty-seven feet, and puts the sixteen-pound shot forty-eight feet, in fact, a one-man track team. The conference record in the shot-put is forty-seven feet three inches so that it may be seen that as a Freshman Sammy has already broken the old record. His exceptional ability in this event may win him a place on the United States Olympic Team this summer if he continues to improve in the future as he has in the past. Considering Sammy's unusual performance in football, his captaincy of the basketball team and his all-around ability in track, he is certainly the outstanding athlete in the Class of 1931. To climax his past work, Behr has been awarded the coveted Madison "W" club cup for showing the best all-around ability of all men out for spring football practices. He was selected by a committee of all the coaches.

When the announcement was made that gymnasium credit would be given for participation in freshman tennis, Gordon Wormley, Gordon Meiklejohn and Winchell Reeve reported. Competition has been rather keen, but all the men are working hard and hoping for the best.

This resumé of athletics would be incomplete without saying something about the intramural athletics and its application to the Experimental College. As a part of his "Athletics for All" program, Coach George Little has arranged a scheme whereby all the different sections of the dormitories (each housing about

thirty men) may play together in touch and varsity football, basketball, tennis, and baseball. This provides an opportunity for all men who are interested to participate in the regular University sports. It fits in very well with the scheme of the Experimental College and has done much to promote good feeling with those residents of the dormitories who are not in the College. Noyes House, one of the four Experimental College sections in Adams Hall won the Adams Hall Varsity Football Championship from among a more experienced field of teams. (This house also won the cup significant of first place in the Home-coming Decorations Contest.) Although most of the members of the other dormitory houses are upper classmen, the Experimental College freshman are holding their own in the various sports.

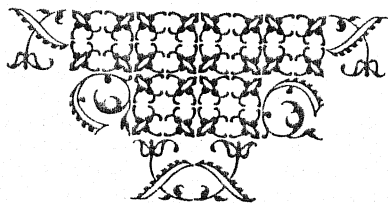
Although there was some adverse criticism to fraternities pledging members of the College because they are required to live in the dormitories for two years, once the men had arrived on the campus, the doors of the social fraternities were thrown open to them and there are now about thirty-seven Experimental College men associated with Greek Letter Societies.

Edward Haight was recently initiated into "Scabbard and Blade," national honorary military fraternity. This is an honor seldom conferred on freshmen.

Edward recently was elected president of "Hesperia," leading literary and debating group on the campus.

Inasmuch as the dramatic endeavors of the members of the College are described elsewhere in this booklet it will be necessary to make only a passing reference to them here. The plays given in the Stock Pavilion were, of course, a great success, but there is as yet no report to make on the activities of the University Players, since it was not deemed advisable at the beginning of the year to have members of the Freshman class take part in plays. However, Richard Harvey did enough construction work to be eligible for initiation to the Players in the fall and David Connolly recently took part in "La Poudre aux Yeux," a play given by the French department of the University.

If this article has served its purpose, the reader will realize that over half the members of the Experimental College have distinguished themselves in one or more extra-curricular activities during the first year of the College.



THE STUDIES OF THE SECOND YEAR

By Prof. John M. Gaus

If one says that during the second year of the college we will be studying American Civilization, one naturally invites further question. Some, perhaps, will ask, "Is there any?" We will have to let them know when we have found out; but let us take for granted the fact that there is, since there seems to be a wealth of activity and interests and conflicts in the America in which we are living. But we may be pressed, more legitimately, with more specific questions, and questions which we shall want to answer as concretely as we can after our year of study.

Where, physically, is this America? And what is it, in terms of climate and resources, physiographic regions and distances? How far have changing techniques affected it and its position on the globe from the time when it was discovered ("to stay discovered," as Mark Twain suggested) until the time of Polar and Atlantic flights? How has the lay of the land, the sprawl of a vast continent, affected the people who have settled here?

There leads out of this set of inquiries, another. Who are these Americans? Where have they come from, and when, and why, and in what numbers? How have they arranged themselves here through the years? What is the meaning to their society of questions of population—both quantitative and qualitative? We must find out something, in brief, of the place and the people.

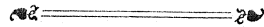
We must then see them at work, getting a living. First under the influence of earlier imported and extended European economies and systems, then under the pressure of the new conditions, a new economy gradually emerges. It develops rapidly with the swift rise of new techniques and organizations to the present complexities of a world-wide system, yet with its own peculiarities. This series of economic systems profoundly affects and is affected by other social arrangements—family life, education, religious institutions, social classes, new values and interests such as are reflected in the lives of scientists and artists. We must inquire, too, how this developing society equips itself with political institutions and ideas which also interact and modify other social institutions.

Again, what physical surroundings have Americans created in which to live and work and play—houses, factories, offices, churches, public buildings, for example? How have they found some interest in a larger communal setting through their city and regional plans?

So far we have considered the questions we should ask of ourselves concerning the physical and social setting. But men and women have reflected their ideas and feelings about these things and their meaning through literature and other forms of aesthetic appraisals. Thus we must become acquainted with novels, poetry, plays, letters, memoirs, and critical writings to get some view of the stream of American thought, aesthetic, religious, ethical, philosophical, or all of these together.

This leads naturally to the final queries at the end of present drifts and currents and problems, with a continent filled out by settlement, and a nation now confronting, in a shrinking world, other cultures in the Far East, the Tropics, and again in older Europe.

Will—or can—some reasonably clear picture emerge from such an inquiry? The difficulties are obvious. There is a mass of material to be organized—and the organization itself offers serious dangers of subjective selection. Again, we are living in the midst of this civilization, submerged in its values and interests, bringing to the study our own commitments and prejudices on many much disputed matters. Not least, also, is the difficulty earlier suggested: the mass of disparagement from abroad as well as from many at home of American life, subtly influencing us to seek various forms of escape from facing its problems and difficulties. But of course all this is only to prove to us what a peculiarly fascinating and challenging task the year of study should offer to those who care to be intelligent about the society of which they are a part.



THE BLAZERS

The adoption of the Experimental College blazer caused much comment and some criticism. It was suggested that the College members were unduly proud of their fortunate position; that the wearing of the blazers, to distinguish themselves from other students, was an indication of their feeling of superiority. In view of such criticism it may be well to explain the purpose of the blazer.

In his description of the purpose and aims of the College, Dr. Meiklejohn emphasized the idea of "forming a community of learning," of regaining "that sense of intellectual solidarity, of comradeship in study." The men who originated the idea of the College blazer believed it would contribute, in some degree at least, to developing a spirit of fellowship, by distinguishing the College as a unity, apart from the rest of the University. They had, certainly, no intention of starting any "tradition" to which future classes must conform; that would be contrary to the whole idea of the College.

After much discussion, a satisfactory design, color (dark blue with pearl grey trimming), and emblem were selected. The emblem, a reproduction of an Athenian coin on which was outlined an owl, the bird sacred to Athena, symbolizes our interest in Greek civilization. The popularity of the blazers is attested by the fact that sixty students, and several faculty members and dormitory fellows purchased them and that the College presented one to Dr. Meiklejohn. Whether or not the men of the College continue to wear blazers will depend on the incoming classes.



FROM THE CHAIRMAN TO THE STUDENTS

"Is the Experiment succeeding?" It seems to me that I have spent much of my time this year in trying to answer, or trying not to answer, that query. If we adopt the very misleading though delightful figure of Guinea Pigs I can see in terms of it a vivid picture of many of my year's experiences. Whenever I have been pondering as to what should next be tried upon a victim and even when I have been in the actual process of trying something, constantly there has appeared over my shoulder an eager face and there has sounded in my ear an eager query: "Is the Experiment succeeding?"

And now, in the request that I write a few words for the closing pages of the Student Book on the Experimental College, the query turns up again. But this time it comes not from the outside but from the students themselves. If we hold for a minute longer to the figure it would appear that even the Guinea Pigs upon whom we have worked would like to know how the experiment is getting on. In my mind's eye I seem to see one hundred and nineteen wan and manipulated faces lifted up to us with the rather pathetic query "Did we give our lives into your hands in vain; is the Experiment succeeding?"

Now, as the result of much experience and practice, I have found a way of dealing with the outside questioning. In all honesty one has to say that the query cannot be answered yet. The College is, under its instructions, looking for a scheme of teaching which may be better than the old. But the first part of that task is to find or devise the new scheme. And we are still in that stage of the process. We are trying to see if a working arrangement can be constructed in which new contents of study, new methods of teaching, new conditions of living will be fused together into a Plan of College Education. It is only after that is done that we can in any real sense answer the question, Is the new program better or worse than the old? We shall have to wait until there are two schemes to compare before we can really begin our comparing.

But the query from inside the college is more novel and harder to deal with. What shall we say to each other of the success of our attempt at living and working together in Adams Hall this year?

In passing may I remark that the figure of the Guinea Pig has been for the members of the college diverting and amusing chiefly because it is so untrue. We know, without experimenting, that teachers do not operate on their pupils. Teaching is forever and essentially different from treatment or medication or surgery. It is not something that you do to students, but something that you do with them. And so as we who know each other talk among ourselves, the figure of the Guinea Pig loses its value. We will go on without it.

If the question, Has the year's experiment been a successful one? were raised in one of our discussion groups you and I know what the result would be. We should soon find ourselves in the midst of confused and conflicting opinions. And soon after that, I hope, we should be following the way of Socrates and seeking to discover how such a question can be answered intelligently. The question "Has the venture succeeded" would quickly change into the queries "What is success in an educational venture; how do you tell the difference between learning that succeeds and learning that fails?" I need hardly say that I should

like to have such a discussion, or another such discussion, on this topic, with the members of the College. And I trust that we shall have many of them in coming days. But just here and just now it is impossible. Let me then limit and change the question as we do what we can with it on this occasion.

Many years ago, at a time when most of the students in the College had only just gotten themselves born, I wrote a paper on Student Activities and their place in college life. May I quote from it now some sentences which suggest a way in which the success of a College venture may be judged? I had been insisting that these activities though they are external and secondary are yet significant because they are spontaneous and hence reveal the student in his own interests and desires. And then I proceeded to answer an objection as follows:

"But now I shall be asked: 'Would you substitute these activities for the studies—give up the classroom for the lounging room and the Union?' Of course not. The very excellence of these activities is that fundamentally they are the fruits of the classroom. But the point is that by these fruits the work of the classroom shall be known. We need not forget that these activities are only accidental and that the real values lie in the studies and the teaching. But none the less it is true that these activities reveal to us, far better than any examinations can do, the success or failure of the classroom itself. They are, as it were, mirrors in which we can see ourselves and our work. If we want to know the effect of what we are doing in the classroom, let us look to see what the students are doing outside of it when they are free to follow their own desires. If they do not, on their own initiative, carry on activities springing out of their studies, then you may count on it that however well the tests are met the studies are of little value. Show me a college in which literature is taught but in which the boys do not band together to read and write and criticise, in which they do not yearn to be themselves 'literary.' However well literature may be taught in that college it is not well learned. What would you say of the teaching of philosophy which did not send boys off into quarrelling, rending, puzzling groups, determined each to give to his fellows the solutions of the problems that have baffled human thinking? What will you say of the teaching of history, economics, or social science which ends in the passive appropriation of a book? Surely if it is vital, you will find the young men stimulated by it eagerly re-forming and reshaping in idea the society about them and perhaps going out to do some work to bring their ideas to fulfillment. And if in these and other cases it does appear that the studies in the classroom have no outside effect, lead to no outside activities, what expectation can you have that they will lead to activity after the college days are done? If studies do not stimulate to spontaneous free outside activities, if they are merely the learning of lessons and giving them back, then the results of our training are pitifully small; we may send out good, well-meaning boys, who will do what they are told and refrain from doing anything else, but we shall not send out men of intellectual power and grip who are able to live for themselves the life which the intellect opens before them."

In these words there is suggested a very partial but significant test of the

success of a scheme of instruction. It makes no attempt to judge directly the work of the college. It asks nothing about the content of study, the methods of teaching, the ability or attitude of the advisers. Rather, it finds these represented, so far as they are discovered at all, in the spontaneous activities of the students. The argument on which it rests is rather thin and shaky. And yet it is perhaps as good an argument as the facts will support. Let me make what I can of it as we try to gather up our impressions of the year which is nearing its end.

In the first place, I have been much impressed by the success of the students in carrying on their corporate life without any scheme of government. You will remember that I suggested when the year opened that a "government" be established, and I must admit that I gasped with astonishment and even dismay when the no-government decision was made. But there can be no doubt, I think, that this experiment has succeeded. In some way or other the College has made for itself a personality, has been conscious of its own social purposes, and has been fairly effective in realising them. It is true that the Dormitory Association with the supervision of the Fellows and the organization of sections has been very effective. But quite apart from these, the College has become, I think, a social group with a mind and will of its own. And my impression is that the mind has been fairly clear and the will fairly constant in furthering the common purpose.

When we turn to the more specific activities, I suppose that we should all place in the forefront the work of the Players. The staging of the *Clouds* and of the *Electra* were finely conceived and finely done. If, in accordance with the argument, we could take these as representing the quality of teaching and learning, there would be no question left as to the excellence of either. Again may I say that when I was told what the students were planning to do in this field, I gasped with astonishment and dismay—and again my fears were proved to be unfounded. Always in my heart I have known that our greatest error in teaching method is that we have too little confidence in our students, expect too little from them. And it is good to have the error revealed again so clearly and beautifully as it was done by the Players.

I must not discuss in detail all the "activities" of the year. There is time only to mention them. The Workshop seemed to me a fine expression of independence and creative interest in the field of appreciation. I know from my own experience that the Philosophy club was stimulating and served as a focus for much valuable reading and thinking. And the Forum, the Law group, the Music group, the Dancers, and now this Book, have all seemed to express an active and eager interest in the vital purposes of a college community. In a word, I think we can fairly say that the College has been, during the year, alert and alive in the field of its "activities."

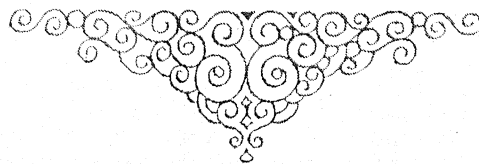
But I must mention another field. Our students have gone out also into the activities of the wider University. In addition to very successful participation in athletic affairs, they have done valiant service for the Cardinal, have won recognition in the literary field, have been pressing eagerly into the fray wherever discussions of educational or social policy have been carried on, have played their part whenever a revolution was being plotted or a reform advocated or rejected. No one, I am sure, could fairly say that they have been inactive or indifferent when the spirit of the University was stirring in contemplation or in action con-

cerning the things which have a right to claim its allegiance. But my argument is running too far. It is time that we bring it to its close.

I was asked to say whether or not the college and its experiment have succeeded in this first year. In reply I have quite arbitrarily limited the discussion to evidence drawn from the "activities." And this evidence, so far as it goes, seems to me rather gratifying. But we must not take it too seriously. After all, there have been "inactivities" too. And by the same argument, these would indicate that students have been sometimes slack and that on these occasions little genuine learning has been accomplished. But on the whole if only the activities were taken as evidence I think we should answer "Yes" to the question about our succeeding. On its social side the college does seem to me to have had in rather exceptional measure the quality of an institution of learning.

And now, at the end, I know that the students will be asking other questions. They always do. After all, they will say, the "activities" are external and their evidence uncertain. What of the other evidence? What have we done in our private studying, in our conferences of the technique of study? What do you say of those? Have we done well or ill? And if the question be taken to refer only to the students and not to the advisers or their course of study I will in my weakness, say a word in reply. The College has, I think, taken on something of the quality of a community of learning. On the whole the group has seemed to move strongly in the way of liberal study. There have been, of course, stragglers from the ranks and some men have marched more slowly and more irregularly than others. But on the whole the challenge, Do you care to try to do the things which an intelligent man wishes to do?—the challenge has been accepted. This year we have tried to know the Greeks. Next year we shall go on to study the Americans. I am sure that for many of the students such activity has brought increase in personal freedom as well as joy and power in the process of investigation. Next year, as with one hand, or shall I say, with one eye, they study their own country and, with the other, take charge of their younger brothers, they may learn even more than this year has brought to them. They may even learn as much as their advisers have learned in this year's attempt at teaching them. At any rate, I know that I can speak for all the advisers when I make the closing word in the year's book one of hearty thanks to the students for their friendship in the trying and joyous days of a new experiment. As a venture in friendship the College has succeeded beyond all question.

—ALEXANDER MEIKLEJOHN,
May 28, 1928.



A Journal for Experimenters

THIS YEAR the eyes of the college world have been turned to the Wisconsin Experimental College. Next year they may be watching similar adventures in the revitalization of education in other colleges scattered throughout the country. In these and all other matters pertaining to student thought and action, *The New Student* will continue to be looked to for information and interpretation. Followers of progressive movements in higher education know that in this journal may be found the important news of the college world, the freshest of ideas expounded by students and teachers, and the best in undergraduate creative effort.

The New Student holds particular interest for those who are helping to push forward the frontiers of higher education because for years it has been the champion of all efforts to make the student the master of his own learning. In the words of James Harvey Robinson, "*The New Student* invites the student to participate in his own education." It brings together learners of all ages, and calls upon those writers who have something definite to contribute in this common interest. That is why it has been able to count among its friends and contributors such men as Alexander Meiklejohn, Bertrand Russell, Harry Elmer Barnes, John Dewey, Robert Frost, Romain Rolland and others outstanding in the world of ideas.

During the past year *The New Student* has been publishing a series of articles on American writers, making for an orientation of American literary and philosophical points of view, such as the Experimental College has been doing in its study of Greek civilization. Next year, in a revised monthly publication, *The New Student* will continue this series as part of its attempt to draw from the past a tangible light to throw on the problems confronting the thinking young man and woman today. It will draw from the present also, from the best writers, graduate and undergraduate. Among the subjects treated will be these: Are University Ideals Practical?, The University and a Living Regional Culture, The Place of Modern Scientific Theories in a Whole View of Life.

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