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Clarence Cook Little

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Proposed

Ten-Year Program

for

University of Maine
At the hearing of the Committee on Budget held at Bangor November 5, 1924, Governor-elect Brewster suggested that the preparation of a ten-year program for the University would, if that program was intelligently read and discussed, provide a much more complete basis for a consideration of the problems of the University, than had hitherto existed.

The University authorities had long wished that the opportunity to present such a program might be given. The program given below represents only those matters which all those concerned believe to be essential to the State's welfare. It is not advanced as though from an outside institution but as a sincere expression of what we believe the State of Maine can and should invest in the higher education of its youth—under its own direction.

The cost of the program would be in the neighborhood of an average of $800,000 per year. The amount given to the work of the State Department of Education by fixed State Tax exclusive of county or other support is about $2,575,379 annually, or the income of 2½ mills. The amount needed for higher education, which, all over the world is recognized as being more expensive, is approximately 1 1/7 mills. Or if one includes the grants for the Agricultural Experiment Station and for Co-operative Agriculture under the Smith-Hughes and Smith-Lever Acts about 1 3/4 mills annually.

The program as given is in the form in which it was presented at the Alumni School recently held at the University.

C. C. Little

The ten-year program is based on six general principles.

1. Equality of opportunity to the sexes. At the present time we can take all the boys who want to come, because the housing problem is not so weighty as in the case of girls. The boys can look after themselves to a large extent, can room in Orono, Old Town, or wherever they can find a place. This is not true in the case of the girls: it is not right to admit them to college and then turn them loose to find housing facilities. We require all girls to room either at home or in one of the University dormitories, except in the case of a few who are working their board and room in faculty homes. We feel justified in the progress made, for having made this ruling. We turn away annually from seventy-five to one hundred properly qualified women students.

2. Personal contact with candidate before admission. We must find out before a candidate comes to college whether he is fitted to take college work, does he know what he wants to do, and does he see his way clear financially, either with money at hand, or a means of earning it. We must do this before he is admitted because we are spending public money in teaching him. I remember one of the first things I had to do after entering college was to write a paper on "Why did you come to college?" I remember glancing over onto the paper of the man next to me and reading "That is what I am wondering." And it was true. It is not good sense to admit students to college without first finding out whether they are fitted for college. Dean Hart and a committee are now working on the problem of getting out to the high schools of the State and holding conferences with the boys and girls in their own surroundings where they feel at ease. In these surroundings it is easy to say to them 'I advise you to take another year of preparation before coming to college,' or 'I do not think you have foreseen the financial pressure, you are getting into trouble, how can we work it out? Had you better stay out a year and try to earn a little nest egg?' We should get this personal contact before admission. We have not done so because of a queer kind of false modesty. As I see it either we have something up here to offer boys and girls or we have not. If not, we had better quit and close up. If we have, it is our duty to see how well we believe they can fit into what we have to offer. We should not have false modesty. We should go out and say to likely candidates, 'You are college material, go to college'; just as the public school goes to boys and girls of school age and says 'Go to school.'

3. The quality of education as good as that in endowed universities. Suppose that two buildings were going up side by side, each costing $100,000, one built by the State of Maine and the other by Henry Ford. Do you think that the State of Maine would stand for inferiority of construction? Never. Neither should it be satisfied with second grade instruction when compared with private or endowed institutions of similar resources.
4. Limitation to those qualified. The colleges in the big middle West have swelled up beyond all bounds, because they have felt obliged to take anybody who was a graduate of one of the Class A high schools of the state. I do not propose to ask the State of Maine to do this. If all who wanted to go to college were allowed to do so it would cost more than the State could afford. The same will result if the State goes on and encourages the development of Junior Colleges. There is at the present time an attempt to do this on the part of certain well-meaning people who say that it will relieve the pressure on the colleges. What it will really do is to provide one other means of very large State expenditure. What is the use in starting up Junior colleges to duplicate work done in other parts of the State? The same applies exactly to the normal schools. There is no reason why the normal schools should not give a college degree. If they were to do this their faculty would have to be as good as the faculty of the University of Maine, and it would not be as good unless they spent more money than the University of Maine is spending, for they have not the background to build upon, they have not alumni who on account of loyalty to their Alma Mater are willing to accept lower salaries than they could get elsewhere. Then too they would have to duplicate the laboratories, and other equipment already in existence at the University of Maine. It would be an utterly impractical and in my opinion, a very wasteful policy.

5. Importance of foundation subjects. The fundamental subjects, such as English, Mathematics, Biology, Chemistry, Physics, Economics, History and Government, Sociology, which underlie all the work in agriculture, engineering, or any of the other professions, should be expanded both in extent and depth. They should be kept in a simple, strong and active condition. I would rather have concrete main highways in education kept open at all times of year, than to lay a large number of side trails while the main educational highways remain muddy and in poor condition. We should make sure that wherever in the state they are taught that the fundamentals are taught just as well as they can be.

6. Correlation and interrelation of Agriculture, Technology, and Arts and Sciences. It is well-known that the University of Maine was established for the teaching of 'agriculture and the mechanic arts.' In the same paragraph of that Act was the statement, 'without excluding other scientific and classical studies.' Thus the relation of the College of Arts and Sciences to the Colleges of Agriculture and Technology is not a new idea. The first faculty which numbered seven, was made up of five who taught the subjects now taught in the College of Arts and Sciences, there being one man teaching agricultural subjects and one teaching the mechanic arts. At the present time approximately seventy percent of the work in foundation departments in the College of Arts and Sciences is being done with students of the Colleges of Agriculture and of Technology. If it were not for the fact that the faculty of the College of Arts and Sciences have a chance to teach the advanced side of their subjects, it would be impossible to get high grade instructors. Can you think of any farmer who would be willing to plough the ground and then leave it there without harrowing, planting, cultivating and harvesting? Ploughing is the elementary phase of farming. In like manner, you cannot get a high grade professor of English without giving him a chance to teach the advanced side of his subject.

The three colleges can be compared to three horses, harnessed side by side, with the State standing with one foot on the back of each outside horse and with the reins in its hands. Unless the three horses move along steadily, side by side, it is difficult to imagine how the whole is to remain in position. At the present time, there is a well-meaning effort on the part of the Agricultural interests of the State to see that the College of Agriculture gets what it should have. These interests have waked to what they should have done long ago. I shall back their efforts to the limit, but I shall not back them to the detriment of the other two colleges. I believe that the three colleges should work together, as they are doing at present, each developing side by side.

These are the general principles on which the ten year program is based. They have been approved by the Board of Trustees, and are known to Governor Brewster, who as you remember in his inaugural address stressed several of these same principles.

We may now pass on to a consideration of the specific items in the ten-year budget.

1. The figures given must of necessity be merely an estimate and are therefore tentative and open to modification if necessity arises. The figures have been gone over by the faculty members, deans, trustees, and other administrative officers and pared down to what we believe an optimum amount for the State to invest in higher education.

2. The figures given are exclusive of
   (a) Agricultural Extension work done under Director L. S. Merrill and supported by funds granted under legislation dependent upon the Smith-Hughes and Smith-Lever Acts. As I understand it the amount contributed by the State to meet Federal appropriations under these acts is fixed by law and not liable to further increase.
   (b) The $15,000 granted under existing legislation to the Agricultural Experiment Station; $5,000 for experiments in animal husbandry, $5,000 for Highmoor Farm, and $5,000 for Aroostook Farm.
   (c) Absolutely essential repair to the heating plant, which we consider in the nature of an emergency. We do not mean that it requires an emergency appropriation out of the Contingent Fund, but that it is educationally an emergency. Money appropriated for this work is certainly not in the nature of an educational appropriation and should not, it seems to me, be included in a program for development of higher educational resources. The only way in which it affects higher education is that it is likely that buildings may have to be shut down for repairs to be made and time lost. The matter of an appropriation for the heating plant is in the very able hands of Dr. Thomas, Chairman, and Senator Allen, and Mr. Bickford, a committee of the Trustees, who have worked hard and have devised ways of saving the State money by better ways and means of installing the new heating plant.
3. The figures are estimates based on proper strengthening of work under way with two exceptions, the Law School, and Extension work which will be referred to below.

4. The figures are based on about 300-400 more women students and 100-200 more men. The increase in men students is problematical and I believe negligible since it will not change matters very fundamentally. The increase in women students is deliberately planned and hoped for under the program of additional girls' dormitories and has already been referred to.

5. The right to raise salaries gradually up to 15% is contemplated at the fifth year. Three years ago the salary scale was fixed when I came here, a definite amount for definite grades of academic offices. I do not like a fixed salary system and do not believe it so efficient as a merit system, and so I have the right to change the fixed amounts. This merit system is not so easy to administer, but it does, I believe, lead to more intensive and valuable work on the part of the faculty. Our salary scale is lower than the average. The amount asked for is not exorbitant nor unusual. Men here do not have the chance to earn outside remuneration that men in other institutions do. For instance, a professor of engineering at an urban institution could probably get in the neighborhood of $5,000 to $10,000 in fees outside of class room work. This opportunity does not come to our engineers in any degree worth mentioning, and makes it hard for us to compete with the larger colleges. The same is true in other departments.

6. It is hoped to obtain from private sources

(a) A large chapel and union building. I do not anticipate that the State of Maine would give $250,000 to $300,000 for a chapel; yet one is sorely needed. I should like very much to obtain funds for the erection of a simple but adequate chapel of the old New England meeting-house type: the central body of which is flanked by wings for use as union buildings for social purposes and undergraduate activities, on the one side for men, and on the other for women students.

(b) A college store to replace the present occupation of most of the lower floor of Fernald Hall in order to relieve that space for development as an administrative building, and to provide more adequate and utilizable storing space.

(c) At least one gateway. I hope to obtain two gateways, one over the proposed main entrance and one over the present entrance which will always be chiefly used by students coming from the fraternity houses and from Orono. I want these gateways simple, if possible colonial (brick and white woodwork). I also want them to serve the purpose, by tablets large enough to be read, of presenting to the students some short but definite statements which will tend by constant repetition to impress upon them the quality of humility and their own smallness in the general scheme of things. It seems to me that more and more modern youth needs this. Such a gateway would call the attention of the passerby to the University and would dignify the approach to the University. It is a project that I believe the alumni would see the value of.

(d) A field house and small athletic building for women students. We are now leveling a field for women students. They should have a small building for storing equipment, and also where they could entertain visiting teams. The ladies at Commencement could use this building for social purposes until such time as a Union Building is a reality.

(e) The building of a cheap but efficient retaining wall along the river bank and the planting between the river and the main road of a natural Maine botanical garden (native trees, shrubs, and flowers). A wonderful opportunity is offered here for a splendid advertising feature which would undoubtedly attract heavily tourists both passing through and those who were visiting Bangor. It would also be of great value to our departments of forestry and agriculture.

(f) A teaching museum of natural history and of art. I should like to retain the walls of the present power house (if they do not fall down), possibly add a story, and modify it in such a way as to use it for a museum. The situation of this building is such as to adjoin the site of the proposed botanical garden.

7. It is planned to consider the opening of the College of Law, as a graduate school on the sixth year. A bachelor's degree would be required for admission and the work done would be of high quality.

8. State Scholarships, starting with one hundred, if possible, should be divided 40% to Agriculture, 30% to Engineering, and 30% to Arts and Sciences, and should be gradually increased to a reasonable number. I should like to have these scholarships available, on the basis of merit, to incoming freshmen, who have part of the money needed but cannot see their way clear to paying all their expenses for the freshman year. The State of New Hampshire, the State of New York, and others already have such a system of state scholarships, and have found it an excellent investment.

9. A teacher training organization with facilities for Educational Research is planned for 1925-26 and for gradual development during the ensuing years. I have talked with Dr. Thomas of the State Department of Education and he agrees that the place to do research work in teacher training is the State University. I firmly believe that such work should be done in a non-sectarian school. A report made by the State of New Hampshire shows that so far as the Maine trained teachers teaching in the State of New Hampshire are concerned, the University of Maine has reason to be proud of its standing.

10. Beginning with the third year, a modest start on Engineering Extension and on General Extension will be made. No other institution in the State is fitted to do Engineering Extension work. Colby is doing extension work of a general nature. The University also could start up general extension, where, if desired, teachers, business men, and young boys just out of high school, working during the day, can go in the evening and get instruction in college subjects. Dr. Thomas says that there are one-half as many enrolled in night high schools as in day high schools. There is no reason why we should not have one-half as many enrolled in night extension courses of college grade, as are now in college in Maine. Many of these
students would be over college age, but would get a vast amount of up-to-date information. It is contemplated covering Portland, Bangor, Lewiston, Augusta, and Houlton. Waterville is already admirably covered by Colby, and it is not our intention to duplicate their efforts.

11. Forestry is included as a University Department. This involves change of legislation. At present the department of Forestry is not a part of the University. It is administered by the State Commissioner of Forestry, the State Superintendent of Schools, and the President of the University. The University has to house the department, pay the overhead, and there is no reason why they should not have it as a regular department.

12. Engineering Extension should be renewed. The work done on methods of testing concrete is a wonderful piece of work. It has been shown that the seven day test is for practical purposes as accurate as the twenty-one day test. The Department knows almost every gravel pit that is available throughout the State of Maine for State road work. It has a map marked with pins of various colors according to the type of gravel. Work of this type should be recognized and put on the basis of an Engineering Experiment Station.