Centennial, University of Maine, Convocation and Exercises, February 24-25, 1965

University of Maine

Follow this and additional works at: http://digitalcommons.library.umaine.edu/univ_publications

Part of the Higher Education Commons

Repository Citation
http://digitalcommons.library.umaine.edu/univ_publications/51

This Monograph is brought to you for free and open access by the University of Maine Publications at DigitalCommons@UMaine. It has been accepted for inclusion in Early University of Maine Publications by an authorized administrator of DigitalCommons@UMaine.
Centennial

UNIVERSITY OF MAINE

Convocation and Exercises

February 24-25, 1965
This booklet contains speeches and other highlights of the Centennial Observance held at the University of Maine on February 24 and 25, 1965, marking the 100th anniversary of the founding of the institution.

CONTENTS

Centennial Exercises ........................................... 1
Centennial Founders’ Day Convocation ....................... 17
Centennial Founders’ Day Luncheon ........................... 34
Centennial Celebration Concert ............................... 48
Resolution ....................................................... 50
Proclamation ................................................... 51
1. The Alumni Memorial Gymnasium was thronged for the Founders' Day Convocation.

2. Dr. Alvin C. Euriich delivered the principal address at the Centennial Exercises.

3. Dr. John A. Hannah, the Founders' Day speaker, was one of six receiving honorary Doctor of Laws degrees.

4. The five speakers for Centennial Exercises; President Emeritus Arthur A. Hauck's portrait, is in background.

5. Recipients of honorary degrees are shown with President Lloyd H. Elliott. Left to right, Mitchell, Brown, Clement, Euriich, Ayer, Hannah, Elliott.

6. Governor John H. Reed gave the main address at the Centennial Founders' Day Luncheon.

7. Leaders of the 102nd Maine Legislature were in attendance. With President Elliott, left, are House Speaker Childs; Senate President Reed; and Education Committee Chairman Snow.

8. Honored guests at the Founders' Day Luncheon were Miss Marion L. Webster '95 of Belfast and C. Kendall Hopkins '98 of Camden. They are shown with President Elliott, left, and Governor Reed, center.

9. The king and queen of the Centennial Winter Carnival are shown with the Centennial symbol and slogan.

10. The Centennial Celebration Concert brought the two-day program to a fitting close.
In the comfort of today's modern university buildings, let us pause to look back for a hundred years when this institution was but a dream and its birth was something of an accident of the times.

On February 25, 1865, the "Maine State College of Agriculture and the Mechanic Arts" was incorporated and sixteen trustees were recognized representing the different counties of the State. So reads the historical account of that day.

On the 25th of April, 1865, the trustees organized, choosing the Honorable Hannibal Hamlin as president. At subsequent meetings, the trustees considered the location of the institution. Orrington, Topsham, Gorham, Augusta, Fairfield, Newport and Orono all came in for consideration.

In January, 1866, the offer of land made by the towns of Orono and Old Town, accompanied by an offer of $10,000 from the citizens of Bangor, being judged to be the best offer made, was accepted.

When the College opened with twelve students in the fall of 1868, M. C. Fernald was Professor of Mathematics and Acting President and Samuel Johnson was instructor in farm practice. A year later, Stephen A. Peckham, a Professor of Chemistry arrived and was quickly followed by John Swift, a graduate of the Michigan Agricultural College, who came to teach botany and horticulture.

Tuition was free to students residing within the State but others had to pay twelve dollars per term. Room rent, too, was
non-existent but the student had to furnish his bedding, his furniture, and his own lights. Meals cost two dollars and sixty cents a week and fuel and washing added another fifty cents. A long vacation was provided in the middle of the winter in order that students might teach in the common schools and thereby earn their necessary expenses.

It may be called a short time since those days in 1868 but each year in the life of a student, as in the life of an institution, may appropriately be called the most important year of all.

So tonight we begin the celebration of the first one hundred years of the University of Maine. We look back with pride on that which has been achieved. We give thanks for the vision and courage which our forefathers brought to bear on the problems they faced. We recognize how rich is our heritage and, as we look with faith into the future, let us rededicate ourselves to the task at hand.

ALVIN C. EURICH

President, Aspen Institute for Humanistic Studies

AMERICA'S CULTURAL REVOLUTION: CHALLENGE TO THE UNIVERSITIES

A century seems a long time. Measured in man's life span, it is rarely attained. But in the life of an educational institution a centennial celebration is only the beginning. It provides a significant occasion for looking ahead.

When I first came to the University of Maine in 1924 as a young instructor, Clarence Cook Little was president. Under his dynamic leadership the university was already a pathbreaker. A year earlier he established on this campus the first Freshman Week in the United States. The experiment was singularly successful, and since then the idea of orienting freshmen before the beginning of their first year has spread throughout America's colleges.
and universities. Currently, in fact, it is being adapted to new uses in the South and elsewhere as a way of giving deprived youngsters a fair start on their college studies. Thus do ideas, once unleashed by imaginative administrators and faculty, strengthen education in ways unforseen even by their inventors.

In recent years the university has maintained its tradition of leadership and innovation. You have upgraded educational quality by awarding Ph.D. degrees, raising entrance requirements, revita­lizing the honors program, and designating outstanding young people as Distinguished Maine Students. You have also initiated a summer program for talented high school students and established Computer Centers which have attracted sizeable research grants.

Today, however, we need to go beyond recognizing the out­standing accomplishments of the past. We must look to the future. What directions might you consider for the years just ahead? How can the University of Maine best serve its students, its state, and its nation from now until the year 2000?

My theme today is a simple and straightforward one. I pro­pose that the state universities (which in the years just ahead will educate an increasing proportion of American college students) should, can, and must spearhead a revival of the humanities in American higher education.

* * *

Let me begin by sharing with you my conception of the hu­manities. In my view, the humanities are not simply words and books, nor are they just the humanistic fields of study such as philosophy, literature, languages, history, comparative religion, and the arts. Words and books are the invaluable records of the past. But they are dead unless they are interpreted and expressed in the lives of human beings today.

The humanities suggest to me man’s ability to contemplate uncertainty, to resist dogmatism, to take delight in the differences between men, nations, cultures, and ages. The humanities reflect man’s capacity to plan, to set goals, to work toward rational ends rather than being governed by instinctive urges. The humanities, in short, are those concerns which directly touch the life of man. They encompass our beliefs, our ideals, our highest achievements.

Any person with feeling, any person who is truly concerned with his conduct toward others; any person with ideals, goals, or aims to achieve; any person who thinks more than superficially about the basic ideas that have made and that will for the foresee-
able future continue to make a difference in the lives of men; any person who creates something, whether in art, music, literature, or scholarship, that vitally affects the way people live; any person who is using his intellect in the interest of mankind—any such person is in a very vital way dealing with the humanities.

I do not mean to denigrate the role of books and other media. Only because men can embody their thoughts and feelings in such media can we share them. These documents constitute the record of man’s values, spiritual and esthetic. At once a body of knowledge, a mode of expression, and a way of looking at the world, the humanities remind us of our heritage and our potential, forming a link between man and man, and between past, present, and future.

Understood in this way, humanistic study constitutes what my friend Frank Jennings calls “one of the most profound, mind-shaping experiences in the life of man... (making) it possible for Plato and Christ to instruct us from thousands of years away. It joins minds and times together for the better management of our universe... it is through the record that others leave to us in fact and fancy that we as human beings live so richly in so short a time.”

Most people today, from college onward, are caught up completely in the busyness of making a living rather than in the rewards and delights of living. The outcome of such preoccupation can be disastrous to us as individuals. The sum total could be disastrous to the world of men. For only as each of us strives to embody and carry forward humane values, can mankind understand and control the vast forces unleashed by technology and power.

Furthermore, the ever-increasing leisure that science is giving us makes the humanities essential. Devereux Josephs has said wisely that: “Time released for our own use is science’s greatest gift to mankind. What we do with this divine gift rests squarely within our own mind.”

I certainly need not deliver a panegyric on the humanities before this audience. You all know the thrill of sharing another human being’s experience through literature, music, and art. You have felt the excitement of seeing your own culture in a new light by mastering a foreign tongue which interprets the universe in a different way. You have deepened your understanding by studying exotic religions which mold other men’s lives and hopes. You have felt the bracing, arctic consolation of philosophy, which reconciles man to his fate but yet omits the passion with which men work out their destinies.

You do not need to be told about the worth of the humanities. That is good, for I do not think any man has ever been converted to the humanities, though I know a great many who have been converted by the humanities. Let me just say, then, here among you who have shared these delights, what you already know: that he who is a stranger to any tongue but his own; he who believes what he likes and likes what he believes without ever having submitted his ideas to scrutiny; he who has never dwelt with Homer and Shakespeare, Dante and Cervantes; he who is deaf to the charms of music, blind to the eloquence of paint, marble, and metal—that man is so much the less a full human being.

* * *

The time seems ripe, therefore, for a revival of the humanities. It is no exaggeration to say that we are in the midst of a cultural renaissance in this country.* Consumer spending on the arts rose from 1953 to 1960 by about 130 percent, or considerably more than twice as rapidly as spending on all recreation, and better than six times as fast as outlays for spectator sports.

Take the visual arts as an example. One new gallery or museum opened every fourth day last year in the United States, and more people visited galleries and museums than went to baseball games. As a result of this growth, there are more galleries in New York City today than there were in the entire country in 1950. In Phoenix, Arizona, to be specific for a moment, you will find that there were two galleries in 1950. By 1955 there were four. Today there are at least fifteen, and they do an estimated volume of business in the neighborhood of $1,500,000. Another sign of the mounting interest in art is that more servicemen visiting New York City go to the Museum of Modern Art than to any other attraction except the Empire State Building.

I could trace for you similar developments in the field of music. For example, the Detroit Symphony’s attendance has risen from 500,000 to 700,000 in a decade.

Again, we could examine the paperback revolution in publishing. It brings scholarly books, formerly passed from hand to hand by faculty members, into the libraries of millions of students. In the past five years book sales as well as library circulation of books have increased three times more rapidly than the population.

Even the mass media have contributed to the cultural explo-

* Mr. Alvin Toffler deserves the credit for bringing this trend to public attention. Many of the following statistics are drawn from his recently published book The Culture Consumers.
sion. A recent nationwide broadcast of Hamlet was seen by more people, in one evening, than the total number of people who have seen theatrical productions of the play since it was first performed!

Perhaps it may seem irreverent or materialistic to speak of the arts and the humanities in terms of dollar volume and statistics of attendance and sales. Numbers are no indication of quality. The fact that millions of people watched Hamlet over television tells us absolutely nothing about the quality of the production.

But in another sense I think these statistics are very significant. For there cannot be a great flowering of art or of any of the humanistic studies unless audiences, facilities, and resources are available. Just as students and scholars need books, so painters need galleries, dramatists need theatres, and musicians need orchestras. It is certainly clear that the great cultural epochs of the past were firmly rooted in certain material conditions. When we think of the greatness of Greek drama, we think automatically of the great Greek theatres at Athens and Epidaurus. When we study Shakespeare's achievement, we cannot overlook the challenge which shaped his art: the Elizabethan theatre and its London audience avid for rich language and exciting action. The sculpture of Michelangelo and the music of Bach both drew their inspiration and their material support from the Church, the great patron of the arts in that time.

In short, statistics and trends are important because they show when a culture is ripe for certain kinds of achievement. The kinds of support and encouragement of the arts which these figures reveal are the life-blood of a healthy cultural development.

In a growing number of instances, the economic prosperity of a whole city or community is directly affected by its cultural climate. Increasingly the nation's major corporations, as well as smaller businesses with highly trained employees, scrutinize the cultural opportunities of an area before deciding whether or not to locate a new plant or office building there. Many corporations send brochures describing their city's cultural highlights to potential skilled employees. Communities and regions which formerly advertised cheap labor or low-cost power to attract new industry, now advertise orchestras, theatres, and universities.

What accounts for this ferment in American culture? The basic reason, I think, is accurately discerned by Peter Drucker in a recent projection of American trends during the next decade. Professor Drucker, whose predictions of social, political, and technological developments have been uncannily accurate in the past, sees the United States moving into a period of political turbulence in which "domestic politics will be dominated by unfamiliar issues—not only new, but different in kind from the things we have been arguing about since 1932. (We) will be concerned, not primarily with economic matters, but with basic values—moral, aesthetic, and philosophical."

Here is the crux of the matter. The interests, tastes, and basic concerns of Americans are changing. As more and more of us achieve higher levels of education, stable careers, and relative economic security, we quite naturally see a waning of our purely economic motivations. The climb to the top was thrilling for the father, but the son is more interested in taking in the view—or perhaps in discovering an entirely different kind of mountain to climb. The Peace Corps has shown this to be true. Americans seem gradually to be reaching a stage in their personal and national development when material achievements do not challenge them as the primary aim in life. We are experiencing the emergence of new needs, just as pressing, which cannot be satisfied by material things alone. These needs can only be satisfied by the humanities and arts, by the understanding of ourselves and our cultural world which we achieve preeminently through humanistic studies.

* * *

Does American higher education reflect this growing concern with the humanities and arts? The answer is fairly clear that it does not.

Of the millions of federal dollars granted for research every year, over 70 percent is expended on projects in the physical sciences (including mathematics and engineering), about 25 percent on projects in the life sciences (biological, medical, and agricultural), some 2 percent on the psychological sciences, and perhaps 1 percent on the social sciences. We are truly getting more than our money's worth from the investment in science. Such support needs to be continued. With a few local exceptions, however, the humanities, in contrast, are forgotten! To call the relationship an "imbalance" would indeed be an understatement.

How do the humanities compare to the sciences when it comes to teaching loads, fellowships, etc.? The answer, unfortunately, is the same. The humanistic scholar is considerably worse off than his colleague in the natural sciences. There are approximately nine times as many post-doctoral fellowships available in the sciences as in the humanities. Out of 1,500 federally financed graduate fellowships to improve college teaching, announced last
July by the Office of Education, 42 percent were in scientific and engineering subjects, only 25 percent in the humanities.

The Commission on the Humanities, established in 1963 by the leading scholarly organizations of the nation, studied university budgets and other statistics to ascertain the status of support for the humanities on campus. These studies revealed that in almost all universities the younger faculty members in the science departments devote half of their time to teaching and half to research. But those in the humanities departments devote practically all their time to teaching. As we all recognize, high quality college teaching requires the stimulation of advanced research opportunities.

What is even more alarming is the fact that a full professor in the humanities is, as a general rule, more heavily burdened with teaching and supervisory responsibilities than is an instructor in the natural sciences. At one of the East Coast’s leading institutions, which is typical of other large, reputable universities, a full professor in the humanities devotes over seven hours a week to teaching and supervising, while an instructor in the natural sciences spends less time at these tasks. There is good reason to consider these figures as being typical, which means that the research opportunities for teachers in the humanities during an academic year are indeed anything but plentiful.

Of course, some universities have recently taken strong steps to bolster their students’ humanistic education. M.I.T., Carnegie Tech, and Cal Tech spring to mind as examples, and indeed a student can get a better liberal education at these institutions than he can at many ostensibly “liberal arts” colleges around the country.

Yale University led the way in 1963 by establishing a program of broadside grants to faculty members who wanted to do research in the summer but couldn’t get government or other support. It is a sign of the times that this criterion alone—of not being able to get support elsewhere—was enough to assure that most of the recipients were in the humanities!

The University of Chicago in 1964 strengthened advanced scholarship in the humanities through a program of fellowships. Interestingly enough, the recipients of these fellowships are selected not by a University of Chicago committee alone, but by a national committee including scholars from leading colleges and top executives from several large corporations.

But such measures by private institutions are hardly sufficient. We need to do more than merely right the imbalance between support for the sciences and support for the humanities. We must go on from this to a new policy of supporting the humanities for their own sakes, for the unique values which only they can provide to the individual student, to the university, and to American society.

If there is to be a general revival of the humanities in American higher education, it will have to be spearheaded by the public colleges and universities. Increasingly, they will have the students, the money, and the ability to do the job. There is no other institution in our society—not television, not the press, not the whole of our vast new “knowledge industry”—which can do as much in this field as our public colleges and universities.

If they fail, we shall witness a steady slippage in our standards of civility, in public taste, in our people’s capacity to wrestle with complex ideas and weigh competing values. If the state universities let the humanities languish, our new-found leisure is likely to become a vacuum filled with boredom and frustration. Our automated factories will churn out lipstick and tail fins. All our great media of communication will be keyed to the uncultivated mind. In short, a whole generation of Americans—or at least a critical proportion of that generation—will come into adulthood less useful, less humane, and less perceptive people than they would otherwise have been.

Yet a land-grant university has a particularly difficult role to play in reviving the humanities. For land-grant institutions have traditionally, and I think nobly, devoted themselves to meeting the expressed needs of their students and their communities. Private colleges and universities can concentrate in the arts or in humanistic fields if they wish, but land-grant universities must relate what they teach to the lives of their constituents. They must constantly demonstrate the human relevance and utility of their activities.

Therefore the land-grant institution is not able to emphasize the humanities just because the faculty or administration has a predilection for those studies. The institution is constrained to show that humanistic studies are of real worth to the majority of the students.

Here is where the statistics I cited above are highly significant. They show the rapidly growing demand of the American people for cultural activities and services. The people are speaking up in the most effective way they can—they are voting with their pocketbooks. What they are saying is that concerts have become as important to them as baseball, that books and recordings are as desirable as boat trailers, that art means more to them than
cosmetics. The voice of the American people is saying this more strongly each year. In short, more and more Americans are devoting more and more of their time to learning rather than being entertained, to cultivating their own tastes rather than merely following the leadership of others. I believe that it is time the nation's land-grant universities came to the forefront with plans based on the recognition that intellectual, academic, and cultural pursuits have achieved a new respect and status in American society.

Given this new consensus, however, what specific developments might be encouraged as the basis for a revival of the humanities in American higher education?

There is a critical need today for greater coordination, direction, and support for the humanities. American science has made such extraordinary progress since the war because of a unique social invention: the National Science Foundation. This agency has greatly strengthened the nation's scientific effort. Other social inventions such as applied research institutes and the partnerships between universities and local industries in many parts of the country have also contributed to scientific progress. Similar inventions have not been forthcoming, to date at least, in the humanities, though recently the idea of the community cultural center has emerged as a fresh approach and a most promising one.

Another promising model of coordination and cooperation in the humanities is located at the Newberry Library in Chicago. The library houses a humanities seminar, begun in 1964, which the library sponsors together with the Associated Colleges of the Midwest. The program is designed to create a vital intellectual community at Newberry by attracting distinguished research scholars and by providing access to a major research library for outstanding undergraduate students in the humanities. The seminar brings together scholars at three levels: distinguished university professors and outstanding faculty members from the Associated Colleges of the Midwest, university doctoral candidates, and upper class undergraduates from the colleges.

But such projects are few and far between. There are no outstanding examples of what the humanities and the arts can do for a city, a state, or a region—as Route 128 in Cambridge has shown what scientific potential can do for an economically stagnant region. There are no centers of humanistic learning comparable to the Institute for Advanced Study at Princeton or the Center for the Study of the Behavioral Sciences at Palo Alto.

Moreover, there are not enough graduate fellowships nor enough grants to provide free time for intensive work by humanistic scholars. There are great gaps in the coordination of humanistic studies in the universities, with little effort anywhere directed toward synthesizing knowledge and applying it to human needs. There is no journal for humanists comparable to the Bulletin of the Atomic Scientists, through which scholars could communicate with others and with the public on the great problems confronting the nation and the world.

In short, the whole humanistic enterprise in America is lacking in coordination, direction, support, and, consequently, in the kinds of achievement which coordination, direction, and support have made possible in the sciences.

To improve this situation, we urgently need a National Humanities Foundation to provide funds and leadership of the broadest scope. This proposal, made by the Commission on the Humanities, has won many supporters in the Congress, in the academic community, and throughout the country.

The various plans call for establishing one, or possibly two, foundations modeled after the highly successful National Science Foundation. The purpose would be to provide the humanities and arts with the kinds of recognition on the national level which the sciences have enjoyed for the past few years. At present the prospects for the passage of such legislation appear to be hopeful. The recent expansion of the National Defense Education Act to cover more non-science areas is a good sign that intellectual achievement is now sufficiently respected in this country to assure favorable consideration for a National Humanities Foundation. President Johnson said at Brown University last September that he "looks with the greatest favor upon the proposal."

A National Humanities Foundation could raise the whole cultural level of this nation to a new level of excellence. Among other things, it could encourage and support the kind of community-university cooperation which has developed in the fields of scientific and technical research. For example, it could help the universities reach out into their communities to raise tastes by providing the best in theatre and film. The universities could offer opportunities for life-long learning through formal classroom courses as well as through discussion meetings. Similarly, the community and its members could learn to look to the university for the continuous enrichment of their lives. In how many of our cities and towns today do people think of the university campus as a part of their lives comparable to the movie theatres, the
sports arenas, even their own television sets? Yet there is no reason why people should not seek enlightenment, stimulation, and entertainment on the campus as anywhere else.

* * *

The President has called upon us to lend our hands and our hearts to building "The Great Society." This vision demands the reduction of the poverty, ignorance, and sickness which still blemish our affluent nation. But it can and must mean something more. It must concern itself with the quality of American life, with our ideals, and with each of our personal lives.

Here is where the state universities must find their role and their destiny in the decades ahead. For in a real sense the cultivation of the humanities constitutes an integral part of any vision of a new America. To know what is best in ourselves we must know the best that has been thought and felt throughout human history. We must listen attentively to those scholars and artists who deal most directly with the matters that touch each of us most deeply. As we work toward President Johnson's Great Society—which, as he says, "must begin with learning"—let us keep in mind what Wordsworth wrote in *The Prelude*:

There is
One great society alone on earth;
The noble Living and the noble Dead.
EDWARD C. SHERRY
President, General Alumni Association

GREETINGS FROM THE ALUMNI

It is a great privilege for me to bring the greetings of the more than 31,000 alumni on the occasion of this historic centennial ceremony.

At such a time one reflects on the past history of our alma mater and in so doing I read some of the interesting observations from Fernald’s “History of the University of Maine.”

In 1916, nearly 50 years ago, Dr. Fernald wrote, “When we three, the writer, his wife, and little daughter, came from Dover, Maine to Orono in 1868 the journey was made in 2 days. We came from Dover to Bangor by stage the first day, stopping on the way at East Corinth for dinner and arriving at the Penobscot Exchange in Bangor about 6:00 o’clock in the evening.

The next forenoon we came forward by the Veazie Railroad from Bangor to Stillwater. On reaching Stillwater near noon, we were taken by conveyances directly to the house that was to be our home for the next 10 years. Mention is made of an event so unimportant as that of moving from Dover to Orono in order to direct attention to the facilities of transportation as they existed at that time in eastern Maine compared with such facilities at the present day.” Dr. Fernald continues, “The European and North American Railway, under construction, opened a year later from Bangor to Vanceboro. The Veazie Railroad from Bangor to Old Town served the college for several years. Later the Bangor and Aroostook Railroad, connecting with Maine Central Railroad, added largely to transportation facilities for northern and eastern Maine.”

And now 50 years later—Today I had luncheon in New York and extended the greetings of the General Alumni Association to the Annual Pulp and Paper Luncheon at the Biltmore Hotel. Tonight, a few hours later, I am here to greet you.

The unbelievable progress that was made in the first 50 years written by Dr. Fernald has been dimmed and overshadowed by the events and changes that have taken place during the second 50 year span. We are living today in a tremendously accelerated way of life and our University like the rest of us finds itself struggling to keep pace with the times.

Perhaps we alumni collectively, are the ones who are proud-
est today of the growth and progress that has been achieved at Maine. Proud because some among us have followed year after year the growth of the University, and all of us together have linked class after class, decade after decade for much of this first century. Not all of this 100 years—to be sure, because our records indicate that the oldest living former students were not yet born when this institution began in 1865. Mr. George A. Whitney 96 years of age and Miss Marion L. Webster 95 were born 4 and 5 years after Maine was established.

Proud also are we in reflecting on the contributions that have been made, along with others, in the physical improvements to the campus over these years by loyal Alumni.

First—Alumni Hall in 1901
Next—Alumni Memorial Field House and Armory in 1926
The Memorial Gymnasium in 1933
Followed by—The Raymond H. Fogler Library in 1947
The Memorial Student Union in 1953
And most recently—this beautiful Arthur A. Hauck Auditorium in 1963

Today, as we celebrate this great milestone in history, your alumni body hails the successes of the many who have built this great institution and pledges our continued support to the monumental task facing our faculty, trustees, and particularly to our president Lloyd H. Elliott. We truly subscribe to our centennial motto—"Pride in the Past... Faith in the Future"

JOHN J. NOLDE
Chairman, Elected Members of Faculty Council

GREETINGS FROM THE FACULTY

Seven hundred years ago a Christian theologian, seeking to create a synthesis between faith and reason, concluded that the ultimate objective of all thought was "truth" and "freedom"... "True freedom," said St. Thomas Aquinas, "lies in understanding... Only the wise can be truly free." These ideas, originating in the medieval universities of which we are the heirs, form the core of our intellectual tradition. Man can be free, it was held, only to the extent that he seeks the truth and as a result of this search comes to understand the world around him.
There is, of course, a corollary to Aquinas's dictum: that the search for truth can itself be carried out only in an atmosphere of freedom. As Nicholai Berdyaev put it seven hundred years later: "The knowledge of Truth presupposes freedom. Knowledge of Truth which is not free, is not only valueless, it is also impossible."

I take it, then, that this is the purpose of the University of Maine: to further the pursuit of truth in an atmosphere of freedom to the end that, in turn, all men may be free.

By freedom neither Aquinas nor Berdyaev meant just political freedom, nor just economic freedom, nor even religious freedom. Nor when I talk of "atmosphere of freedom" do I mean just the narrow concept of "academic freedom," though this is a part of it.

By "freedom" I mean, following Berdyaev, an absence of slavery . . . of slavery to prejudice; to dogmatism; to unquestioning adherence to ideas, concepts, institutions which may be false, or may have outlived their time.

By "atmosphere of freedom," I mean a milieu in which the prejudices, the dogmatisms, the blind adherences are clearly seen and openly and vigorously challenged.

I don't think that anyone could seriously quarrel with the assertion that during the past one hundred years the University of Maine has conducted its search for truth in a manner of which we can, for the most part be proud. But, I think we must admit, the search for truth during most of those one hundred years was relatively simple. The extent of man's knowledge, at least when compared to that of today, was comparatively limited, the choice of questions to be asked and answers given fairly narrow. To the extent that the choices were limited, truth was more clearly perceived and the atmosphere of freedom more easily preserved.

The problems of the next one hundred years will be immeasurably more complex. The kinds of questions to be asked and the choice between the numerous possible answers will present the seeker of truth with almost limitless alternatives. The scholarly community of the future, whether at Maine or elsewhere, will have to develop a very sensitive awareness of where truth really lies and a more acute recognition of the differences between major imperatives and minor diversions.

Here, of course, lies the challenge to every generation of scholars.

Can we at Maine recognize the true imperatives of the future and set the false ones aside in our search for truth?

Will we be able to see clearly that the imperatives of afflu-
ence, at least in the western world, may have replaced the imperatives of scarcity? And that the imperatives of human survival may well have replaced those of national survival?

I have faith that in the future we at Maine can do exactly this.

STANLEY R. SLOAN
President, General Student Senate

GREETINGS FROM THE STUDENT BODY

It is indeed a great honor to be participating in the centennial celebration of our University. In my four years at Maine, I have thoroughly enjoyed the friendship of my fellow students, the inspiration of the faculty and the guidance of the administration. The essence of the Maine spirit is deeply engrained within me. The past one hundred years has developed something of worth at Maine. These years have nurtured the growth of a valuable educational climate on our campus which pervades relationships among students and between students and faculty members. I know that the University of Maine has become and will forever remain deeply a part of me. This is the way a college experience should be, and I am thankful to have had the opportunity. I sincerely hope that my future years can bring me as much satisfaction as have my years at Maine.

As a senior, I will be gone next year. However, I have a hope. I have a hope that in the next one hundred years the University of Maine will grow to an even greater university. I have a hope that continued growth of student government and responsibility will be a dynamic continuing thread in this process. I have a hope that though the University of Maine must grow in size and in use of modern educational devices, the development of student-teacher relationships will never be submerged beneath the muck of expediency. I have a hope that I can always be close to my University to watch her change as she must but to hope that quality in education will never be sacrificed to less worthy values.

I am sure that the entire student body joins me in wishing our university a very happy birthday and a prosperous future.
Ten years ago, when the university that I have the honor to be associated with was observing the 100th anniversary of its founding, someone on our faculty remarked that it was unfortunate that we were compelled by custom to give the occasion the forbidding title of a centennial celebration. How much better, he remarked, in view of the sentiments aroused, the emotions stimulated, the loyalties rekindled in those who loved our university, were we to call it our 100th birthday. He argued that a birthday is essentially a family affair, deeply personal in its nature, and that we should salute the patriarch affectionately, not with all of the trappings of academic pageantry. His view did not prevail.

Remembering vividly the feelings of all of us at Michigan State University at the time of our centennial, I am all the more conscious of the honor you have done me in inviting me, a comparative stranger, to participate with you in this great occasion in the long history of the University of Maine.

It is a great occasion for the State of Maine as well, for as history proves and events demonstrate daily, the destinies of a state and of its state university are inseparable; they are interdependent; their fortunes must rise and fall together.

In the spirit, then, of a family celebration, I extend the greetings of a sister university to the University of Maine on its 100th birthday. The good wishes expressed here come from the Trustees of Michigan State University, from its faculty, its alumni, its students, and the people of Michigan. They join in the hope that you who are associated with the University of Maine will take encouragement from all that has been accomplished here in the past century to perform with even greater distinction and to achieve even greater renown in the long centuries still to come.

Perhaps it would remove some of the stigma of being an
interloper if we were to think for a moment how much the states of Michigan and Maine are alike, different as they are.

Both lie on the northern frontiers of our country, and both still reflect something of the traditional pioneer spirit in their tendency to be independent and self-reliant. Both have enjoyed close neighborly relations with the people of Canada throughout their history, and been affected to a degree by that close proximity.

Our two states are alike in many geographical features. The 45th parallel that bisects your state bisects mine as well.

Forests still represent a major natural resource for you as for us in Michigan. When the lumberjacks had stripped the white pines from your hills and valleys, they moved on to harvest the white pines of Michigan. Paul Bunyan was a graduate of neither the University of Maine nor Michigan State University, yet both institutions have some claim on him as an honorary alumnus.

We in Michigan are well aware that the potatoes of your Aroostook county are formidable competitors with the potatoes of Michigan, and that you grow apples and blueberries to match the quality of our own. The tourist trade contributes substantially to bolster the economies of both states, as well it might, considering the unspoiled natural beauty we have to offer.

These things help a visitor from Michigan feel at home in Maine. But there is an even closer tie of more significance on this occasion. Both the University of Maine and my own university are members of the land-grant system of universities. Both subscribe to the philosophy so well expressed in one of your centennial publications—that advanced education of the highest quality should be made widely available at low cost to our young people. Both are dedicated to the public service without reservation. Both knew hardship in their earliest years. Both have suffered adversity. And both have grown to maturity and stature among their peers without once surrendering to expediency or swerving from the paths marked out for them by their founders.

Taken case by case, the survival of individual institutions might be considered minor miracles. But when we look back through history, we must be impressed by the fact that universities are among the most durable of human institutions. Only the church and the family have comparable vitality. Nations rise and fall; kings and dictators come and go; the church, the family, the school remain.

This is not mere rhetoric. Nineteen sixty-five is the centennial year of many other institutions of higher learning. This year, Cornell University, the University of Kentucky, Lehigh, and the Worcester Polytechnic Institute, among others, celebrate their centenary year with you at the University of Maine. The Massachusetts Institute of Technology and Vassar College first offered instruction 100 years ago.

But look: The first president of Brown University was elected 200 years ago, the Christian-Albrechts University in Kiel was founded 300 years ago, the University of Vienna was founded 600 years ago, and the University of Parma 900 years ago.

You at the University of Maine are in good company as you mark the completion of your first century of service. The contributions to the uplifting of mankind made here at Orono are substantial, but they are but a tributary to the main stream of educational history whose origins are lost in the beginnings of our civilization.

Why have schools and colleges survived? Why have they, concerned as they are with the life of the mind, managed to prosper in a world whose inhabitants have, of necessity, been preoccupied with the struggle for physical survival? One reason must certainly be that no matter how degraded, how oppressed, how buffeted by fate, man never loses sight of the fundamental truth that he does not live by bread alone. Man senses instinctively that he has sown within him what Anna Jameson called "the seed of immortality," and looks instinctively to education to bring that seed to flower, if not for himself, then for his children or their children.

So it was a thousand years ago; so it is today. This sometimes blind, mute, unsensed faith in the power of education to benefit mankind is what gives schools, academies, colleges and universities their marvelous vitality. They are not strong in themselves; they are strong because they are the embodiment of mankind's unshakable faith that this can be a better world than we have ever known.

The American people generally appear to look upon education with apathy. But we deceive ourselves if we think that they are totally indifferent. A great many have a lively interest in education as long as their children are in school, less when they go away to college, and regretfully still less when they have no direct personal involvement. But it would be a mistake to think they are not always watching and thinking. How else can we account for those occasional sudden upsurges in interest which are expressed in demands for wholesale reform? Now and then we come into
one of those eras of intense public interest when the demand for change and improvement in our educational system is something political leaders ignore at their peril.

We are in one of those periods today. The last session of the Congress may well become known to history as "the education Congress" because of the number of measures it passed to broaden and deepen and strengthen federal participation in the educational process. This remarkable session followed on the heels of a nationwide demand that we update our practices in the elementary and secondary schools, as well as our colleges, to prepare today's young people to live in a world vastly different than anything we have ever known, a world being changed rapidly by science and technology.

This period can be accurately characterized as a time when the American people have resoundingly reaffirmed their belief in the importance of education to national welfare and national progress.

The President has observed with respect to the actions taken last year by the Congress that 1964 was the most momentous year since 1862. The reference was appropriate, for 1862 was the year when the land-grant college system was established by the Morrill Act bearing the signature of President Lincoln. That Congressional action was to have a profound effect on American higher education and on our country as a whole. Indeed, historians agree that the land-grant colleges represent America's most significant contribution to the world's long history of educational development.

Michigan State University, I am proud to say, was the pioneer of the land-grant colleges. It was the first to put to test the idea that a new kind of higher education was essential to the development of our country and the intelligent exploitation of its human and material resources.

The Morrill Act—the brainchild of a New Englander, Senator Morrill of Vermont—provided for the establishment in every state and territory of at least one college to teach agriculture and what were then called the mechanic arts, now called engineering. A distinguishing characteristic of those revolutionary colleges was that their curricula emphasized the sciences, which were beginning to stir the imagination of people. Emphasis on science has continued to this day at the land-grant institutions and the other state universities which were quick to adopt the same view of the importance of science as a servant of man. This is not to say that they do not recognize the great importance of the humanities too.

Bela Hubbard, a Michigan farmer, expressed it eloquently in a message to the Michigan legislature 115 years ago when he outlined the scientific courses that should be taught at the new college, and then added these significant words:

Nor should the claims of literature and the fine arts be neglected, as tending to polish the mind and manners, refine the taste and lend greater lustre and dignity to life.

We gain some idea how faithfully they have pursued their objectives in the teaching of science and scientific research when we note that nearly half of the members of the National Academy of Science are alumni of the 97 state universities and land-grant colleges. These great state universities and land-grant colleges, of which the University of Maine is one, award 57 percent of the country's Ph.D degrees; they account for 68 percent of all doctorates in the biological sciences, 62 percent of those in engineering, and 55 percent of those in mathematics.

It is almost as though those who fought for a new kind of higher education and succeeded so gloriously could foretell that a century hence their country's economic progress would depend to a very large extent on the quality of its science and technology, if not its very existence as well. We should be humbly grateful to them, for our standard of living and our status as the world's most powerful nation are the legacies of their foresight and their courage. Grant that we may be as wise and as brave as they in planning for those who will follow us!

The spectacular success of this bold venture by the federal government into education tends to obscure the fact that it was by no means the first.

It is historical fact that the pattern of support of education with public funds was cut in the colonial period of our country's history. To take the best example, Harvard College was generously supported with public funds throughout the earliest decades of its history. Without such support it could not have survived to become a principal star today in the constellation of the so-called private universities.

You in New England have little reason to remember that the Ordinance of 1787 providing for the government of the Northwest Territory contained this eloquent declaration of justification for public support of education:

Religion, morality, and knowledge being necessary to
good government and the happiness of mankind, schools
and the means of education shall forever be encouraged.

This ordinance, I remind you, antedates the United States of
America, for it was adopted by the Congress when we were still a
confederation of states, not a union.

Its authors then proceeded to back up their words with deeds
by providing that one section of land in each township in the
Northwest Territory—some of which was still in British hands—
should be set aside for the support of a school, and provisions
were made to subsidize the establishment of universities through
the sale of public lands.

Incidentally, we in the old Northwest Territory value so highly
that declaration of public policy relating to education that it has
been retained in every Constitution of the State of Michigan, in-
cluding the new Constitution adopted two years ago as the opening
words of the section dealing with public education.

This brief excursion into history has been intended to demon-
strate that the people have spoken out on occasion in support of
education since the earliest days of our country. They spoke
again in 1862, and they have spoken still again in recent years.
Never in our history has education been so widely appreciated by
all of our people. They are speaking more loudly on behalf of
education today than ever before.

It can be argued successfully, I believe, that they have been
driven to speak out on these rare occasions by mounting dissatis-
faction with education as they have known it to be. The self-
satisfied among educators will find this hard to accept. Success in
any enterprise tends to encourage complacency, and educators are
not immune. The pompous tend to delude themselves that they
alone are qualified to make educational decisions, forgetting that
education is everyone’s business, not the private preserve of a self-
selected few. So they are startled, even annoyed, when ordinary
people speak out demanding change, but if they are wise as well as
learned, they listen to what the people have to say.

There is much to suggest that this public dissatisfaction is not
so much with the quality of existing educational programs as with
their scope and purpose.

The record is plain that this was the situation when the Mor-
rill Act was adopted in 1862 and the land-grant colleges estab-
lished. There was no outcry that what was being taught was being
taught poorly. Higher education was indicted in the middle of
the Nineteenth Century on two counts: First, it was too narrowly
restricted to an aristocratic elite; and second, it was not preparing
young Americans to do the work that must be done if the country
was to capitalize fully on its tremendous human and material re-
sources.

Let us examine this indictment in a little detail.

On the first count, we find evidence that the colleges and uni-
versities of that day—mostly private, but some public—were con-
centrating on the preparation of young men to be doctors, lawyers,
clergymen, teachers. Most of the curricula of the day were slav-
ishly patterned after those of universities in England and on the
continent of Europe. They did not fit American needs.

Remember, the vast majority of Americans were then en-
-gaged in agriculture, and American farmers were not peasants or
 yeomen content to remain in a lower social or economic class.
They were independent entrepreneurs considering themselves the
equals of all other Americans, and possessing the power of the
vote wherewith to compel attention to their demands.

What they demanded was that their sons be given the op-
portunity for education beyond the common school and at a
reasonable cost; in short, an opportunity equal to that of the son
of the merchant, and the lawyer, and the doctor. Equality of op-
portunity—we shall hear that phrase many times again.

However, they were not asking that their sons be admitted to
study the traditional courses then being offered. They wanted
their sons to study science, so they could go back to the farm and
help combat the animal and plant diseases and the insect infesta-
tions which made farming such a hazardous enterprise. They
wanted them to study engineering, so they could build roads and
bridge rivers to open up the vast expanse of the West. They
wanted, in short, both expanded opportunity and practical as
well as liberal education.

When existing institutions refused to honor their demands,
they established new ones—the land-grant colleges that have now
become large, complex land-grant universities.

These new-fangled institutions of the 1860’s and 70’s and
80’s were derided by the older institutions as cow colleges, not
acceptable as educational peers.

They struggled to be born, and they struggled to live, espe-
cially along the Eastern seaboard, where they were overshadowed
by the older and well established colleges and universities which
were generally unsympathetic, and usually hostile. But farther
west, where they were free of such unequal competition, they
quickly established themselves. The idea behind them was too powerful to be denied.

Today, a short hundred years later, the public universities need apologize to no one for the quality of the education they provide, the research they do, the public service they perform. They stand in the front rank of American universities because they have won that right.

As an aside, we may note that the public universities were long disparaged because they were concerned primarily with the needs of people. Many of the older institutions chose to hold themselves haughtily aloof. Now many of these latter are beginning to discover that if a university is to be true to its obligations, it must relate itself to the society by which it is sustained, whether by public funds or private philanthropy. There is reason for deep gratification at this belated development, for it represents a final vindication of the philosophy to which our kind of universities have held for more than a century.

But enough of history. Let us turn now to a brief examination of the most recent expression of public dissatisfaction with our educational system. This deserves a longer discussion than is appropriate here, for it has affected our entire educational establishment, from the kindergarten through the graduate school. There is time for only a superficial examination of the situation as it relates to higher education.

It seems reasonably clear that we were shocked to speech and action by the successful orbiting of the first Russian satellite. The reaction to this scientific achievement was insistence on greater emphasis on scientific study and research, and upon greater governmental investment in space exploration. The American people demanded that we produce more scientists and technologists, and set them to the task of achieving pre-eminence in a bitter contest with the Communist world. To use a word dear to those in scientific development, this was a spinoff of our older effort to achieve and maintain superiority in the field of nuclear weapons.

All this took money, and money was willingly voted to bolster education for science and technology. It is a wry comment on the state of world affairs and our own anxiety about national security that we justified our new efforts in education at first by saying that they were needed for defense. It may have been necessary politically to apply the defense label—as for example in the National Defense Education Act—but many of us believe that education deserves to be supported in its own right, that the American people should be proud of their investment in education, not give lame excuses for it.

We can content ourselves, however, with the knowledge that the American people are swinging around to this point of view. The new legislation passed by Congress last year, and proposals in the current session, are plainly labeled as what they are—a new attempt to achieve desirable social goals through the educational process. I say “new attempt” because as we have seen, the idea behind it is even older than the nation itself. We have always believed in the power of education to improve people and the conditions in which they live and work. We are now applying greater resources in a different manner, but the objective is still the same.

President Johnson said it well a few weeks ago in his education message:

Once again we must start where men who would improve their society have always known they must begin—with an educational system restudied, reinforced, and revitalized . . .

Those of us familiar with the land-grant tradition quickly recognize in this new legislation an expression of dissatisfaction on the part of the American people similar to the dissatisfaction which brought our institutions into existence. Then, as now, our fellow citizens have concluded that there is not an equality of educational opportunity.

Then, the people were dissatisfied because education and the benefits of education were being restricted to an elite, and being denied to the majority. This was too aristocratic for their taste.

Now, we are dissatisfied because good education is being denied to those at the lower end of the economic ladder, and especially in many places to Negroes and members of some other minority groups. This offends our sense of justice, and we are proposing to do something about it.

Then, it was those in the agricultural and industrial classes who were being denied their fair chance in life. Now, it is largely those in the cities upon whom educational discrimination works its damaging erosion.

Again, we speak and act to demonstrate our devotion to the noble principle expressed in the Declaration—that men are created equal in their right to right, in their right to liberty, in their right to pursue happiness.

Once again, we are rejecting the notion that any American should be handicapped in his life-long search for personal ful-
fillment by accidents of birth, color, or economic status.

When we come to think of it, public universities have a very simple reason for existence, even though they serve a lofty social purpose.

Plainly put, the tax-supported state universities are a social invention created and maintained to give everyone an equal start in life. That they fail more often than we would like does not negate their purpose.

To spell it out even more plainly, we agree that the young man from Maine, when he begins his life work, should be able to start even with the young man from Massachusetts, or Michigan, or California. We agree that the young man from Michigan should start even with the young man from Maine, or Illinois, or Pennsylvania. The role of the University of Maine is to insure that the education he receives is as good as that any other young American receives, whether at a public or private college. Michigan State University has a similar obligation to those it serves. We do not, could not, should not, guarantee his success in life, but we should guarantee that the education with which he starts is not inferior to that of any of his competitors. Otherwise, he begins with an unfair handicap. This would be contrary to a basic tenet of American faith.

This current renewed attack on inequality of educational opportunity will place new burdens on our public universities and the states which maintain them. It is too early to estimate the weight of this new burden, but it will be considerable.

We know, for example, that our enrollment predictions, already too conservative, will be distorted even more. National scholarship programs, intensive efforts to improve the quality of education in urban centers, and enlarged counseling programs will encourage even larger numbers of young people to aspire to college educations, for they will both stir new hopes and offer the means of realizing them.

This is highly desirable, from the standpoint of national good, but it does pose additional problems for the public institutions, upon which most of the new student load will descend. Few of them are adequately equipped or staffed today for the students already on hand, and building programs are painfully slow in expanding to meet their needs. The federal government offers some help—not enough, in my opinion—in constructing facilities, but there is nothing in sight to indicate that it will contribute substantially to meet increased costs of operation. This constitutes a serious flaw in the national educational program and may reduce the benefits it might otherwise yield.

The additional money required to care for larger numbers of students attracted to college by these federal programs will presumably fall upon the states. Some unthinkingly suggest that the cost should be borne by the students themselves. Those in this audience need not have spelled out for them the consequences if we decide that only the children of the well-to-do or the potential geniuses with scholarship aid will be assured an opportunity for university education in Maine.

I am sure that the people of Maine intend to provide the means for this University, and other educational agencies in this state, to assure equal educational opportunities for all of their qualified young people. I am confident they intend that their young people shall enjoy those opportunities without regard to the economic status of their parents, their religion, their social status, their ancestry, or their color. For unless such artificial standards are cast aside, there can be no true equality of opportunity.

The one great resource that no state can afford to squander is the true potential of its young people. With that potential developed to its maximum, they are in a position to contribute to the upbuilding of the economy of the state, the services of its society, the quality of its government. With their native potential undeveloped, they can become numbers added to that group unable, or unqualified, or unwilling to be contributors to the upgrading of the aggregate of social progress and become instead deadweights to be carried—unemployed or unemployable—leeches to be maintained wholly or partly as public charges.

This is no time for pessimism. We should, instead, rejoice that we as a people have reaffirmed our belief in the power of education to lift us, individually and collectively, to ever-higher levels of life and understanding.

Throughout our history, education has repeatedly demonstrated what it can do for the individual, and through the individual, for all of us. On this occasion, we look back with satisfaction on what has been done for the State of Maine by its state university, through those who have had the privilege of studying here. We reflect with satisfaction that the University of Maine is stronger for the difficulties it has surmounted and overcome. We take comfort in the strength it has developed, not in the fact itself, but in the assurance that its strength will enable it to serve with even greater distinction in the years to come.
But the times are too demanding to allow of much such contemplation. The challenges are too pressing to allow us to do more than judge from past accomplishments that we can meet the newer, broader demands with confidence.

We can spare time to celebrate birthdays, but the next day we must go back to work.

It is customary, on occasions like this, for a speaker to remind his listeners that the past is prologue. I prefer, as being more appropriate to the place and time and setting, the phrase from the old, beloved hymn: "Forget the steps already trod, and onward press thy way."

The University of Maine, like all its sister institutions by which it is held in such high regard, will press onward. It has no honorable alternative. It has the confidence of all of those by whom it is held in deep affection—its alumni, its students, its faculty, and by the people of the State of Maine. Surely their support will be commensurate with their affection.

May success continue to reward the efforts of this great university and all of those who serve and support her as she helps to build a better state and a better world for all mankind.

HONORARY DEGREES

A highlight of the convocation was the presentation of honorary Doctor of Laws degrees to six distinguished citizens. The candidates were presented for their degrees by Dr. Lawrence M. Cutler, President of the Board of Trustees, and President Lloyd H. Elliott, read the following citations:

HAZEN HUNTER AYER

A native of Montville, Maine, and graduate of this University, his first positions were in the field of education as Principal of Warren High School and later as a private tutor in Wenham, Massachusetts; the fascinations of the world of finance beckoned,
however, and he became an investment analyst with a leading
corporation; five years later, he joined in the establishment of the
now highly-regarded Boston investment firm of Standish, Ayer,
and McKay, an organization he has served as President for 23
years; highly knowledgeable in financial matters, his advice is
often sought in this area; he has served as President of the Invest-
ment Counsel Association of America, and as President, Director,
or Trustee of many leading business and civic organizations, in-
cluding insurance companies, banks, school committees, and hos-
pitals; as an alumnus he has been especially loyal to the goals of
this University and an industrious worker in class and alumni ac-
tivities, including service as a member of the Alumni Council for
18 years, as President of the General Alumni Association and the
University of Maine Foundation and currently as an active mem-
ber of the University’s Development Council.

No citation for Mr. Ayer would be complete without men-
tioning his skill as a tennis player. He still plays with as much
interest as during his senior year in college—now more than 40
year ago—when his classmates elected him to serve as their presi-
dent.

In recognition of your success in your chosen profession, your
dedicated service in civic and educational activities, and your out-
standing record as a loyal and devoted alumnus, the Trustees are
pleased to confer upon you the honorary degree of DOCTOR OF
LAWS.

HERBERT ROSS BROWN

Born in Allentown, Pennsylvania, a Phi Beta Kappa graduate
of Lafayette College with a Master’s Degree from Harvard Univer-
sity and Doctor’s Degree from Columbia University, he moved to
Maine in 1925 as a member of the faculty of Bowdoin College; a
loyal teacher at this college for 40 years, his duties have included
outstanding service as head of the Department of English; devoted
to the cause of excellence in American literature, he has gained a
position of eminence as an historian, lecturer, and author; among
his noted literary works are The Sentimental Novel in America,
and, more recently, the widely acclaimed biography of the late
President Kenneth C. M. Sills of Bowdoin, entitled Sills of Bow-
doin; he has held the post of Managing Editor of the authoritative
New England Quarterly since 1944; for these endeavors he has
been the recipient of many honors, including major literary awards from Duke University and the New England Society of New York, honorary Doctor's Degrees from Lafayette College, Bucknell University, and Bowdoin College, and selection as a Fellow of the American Academy of Arts and Sciences; we honor him, too, as a man who has diligently contributed to Maine's progress, including service as Chairman of the State Board of Education and active participation in the political and civic life of the State.

You pointed out one of the pitfalls of higher education when you wrote: "The intellectual snob, the man who thinks because of his more formal education he will become ipso facto a superior being, will not be long tolerated, even should he succeed in escaping from college."

In recognition of your distinguished record as a teacher, your scholarly literary achievements, and your devotion to the highest ideals of your college and your State, the Trustees take pleasure in conferring upon you the honorary degree of DOCTOR OF LAWS.

CLAUDE F. CLEMENT

Born in Massachusetts, educated in the public schools of Freedom, Maine, he began his business career 45 years ago as an employee of the City National Bank of Belfast and in true Horatio Alger tradition he advanced through the ranks to a position of prominence in Maine banking circles, now serving as Vice President and a Director of the Depositors Trust Company; his contagious enthusiasm has boosted such worthy programs as the world-famed Belfast Broiler Day program, the Maine Bankers Association's youth programs, the Shrine Hospital, and the construction of a new Waldo County Hospital; he has been a diligent worker on behalf of youth programs, directing and contributing heavily to scholarship fund drives, and making it possible for many children to gain admission to the Shrine Hospital who could not otherwise afford this medical attention; he has also been a friendly counselor to a number of the elderly in his area who needed advice and assistance in their business affairs; modest, conscientious, and sincere, he has been a long-time supporter of the Maine 4-H Program and has served as President of the Pine Tree State 4-H Foundation, helping to raise many thousands of dollars to finance educational activities for 4-H Club members.

In recognition of your long service to the young people of Maine, particularly those in 4-H Club work, your great humanitarianism, and your devotion to the betterment of your community, the state, and the nation, the Trustees are pleased to confer on you the honorary degree of DOCTOR OF LAWS.

ALVIN CHRISTIAN EURICH

Born in Bay City, Michigan, and a graduate of North Central College, he began his career in higher education when he joined the faculty of the University of Maine as an Instructor in Public Speaking in 1924; two years later he received the Master's Degree in psychology from this institution; moving steadily up the educational ladder, he earned a Doctor's Degree in 1929 from the University of Minnesota; since then he has been the recipient of honorary doctorates and academic awards from many of the nation's leading colleges and universities; he has served as a faculty member at the University of Minnesota, Northwestern University, and Stanford University, and as the first president of the State University of New York, Acting President of Stanford University, Chairman of the Board of Directors of Stanford Research Institute, and Assistant to the President of the University of Minnesota; in allied fields he has held such posts as Vice President of the Fund for the Advancement of Education, Executive Director of the Education Division of the Ford Foundation, and as an officer of four similar organizations; during World War II he made a distinguished record as a Director of the Army Orientation Program, as an executive in the National Office of Price Administration, as a Commander in the U. S. Naval Reserve, and as a member of the Army-Navy War Manpower Commission; his government service has also included appointment to President Truman's Commission on Higher Education, President Kennedy's Task Force on Education, and as a consultant for the National Aeronautics and Space Administration and the Peace Corps; currently he is serving as president of the world-famed Aspen Institute for Humanistic Studies.

In a sense, Mr. Eurich we welcome you on your return home today. It was the University of Maine of which you said: "It gave me my first opportunity in teaching."

In recognition of your brilliant contributions to higher educ-
tion as a talented teacher and administrator and your distinguished achievements as a scholar, scientist, and statesman, the Trustees of the University of Maine are pleased to confer upon you the honorary degree of DOCTOR OF LAWS.

JOHN A. HANNAH

Born in Grand Rapids, Michigan, a graduate of Michigan State University and recipient of honorary degrees from 12 colleges and universities in this country and abroad, he began his remarkable and productive career of 42 years at his alma mater as a member of the Agricultural Extension staff, rising through the ranks to become Secretary of Michigan State University's Governing Board prior to assuming the presidency of the University in 1941; an able spokesman for American higher education and an authority on the role of public universities in our society, he has served as President of the Association of State Universities and Land-Grant Colleges and on many of the major committees of the American Council on Education; he has given freely of his time in government service at the request of four presidents of the United States, including holding such high posts as Assistant Secretary of Defense for which he was awarded the Medal of Freedom, as Chairman of the United States Commission on Civil Rights—a position he still holds, as a member of the International Development Advisory Board which formulated policy for the Point-Four Program of technical and economic aid to the underdeveloped nations of the world, and as Chairman of the United States Section on the Permanent Joint Board on Defense for Canada and the United States.

A citation for Mr. Hannah should not be read in 1965 without taking note of the special responsibility he carries as Chairman of the United States Commission on Civil Rights—a position he still holds, as a member of the International Development Advisory Board which formulated policy for the Point-Four Program of technical and economic aid to the underdeveloped nations of the world, and as Chairman of the United States Section on the Permanent Joint Board on Defense for Canada and the United States.

In recognition of your leadership on behalf of higher education on the national and international levels, your inspiration as the chief administrator of one of the world's great universities, and your dedicated service in behalf of fellow citizens of all races, the Trustees are pleased to confer upon you the honorary degree of DOCTOR OF LAWS.

JAMES EDWARD MITCHELL

Born in Bangor and educated in the public schools of that community, he volunteered for Naval duty in the service of his country in World War I; when the war ended, he earned Phi Beta Kappa honors and an A.B. degree from Bowdoin College in 1922; three years later he was awarded an LL.B. degree at the Harvard Law School; returning to Bangor, he was admitted to the Maine Bar and established a successful law practice in which he has served with high distinction over a 40-year span; active in professional organizations, he is a member of the Penobscot County and American Bar Associations; on several occasions he has been chosen by his colleagues to serve as president of the county bar association, as an officer of its library, and in other capacities; he has also been elected a fellow of the American Bar Foundation and the American College of Trial Lawyers; in addition he served as a member of the Maine State Board of Bar Examiners for 17 years.

Those who have become acquainted with Mr. Mitchell know many of these things about him. They are on the public record. His friends know, too, that he is quiet, gentle, effective. Many of his closest friends do not know that for more than 35 years he has given of his time and professional knowledge—days that add up to weeks and months that add up to years—to handle an endless variety of legal matters involving the University of Maine. In spite of his great efficiency he never gets around to sending a bill!

In recognition of your outstanding contributions for the betterment of your profession, your dedication to the high ideals of the practice of law, and for your thoughtful and loyal assistance to this University, the Trustees are pleased to confer upon you the honorary degree of DOCTOR OF LAWS.
LOOK TOWARD OUR SECOND CENTURY

An anniversary such as this is a celebration of the past, a time of thanksgiving, a time of joyful recollection and a time for reflection.

As an institution we are proud of the century just past—on the whole we have kept pace rather well; often with honor and distinction.

We are thankful for the support of the citizens of Maine, for devoted and loyal and competent administrations and faculties, and for appreciative students—never so appreciative that the University could think for long that the millenium had been achieved!

An anniversary is also an occasion for assessing and for looking ahead. We shall find some of our guideposts for the future in a careful search of the past. In other ways, our future planning, if it is to be effective, will depend on how successfully we can disengage ourselves from the past, even from the present.

This Centennial Founders’ Day is to honor those who acted on the vision and hope for the future. This is a day of recognition, too, of all universities and colleges, for though we have emphasized our own history on this anniversary, we know we are involved as a part of a whole picture of higher education in this state and nation.

While we hope to continue something that is uniquely the University of Maine, we hope, also, to develop in the future, as in the past, in the mainstream of American university life.

I wish to thank our speakers for helping us to dignify this centennial occasion. In so doing they have also given the signal for the opening of the next one hundred years of success and triumph in accepting our challenge in higher education.
This celebration now has become a beginning of the history of the second century chapter of the University of Maine.

Our commitment to Maine students is to take pride in the past, to live in the present and plan with faith and optimism for the future.

For the Board of Trustees of the University of Maine, I wish to thank all of you for sharing this experience with us, and to thank the Centennial Committee for making it possible.

ADDRESS BY THE HONORABLE
JOHN H. REED, GOVERNOR OF MAINE

It is a real privilege for me as Governor of Maine and as an alumnus of the University to join this distinguished luncheon gathering today in formal observance of the 100th anniversary of the founding of the University of Maine.

It was exactly 100 years ago in Augusta that Governor Samuel Cony signed the law which created the Maine State College of Agriculture and the Mechanic Arts. From that moment, the state and its people were totally and irrevocably committed to public higher education — the dream of Justin Morrill and Abraham Lincoln.

For three years plans for a new college were nurtured at the State House by the leading friends of higher education. It was Governor Abner Coburn, one of the college’s earliest and most stalwart supporters, who urged acceptance of the Morrill Act in his message to the legislature in 1863.

“There can be no doubt,” Governor Coburn said, “I think, that vast benefits will flow from this act, and I have no hesitation in urging upon you the prompt acceptance of its terms and conditions.”
The benefits were to be vast, indeed, but on more than one occasion in the early history of the college, they were in grave danger of being lost forever.

Governor Coburn urged his legislature to take advantage of the Morrill Act. The state board of agriculture and Dr. Ezekiel Holmes led a fight the next year to established the college as an independent institution when there was strong sentiment favoring association with one of the existing Maine colleges.

Thus did the state college come into being with Hannibal Hamlin as the first president of the board of trustees, with no funds, and with a controversy well developed over the location of its campus. The selection of Orono as the site, incidentally, precipitated a crisis which led to the resignation of the first board.

It is, I believe, most appropriate to reflect today, one hundred years later, upon these earliest events in the history of our University. In this changing, crisis-torn world of today, let us remember that a century ago, our state and nation also faced ominous circumstances.

In the words of Allan Nevins, “And so in the years of the wilderness and Appomattox, the stormy years of Andrew Johnson’s administration, our American democracy, fired by its vision, flung itself into one of the grandest works it had ever undertaken: the creation of scores of universities and colleges, on a broad model new to mankind.”

Our new state college was the child of the Maine legislature, but in the early days 100 years ago, it often appeared that the legislature,—and the governor, were determined to make that child an orphan.

Speaking 20 years later, Trustee Board President Lyndon Oak remarked: “The year 1868 did not open auspiciously upon the fortunes of the struggling institution. Ominous clouds threatened its future. In their report to the legislature, the trustees asked for $20,000 to build a chemical laboratory and for current running expenses. In answer to this Governor Joshua Chamberlain recommended the expenditure of the balance of the previous year’s appropriation on a cheaper building and warned against ‘errors which have well-nigh ruined similar institutions in other states.’”

Mr. Oak continued “In the face of adverse influences that assailed the college at the opening of the legislative session of 1868, the prospect of a favorable response to the application for an appropriation of $20,000 was not inspiring. The legislative committee gave the trustees several hearings and many recommended the appropriation asked, but the legislature at first seemed likely to turn the college away with nothing. But it had earnest friends in both branches,” Mr. Oak concluded, “and an appropriation of $10,000 was finally granted.”

The early years of our University were, indeed, years of crisis. But succeeding years were ones of steady growth, perhaps, but steady. And today we can look back over these years and recall many significant events in the long and glorious history of this notable experiment on the banks of the Stillwater.

They are gone from us, those who would recall students working on the farm, the first woman student admitted in 1872, the first tuition bill in 1879, the Coburn Cadets, the first graduation in the Orono Methodist Church and the opening of the Agricultural Experiment Station.

But there are many who will remember the mill tax, the first Maine Day, the depression years, the post World War II years, the Brunswick campus and the opening of the library. These and many more significant facts of university history unfold for us on this anniversary occasion.

Today is Founders’ Day and we also recall many distinguished university names from the past. Abner Coburn, Ezekiel Holmes, Merritt C. Fernald, George Fellows; all were men of vision. The legacies left by such people as Caroline Colvin, George Chase, James Hart, Harold Boardman and Arthur Hauck, are indelibly inscribed in university history.

It is to these individuals and scores of their dedicated colleagues that this day belongs. These people built the University. The state is grateful and takes pride in them.

We also see today the thousands of Maine youth who have passed through the doors of this institution and have gone forth to rewarding careers in business, the arts, science, education, agriculture, technology and many other fields.

University graduates have become leaders in their professions, in their communities and state. We take pride in our university graduates.

Down through the years, administrations have been resourceful and zealous in their efforts to place this University in the forefront of significant achievement in the field of higher education. As a result, the University of Maine has established a national reputation as one of the leading state universities of its size and scope. We take pride in the administration of our University.

In the first century of its existence, the University of Maine
has not only fulfilled its role as the principal educator of Maine youth, but it has also contributed to the economic growth and development of the state through research and service.

It is accurate to state, I believe, that the success which Maine agriculture has achieved during the past 100 years, can be attributed in large measure to the State University.

The growth of Maine's leading industry, the production of pulp and paper and the development and management of our vast forest resources also owe much to the University.

The University of Maine has provided thousands of teachers for our secondary schools, engineers for our industries, administrators for our local and state governments—the list is practically endless. We are exceedingly proud of these contributions to the state.

And now, what of the future? The theme for this centennial year includes the phrase "Faith in the Future." As an alumnus, a Maine citizen, and more especially as Governor, I hold that faith. In my more than a decade of public service to the state I have come to realize how very closely the future of Maine is tied to the future of our University.

To borrow once again the words of Allan Nevins: "The limits of the state are the limits of the campus." I, for one, have always believed in an extension of those limits.

The University of Maine today is vigorous, vibrant, growing, on-going, and we believe an effective instrument of the state. Governors Coburn and Cony would be well proud.

The past few years—a relatively brief span of years—have left many improvements on the threshold of the second century of this institution. The doctoral program, increased research grants, reestablishment of the School of Law, the expansion of the Portland campus, educational television, a commuter college, all are fresh chapters in university history.

There is, however, a challenge of the greatest magnitude which the University takes with it into the second century. It is a challenge which has been foremost in my mind since becoming governor. It is one to which the ninth president of this University, Lloyd H. Elliott, has dedicated his whole talent and energy.

Dr. Elliott, in the relatively brief period of his administration to date, has brought vigorous leadership and new direction to the total University program. The state is fortunate to have an educator and administrator of his stature guiding the affairs of this institution.
The challenge today is the adequate provision of higher educational opportunities to an ever-growing number of qualified Maine youth. The basic purpose of this University has been and must always be to prepare our young people to assume their respective roles in the future of this great state. We cannot deviate from this purpose and we must not relax our effort to achieve this goal.

One hundred years ago the common school adequately served the needs of a vast majority of our population. Fifty years ago, the high school was a reasonable goal. But we all know that this state and this country today need the leadership of every citizen who can be educated at the college and university levels.

The University of Maine can and must fill this role for our people. If we have faith in the future, I am confident that it will.

The principle of the Morrill Act, to found the land-grant college in order that a rising generation of American people should have the free opportunity to gain access to all major endeavors at the professional level, has not changed. It is true today and we must expand upon it.

I look for the University of Maine to play an increasingly important role in shaping the economic life of our state in its second century, through research, experimentation and extension of the college program into other areas.

There will be greater demands placed upon the University for graduate study, for adult education and for services now unknown.

And I confidently predict that Maine, through its state government which, in 1865 recognized the wisdom of Justin Morrill, will support to the very limit of its capabilities the continued growth of this University. In 1965, the challenge is growth, and it will be met.

President Fernald once said, and his words are most appropriate today: "We can ask nothing better for this institution as it faces the future than that, as in the past, the rich blessings of heaven may continue to rest upon it, in the years and centuries which are before it."

Thus, in behalf of the citizens of Maine I extend to the Board of Trustees, to President Elliott, the faculty and students congratulations on this University Birthday.
JAMES S. COLES
President, Bowdoin College

GREETINGS FROM INSTITUTIONS OF
HIGHER EDUCATION IN MAINE

A centennial is a comparatively rare occurrence, but it is not necessarily praiseworthy as and of itself. An old gentleman in a small Maine town, having reached the ripe old age of one hundred, was once confronted by a starry-eyed lady news reporter, who asked him how he had ever lived to be a hundred years old. "Lady," he said, "I jest set 'n waited."

A centennial, however, is an occasion for review and for recognition of past accomplishment and future promise, for looking backward and for looking ahead. And when sister State of Maine colleges look back on this campus, over the century that has passed since the Maine State College of Agriculture and the Mechanic Arts was established, there is much to review and even more accomplishment to recognize.

On this occasion, Bowdoin College can take particular pride in the beginnings of the University of Maine here in Orono, for the two men who made up the initial faculty were both Bowdoin graduates. Merritt C. Fernald, Acting President and Professor of Mathematics, was a member of the Class of 1861 at Bowdoin. He had been principal of the high school in his home town of Levant, and of the academies at Houlton and at Foxcroft, and had for one year been an assistant in chemistry at Harvard. In recognition of his contributions to education as president at Maine, in 1881 Bowdoin gave him an honorary Ph.D., and in 1902 conferred on him the degree of Doctor of Laws. Associated with him on the first faculty of the State College was an older Bowdoin, graduate, Samuel Johnson, of the Class of 1839, former principal of Foxcroft Academy and of Washington Academy at East Machias. He was appointed with the title of Farm Superintendent and Instructor in Agriculture. These two men began their work at Maine State College with a class of twelve students.

It would be surprising if in those early years the older Maine colleges did not look querulously at the new "baby." There were problems and lean years, but by the time Dr. Fernald relinquished the presidency in 1893 there were 128 students and a faculty of nineteen. It would be pleasant to recount the firm and steady progress that has characterized the years that have passed since
then, but Governor Reed has already done this fulsomely and gracefully.

In assessing the needed opportunities for higher education in the State of Maine in the next 100 years, the University of Maine cannot but play a greater and greater role. She will grow in numbers of students and faculty. She will grow in the breadth and quality of the programs she offers. She will undoubtedly grow in the number of campuses spread throughout the length and breadth of this great State, taking excellent educational opportunity directly to the people—those beginning college and those needful of adult education or continuing in-service post-baccalaureate education. For the college student of limited means, the chance to begin his studies on a campus of the University within commuting distance of his home may be the difference which lets him go to college. For the employed engineer, the chance to take advanced university work near his job may be the difference in keeping an able man in Maine. When this is multiplied by many such able men advancing and growing on their jobs, this will be a significant factor in developing a dynamic and viable economy for the State. This is a job for the University, and one which I know it is prepared to undertake.

Today the University of Maine is the largest institution of higher learning in the State. It stands high among state universities of New England and of the nation. Maine men speak with justified pride of their alma mater. The roster of distinguished graduates of this once small college is long and impressive, listing not only men and women who have made their marks in public life, in business and in industry, but scholars who have stood, and stand today, high in their chosen fields, and who have served with distinction on many college and university faculties.

And so, today, it is my privilege to speak for the institutions of higher education in the State of Maine, and to congratulate the University on a hundred years of progress and development, and to wish her Godspeed as she moves forward in her tasks of benefit to all of us.
We are experiencing a period of change in our society so rapid yet so fundamental that traditional and widely accepted principles of education are being shaken at their foundations. It is not mere coincidence that the centennial celebration of the University of Maine should coincide with these changes, because Maine, like other land-grant colleges, has been the handmaiden of change for nearly a century.

As the University of Maine looks back on one hundred years of history, there is a glow of pride in what has been accomplished. Not as large as the University of California, with 27,000 students on one campus alone, not as historically famous as Harvard or Princeton, the University of Maine nevertheless has in its own way contributed to our national heritage.

The reports of former presidents of the University as recorded in the Centennial Bulletin portray an enviable record of growth, enrichment and the struggle upward to the fine reputation the University now enjoys. It is a record of financial difficulty, of the uncertain status of the University in war and depression, of emergency expansion and later contraction with the post-war GI enrollment and of the awakened national conscience on the importance of higher education in more recent years. Former President Hauck summed up this history when he said, "A university is much more than a collection of buildings and a set of operational statistics. Figures and other data reveal much concerning the University of Maine and its meaning to the people of this state. For the whole story, however, one must look beyond the listing of current facts.

"The true measure of an institution's role in human society can be taken only in terms of the purpose that is served. Training young men and women for a livelihood is a worthy activity, and yet a university has a higher function than that. Besides being a training place for the minds and hands that are to shape our future, an institution like ours must be a conservator of the best that is in our civilization. It must be a guardian of values that endure.

While reflection on the past warms the heart and brings a mist to the eyes, it is with the future we must contend. What of tomorrow, the next decade, the next hundred years? These are troublesome times for universities, particularly state universities, dependent as they are on public funds and an unpredictable public opinion. I can sum up the nature of the trials which face us in a sentence or two. Our educational system must be revised to meet the demands of a world which is so new and different, and changing so rapidly before our eyes, that as Heraclitus said the only dependable fact of life is change itself. But we are impelled to change the educational system while finding space for a rapidly expanding student body at a time when political alignments are changing as dramatically as everything else. Who knows what reapportionment and new political orientations in every state will mean for education? Our future as university people is as unpredictable as it is challenging.

It is at times like these that one needs to reach back to what education really means and the basic principles which make it possible for universities to remain alive and dynamic. The most important element in an American university is the individual student. Despite machine registration, closed circuit television, teaching machines and large lecture sections, our aim is and must be the education of individuals to the limit of their capacities. The Berkeley incident was not a unique happenstance—it was the inevitable result of too many students hemmed in by a jungle of high buildings and asphalt pathways; of a rigid administration bureaucracy; and of a faculty too concerned with its own academic ambitions to be bothered by individual students.

We don't need to fear a Berkeley incident if we hold true to our obligation of caring personally and deeply for the educational and personal well-being of individual students.

The second factor in a dynamic university is the continued presence of variety and conflict in ideas and opinions. A university must be free to examine, to experiment, to discuss and disagree with viewpoints of all shades of acceptability. Restriction and conformity will kill the spirit of inquiry. One of the tragedies of the rapid increase in enrollment is the tendency of public universities to concentrate more and more on students from their own areas. The purpose of out-of-state limitation is understandable but the ultimate effect is to stifle growth by fostering uniformity.
The third factor in dynamic growth is avoidance of an entrenched administrative hierarchy. Good administration is essential these days, and Maine is fortunate to have Lloyd Elliott to steer the University through the future's uncharted seas. But administration which becomes grooved, defensive of the status quo, and unresponsive to new opportunities and obligations is like a heavy woolen suit on a man who has fallen overboard.

Finally, in a world in transition like ours, a dynamic university must be concerned with values. In times past, when life was more orderly (I wonder just when that was), values were accepted as given. There were occasional challenges to be sure, but mostly at superficial levels and for brief periods. Today, however, in art, literature, mathematics, building construction, sexual morality, religious conviction and foreign policy our values are constantly in turmoil and there are no fixed points of reference readily acceptable by a university community, or any community for that matter. A university needs variety, but it also needs cement to maintain institutional integrity, to give it poise and direction. The effort of a university, and I stress the word effort, of trustees, administration, faculty and students to reach consensus on the proper function of the community may emerge as the one ingredient which will bind the university community together. If that is to be, contact within the community must be close, frequent and based upon mutual respect which adds maturity and dignity to all who call the university their own.

In bringing greetings from the other five New England state universities, I can only tell you that all of us, without exception, are delighted with our association with the University of Maine. The Black Bear growls in triumph too often at the University of New Hampshire for my peace of mind (or that of our alumni) but all of us in New England cherish our relationship with you in cooperation or in competition. In the past one hundred years Maine has grown "in wisdom and stature, and in favor with God and man"— May the next one hundred years bring even richer blessings.
ROBERT E. L. STRIDER
President, Colby College

GREETINGS FROM NEW ENGLAND
ASSOCIATION OF COLLEGES AND
SECONDARY SCHOOLS

I am proud to bring the greetings of the New England Association of Colleges and Secondary Schools to the University of Maine on the occasion of the centennial of that fine institution. It is a pleasure also to bring the personal greetings of the presidents, faculties, and trustees of the other institutions in New England to the president, faculty, and trustees of the University.

We can be very proud of the educational achievements in the New England region over more than three centuries of American history. The distinction that was established in higher education during the first two centuries and more after the founding of Harvard in 1636 has happily been maintained in the last century as well.

There have been a number of heartening signs of vitality in this exceedingly important area of human activity. First, there has been the growth and development of a number of fine public institutions, of which the University of Maine is one. Secondly, there has been the maintenance of the high standard in private education both among the older institutions and in those that have been founded in more recent years. Third, a close relationship has grown up between the institutions of public education and those of private education that has been gratifying to all of us in both kinds. We are all conscious of the fact that in higher education none of us in any institution is competing with our colleagues in other institutions; rather, we are all cooperating in the same high enterprise, namely, the education of our youth. Nothing is more important, and we are happy that so many of us are partners.

May I bring congratulations to the University and warm wishes for continued success in the next hundred years and beyond.
ANNOUNCEMENTS BY PRESIDENT ELLIOTT

Today I have the honor to announce on the occasion of the 100th Birthday of the University of Maine the establishment of a Centennial Fund with a goal of one million dollars. The fund has been established by formal action of the University's Board of Trustees upon recommendation of the University's Development Council.

The objective of the fund is simple and straight-forward. It is to add strength to the University of Maine. More specific objectives of various parts of the fund of one million dollars are described and outlined in greater detail in appropriate publications which will be distributed.

One year from today the campaign will be terminated and by that time I am certain the fund will be over-subscribed. During its first century, however, the University of Maine has never raised a million dollars in one drive. Another century brings another chapter and this activity is launched with the utmost confidence. In fact, you will be pleased, I am sure, to learn that advance gifts and pledges amount now to a total of $591,938.42. This is due to the fact that the University on this 100th Birthday has friends and alumni who understand its first century of growth, who are acquainted with present programs and present needs, and who, most of all, are ready to think seriously about the work of the second century. Furthermore, the University enters a period of unprecedented growth enjoying the broadest public understanding of its functions and needs. It is especially gratifying to see your State University publicly recognized for the service it is rendering by all official levels of government, by business, labor and volunteer organizations, and by rank and file citizens from all parts of the State.

And now it is my most welcome responsibility to thank all of you who have in one way or another helped to celebrate the 100th Birthday of the University of Maine.

I take special pleasure in thanking all of you who have come from some distance to participate in these activities.
CENTENNIAL CELEBRATION CONCERT
ARTHUR A. HAUCK AUDITORIUM
Thursday, February 25, 1965

PROGRAM

Lord of Hosts ........................................... GUNNAR WENNERBERG 1817-1901

O vos omnes ............................................. TOMAS VICTORIA 1548-1611

O all ye that pass by, is it nothing unto you? Behold, and see, yea, consider, if there be any sorrow like unto my sorrow. Behold, and see, all ye people everywhere, yea, consider my reproach: behold my sorrow: if there be any sorrow like unto my sorrow.

Lacrymosa, from the “Requiem” .................... W. A. MOZART 1756-1791
Day of mourning, day of weeping, When from ashes rise the sleeping, Guilty man, hear our prayer, Jesus, give thy peace and rest. Amen.

Agnus Dei ................................................. GIOVANNI PEROGESI 1710-1736
O Lamb of God, that takest away the sins of the world, have mercy upon us. O Lamb of God, that takest away the sins of the world, grant us thy peace.

Motet: Praise the Lord, all ye nations ........... J. S. BACH 1685-1750
Kyrie and Sanctus from the Mass in G major ... FRANCIS POUJENC 1899-1963

Lord have mercy upon us. Christ have mercy upon us. Lord have mercy upon us. Holy, Holy, Holy, Lord God of hosts. Heaven and earth are full of thy glory: Glory be to thee, O Lord Most High. Amen.

THE UNIVERSITY SINGERS

INTERMISSION

II

The Sinfonians — Symphonic March ............... CLIFTON WILLIAMS 1922-

An Outdoor Overture .................................. AARON COPLAND 1900-

Trauersinfonie ............................................ Richard WAGNER 1813-1883

March Slav ................................................. PETER ILYICH TSCHAIKOWSKY 1840-1893

American Salute ......................................... MORTON GOULD 1913-

THE UNIVERSITY BAND

ACCOMPANISTS: Jill Guinon and Romette Headley

UNIVERSITY BAND, Philip Nesbit, Conductor

FLUTES: Johanna DeCourcy* Theresa Starkey Betty Loew Sara Chandler Deborah Fanley
B-FLAT CLARINET: Andrew Abbott

ALTO SAXOPHONES: Austin Griffin* Carol Ireland Beverly Ryder Joan French

RECORDS: Gerard Corcoran* Peter Emerson Mary Littlefield Katharine Thorpe George Baker Ronald Jenkins Robert Norton

TRUMPETS: Mary Littlefield* Katharine Thorpe

BASS CLARINET: Guy Disiasco

HORNS: Mary Bischof

THE UNIVERSITY SINGERS AND BAND

UNIVERSITY SINGERS, Herrold Headley, Conductor


SOPRANOS: Jill Guinon Maria Gustafson Susan Hanna Carole Howard Susan McShea Grace Packard Mary Patrick Mary Persinger Ursula Pickart Paula Quass Pamela Trojanoski

TENOR: Edward Bagley William Bankert Verne Berube Coob Blake David Broadbent Richard Hoffses Norwood Mansur Albert Sargent

SOPRANOS: Joanne Allen Carol Ireland Beverly Ryder Joan French

TENOR SAXOPHONES: Julie Warren* John Gilbert

TROMBONE: Marjorie Miller* Judith Burchell Sue Oliver

BARITONE: Raymond Jones*

BARITONES: Norwood Olmsted* Stanley Haskell Peter Hilt"n

Basses: Marjorie Barnes Ronald Nichols Susan Stinchfield

TROMBONE: Anton Beck

CORNETS: John Gilbert J. Austin Griffin

TROMBONE: George Baker Ronald Jenkins Robert Norton

TROMBONE: George Baker Ronald Jenkins Robert Norton

TYMPANI: Robert Martin * Principal

TROMBONE: John Gilbert J. Austin Griffin

TROMBONIST: Robert Martin * Principal

MARIMBA: James Hill.. Principal
JOINT RESOLUTION
HONORING THE UNIVERSITY OF MAINE
ON ITS CENTENNIAL

Whereas, February 25, 1965 marks the centennial of the legislation providing for the establishment of the University of Maine; and

Whereas, the State of Maine has been the beneficiary of the extensive teaching, research, and service programs of this excellent institution; and

Whereas, its students, faculty and alumni have contributed immeasurably to the betterment of the State and Nation; now, therefore, be it

RESOLVED: That this 102nd Maine Legislature designates 1965 as the Centennial Year for Maine's only State University, takes great pride in recognizing the accomplishments of the institution during the past 100 years, offers its support and encouragement as the University launches into its second century of progress, and names the President of the Senate and the Speaker of the House and such members of the Legislature as each may appoint to represent this Legislature at the special Founders Day Convocation at the University on February 25, 1965.

HOUSE OF REPRESENTATIVES
READ AND ADOPTED
IN CONCURRENCE
FEB. 12, 1965

/S/ Jerome G. Plante
Clerk

IN SENATE CHAMBER
READ AND ADOPTED
SENT DOWN FOR
CONCURRENCE
FEB. 12, 1965
ordered sent forthwith

/S/ Edwin H. Pert
Secretary
SP 374

PROCLAMATION
State of Maine

WHEREAS, the University of Maine is observing the 100th anniversary of its founding during 1965; and

WHEREAS, the State takes great pride in the accomplishments of the faculty, students, and alumni of the State University; and

WHEREAS, this Institution has made an enviable record in the fields of teaching, research, and service during its first century and provides the greatest opportunity for making higher education possible for increasingly larger numbers of Maine young people; and

WHEREAS, the University has an expanding role to play in the economic development of the State; and

WHEREAS, the extension and other service activities of the University are urgently needed to perform new and more challenging functions; and

WHEREAS, this Centennial provides an opportunity for the University to set even greater goals for its second century;

NOW, THEREFORE, I, John H. Reed, Governor of the State of Maine, do hereby proclaim the week of February 21-27, 1965, as

UNIVERSITY OF MAINE WEEK
and call on all citizens of the State to note the special programs that have been arranged for this occasion—and will also be held at other times during 1965—in recognition of this historic milestone.

Given at the office of the Governor at Augusta and sealed with the Great Seal of the State of Maine, this Eleventh day of February, One Thousand Nine Hundred and Sixty-five, and of the Independence of the United States of America, the One Hundred and Eighty-ninth.

John H. Reed

By the Governor
Secretary of State
TRUSTEES OF THE UNIVERSITY OF MAINE

Lawrence Mark Cutler, President
W. Gordon Robertson
Arthur Henri Benoit
Frank C. Brown
Ralph Henry Cutting
Robert Nelson Haskell
Hubert Howard Hauck
Beatrice J. Little
William T. Logan, Jr.
Helen Wormwood Pierce
Owen Halbert Smith

UNIVERSITY CENTENNIAL COMMITTEE

Mrs. Rena Bowles
Miss Wendy Bulkeley
Mr. Peter C. Crolius
Mr. Roland Cyr
Mr. Parker Denaco
Dean Emeritus Weston S. Evans
Assoc. Prof. Brooks W. Hamilton
Mr. Howard A. Keyo, Chairman
Dean Winthrop C. Libby
Prof. Eugene A. Mawhinney
Asst. Prof. Frank W. Myers
Dr. H. Austin Peck
Miss Patricia Tofuri
Director William L. Whiting
Dr. T. Russell Woolley