

THE COMMENCEMENT EXERCISES

The sixty-first annual Commencement, held on June 22, 1905, saw the graduation of 775 students from all departments of the University, eleven less than were graduated the preceding year. The Commencement procession, with Major Harrison Soule as marshal, was formed, as always, a little after nine o'clock in the morning. Following the guests of honor, the Faculty, and alumni, the graduates of each department arrayed in cap and gown, with tassels of distinctive color, came in a long procession. Before the appointed time University Hall was filled to the limit of its capacity, and although the day was somewhat warm the Commencement oration delivered by Henry S. Pritchett, president of the Massachusetts Institute of Technology, held the close attention of the audience. President Pritchett spoke on "Shall the University Become a Business Organization." In summary his words are as follows:*

"I wish to speak this morning about the administration of the University as a business corporation. We have the universities both of private and state support. The first is found among the universities of the East and the latter among those of the West, with the notable exceptions of the University of Chicago and Northwestern. Both kinds of universities stand on the same plane.

*From the *Detroit Free Press*, June 23, 1905.

"The state university establishes an institution that is an integral part of the great state system. It is essentially democratic in inception and development. Will the private and state universities continue to flourish? It seems clear that they will continue to live, grow and flourish, but in different sections and not side by side. Above all, the state university is gaining in the intellectual life of the nation. The private university should have the place of supplementing the work of the state institution, but it should not parallel it. We must feel the thrill of the future of the great state institutions, for they are the logical outgrowth of the democratic system of the public schools. They are to be among the most influential, richest and most democratic of universities.

"The private and state universities are similarly alike in form and method of administration. They are administered on autocratic, not democratic lines, as in Europe, where the administration is a self-governing body of scholars. The European university is a sort of republic, as it were. There is freedom of teaching and freedom of learning. The student at the opening of school may try the various professors and choose the one that best suits him. Competition in men results. Here in America it is a competition between institutions. But in too much freedom, as in a European education, there is danger. The laggard is likely

to grow more laggard. On the other hand, it is claimed that such freedom makes better and stronger men with self-reliance and confidence.

"In the American university the work of detail is strongly developed in the professor. We are too indifferent to the scholastic feature of education. We have frequent examinations to spur on the laggard. I should not dare to condemn the system of examinations, but it is possible to have too much of a good thing.

"In contrasting the European and American institutions of learning we may say the one is democratic, the other autocratic in administration. In the one there is individual power, in the other centralized power. The watchword of the one is freedom, of the other responsibility.

"The republic of scholars has worked well in Europe. However, I would not propose any radical change in the American university. We must, however, see whether our present system leads us and whether the corporation is best adapted to the growth of learning.

"Would it be a step forward to intrust to the faculty the election of the president and professors? It would surely enlarge the present sphere of freedom. The question is, can a scholarship of high order be developed under the present pressure exerted in a university in America?

"The present tendency is toward close organization. But a more individualistic scholarship should be the tendency. This is the important thing to be remembered. There is little of this development in America. The well-trained business man at the head of the university would do well to listen to well-trained scholars. Too much attention is drawn to the mechanical side of education. We need to concern ourselves more with the spiritual side.

"We can never too often remind ourselves that the first and great purpose of the university is not to increase

the industrial development, wealth and skill of the nation, but to develop the spiritual and the social life of the state and the nation. The administration of the university must be primarily for those things which are eternal and spiritual, for after all this idea of promoting the things that shall last through eternity is the real purpose of the universities in this land of freedom and of education."

Degrees were then granted as follows:

DEPARTMENT OF LITERATURE, SCIENCE, AND THE ARTS

Bachelor of Arts.....	295	
Master of Science (in Forestry)	3	
Master of Arts.....	34	
Doctor of Philosophy.....	7	339

DEPARTMENT OF ENGINEERING

Bachelor of Science (in Marine Engineering)...	4	
Bachelor of Science (in Chemical Engineering).	9	
Bachelor of Science (in Electrical Engineering).	18	
Bachelor of Science (in Mechanical Engin'ring)	24	
Bachelor of Science (in Civil Engineering).....	32	
Master of Science.....	2	89

DEPARTMENT OF MEDICINE AND SURGERY

Doctor of Medicine.....	61	61
-------------------------	----	----

DEPARTMENT OF LAW

Bachelor of Laws.....	217	217
-----------------------	-----	-----

SCHOOL OF PHARMACY

Pharmaceutical Chemist..	17	
Bachelor of Science (in Pharmacy)	2	
Master of Science (in Pharmacy)	2	21

HOMOEOPATHIC MEDICAL COLLEGE

Doctor of Medicine.....	12	12
-------------------------	----	----

COLLEGE OF DENTAL SURGERY

Doctor of Dental Surgery.	35	
Doctor of Dental Science.	1	36