Maine Alumnus, Volume 3, Number 6, June-July 1922

General Alumni Association, University of Maine

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Maine Pageant a Wonderful Success
Showing Surpasses All Expectations—Rain Necessitates Postponement until Sunday, When Vast Commencement Audience Gathers for Feature Event

Seldom does a dramatic representation of the history of an institution become a part of the history itself, yet so ably and wonderfully was the Maine Pageant rendered June 4 that popular opinion always will keep the spotlight of history focused upon it. The rainstorm of Saturday, altho necessitating the postponement of the affair until the following day, cleared the atmosphere so that when 4 P. M. Sunday rolled a perfect June afternoon greeted the 2500 people who witnessed the affair. The stage setting on Alumni Field, with the towering Temple of Learning and the rows of cedars flanking it on either side, was a revelation to those who had witnessed a ball game on the field two days previous and wondered how under the sun the field could be transformed into the artistic stage setting the advance publicity had described. A score of carpenters, with their plans carefully worked out, erected the structure overnight.

It was no mean task to coach the 300 participants so that the spirit of each scene might be truthfully and dramatically represented. Mrs. Ralph Kneeland Jones accomplished all this and as a result she received a prolonged ovation at the conclusion of the performance.

Tableaux, scenes of action, graceful interpretive dancing, accompanied by the music of Prof. Sprague's University student band, all combined to make the pageant of unusual merit.

Scene 1 of Part One forsook the symbolical for the actual in depicting the signing of the Morrill Act by Abraham Lincoln. John Hay and President Lincoln entered upon the scene, conferred upon matters of state for a moment, when Senator Morrill and supporters were announced. Lincoln, ably represented by Prof. Dougal of the History Department, in characteristic fashion signed the bill pro-
belching from its stack, with the renowned Ed Veazie (himself) at the throttle, soon slowly hauled the lone coach into view. In a moment there appeared Dr. and Mrs. Fernald and their young daughter, Albert K. Gardner '10 impersonated the doctor, and Prof. Laura Anderson, a member of the faculty, charmingly represented Mrs. Fernald. Greetings were exchanged and then the newcomers were escorted to the buggy and off the scene.

Following the chronological order of events, the next groups to cross the green were the first students. Straggling in they came until thirteen had sauntered up the steps of the Temple.

Their transformation into college men was then depicted. Lacking the social features of the present-day college boy, they were shown at work on the campus, in a brief interval of play, and finally drilling under the stern authority of old Capt. Jim Deane. Charles Mudgett, the Civil War drummer who was as well known on the early campus in 1870 as he is now in a local Memorial Day parade, was right on the job with his drumsticks beating the regular cadence. What must his memories have been as he drummed the familiar beat which had inspired those first students 50 years ago? An historic episode was featured by the appearance of Harold Hamlin '13, impersonating his father, Prof. George H. Hamlin '73 driving his buggy onto the campus. Hardly had the horse been hitched than out came the two students who proceeded to take off the rear wheels of the buggy and substituted the front wheels in their places. The absent-minded professor returned and without sensing the change drove off.

The appearance of Uncle Ben's old bus driven by Benjamin Mosher, his son, now the chef at the University Commons, was the signal for prolonged applause. Uncle Ben could never have looked more natural than the portrayal by his son represented him.

The first Commencement scene provoked a ripple of amusement as Benjamin Flint Gould (in pantomime) was completing his oration on "Maximilian." The scene was impressive and carefully rendered. On the Temple stage besides the six graduates were Governor Perham, impersonated by Frank G. Gould '94, and President Allen in the person of A. L. T. Cummings of the faculty.

Following a musical interlude, Part Two opened with the arrival of the first co-ed. A pretty little bit of acting it was as the timid and hesitating miss, in shawl, poke bonnet, with her reticule, overcame her fears and after a moment's hesitation mounted the steps to the Temple and was wrapped under the protecting folds of Alma Mater's flowing costume.

Edson F. Hitchings '75 featured in the establishment of the first fraternity. The scene, to every fraternity man at least, must have brought back memories of similar impressive moments when the dignity and worth of the Greek letter brotherhood first became apparent. The scene was portrayed by members of the Phi Gamma Delta fraternity, the present-day or-
ganization descended from the ancient Q. T. V.'s.

The second symbolical scene of the Pageant was the graceful solo dancing of the three maidens who, representing Botany, Chemistry and Entomology, came to the aid of Science and thus figuratively illustrated the establishment of the Experiment Station.

Perhaps the most elaborate feature of the entire Pageant was the interlude showing the changing of the name to the University of Maine. In this about 75 girls took part, all in flowing white costumes. Beginning with a series of dances in groups, then making a line—with a single movement they raised an over-drapery over their heads spelling in large black letters—"State College of Agriculture and Mechanic Arts." This movement brought a murmur of surprise and admiration from the crowd, so quickly, perfectly and unexpectedly was it done, requiring perfect action by 40 girls. Another group in the light blue of Maine then completed the scene by spelling "University of Maine"—with streamers, although the girls who were the "I's" simply stood still, being in light blue.

The Spanish War scene showed the arrival on the campus of Sergeant Sam Dillingham '98, the recruiting officer who took back to Augusta 36 recruits for the National Guard. The enlistment of the 36 was portrayed in impressive manner.

The keepers of the original Bolivar would have been crazy with envy had they been present to witness in exact replica the sheet iron substitute which rapidly crossed the green in the scene depicting the arrival of the famous mascot. The characteristic snake dance of the students, as Bolivar reappeared labeled with the 4-2 victory score of the Colby baseball game two days previous, was a reminder of old times.

A big scene was College Life of the Present. This took up about all the room available. The football team came out in togs and snapped through signals; the baseball team warmed up; the tennis players put up a net and lobbed some over; the basketball men passed it around; the track men pranced; the dramatic club in costumes made believe act out, the boys' and the girls' rifles crac ked at the targets, and numerous other college activities were represented and all in action at once, something of a 15-ring circus.

Peace and her Attributes, symbolic figures in a dance movement, were scattered by a charge of mounted horsemen, following the god of war who swept across the scene like the Four Horsemen—and a few more—of the Apocalypse.

It was a matter of regret that the R. O. T. C. feature with the demonstration platoon had to be omitted, as the squad had been too much reduced by members going home to be effective.

Maine in the World War was represented by a tableau grouping showing types of each branch of the service and a Red Cross nurse. The characters were portrayed by overseas men, all members of the Charles A. Rice Post of the Veterans of Foreign Wars.
Scenario of the Maine Pageant

PROLOGUE
Led by Aspiration and Ambition, the Mechanics, Artisans, and Farmers Approach the Temple of Learning and Present Their Petition for an Education.

PART ONE
Scene 1
The Signing the Morrill Act Establishing the Land Grant Colleges.

Scene 2
The Citizens of Orono and Old Town Present the Site for the College; and the Citizens of Bangor, a Purse of Money for the Erection of Buildings.

Scene 3
The Arrival of Dr. and Mrs. Fernald.

Scene 4
The Arrival of the First Students.

Scene 5
Early College Life.

Scene 6
The First Commencement.

INTERLUDE
Name Changed from Maine State College to University of Maine.

PART THREE
Scene 1
The Spanish-American Volunteers.

Scene 2
The Acquirement of Bolivar.

Scene 3
College Life of the Present.

INTERLUDE
The Advent of War.

PART FOUR
Scene 1
The S. A. T. C.

Scene 2
Maine in the World War.

INTERLUDE
Music.

FINALE
The finale was a procession or parade. In this were numerous floats. Agriculture of 1822, with old-time implements; of 1922, with modern models; and illustrating 2022 a wireless apparatus directed a tractor with cultivator attached in all sorts of gyrations by the turn of a finger. The Department of Forestry showed a miniature nursery; Home Economics how to divide the family income; Mechanical Engineering a working motor; Civil Engineering a miniature bridge; Electrical Engineering a radio-phone outfit, and Chemical Engineering some strange contraptions which someone suspected could make hooch if loaded right.

A rich and artistic float with handsome furnishings and costumes, represented the English and Public Speaking department—the Court Scene from the Merchant of Venice.

Following the floats were the members of '72, who received hearty applause; the trustees; President Little—who probably never got into such a parade as that before—the deans, professors, Hon. Henry Lord, Mrs. Fernald, widow of Dr. Fernald, with Mrs. Pierce; the heads of the departments, states and nations represented by banners carried by students, and finally the mascots.

There was a new and lively Bolivar, said to have been built at the Old Town canoe factory; Bananas III, now finely mounted and borne by admirers, and the whole shooting-match was wound up with Bananas IV, a mite of a bear cub but very active, handled by Bear Trainer Stackpole. For a bear about a foot long he got much attention.

Hull-less oats have been raised by the South Dakota Agricultural College after four years' work. The new oats this year yielded 30 bushels to the acre. The ordinary white oats with hulls yielded only 35 bushels to the acre. The new grain is exceptionally valuable for hog feed.

Federal Bureau of Education estimates that number of students in schools of country will reach thirty million. Six hundred thousand teachers required and available. Salaries are fifty per cent higher than before the war.
Dr. Little Becomes Sixth President
Simple Yet Impressive Exercises Held on University Oval—New President Given Ovation—Inaugural Address Enthusiastically Received

May 10, in the presence of the Governor, the presidents of the four Maine colleges and other invited guests, Dr. Clarence Cook Little was inaugurated the sixth president of the University of Maine. The exercises were featured by their simplicity and scholarly dignity, and with the bright sunshine of a perfect May day shining on the evergreen-canopied platform and greensward of the Oval, the hundreds of assembled students, faculty members, alumni and friends were treated to an inaugural scene long to be remembered.

At 2 o’clock the procession, consisting of guests, trustees, faculty members, alumni and members of the Senior class, assembled at the library and headed by the University band marched to the Oval. Following an invocation by Rev. Ashley A. Smith of Bangor, Col. Frederic H. Strickland, president of the Board of Trustees, who presided, introduced Governor Baxter. The Governor’s speech was one of welcome and assurance of hearty support to the new president. He concluded his remarks by saying:

“Our new president finds us eager to greet him and help him. His opportunities are boundless and there is a wide and fertile field for the display of his talents. For him and this institution I predict a brilliant future, and in the name of the people of Maine I welcome him as the State’s adopted son.

“To Dr. Little I say that nowhere in this country is there finer material with which to work than is found here in these earnest young men and women, most of whom come from the towns, villages and the cities of Maine. They are here to be fitted for life’s struggle, they desire to make the best use of their talents, and most of them realize that only by some sacrifice can the goal they seek be attained.

“Dr. Little, I am confirmed that a splendid spirit of loyalty will prevail between the new president, the alumni, the faculty and the student body. I hope that under your guidance this university will serve and prosper to an extent that it never has done before, and I pledge you my cooperation.”

Col. Strickland, by the authority vested in him as president of the board of trustees, then installed Dr. Little as president of the University, saying:

“It is my pleasure and my duty today, to preside at the inaugural ceremony of the sixth president of what is now known as the University of Maine. Some of you may recall at the first chapel of the present college year, speaking for the administration of the university, these words were used: ‘We hope to secure for the presidency a full-blooded American, with ability, spirit and energy sufficient to mould into a solid union all the stable forces that are needed for the good of the university.’

“We have taken a long time in our search and I am pleased to say have been thoroughly supported by Governor Baxter in our aims and desires and come here today with a president whom we believe will be a worthy successor to Presidents Allen, Fernald, Harris, Fellows and Aley, all in their day men of the type Maine wanted and who served their several terms with credit to themselves and with the knowledge that under them, Maine has advanced to the proud position she now holds in the association of Land Grant colleges.

The services closed with the singing of the University Hymn and benediction by Dr. Warren J. Moulton, president of the Bangor Theological Seminary.

Poverty has hit the historic Latin Quarter of Paris. Where 12,000 students attended the lectures at the Sorbonne in 1919, only 7,000 names were entered last year. Unfavorable rates of exchange force many students to go to German universities instead of to France.

“The University of Maine still has ahead of her possibilities much greater than any yet attained and to accomplish these ends must have the united support of the people of Maine, its legislature and its administration as should any institution whose mother state owns all her properties, every brick and stone, all of this beautiful campus being state property, by deed duly recorded in Penobscot county registry of deeds.

“Clarence Cook Little, Harvard, 1910, it is you whom the board of trustees have selected to carry on the work so well begun a half century and more ago; you, a New Englander, born and bred with the best tradition of New England instilled into your mind by association and contact with the best New England affords. And now, by virtue of the authority vested in me by the board of trustees and the legislature of Maine, I declare you the duly elected president of the University of Maine, and so far as I am empowered, bid that you be obeyed and respected accordingly.”

After being greeted with prolonged applause, President Little delivered his inaugural address. The address has been widely quoted and referred to by editors and educators. Its viewpoint was fresh and original. It left his hearers with definite constructive ideas. The address in full will be found in the Supplement to this issue.

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Recipients of Honorary Degrees and Citations Used by President Little in Conferring the Degrees

Frederick Hastings Strickland, Master of Arts; President of the Board of Trustees of the University of Maine. Your inherent and unfailing strength, energy, and courage has proved and will continue to be a saving help to the University who now welcomes you as her son.

Lincoln Ross Colcord, Master of Arts; poet and author. In your work there abides the open freedom of the sea that witnessed your birth, and the enduring simplicity of the New England country that has been your workshop.

John Belling, Doctor of Science; research investigator at the Station for Experimental Evolution of the Carnegie Institution of Washington. Patient and untiring in effort, accurate and skilful in the collection of data, and brilliant in their interpretation, you have contributed notably to our knowledge of the physical basis of inheritance in plants.

Josiah William Votey, Doctor of Science; graduate of the University of Vermont, and for twenty years dean of its college of engineering; profound scholar and able administrator, you have been a noted public servant of your state in the solution of its great problems of highways, waterways, and sanitation.

Ashley Auburn Smith, Doctor of Divinity; graduate of Tufts College, pastor of the First Universalist Church of Bangor. In your teachings founded on broad elements of humanity, you have made yourself admired and beloved, an active force in the lives of those with whom you have come in contact.

Jeremiah Sweetser Ferguson, Doctor of Science; firm friend and loyal alumnus of the University of Maine; Secretary of the Faculty, and Professor of Clinical Medicine at the Cornell Medical College. You have in the practice and teaching of your chosen profession attained a degree of distinction which your University today is happy to recognize.

Fiftieth Commencement Exercises

President Sills of Bowdoin Delivers Oration—180 Graduates Receive Degrees—Two Alumni, Trustee, and Four Deans Awarded Honorary Degrees

A repetition of the perfect weather which aided the successful rendering of the Maine Pageant on Sunday added to the beauty of the 50th Commencement exercises, Monday morning, June 5. The University Oval was a beauty spot as the guests, speakers, graduates, alumni and friends took their seats shortly before 10 A. M.

President Kenneth M. Sills, LL.D., of Bowdoin College was the orator. His address, "The Scholar and the State," was a scholarly and practical oration dealing with the relations between scholarship and the various forms of activity, such as the social life of the state, its religious life, and its political, intellectual and literary life. His advocacy of a return to the convention and caucus system of nominations with the use of the primary as a referendum caused considerable favorable comment.

The following members of the Senior class were initiated prior to the banquet:

- Rhandena Ayer Armstrong
- Herbert Andrew Brawn
- Lucy Elizabeth Chamberlain
- Mary Anna Coughlin
- Lillian Ring Dunn
- Lynwood Scott Hatch
- Harry Laton Jackson
- Stanley Jordan Johnson
- Robert William Laughlin
- Earl Cranston McGraw
- Ian McNiven Rusk
- Perry Rufus Shean
- Ruth Burleigh Shepherd
- Norman Gardiner Sturtevant
- Mary Ellen Thorpe
- Dorothy Trefethern
- Philip Rodney White

The University of Michigan has been loaning money to needy students for more than a quarter of a century, and over that span of years has never lost a cent through willful failure of the borrower to repay.
Alumni Day Features Enjoyed

Stephens '99 Re-elected President of Alumni Association at Annual Meeting—Pattangall Delivers Anniversary Address—Alumni Banquet Caps Enjoyable Program

Intermittent showers were in order for Alumni Day, Saturday, June 3. However, it took more than rain to dampen the ardor of the 400 alumni on the campus for the greatest of all celebrations. The rain seemed to intensify the success which attended the indoor events on the program.

General Alumni Meeting

Gathering at 10 A. M. in the chapel of Alumni Hall, 135 members of the Association attended the annual business meeting. Of particular interest were the remarks of Hosea B. Buck, alumni representative to the Board of Trustees. He not only reported for the Trustees but in addition stated that the University Store proposed to finance and build a new building and that the Grandstand Corporation was planning to build a suitable fence on the Athletic Field, drain the field, build locker rooms beneath the grandstand, and erect bleachers on the field. R. R. Drummond, class secretary for 1905, announced an annual $60 class scholarship to begin at Commencement, 1923. Allen W. Stephens '99 was again re-elected president of the association. The minutes of the meeting will be found on page 89.

Anniversary Exercises

The first opportunity to see the seven living members of the class of 1872 was afforded at the Anniversary Exercises held at 2 P. M. Saturday. As guests of honor the '72 men were seated on the platform, where they were introduced to the audience by Will Russell Howard '82, the chairman of the 50th Anniversary Committee. The Hon. William R. Pattangall '84, Democratic candidate for Governor of Maine, was the orator. He chose as the subject matter of his address the State of Maine. His address is reprinted in full in the Supplement.

Owing to the weather the Pageant had been postponed to Sunday afternoon and the alumni and guests had an opportunity to return to the frat houses and dormitories for a rest before the alumni banquet.

Alumni Banquet

Preparations had been made to seat 650 at the banquet in the gymnasium of Alumni Hall, but the demand at the last minute necessitated setting places for an additional hundred. The presence of the red and white dominoed members of 1912 and the green and white costumed seventeeners from the start assured success to the affair. Paper streamers and toy balloons were soon in the air. Joe McCusker '17 was happy once more serving as cheer leader. The Harmony Hounds were continuously on the job playing the latest college and popular songs. Features were instrumental solos by members of the class of '17 and vocal selections by the 1912 quintette.

The genial personality of President Allen W. Stephens '99 of the General Alumni Association was again reflected as he occupied the position of presiding officer and toastmaster. His principal speaker was President Little, who received a burst of applause, the entire audience rising to their feet as he was introduced. President Little's address was a scholarly discourse and was frequently interrupted by applause. The complete text will be found in the Supplement. A. L. T. Cummings, of the agricultural faculty and adopted as a son of Maine, pleased the audience with the recital of Honorary Degree Recipients and Citations Continued

Henry Sweetser Burrage, Doctor of Laws; distinguished veteran of the Civil War, eminent as a divine, a productive and able historian. For twenty years a trustee of Colby College, for more than twenty years a fellow of Brown University, and for more than sixty years an active and constructive force in the establishment of American ideals.

Clifton Daggett Gray, Doctor of Science; Dean of the College of Agriculture at the University of Maine. During the eleven years of your administration, you have, with the highest ideals, combined a sound and unfailing business judgment, so that today your college is recognized as the good and true servant of the State of Maine.

Leon Stephen Merrill, Doctor of Science; Dean of the College of Agriculture at the University of Maine. During the eleven years of your administration, you have, with the highest ideals, combined a sound and unfailing business judgment, so that today your college is recognized as the good and true servant of the State of Maine.

Harold Sherburne Boardman, Doctor of Engineering. Since 1910 dean of the College of Technology at the University of Maine. By the mastery of your chosen field and by your untiring energy you have raised your college to the enviable position which it holds today among the technical schools of New England.

James Stacy Stevens, Doctor of Letters. Since 1905 dean of the College of Arts and Science at the University of Maine. Strong champion of the liberal aspects of education; by your efforts those fundamental and all important elements have been firmly and forever established in the curricula of this University.

James Norris Hart, Doctor of Philosophy; for thirty-five years devoted to the service of the University of Maine, and since 1903 its dean, your record will forever remain a bright jewel in the crown of your Alma Mater who today rejoices in honoring you.
Booster Campaign Over the Top

All Eight Divisions Exceed Quota in Loyal Support of Alumni Association Activities—Class of 1882 Leads in the Percentage Payment of Dues

All hail to those loyal members of the General Alumni Association who rallied at the BOOSTER Campaign call of James A. Gannett '08 and his division commanders for the payment of alumni dues. Not only was the quota of $4700 reached, but for good measure an extra $618.71 was paid in, making a grand total of $5318.71. 1339 individuals, or 26% of the alumni and non-graduates whose addresses are known, assumed their financial obligations by making payment.

Divisions 6, 7 and 8 were the first to be credited with going over the top. One by one the larger divisions followed until May 20 it was announced that Division 2 had just made its quota with $4 to spare. The percentage of subscription is as follows:

Div. 6—(La.; Ark., Mo., Iowa, Minn., N. D., S. D., Neb., Kan., Okla., Texas, N. M., Colo., Wyo., Mont., Utah, Nev., Ariz., & Idaho)............ 168%
Div. 7—(Cal., Wash., & Oregon) .......................................... 130%
Div. 8—(Canada, foreign possessions, & foreign countries) 127%
Div. 1—(Maine counties of Aroostook, Penob., Wash., Hancock, Waldo, Piscat., & Somerset) ......................... 120%
Div. 4—(Conn., N. Y., Pa., Md., D. C., Miss., Ala., Tenn., Ky., Ga., Fla., S. C., N. C., Va., W. Va., Del., & N. J.) ...... 109%
Div. 3—(Mass., Vt., R. L., & N. H.) .............................. 106%
Div. 5—(Ill., Ind., Mich., Ohio & Wisconsin) .......................... 104%

The class of 1882 has again demonstrated its loyalty to the work of the Association, by leading all other classes in the percentage payment of dues. 66.2-3% of its members hold a membership dues record. 46 of the 50 classes showed a decided increase over the payment of last year. The four classes of 1877, 1886, 1887 and 1888 showed a lower percentage of payment. The support by classes is indicated by the tabulation below.

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<tr>
<td>1891</td>
<td>0.1%</td>
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<tr>
<td>1891</td>
<td>0%</td>
</tr>
</tbody>
</table>

Baccalaureate Services

Unusual interest centered in the Baccalaureate Services Sunday, June 4, because of the fact that an alumnus of the class of 1901, the Rev. Alson H. Robinson of Plainfield, N. J., was to deliver the sermon. Taking for his text, "He that putteth his hand to the plow and looketh back is not fit for the Kingdom of God," he delivered a logical, philosophical discourse on the duties and opportunities of young men and women which mightily pleased the audience which filled the chapel of Alumni Hall. Perseverance, he showed, applied to the undergraduate activities of college life and continued into after life would bring success.

A Right Royal Good Time Did the Class of 1912 Have at Their Tenth Reunion. Thirty-four Live Wires Registered and Spread the Gospel of Loyalty to Class and Alma Mater.
Record Alumni Registration

411 Former Students Register in Alumni Hall—272 Best Previous Attendance—12% of All Graduates Return to Campus—

Classes of 1872 and 1902 Attendance Cup Winners

Alumni headquarters in Alumni Hall was almost swamped from the time the advance guard reached the campus Thursday afternoon, June 1, until the last registration was completed Monday, June 5. Four hundred and eleven of the former students affixed their signatures to the little registration card which formally identifies them as among “those present.” Of this number 352 were graduates, 52 were non-graduates, and seven the possessors of short course certificates or honorary degrees. The 352 returning graduates represent 12% of all graduates—truly a remarkable showing. The increase over the years previous to 1920 when 125 was the maximum registration, over 1920 when 272 was the figure, and 1921 when 235 were present, shows the marvelous growth in alumni interest and attendance.

It is particularly fitting that to that great and glorious premier class of 1872 Commencement attendance honors should go for this year. Seven out of the 10 or 70% of the living members of the class were on the campus. Each of the five living graduates hung his hat in Oak Hall as of yore and two of the non-graduates likewise basked in the modern University which has grown from the student body of which they are the first representatives. The Commencement Cup will again be adorned with the numerals 1872—for the ninth time since the class of 1908 offered it as an attendance trophy in 1909.

In accordance with the adoption of the report of the Commencement Cup Committee by the General Alumni Association, June 3, the competition for attendance honors has been divided into two groups. The first group includes all classes graduating from 1872 to 1899 inclusive, to be known as Nineteenth Century classes; and the second group embraces the classes from 1900 on who have graduated, to be known as the Twentieth Century classes. As stated, 1872 wins the honors for the Nineteenth Century classes, and incidentally the highest registration percent of any class yet to return for a reunion. 1882, the winner in 1920 and 1921, returned 58.3%. Then follow the other classes as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1892</td>
<td>30.7%</td>
</tr>
<tr>
<td>1895</td>
<td>28.5%</td>
</tr>
<tr>
<td>1893</td>
<td>25.0%</td>
</tr>
<tr>
<td>1894</td>
<td>21.0%</td>
</tr>
<tr>
<td>1898</td>
<td>15.0%</td>
</tr>
<tr>
<td>1897</td>
<td>15.8%</td>
</tr>
<tr>
<td>1896</td>
<td>15.5%</td>
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<tr>
<td>1895</td>
<td>15.0%</td>
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<tr>
<td>1894</td>
<td>20.0%</td>
</tr>
<tr>
<td>1893</td>
<td>25.0%</td>
</tr>
<tr>
<td>1892</td>
<td>30.7%</td>
</tr>
<tr>
<td>1891</td>
<td>26.0%</td>
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<td>22.0%</td>
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<td>18.0%</td>
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<tr>
<td>1888</td>
<td>14.2%</td>
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<tr>
<td>1887</td>
<td>10.8%</td>
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<tr>
<td>1886</td>
<td>9.6%</td>
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<tr>
<td>1885</td>
<td>8.6%</td>
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<tr>
<td>1884</td>
<td>5.6%</td>
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<tr>
<td>1883</td>
<td>5.2%</td>
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<tr>
<td>1881</td>
<td>3.8%</td>
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<tr>
<td>1880</td>
<td>3.4%</td>
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</tbody>
</table>

Of the Twentieth Century classes, 1902, returning 20 of its members, captured first honors with a 19.6% return. The others registered as follows:

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
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<td>8.2%</td>
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<tr>
<td>1906</td>
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<td>1921</td>
<td>6.8%</td>
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<td>1922</td>
<td>6.4%</td>
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<tr>
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<td>5.8%</td>
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<td>1928</td>
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<td>1931</td>
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<tr>
<td>1932</td>
<td>3.6%</td>
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<tr>
<td>1933</td>
<td>3.5%</td>
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<tr>
<td>1934</td>
<td>3.3%</td>
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<tr>
<td>1935</td>
<td>3.1%</td>
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<tr>
<td>1936</td>
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</table>

To the class of 1917, holding its fifth year reunion, belongs the credit for returning 51 of its members, in point of numbers the largest group of one class to ever reune on the campus.

The registrants by classes were as follows:

1873—George H. Hamlin, John M. Oak.
1874—John I. Gurney, Mrs. M. D. Noyes (Ramsdell).
1876—Charles P. Allen, Edward M. Blanding, Samuel M. Jones.
1878—None.
1879—None.
1880—James M. Bartlett, Albert H. Brown.
1881—None.
1883—Lucius H. Merrill, Charles W. Mullen, Arthur T. Drummond.
1884—Leslie W. Cutter, Clarence S. Lunt, Mrs. John A. Pierce (Fernald), Fred L. Stevens.
1886—George F. Black.
1887—Bertrand E. Clark, Mrs. George F. Black (Hicks), John S. Williams.
1888—Dudley E. Campbell, Fred L.
Eastman, Claud L. Howes, Ralph H. Marsh.
1889—Jeremiah S. Ferguson.
1890—Allen C. Hardison, Chandler C. Harvey, Edward H. Kelley, Albert M. Hastings.
1891—None.
1893—None.
1894—Frank C. Bowler, Charles C. Murphy, Harry M. Smith.
1895—None. 
1898—C. Parker Crowell, Russell O. Dunn, Llewellyn N. Edwards.
1903—Paul D. Simpson, Frederick W. King.
1910—Frances E. S. Arnold, Grover T. Corning, Albert K. Gardner, Clifton A. Hall, Fred Helgesen, Weston M. Hicks, Ernest Lamb, Albert E. Libby, Mrs. L. R. Lord (Jordan), Frank E. Southard, Herman F. Sweetser, Harold L. Barker.
1914—Estelle I. Beaupre, Marion S. Bussell, John W. Owens, Mrs. E. E. Jackman (Hodgins), Mrs. E. S. Libby (Hobart), Wayland D. Towne, James S. Brooks, Linwood S. Jones, Mrs. G. Vernon Stover (Tibbetts).
1915—Douglas M. Beale, Ava H. Chadbourne, Robert P. Clark, Norman S. Donahue, Raymond H. Fogler, H.
Walter Leavitt, Gladys H. Merrill, Elmer H. Webber, Oscar M. Wilbur.

1916—Lewis O. Barrows, Harold W. Coffin, Llewellyn M. Dorsey, T. Everett Fairchild, Isabel F. Frawley, John W. Glover, Robert M. Moore, Lawrence E. Philbrook, Mrs. L. H. Smith (Lougee), Mrs. J. W. Treat (Currier), Walter W. Webber, Eva B. Dunning.


1921—Ida M. Anderson, Frank S. Beale, Jr., William L. Blake, Marion K. Bragg, George E. Burgess, William 1916 h. e.—Mrs. G. Harold Hamlin (Clark).

1918 h. e.—Theresa H. Pretto.

1920 h. e.—Edith M. Patch.

A University of Alberta professor

THE MAINE ALUMNUS


1906 s. c.—Stephen E. Abbott.

1912 s. c.—Charles C. Larrabee.

1913 s. c.—Everett A. Kimball.

1913 h. e.—Mrs. L. H. Gregson (Stearns).

has perfected an ether preparation, the use of which permits the easy starting of airplane motor engines at 37 degrees below zero.

At a recent meeting of the Yale University Union undergraduates were debating the question, “Resolved, That for college men teaching offers a more satisfactory future than the pursuit of business.” It is an interesting circumstance that when the matter was put to vote the affirmative voice predominated.
The Maine Alumnus

Published bi-monthly by the General Alumni Association of the University of Maine.

Subscription $1 per year. Single copies 20 cents.

W. D. TOWNER '14 Managing Editor

Editorial and Business Office, Alumni Hall, Orono, Maine.

Office of Publication, 331 Water Street, Augusta, Maine.

Editorial

A Huge Success

The characterization of the Fiftieth Anniversary Celebration of the First Commencement as "a huge success" by a prominent alumnus whose opinion generally prevails has been reiterated by scores of the alumni and non-graduates who returned June 2-5 for the celebration. That 12% of all those students who ever entered the University should have returned for Commencement is in itself an indication of remarkable loyalty and interest. That the 12% have gone away well pleased with their entertainment while on the campus there can be no doubt. This fact alone should guarantee for future reunions a continuation of this large attendance. Unusual features were included to make the celebration worth while. A pageant cannot be produced each year—too much of a good thing would in time become irksome—but special features can be introduced to make Alumni Days a succession of new and interesting events.

The unusually large attendance did prevent the carrying out of all plans as contemplated. The library proved to be entirely inadequate to take care of the people who returned June 2-5 for the celebration. That 12% of all those students who ever entered the University should have returned for Commencement is in itself an indication of remarkable loyalty and interest. That the 12% have gone away well pleased with their entertainment while on the campus there can be no doubt. This fact alone should guarantee for future reunions a continuation of this large attendance. Unusual features were included to make the celebration worth while. A pageant cannot be produced each year—too much of a good thing would in time become irksome—but special features can be introduced to make Alumni Days a succession of new and interesting events.

The oldest university known to history is the White Deer Grotto University in Kiangsi province, China. It was founded in 960 A.D.

Booster Campaign Over Top

The success of the Booster Campaign in the collection of alumni dues is a most gratifying indication of the loyalty of the alumni body of the University. This generous support also indicates the approval which is given for the work of the General Alumni Association. It is to be hoped that next year's campaign will be equally successful. Prompt payment of dues upon notification will reduce the amount of collection machinery necessary to make certain of the ultimate success of the campaign. This in turn will release much of the time now spent by the Alumni Office in this capacity and make possible additional constructive work for the University and for the alumni.

The Maine Hello

Maine may be accused justly of not preserving all of the traditions which have played a part in the student life of the University. Naturally this is to be regretted. On the other hand, few universities and colleges have handed down a tradition or custom which can equal the "Maine Hello." When you cross the campus as a mere freshman, or as a stranger, the hearty "hello" of each student that you meet makes you feel that in the old University of Maine there is a note of unusual good fellowship.

The perpetuation of the custom has been given added emphasis by the poem entitled "The Maine Hello," written by Mr. A. L. T. Cummings, the agricultural editor for the Extension Dept. of the College of Agriculture. Mr. Cummings' ability as a writer and reciter of French Canadian dialect poems has been increasing by leaps and bounds. His appearance as a speaker at the alumni banquet June 3, when he recited this distinctive Maine poem, made an instant appeal. Many calls for copies of the poem have reached the campus. Here it is.

THE MAINE HELLO

By A. L. T. Cummings

Dere's wan t'ing sure, ma boy 'Poleon was quick for mak' de frien' Since he b'en go on U. of M., hees fader's mon' for spen';

He's up dere now jes' two, t'ree week, but w'en I go wan day

For visit heem on de campus, an' leetle bill for pay,

(Continued on next page)
Success of Pageant

Dame Fortune smiled on those who had in hand the business management of the Maine Pageant. Owing to the wisdom which prompted the taking out of an insurance policy guaranteeing the payment of $1,500.00 in the event of one-tenth of an inch of rainfall between the hours of 11 A.M. and 5 P.M. on Saturday, June 3, the day scheduled for the Pageant, the rainstorm of that day proved a blessing in disguise. The actual rainfall amounted to exactly 25 one-hundredths of an inch between the hours specified, so the observer in Aubert Hall reported. The insurance was placed with the Hartford Fire Insurance Company and within a week after the claim was forwarded settlement was made by the company.

The sale of all tickets was concluded Saturday evening, many refunds having been made on account of the postponement of the affair necessitated several hundred dollars added expenditure. The report of Treasurer Gannett follows.

Class Day Exercises

Brilliant sunshine ushered in the Class Day exercises held in the outdoor University Oval, Friday morning, June 2. The attendance was large and the program rendered by the members of the graduating class was excellent. Carl Sargent, president of the class, presided.

The services opened with music followed by prayer by Class Chaplain Carl T. Stevens. The roll call responded to by 191 Seniors was read by the class secretary, Miss Minnie Norell. Frederick F. Marston in fitting manner recounted the history of the class achievements.

The presenting of gifts as usual provoked a continuous round of amusement. Aubert E. Johnson presented the gifts to the men. He gave to Herbert W. Fifield a co-ed doll; to Frost R. Ross, marbles; to Fred T. Jordan, a set of dishes; to Henry R. Turner, a comb to keep the hair out of his eyes; to Robert W. Laughlin, a package of yeast; to Rodney G. Poisson, a book.

Achsa M. Bean presented the gifts to the girls. Her gifts and the recipients were: Ina E. Gillespie, horses to go with her "Coach"; Ardis E. Lancey, gasoline to go with her "Bus"; Bernice Smith, a medal as the class designer; Rachael Connor, a tennis racket; Minnie E. Norell, a French dictionary; Gertrude M. O'Brien, a box of face enamel; to the Mason girls, name places for easier "identification."

After the presentation of gifts came the awarding of scholarship cups by Registrar James A. Gannett. The Senior Skull cup went to the Lambda Chi Alpha fraternity and the Junior Masque cup was awarded to the Theta Chi fraternity.

Carlton A. Walker, as class orator, treated the subject of "For Value Received I Promise to Pay" in a scholarly and effective way. The class prophecies were given by Miss Catherine Sargent and Stanley F. Hanson. The humorous remarks and witty sayings occasioned much amusement. The class poem was read by Herbert W. Fifield.

The valedictory was ably delivered by Ivan M. Rusak, after which came the planting of the ivy by the class curator, Arnold W. Tyler. The smoking of pipes of peace concluded the exercises.

UNIVERSITY OF MAINE PAGEANT FUND

Receipts

<table>
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<tr>
<td>1,024 Pageant tickets @ $1.00</td>
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</tr>
<tr>
<td>1 Pageant ticket @ $50</td>
<td>$50 00</td>
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<td>Sale of 1,003 copies Book of the Pageant @ $0.25</td>
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<td>Miscellaneous</td>
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<td>Rain Insurance</td>
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Total Receipts: $3,715 35

Expenditures

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<tr>
<td>Honorarium to Mrs. R. K. Jones, director</td>
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<tr>
<td>Lumber</td>
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<td>Floats and procession features</td>
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<tr>
<td>Horses</td>
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<tr>
<td>Track construction B. R. &amp; E. Co.</td>
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<td>Insurance</td>
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<td>Police</td>
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<tr>
<td>Miscellaneous</td>
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Total Expenditures: $3,217 46

Balance cash on hand: $497 89

Assets

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</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand</td>
<td>$497 89</td>
</tr>
<tr>
<td>Movie film (in full)</td>
<td>$300 00</td>
</tr>
<tr>
<td>Extra copies of Book of the Pageant</td>
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Liabilities

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<tbody>
<tr>
<td>Surplus</td>
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Total Surplus: $122 89
Baseball Team Ties With Bowdoin

Loses One State Series Game and Closes Season with Decisive Win Over Colby at Commencement Time—Well Coached Veteran Team Plays Good Ball

The Scores for the Season

Maine 4 (Exhibition), Colby 2.
Brown 4, Maine 1.
Harvard 3, Maine 0.
Boston College 5, Maine 3.
Norwich 4, Maine 3.
Dartmouth 3, Maine 0.
Maine 11, Vermont 5.
Bowdoin 6, Maine 2.
Maine 6, Bates 4.
Maine 5, Colby 4.
Boston University 7, Maine 4.
Maine 5, Bowdoin 3.
Maine 1, Bates 0.
Maine 5, P. C. F. 3.
Maine 4, Colby 2.

A tie with Bowdoin for the baseball championship of the state is the result of the 1922 baseball season. Coach Wilkie Clark has reason to be proud of his charges. It’s true that the team represented a veteran outfit. The secret of success lies not in this fact alone, but in the ability to absorb quickly good coaching and to cooperate and play for the team at all times. Fifteen games were played, 8 of them victories and 7 defeats. A resume of the season shows that altho beaten in all but one of the games on the Massachussets trip, the scores were close and the team was improving. An unfortunate defeat at Brunswick by the strong Bowdoin team started the state series. This defeat must have rankled, for from then our team played ball, one defeat to Boston University only marring the winning streak in the following games. To Jack Jowett, Maine’s pitching ace, must go much of the credit for the success of the season. His great pitching in the second Bowdoin game was the best he has shown for years. He wielded a mighty stick at bat, too. Receiving Jowett’s delivery behind the bat was Prescott, who has improved wonderfully the past year, and behind him in the field was a clever fielding outfit. Osgood at shortstop particularly shone like a big leaguer. Wilkie Clark taught the boys a brand of baseball that they could use intelligently. At the end of the season he had a real ball team. “Watch Maine next year” is now the slogan.

Bowdoin 6—Maine 2

May 6 at Brunswick, Bowdoin scattered five hits which put six counts across the plate. Capt. Flinn pitched a heady game for Bowdoin, and altho in a pinch several times with Maine men on the bases, he pulled thru. Six hits were garnered by the Maine team, Osgood getting three of them with two doubles and a triple. The Maine runs were scored in the fifth inning by three successive clouts. With two men out, King singled and stole second. Capt. Sargent clouted out a pretty single and scored King. Osgood then connected for a double, scoring Sargent. Unfortunately he tried to stretch it into a triple and was thrown out at third.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bowdoin</td>
<td>1 2 3 4 5 6 7 8 9</td>
</tr>
<tr>
<td>Maine</td>
<td>0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Maine 6—Bates 4

Jowett had one bad inning in the Bates game at Lewiston May 12 when he allowed the home team three runs. His delivery tightened and after the fifth inning not a Bates man reached first. Maine drew first blood in the opening inning when a pass, an infield hit and a sacrifice put King, the lead-off man, over the plate. After that the wildness of the Bates pitcher, who hit three Maine men and passed five, gave Maine the game. By out-hitting and outfielding the home team Maine boosted her state series percentage to .500.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>1 0 2 0 2 0 0 0 1</td>
</tr>
<tr>
<td>Bates</td>
<td>0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Maine 5—Colby 4

It took 14 innings of thrilling baseball to settle the first state-series Colby game at Waterville, May 17. Colby piled up a three-run lead in the first inning and increased it to four in the second. From then on Maine kept Colby from scoring and gradually chalked off runs until in the sixth the score was tied. Then for seven tense innings neither team could cross the plate. In the fourteenth Jowett clouted out the single which started the final rally. King’s sacrifice placed him on second, where he waited until Osgood drove a deep one into center field and scored him. Colby in her half got a man on third, but there he died. Maine used Torsleff, Repscha and Jowett in the box. Lunge was the heavy hitter for Maine, connecting for two triples.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>1 2 3 4 5 6 7 8 9 10 11 12 13 14</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maine</td>
<td>0 1 1 0 1 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
<tr>
<td>Colby</td>
<td>0 0 0 0 0 0 0 0 0 0 0 0 0 0 0 0</td>
</tr>
</tbody>
</table>

Boston University 7—Maine 4

Saving Jowett for the Saturday Bowdoin game, Maine used Nichols and Torsleff in the Boston University game on Alumni Field, May 18. A drizzling rain gave the pitchers the short end of the play and the batsmen walloped the ball for extra circuits. A Boston University player walloped a straight one in the first inning for four bases. Later in the game Foster and Monroe of Maine each knocked a homer. Intermixed with these were three triples and a two-base hit. All this heavy hitting little disturbed Wart Small, once of Maine, who pitched a steady game and succeeded in keeping the Maine sluggers from showing their wares in bunches. Torsleff relieved Nichols in the fourth and working hard stopped the B. U. offensive. Had he started the game and pitched as he did upon taking the assignment, the story would have been more pleasing.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>1 2 3 4 5 6 7 8 9</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Univ.</td>
<td>2 1 0 1 2 1 0 0 0</td>
</tr>
<tr>
<td>Maine</td>
<td>0 0 0 1 0 1 0 2 0</td>
</tr>
</tbody>
</table>

Maine 5—Bowdoin 3

Hats off to Pitcher Jack Jowett! May 20 was the day he confidently pitched a spectacular win over the Bowdoin veterans on Alumni Field, Orono. Eleven of the visiting sluggers fanned. Six connected for hits that save in the first inning were well scattered. Finally to add to his laurels, Jowett in the seventh inning poled one of Capt. Flinn’s straight ones clear to the center field fence. It was a homer as pretty as a Maine ball player ever laid out on Alumni Field. Bowdoin opened up strong in the first inning and tallied two of her runs. Maine tied in the second, added two more in the fourth on errors and a wild heave, and pushed across a fifth count in the eighth for good measure. Bowdoin staged a rally in the ninth
which netted a final run. Throughout the game the very atmosphere was charged with excitement, for it was a bitterly fought contest between two teams confident of their ability to win.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>Maine</th>
<th>Bowdoin</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>20020010x−5</td>
<td>20000001−3</td>
</tr>
</tbody>
</table>

was that the Bates first baseman and catcher made the first 24 put-outs between them. Al Johnson scored for Maine in the ninth when the Bates third baseman booted a sharp drive from the bat of Perley Johnson.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>Maine</th>
<th>Bates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>000000001−1</td>
<td>000000000−0</td>
</tr>
</tbody>
</table>

of the state series when Maine defeated Colby, thereby tying with Bowdoin for the championship. The victory was as pronounced as the one over Bowdoin two weeks previous. Jowett again pitched for Maine, fanning a dozen Colby men and allowing but four hits. Maine batters connected for eight safeties, Osgood with a three-bagger contributing the sweet-

Maine 1—Bates 0

May 24, baseball fans were treated to a hard-fought game on Alumni Field which did not settle the fate of the two rival pitchers until the last half of the ninth. Hamilton, a diminutive left-handed twirler with a well-controlled slow curve, held our team in check until Coach Clark ordered a bunting game after the first unsuccessful innings. Jowett pitched good ball for Maine and was wonderfully supported at all times. Perley Johnson, center fielder for Maine, contributed a whale of a catch in the eighth when he grabbed on the dead run a vicious line drive that apparently was labeled for several bases. The Bates infield was not particularly strong. An odd feature of the game

Maine 5—P. C. F. 3

The Penobscot Chemical Fibre Co. team filled in a Saturday date, May 27, on Alumni Field, and was sent back to Great Works the loser. Alexander worked in the box for the mill team and lived up to his reputation by fanning ten men. His support was ragged, too. Repscha, the freshman lefty who bids fair to be a mainstay in the box another year, heaved for Maine.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>Maine</th>
<th>P. C. F.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>00030200x−5</td>
<td>0000201000−3</td>
</tr>
</tbody>
</table>

Maine 4—Colby 2

The throng of alumni and Commencement guests on the campus June 2 witnessed the deciding game est one of the lot. The baserunning and sliding by the Maine team was the prettiest seen on Alumni Field this season. From the second inning when Maine crossed the plate twice there was little doubt as to the outcome of the game.

The box score:

<table>
<thead>
<tr>
<th>Innings</th>
<th>Maine</th>
<th>Colby</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>02020000x−4</td>
<td>000010001−2</td>
</tr>
</tbody>
</table>

The University of Michigan has announced a four-year course in Physical Education. General education, theory of athletics and practice will train students for positions as supervisors of physical education, hygiene and athletics. The School of Education conducts the course.
Bowdoin Wins State Meet

Bates Barely Noses Out Maine for Second Place by 3 1-2 Points—
Lawrence of Maine Equals State Quarter Mile Record and Buker of Bates Replaces Two Mile Mark Made by Frank Preti

Maine 78—Holy Cross 48

The only home outdoor track meet was held May 6 on Alumni Field when the Holy Cross track team was overwhelmed by our team 78 to 48. Nine firsts, eight seconds and nine thirds were Maine's share of honors in the 14 events. Holy Cross won five firsts, six seconds and five thirds. Of the firsts two Holy Cross men won two pack in 4 minutes and 35 seconds. Webster of Maine placed third. Maine placed in 9 of the 14 events, the only other first chalked up to her credit coming as the result of Lawrence's win of the quarter. This race was the closest of the day. Foran of Colby pushed Lawrence all the way, losing to him by inches at the tape. The time of 51 seconds equals the record set up by Bill Meanix of Colby in 1913. Lawrence also finished second in the 220-yard dash, thereby establishing himself as the high point winner for Maine. Other Maine men to place were Thomas, third in the 220; McKeeman third in the two-mile; Boyden tied for third in the high jump, Cohen second in the shot; Pinkham second in the broad jump; Strout second in the hammer; and Houston second in the pole vault.

Capt. Ray Buker of Bates, winner of the Penn Relays international two-mile trophy, was scheduled to break the record of 9 minutes 54 2-5 seconds set up in 1914 by Frank Preti of Maine. He performed according to prediction. Challenged for the first mile by McKeeman of Maine, he finally broke away from the bunch, winning easily in a sprint in 9 minutes 46 1-5 seconds. His team-mate McGinley stuck with him until the last lap and won second place three seconds under the old record.

Capt. Herrick Leading in the Third Lap of the Mile, the Event Which He Subsequently Won. Webster, Who Placed Third, Leads the Bunch Behind Herrick.
The minutes General Alumni Meeting

Treasurer Gannett's Alumni Assn. Report

Report of Treasurer
June 1, 1921, to May 31, 1922 (Inc.)

ITEM A
Receipts for balance of year 1920-21

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand June 1, 1921</td>
<td>$315.88</td>
</tr>
<tr>
<td>Received from:</td>
<td></td>
</tr>
<tr>
<td>Ads in Maine Alumnus</td>
<td>$576.15</td>
</tr>
<tr>
<td>Annual dues</td>
<td>$360.00</td>
</tr>
<tr>
<td>Sustaining dues</td>
<td>$180.00</td>
</tr>
<tr>
<td>Maine Campus</td>
<td>$150.00</td>
</tr>
<tr>
<td>Printing</td>
<td>$10.00</td>
</tr>
<tr>
<td>1921 Commencement (Banquet and Registration fees)</td>
<td>$21.24</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td><strong>$2,363.27</strong></td>
</tr>
</tbody>
</table>

Expenditures for Same Period

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumnus</td>
<td>$757.68</td>
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<tr>
<td>Miscellaneous</td>
<td>$5.00</td>
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<tr>
<td>Office supplies</td>
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<tr>
<td>Printing</td>
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<tr>
<td>Salaries</td>
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<tr>
<td>Travel</td>
<td>$7.47</td>
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<tr>
<td>Tel. &amp; Tel.</td>
<td>$7.47</td>
</tr>
<tr>
<td>1921 Commencement</td>
<td>$660.16</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$2,363.27</strong></td>
</tr>
</tbody>
</table>

ITEM B
Receipts for current years 1921-22

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cash on hand May 31</td>
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</tr>
<tr>
<td>Received from:</td>
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</tr>
<tr>
<td>Ads in Maine Alumnus</td>
<td>$576.15</td>
</tr>
<tr>
<td>Annual dues</td>
<td>$360.00</td>
</tr>
<tr>
<td>Sustaining dues</td>
<td>$180.00</td>
</tr>
<tr>
<td>Maine Campus</td>
<td>$150.00</td>
</tr>
<tr>
<td>Printing</td>
<td>$10.00</td>
</tr>
<tr>
<td><strong>Total Receipts</strong></td>
<td><strong>$1,765.87</strong></td>
</tr>
</tbody>
</table>

Expenditures for same period

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dues</td>
<td>$10.00</td>
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<tr>
<td>Alumnus</td>
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<tr>
<td>Miscellaneous</td>
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<tr>
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<tr>
<td>Postage</td>
<td>$30.10</td>
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<tr>
<td>Printing</td>
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<tr>
<td>Salaries</td>
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<tr>
<td>Travel</td>
<td>$258.55</td>
</tr>
<tr>
<td>Film</td>
<td>$196.00</td>
</tr>
<tr>
<td>Tel. and Tel.</td>
<td>$30.85</td>
</tr>
<tr>
<td><strong>Total Expenditures</strong></td>
<td><strong>$6,111.42</strong></td>
</tr>
</tbody>
</table>

Estimate of Expenditures for Balance of Year to July 1, 1922

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alumnus</td>
<td>$400.00</td>
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<tr>
<td>Miscellaneous</td>
<td>$105.00</td>
</tr>
<tr>
<td>Office supplies</td>
<td>$5.00</td>
</tr>
<tr>
<td>Postage</td>
<td>$10.00</td>
</tr>
<tr>
<td>Printing</td>
<td>$25.00</td>
</tr>
<tr>
<td>Salaries</td>
<td>$233.33</td>
</tr>
<tr>
<td>Tel. and Tel.</td>
<td>$35.00</td>
</tr>
<tr>
<td><strong>Total Estimated Expenditures</strong></td>
<td><strong>$873.33</strong></td>
</tr>
</tbody>
</table>

Assets

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Typewriter</td>
<td>$54.00</td>
</tr>
<tr>
<td>Unpaid Advertising</td>
<td>$570.47</td>
</tr>
<tr>
<td>2nd Lib. Loans ($150)</td>
<td>$191.94</td>
</tr>
<tr>
<td>Cash on hand</td>
<td>$706.49</td>
</tr>
<tr>
<td><strong>Total Assets</strong></td>
<td><strong>$1,489.90</strong></td>
</tr>
</tbody>
</table>

Bananas IV In One of the Postures Which Occasioned Considerable Amusement During the State Meet at Waterville. Trainer Stockpole's Paternal Interest Was Worth the Price of Admission Also.

The following tribute on the death of R. W. Eaton '73 passed and adopted.

R. W. Eaton of the Class of 1873 passed from this life March 5, 1921. There are special reasons why the life and character of this alumnus should receive recognition in the records of this association.

Voted: That the Alumni Association approve the action of the Alumni Council relative to the survey of the campus delivered to the Board of Trustees.

Voted: That the action of the Alumni Council be approved article by article. The actions were approved article by article with the following changes or additions:

1. A rising vote of thanks was extended to H. A. Rich '09 in appreciation of his services in preparing a tentative campus survey until the more recent survey could be completed.

2. Voted: That an amendment be added to the motion as passed by the Alumni Council regarding the salary of the Executive Secretary for the next fiscal year which was "that the salary of the Executive Secretary be increased by $500, over that recommended by the Alumni Council, making the total salary $2200."

3. Voted: To approve the budget as corrected to provide for the increased salary mentioned in the previous paragraph.

4. Voted: That Dr. J. S. Ferguson '09 act as a third member of the nominating committee to replace C. W. Crockett.

The report of Treasurer J. A. Gannett, '08, was read and accepted. (Copy Attached.)

The annual report of the executive secretary was read and approved.

Hneas B. Buck, alumni representative on the Board of Trustees, gave a brief report of the action taken by that Board and plans under consideration. Mr. Buck also stated that as a director of the University Store Corporation he was pleased to advise the alumni that the assets of the above corporation now amount to approximately $30,000 and that plans are under way for the early construction of a new building. Mr. Buck further reported as a director of the University of Maine Grandstand Corporation that:

(a) The grandstand which was built at a cost of $9,000 is now paid for and there is a balance on hand of approximately $175.

(b) That further improvements are to be made on the athletic field.
The condition of Alumni Field, long a sore point with the hundreds of athletic followers of the University, will be materially improved by the opening of the football season in September if the plans of the University of Maine Grandstand Company are carried into immediate effect. This announcement was made by Trustee Hosea B. Buck at the General Alumni Meeting. These improvements include the following:

- The erection of a new entrance or gateway of concrete of ornate design leading off the campus, as at present. Several ticket offices will be installed or enough to handle a large crowd quickly.
- Bleachers to accommodate 2500 persons will be erected to replace the old wooden stands which have seen service for some years, on the opposite side from the grandstand.
- A new wall of concrete will be built on the western side of the field and on the eastern and north side a high wire fence will be erected.
- Extensive improvements will be made under the present concrete grandstand, locker rooms, shower baths, dressing rooms and accommodations for track or other teams, will be installed and there will be enough of them to accommodate four institutions at one time, doing away with the crowded conditions in the gym.
- One of the most important changes will be the making of two new football fields, one for the 'varsity team, which will occupy the same site as at present, and another for the freshman team which will be a big factor at the University of Maine in the future. A new cinder track will also be made and extensive improvements in the drainage system. Football players have always complained of the condition of Alumni Field in the football season owing to some flaw in the drainage system. It has always been a hard proposition to fit the grounds for a college game late in the season, especially if rains had been prevalent previous to the day of the game. All these faults will be remedied and when completed it is expected that Alumni Field will be one of the best in the state.

Work is expected to start soon. The drainage problems will be under the personal direction of a practical man who has successfully laid out the drainage systems for other university gridirons.

Pageant Movies

The announcement has been made from the Alumni Office that the moving pictures taken of the Maine Pageant will be ready for presentation early in September. Over 1500 feet were taken of the principal features. Daniel Maher, Maine's only motion picture photographer, was on the scene and guarantees to duplicate the action pictures which he has taken at the last three commencements. Alto the reels will be released first thru the local picture houses of Maine, a small portable moving picture machine may be purchased for use at local alumni association meetings, high schools, lodge or grange meetings. Maine's first great pageant will be enjoyed by the many who could not witness the real performance.

There are over ninety state universities or schools in the United States today supported by state funds. These institutions have property investments of more than $200,000,000 and an annual yield of $50,000,000. The rapid increase in attendance at these state institutions in the last fifty years is striking evidence of the huge place they occupy in the life of the commonwealths. In 1870, there were less than 7,000 students registered there; in 1880, 10,000; in 1900, 28,000; and in 1920, over 200,000.

The cost of one United States battleship would endow four universities like Princeton or build 8,000 homes at a cost of $5,000 each.
Alumnae Tea

The success of the Alumnae Tea held at 6:30 P.M. Sunday, June 4, at the Mt. Vernon House, guarantees the inclusion of this enjoyable feature in future Commencement Week programs. The refreshments were served on the lawn, Mrs. Kate C. Estabrooke acting as hostess. Between 50 and 100 were in attendance. Mrs. Milton D. Noyes '74, the first woman student, was present to meet the alumnae who have followed in her courageous footsteps. There was a delightful intermingling of the older alumnae with those who have graduated in recent years. The committee in charge consisted of Mrs. Estabrooke, Prof. Caroline Colvin and Prof. Ava H. Chadbourne '15.

Alumni Personals

Marriages

Ex. '10—Eugene M. Scales and Miss E. Hazel Dexter June 27 at Dover and Foxcroft.

Ex. '18—Artemus H. Harmon and Miss Helen L. Lindsey June 17 at Spokane, Wash.

Ex. '19—Perley F. Harmon and Miss Ella F. Albert June 28 at Caribou.

By Classes

'04—Ralph T. Hopkins has removed from Landusky, Mont., to 401 Montana Avenue, Helena, Mont., where he is following the profession of a metallurgist.

Deaths

Ex. '16—A daughter, Martha Mills, to Mrs. David N. Beach, Jr. (nee Marguerite Mills) and Mr. Beach May 7 at Guilford, Conn.

Ex. '21—A daughter, Gwendolyn Louise, to Mrs. Carl W. Tobey (nee Prudence W. Andworth) and Mr. Tobey May 13 at Skowhegan.


Ex. '09—John Reed, formerly of Washington, D.C., has removed to Route 40 (Benton Falls) Waterville.

Ex. '18—Raymond N. Atherton and Miss Martha York May 19 at Dover, N.H. Residing at 500 Main Street, Lewiston.

Ex. '12—A daughter, Helen Marion, to Arthur L. Deering and Mrs. Deering April 30 at Bangor. Weight 7½ pounds.

Ex. '09—A daughter, Helen Marion, to Arthur L. Deering and Mrs. Deering April 30 at Bangor. Weight 7½ pounds.

Ex. '08—A daughter, Kathryn Churchill, to Donald M. Libby and Mrs. Libby May 27 at Sanford.

Ex. '16—Dr. Albert T. Fricke, Jr., of typhoid fever September 20, 1921 at Philadelphia, Pa.

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(Scene 6)
The First Commencement

GOVERNOR SIDNEY PERHAM
Frank G. Gould

PRESIDENT CHARLES F. ALLEN
A. L. T. Cummings

BENJAMIN FLINT GOULD
Carleton G. Smith

GEORGE EVERETT HAMMOND
Charles G. Taylor

EDWIN JAMES HASKELL
Harry A. Patterson

HEDDLE HILLIARD
Neal W. Philips

EBER DAVIS THOMAS
Philip W. Ham

GEORGE OMER WESTON
Philip C. Roberts

PART TWO (Scene 1)
Arrival of the First Co-ed

ALMA MATER Mary C. Bunker
THE FIRST CO-ED J. Avory Munro

(Scene 2)
Students Erect First Forge Shop

THE BOSS CARPENTER Wilbur C. Sawyer

(Scene 3)
Organization of the First Fraternity

THE INSTALLING OFFICER Edson F. Hitchings

(Scene 4)
The Establishment of the Experiment Station

AGRICULTURE Doris P. Merrill
SCIENCE Mary C. Bunker
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SAMPLE PAGES from the Book of the MAINE PAGEANT

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THE STORY OF THE PAGEANT

PROLOGUE

The opening scene of the Pageant is symbolical. It represents the desire on the part of the agricultural and mechanical classes for the higher education of the youth of our land along lines other than classical. In a word, the scene typifies the desire to more closely correlate the brain and the hand, to weave theory with practice, and to make for the youth of the masses the opportunity for a practical education.

The scene opens with ASPIRATION and AMBITION, ever the companions of buoyant and hopeful youth, leading the FARMERS, MECHANICS and ARTISANS to the TEMPLE OF LEARNING where a petition is presented for an education. KNOWLEDGE, revealed to the audience from within the portals of the Temple, accepts the petition and graciously bids the petitioners welcome.

PART ONE

Scene 1

The Signing of the Morrill Act Establishing the Land Grant Colleges

The setting represents the Cabinet Room in the White House where Abraham Lincoln signed his official documents. The scene pictured took place July 2, 1862.

The bill was the second one drawn up to "promote the liberal and practical education of the industrial classes" and championed by Justin S. Morrill of Vermont, for 43 years a member of Congress. President Buchanan as early as 1859 vetoed the first Morrill Act after it had received the endorsement of the liberal educators of the day and had passed both branches of Congress. By the enactment of the final bill,
'05—Alphonso Wood has removed from Brooklyn, N. Y., to 40 Bradfield Avenue, Roseland. New Jersey.

'06—Charles D. Woods, formerly director of the Maine Agricultural Experiment Station, is now director of the Division of Information of the Massachusetts Department of Agriculture at 136 State House, Boston, Mass.

'06—Joseph S. Gallant is associate professor of French at Syracuse University, Syracuse, N. Y.

'06—George H. Hill has removed from Harrisburg to 2319 Perkiomen Avenue, Reading, Pa.

'06—John P. Simmons can be located at Belfast, R. 3. He was formerly located at Baltimore, Md.

Ex. '09—Harold E. Blake has removed from Pontiac, R. I., to 53 Mohawk Street, Cohoes, N. Y., where he is employed as superintendent of the Carding and Spinning Room of the Field and Hatch Knitting Mill.

Ex. '09—Ralph C. Harmon has returned from the middle west to Waterville where he is manager for Simmons and Hammond Co., ice cream makers. He is residing at 141 Silver Street.

10—Walter S. Merrill, for the past five and a half years located in the engineering department of the Electric Bond and Share Co. at 71 Broadway, New York City, has made rapid advancement in hydro-electric work. He is now in charge of the hydraulic design division for the company and actively engaged on the design of several developments. Mr. Merrill's experience has been with the Westinghouse Co., Church, Kerr & Co. of New York, the Rhode Island State College and the Boston and Albany Railroad.

Ex. '10—Ray W. Tobey, until 1920 located at Baltimore, Md.

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Ex. '10—Ray W. Tobey, until 1920 located at Baltimore, Md.

Ex. '12—Wade L. Bridgham has recently been appointed clerk of the town of Westbrook.

11—Ralph R. Day recently left for Honolulu, T. H., where he is now located as construction superintendent for the Fuel Oil Storage Plant for the U. S. Navy, employed by the J. G. White Engineering Co. of New York City. His mailing address is P. O. Box 2081, Honolulu, T. H.

11—Lewis A. Ken has been transferred from the Connecticut Power Co. to Middletown, Conn., to Fonce, Porto Rico, as manager of the Ponce Electric Co.

Ex. '11—Harry W. Hadlock is in the Inspection Department of the Factory Mutual Insurance Co. at 31 Milk Street, Boston.

Ex. '12—Oscar E. Blackington has removed from Gold Hill, Oreg., to Redwood City, Calif.

Ex. '12—News of the death of Charles P. Hammond on April 11, 1920 at Clifton, Mass., has been received at the Alumni Office. No particulars are given.

Ex. '12—Shirley A. Joyce is residing at 1671 West 23rd Street, Los Angeles, Calif, and is following the occupation of a travelling saleslady.

Ex. '12—The death of George D. Pingree January 28, 1919 at Newton, Mass., as the result of influenza and pneumonia, was recently reported to the Alumni Office.

'13—Elsie H. Bigelow should be addressed at 30 Bayview Street, Quincy, Mass.

'13—Thomas D. Shepherd has left the Travelers' Insurance Co. and is now located with the United States Fidelity and Guaranty Company at the Daniel Bldg., 435 South Salina Street, Syracuse, N. Y.

Ex. '13—Anyone knowing the address of Alice I. Whitten will confer a favor upon the Alumni Office by forwarding it. She was last known to be residing at 163 Hillside Ave., Arlington Heights, Mass.

'14—Frederick H. Martin taught during the past year at Hyde Park, Vt.

Ex. '14—The amount of Harry B. Randall has been removed from the obsolescent list. He can be addressed at Room 1204, West Penn Bldg., Pittsburgh, Pa., where he is employed in the Engineering Department of the West Penn Power Co.

'15—Earl M. Brockway has left the employ of the Atwood and McMansion Box Co. of Chelsea, and recently announced the position of County Agent of Plymouth County in white pine blister rust work. His headquarters are at Brockton, Mass.

'15—Paul A. Warren has been elected associate professor of Botany at William and Mary College, Williamsburg, Va. For the past two years he has been a graduate student and fellow at the University of Michigan.

Ex. '15—F. Margaret Dole has removed from 84 Prospect Street, Cambridge, Mass., to 39 East 89th Street, New York City.

'16—The engagement of Myron C. Peabody and Miss Ruth F. Caney of Westminster College, Westfield, N. J., was recently announced. The wedding is to take place in the autumn.

'17—The resignation of Brooks Brown, state dairy inspector, has been announced. Mr. Brown has been connected with the State Department of Agriculture since graduation. He has accepted a position with a concern dealing in dairy barn equipment and will cover the states of Maine, New Hampshire and Vermont.

'17—Wade L. Bridgham has recently been appointed clerk of the town of Westbrook.

Ex. '17—A. J. Forster has removed his law office from Van Buren to Fort Kent.

'18—Hugh C. McPhee, who has been in the employ of the Experiment Station at Highmoor Farm, Monmouth, has been awarded a fellowship for the year 1922-23 by the corporation of Harvard University for study at the Bussey Institution, the university's graduate department of applied biology.

Ex. '18—Wallace Crowley has recently severed his connections with the law firm of Powers & Hall, Boston, and will open an office for himself in Boston in the near future.

Ex. '18—Artemas H. Harmon has removed to 711 Hutton Bldg., Spokane, Washington, where he is in charge of the Travelers' Insurance Co.

Ex. '18—Halley V. Priest is no longer among the "Lost Alumni." He is combining the insurance business with the farm store at Enfield.

'19—John M. Hughey was recently severely burned as the result of grasping a live wire at the Penobscot Chemical Fibre plant at Old Town where he is employed as a chemical engi-
neer. The shock rendered him unconscious and he was removed to the hospital for treatment.

'19—Marion E. Stubbs is dietitian at the Physiatric Institute at Morris-town, N. J.

'19—The following newspaper item relates the success which has attended the graduate studies pursued by Vernon H. Wallingford. It reads:

"Auburn, June 12.—Vernon H. Wallingford, '19, of this city has the honor of being one of the eight students representing all branches of the United States to be awarded a Belgian Fellowship for the year 1922-1923. The Fellowship is awarded by a commission for relief in Belgium and provides for a year's study in that country. Mr. Wallingford will leave in July to travel in European countries before beginning work in Brussels.

"Mr. Wallingford is the son of Mr. and Mrs. John Wallingford of Auburn, graduating from Edward Little High in 1915 and from the department of chemical engineering at the University of Maine in 1919. At Maine he attained special honors, being valedictorian and president of his class. He received the du Pont scholarship and was elected to Phi Kappa Phi, Tau Beta Pi and Alpha Chi Sigma, all scholastic honorary fraternities. He served in the Students' Army Training Corps.

"On graduation he received a scholarship to assist in graduate chemistry work at Harvard, where for three years he has been engaged in advanced study and research work in organic chemistry. He was a Teaching Fellow for the year 1920-1921 and was awarded an Edward Austin fellowship for 1921-1922. He received his M. A. degree in 1921 and hopes to receive the degree of Ph. D. this month.

"The Belgian fellowship is one of the most desirable foreign scholarships an American student can win, providing transportation, tuition at any university the student may select and 12,000 francs for maintenance and travel in Europe.

"Mr. Wallingford is engaged to Miss Jessie M. Prince, '19, daughter of Mrs. Clara Prince of Yarmouth and a graduate of U. of M. in the same class. They will be married soon."

Ex. '19—Edwin W. Adams, who attended Maine during 1915-1916, graduated from Bates in 1919. He is secretary of his class at Bates, a live wire in this capacity, and is reported to be making a great reputation as Chemist for the Lewiston Machine & Dye Works.

Ex. '19—A directory item recently received indicates that Clifford P. Gould is employed by the Export Steamship Corp. at 25 Broadway, New York City, and residing at the Allerton House at 302 West 22nd Street.

'20—Miss Minerva French will be found on the faculty of the Hartford High School next year. For the last two years she has been a popular teacher at South Manchester, Conn. Corinne M. Barker has also joined the teaching staff at the Hartford High School.

'20—Philip C. McGouldrick has removed from Augusta to Providence, R. I., where he is the chemist for State Water Pollution Board.

'20—Nathan F. True is now located at the Agricultural Experiment Station at Geneva, N. Y.

'20—Warren P. Upham can be addressed at 1308 Old National Bank Bldg., Spokane, Wash.

Ex. '20—The engagement of Vinton O. Gribben to Miss Hazel M. Dalton of Portland was recently announced.

Ex. '20—Frank W. Howard is superintendent of the Bankers' Electric Protective Association at Boston.

Ex. '20—Helen P. White is now Mrs. R. C. Wentworth residing at Warren.

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THE REGISTRAR,
ORONO, MAINE.
When a man who has for a long time been intimately connected with an institution succeeds to its presidency, he is able to deliver an inaugural address dealing with specific matters—many of them dear to the heart of his audience.

He can recommend such highly ornamental and attractive proposals as increases in salary, for the faculty, new dormitories, a new gymnasium, more frequent pruning of the trees, and the abolishing of all nine o'clock recitations.

Now, I am not in such a position. In fact, I find that my sole hope of weathering this occasion unscathed, lies in confining myself to general lines—leaving the consideration of matters of specific detail until such time as I may have become more familiar with the problems of the University.

Yet, I am far from sorry that this is the case, for at the present time we find ourselves faced with a situation as regards broad and general problems of education which deserves every bit of attention that is in our power to give. The reasons for the existence of this state of affairs are not difficult to discover.

The deep-rooted and widespread economic and sociological crisis existing in Europe means that problems dealing with immediate relief for the numerically largest class—namely, the relatively uneducated—will take all the available resources, material and intellectual, that the Old World can give for years to come.

The tremendous loss in man power suffered by the combatant nations during the Great War brings home this fact to us more specifically. Such a depletion of personnel will result in a lowering of the general quality of those presenting themselves for education. It will further mean that the total number of young men and women available will be no more than sufficient to carry out the necessary program of needed economic reconstruction.

We must add to this the recognized fact that in several countries of Europe, even before the war, the quality of the population was deteriorating both in physique and in physiological efficiency at an alarming rate. Because of the ravages among the best physical specimens, by which the war has brought about, the serious menace to national existence has become critical in the highest degree.

The vast potentialities of Russia are, at the present time, a liability of an appalling nature. They cannot but remain for years to come a sensitive and dangerous force, even should processes of healing and reorganization, not yet on the horizon, become operative.

All these matters are not advanced with a view to encouraging pessimism and inactivity on our part. They are intended to bring home clearly one point, which may be stated as follows: The future of higher education throughout the Western world is, for some decades, and perhaps permanently, put fairly and squarely as a duty on the United States.

No sooner do we realize this fact than our responsibility in the matter becomes clear. We must accept and do our best to fulfill the great obligation which has thus developed upon us. Furthermore, if the United States has attained the maturity and dignity worthy of it as a great world power, we must face the problem with a mind freed of all questions of international relations and politics. We must do this because the fellowship and common interests of the great body of educated men and women the world over is a sacred thing, far above national problems and aspirations, in its influence on humanity.

To be sure, such an attitude as I have expressed, might be branded as impractical and purely idealistic. To some degree such a criticism would be justified, were it not for two other factors which enter the situation and give it a decidedly practical aspect as well. Both of these factors involve intimately our own country. Since we ourselves feel seriously the economic strain caused by the war, and since we, as a nation, have never before faced this particular responsibility, we must proceed in the fulfillment of our duty along lines which in every legitimate way will strengthen our own democracy. This is of the greatest importance, for we must certainly develop and maintain a healthy and well ordered national "body" if we are to exercise properly in this matter a wise and balanced national "mind." This is the first of the two important practical considerations.

The second concerns the nature of our present and future population. We consist of such an extraordinary mixture, or mosaic, of races and nations, of sects and creeds—a mixture that will increase rather than diminish—that we can afford no delay in beginning our program for the stabilizing of higher education in order that its influence may provide a consolidating force.

The actual result of this chain of circumstances is, that, we find ourselves placed in a position where the rest of the world is waiting for us to justify our national existence intellectually by the increased and more general support and encouragement of higher education.

Now, no one man, at the present time, can rightfully pretend to explain all the necessary steps, or to foresee all the problems that will arise. These things must be left to the cooperation of many during the working out of the situation. What can be done, however, is to give a brief statement of certain general matters which are important, and on the basis of our present knowledge, try to lay a foundation on which to start a constructive program. This I shall try to do. If I appear dogmatic in some of my statements, it means simply that neither the time at my disposal, nor the patience of my hearers are sufficient for detailed data to be given in their support.

At the very outset let us face with two general principles or truths which, during our consideration of the problem, are to be continually borne in mind.

First, it has not yet been demonstrated that our democracy can, by the whole-hearted support and cooperation of the tax payers, and of the municipal, state, and federal governments, develop and make permanent a system of higher education for our youth equal or superior to that offered by privately endowed institutions.

This is an unpleasant truth, but one to be faced frankly and fairly. No one can be more conscious or appreciative of the work of privately endowed institutions than I. It is not in the least that we desire to bring about a cessation or cramping of their influence. Rather, it is that we must bring home to those institutions of
higher learning which are supported by our democracy itself, and to the legislators responsible for providing their support, the need of attaining, and striving toward, a standard already set for them by the endowed institutions. Unless this can be done we must admit that our democracy cannot provide for its own education. Such an admission as this, I take it, none of us here would care to make.

Furthermore, not only must we decline to admit the inability of our democracy to provide for its own education, but we must demonstrate throughout the nation that it has this ability. This must, moreover, be accomplished in a way that considers our own problems and weaknesses, and utilizes every opportunity to strengthen our national life and raise its ideals.

The elements on which we may safely rely in making this effort have certain prerequisites. They must be permanent and self-perpetuating in nature, and general in geographic distribution.

We must use permanent material, unaffected so far as possible by temporary economic and sociological changes and upheavals—otherwise our task is continually renewed, and can never be progressively lightened.

We must deal with elements which are not only as constant as possible within the limits of the life time of the individual, but also those which are by heredity handed on from one generation to another, that is to say, those which are self-perpetuating—otherwise each new generation will continue to offer us a problem quite as difficult as the one with which we began.

We must utilize, if possible, elements present wherever in our country large groups of young people are to be found—otherwise our task is continually renewed, and can never be progressively lightened.

Wherever, then, large groups of young men and young women are to be found—otherwise our task is continually renewed, and can never be progressively lightened.

Having reached the decision that biological characters are our field, we may profitably search among them to see whether we can hit upon a character or group of characters which will fulfill more in detail our specifications for a foundation on which widespread modification of our educational system may be based.

When we make such a search, we shall, I think, find that our paths lead inevitably in the direction of the group of characters known as "mental capacity and abilities."

This group of characters has certain intensely interesting natural attributes which we may consider briefly. The inherent biological elements that underlie mental capacity and ability are present to some degree in every young man and woman, (a few transcendent educators or parents might desire to be recorded in the negative on this question—but they may safely be disregarded).

Second, they are present in widely different grades in different individuals, thus giving an opportunity for selection.

Third, they are recognizable and measurable at an early age in the lifetime of an individual. This naturally makes it possible to record the differences referred to in a more or less exact way, and thus enables us to study the degree to which juvenile promise is correlated with performance at college age. There is also clear evidence that the degree of mental ability is strongly inherited—thus fulfilling the requirement that the material which we choose should be capable of being handed on from one generation to the next. Even the present imperfect methods of collecting data on this matter leave no doubt as to the validity of the general principle involved, and more accurate and refined data, which might easily be obtained, would prove the point still more strikingly and convincingly.

Wherever, then, large groups of young men and young women are to be found, individuals differing greatly in mental ability will exist and may be detected.

This is true for the State of Maine as a whole, and for its educational institutions individually. It is true also for any other state in the Union. The population of young men and women of university age is everywhere of this mixed sort, containing individuals with vastly different abilities and limitations.

What I have said up to this point might possibly be considered as constituting a series of important but self-evident truths. If there were no other factors to be taken into account there would be little in the situation to stimulate us to make the needed effort. This, however, as we shall see, is not the case. The crux of the whole matter which produces the needed challenge to our initiative and ingenuity is the fact that, in addition to the above mentioned statements concerning the nature and distribution of mental ability, the opportunities for giving and for obtaining a higher education are decidedly limited in number.

It is at this point that our course of action becomes defined, though perilous, and duty clear, though difficult.

Since only a fraction of those individuals available can at present receive college education of the best grade, we must seek for, and having found, must subsidize and give such education to those best endowed by nature to profit by their opportunities. If and when in the future, our facilities for education are sufficiently increased to enable us to care for all or nearly all the young men and women of university age who can do even a passing grade of work, we should admit them.

As long as our facilities for giving college education are limited, however, we are not doing our duty by the individual or the state, unless we fill our quota at our universities with the very best material available.

To utilize properly our present opportunities and to enlarge them is a task worthy of our very best efforts. It involves eventually, a modification of the whole primary and secondary school systems along somewhat the same general lines. It involves even more, however, the demonstration of faith and persistence by all of us to a high degree. To go into all the details of the various steps necessary in this process of detecting and utilizing the best mental material available would not be desirable at this time.

We may merely recognize that we shall need to have far more knowl-
edge concerning the personality and abilities of a candidate for admission to our universities than we at present possess. Within the university, we shall need to balance in his training the factors of restraint and freedom a little more delicately with reference to individual differences. Finally, after graduation, we shall want to know more of this “performance test” as shown by his work, in order to see whether his training has done for him what it should.

So much for the general question. Now, for a few moments, to speak of and to the undergraduates. How can they help in the general plan as outlined, and how can we help them? It is clear that the first great thing for them to bear in mind, is their duty to make the most of their opportunities.

This, I believe, may be materially aided by the adoption of the following principles: First, universal physical training throughout the full college course, to produce discipline, control, vigor, and hardihood. This training may in some cases take the form of athletics. It should in all cases be organized and in a certain degree competitive.

In this connection, competitive athletics both intra and intercollegiate have a real value. They teach self-control, team work, and above all, the lesson of making a supreme effort for a definite purpose. This last matter is neglected or unsatisfactorily dealt with in the training of many people. Such persons may go through life ignorant of how to drive themselves over that threshold of mediocrity so well described by William James. To live such an uninspired and uninspiring life is little short of a crime.

To be sure, the publicity at present given to athletics is at times a source of trouble, and may lead to the unfortunate cases of professionalism which arise under circumstances that no right-minded student or instructor would tolerate. But even with this drawback, occurring as it does, infrequently, I fail to see the need for worry or for the pleas for radical reform so forcibly and frequently expressed by the administrative officers of our institutions of higher learning.

Why not utilize the good that is in athletics rather than emphasize the bad? Why not try to raise to the level of interest, held by athletics in the undergraduate mind, the scholastic and social phases of a university education? Youth is full of enthusiasm, why not recognize the success which athletics have attained in the way that it has gripped student and alumni alike, and instead of trying to kill the enthusiasm thus aroused, strive to turn some of it to scholastic attainment? If the two phases are properly presented, I cannot believe that the undergraduate of today will fail to respond to both. In other words, I cannot admit that athletics and scholastic attainment are to be considered as two masters, which, as we know, no man can serve. Rather, I feel that by intense and intelligent effort in both direction and cooperation which athletics require, the student serves what for all his life is his one true master, namely, the duty to himself, to his university, and to his state.

The second principle involves the inclusion within the course of study for each student of sufficient concentration in one line of work to result in his being well enough trained in some practical field to meet the individual or national emergencies of life successfully.

So far as I know, this is to a large degree the case at present. The only point in mentioning it is to bring home the fact that we owe it to ourselves and to our country to see to it that we turn out young men and women who are as well trained in general culture as the best, but who in times of individual or national emergency will exercise their practical training in such a way as to become an asset and not a liability.

The next matter of supreme importance is the encouragement of mental strength and initiative. We do not want A grade men doing C work. We do not want human parrots to reflect our own words. We want students who are in the habit of thinking “around” their subject—whether it be reading in history, an end play in football, or a laboratory problem in chemistry.

We want students who realize that inefficiency is more frequently the result of under activity mentally than of over activity, and who will act accordingly. We want students who will learn to take intellectual responsibility willingly.

We want the research spirit, the desire to know. We want students who are intellectual Oliver Twists, always craving and asking “more.” I believe that these elements are to a large degree present in this group of undergraduates and other students of the University, and I assure you all that you can individually or collectively count on my whole-hearted support of any legitimate development along these lines of mental initiative and vigor.

Finally, I want for a moment to speak of the most important matter of all—the recognition and development of the spiritual in life. Do not be afraid to discard intellect and material things for faith in matters of religion. Thus if we can experience true faith in matters of religious belief, any attempt to apply to them the cramped formulae of a materialistic philosophy is of no value. Do not be afraid to ignore common sense, fact, and any highly proper but limiting influence in order to feel hope and optimism in the face of pessimism and failure. To be able to overwhelm disheartening circumstances by refusal to admit defeat, even though common sense and logic forbid, is to be victorious. Above all, do not let anything prevent your making the utmost out of, and enjoying to the full extent the true friendships—the bridges between your own and another's personality—which you may be fortunate enough to form in college and later life. These contacts between personalities are the greatest thing in life. They are so subtle as to be difficult of definition or description and yet are strong enough to overcome or to rise above all the influences aimed at their disintegration. The bonds of true friendship are sacred and are to be treated as such; they arise as non-material forces, and they serve to bring into our daily life the intangible but immeasurable strength of the spiritual.

If the University, which from now on is our common interest, is to attain the place in the state and in the country which we intend she shall, we all of us gathered here must continually live up to these three great principles, faith, hope and friendship, handed down to us through the ages. Because of the firm belief that we shall all do this, and by so doing shall win the support of the citizens of our state, there is not in my heart the slightest doubt of the outcome.

Of every 100 children who enter public schools, only 15 graduate from High school and not three finish college.
Address by Hon. William R. Pattangall '84 at the Fiftieth Anniversary Exercises

June 4, 1922

I want to talk with you today concerning a plain and homely matter. I want to talk to you about the State of Maine. It seems to me that the time and the occasion warrant the selection of that subject for discussion.

The emphasis of these exercises is retrospective. Our attention is called so sharply to the fact that we are celebrating the fiftieth anniversary of the graduation of our first class that our minds involuntarily drift to the past and dwell in affectionate remembrance upon the things that are gone.

But after all, a review of the past, while always of interest, has no practical value excepting as the past interprets the present and serves as a light and a guide to the future.

Fifty years is a fairly long time in the history of any American college. It is a very appreciative period even in the world's history. One-third of the entire time of our nation's life, one-half of the time of the life of our state is embraced within the scope of that fifty years.

Fifty years ago these United States had a population of about 40 million, which since that time has increased more than 250 per cent. There were only 37 states in the Union then and nine territories. The great domain that lies between the Mississippi and the Rocky Mountains was almost wholly unsettled, as was the territory adjacent to Puget Sound. Alaska was as inaccessible and apparently as valueless as the utmost Polar region.

Our attention had been called to the desirability of annexing the Virgin Islands but the suggestion had been abruptly and emphatically rejected. We had not even dreamed of acquiring Hawaii or Porto Rico and the most vivid imagination could not have visualized the American flag flying over the custom houses of Manila and Honolulu. We had just emerged from the shadow of a great civil war and were wrestling with the problem of reconstruction. Nationally, those fifty years represent tremendous progress. From a nation whose life had been in imminent danger, whose credit had been seriously impaired, whose destiny seemed to remain at best an isolated country with its boundaries unalterably limited to a certain circumscribed continental area, we have become, in fifty years, to be the most powerful and wealthy people of modern times, a world empire, the greatest governmental force in existence and apparently destined to become the arbiter and controlling factor in the affairs of the civilized world. No American citizen can study the history of that half century without mixed feelings of tremendous pride and wondering amazement.

The growth of this university, the little commonwealth, whose sons and daughters we are, and in whose honor we meet today does not compare badly with our wonderful national growth.

In its modest home, here in rural Maine, its progress has kept pace with the progress of the government which called it into being.

Starting from nothing, it has justified the hopes of its far-seeing founders. It has firmly established itself in the educational world and has won a place for itself among schools of its kind which entitles it to the respect of all men and warrants the proud affection of its sons and daughters.

The world has moved in 50 years. The nation and the University of Maine have moved with it. Perhaps it might be fairly said that much of the progress of the world in that time has been because of such institutions as this in which men's minds are trained in lines that make for discovery and invention. Fifty years ago the electric railroad was unknown, the electric light had not been invented, the telephone had yet to be thought of, wireless telegraphy had not been imagined, the gas engine was unheard of, and therefore automobiles, motor boats and aeroplanes were impossible.

The laborious toil of the farmer had not then been lightened by the scores of labor-saving devices now at his command, and the productive capacity of our factories was so limited by the crude machinery employed in them that 11 and 12 hours daily work on the part of laborers, men and women, was deemed necessary to supply the needs of the country.

In 50 years, industrial life has been revolutionized and commerce developed to a point that would have been incomprehensible to the founders of this institution.

A mere matter of fact, recital of the changes which have come since 1872 inspires the thought that miracles are performed so frequently that they cease to be miracles and instead become the commonplace and ordinary phenomena of daily life.

In the panoramic view that passes before us when we recall the events of the period to which our minds are addressed, we cannot help but note that here and there are peoples and communities which have not kept step in this great progressive march. Stragglers from the ranks who have dropped out of their places near the front line and gradually drifted back until they have joined the rear guard.

Is Maine among that number?

I love the State of Maine as does every man and woman here present. I am no longer a young man and with the exception of some six years I have spent all my life in Maine. My parents and my grandparents were born and lived and died in Maine. My children live here. My grandchildren live here. I hope that they may always spend their lives here and that generations of their descendants may do likewise.

In what I say of Maine I wish it realized that I speak from a mind and a heart filled with loyalty to her and hers. But it is no part of love or loyalty to shirk the truth.

What of Maine during these 50 years?

In 1872 Maine was outranked in population by 22 states. Today we are the 35th state among 48.

Since 1872 we have gained 25 per cent in numbers while the nation has gained 250 per cent.

Of our 16 counties, five show a loss in population aggregating 35,000, one has remained stationary and the other ten have gained. More than 38 per cent of the whole gain is in the county of Aroostook. The larger part of the remainder is in a few manufacturing towns and cities. If it had not been for a score of these centers the whole state would show a falling off excepting in Aroostook county.

For example, Penobscot county in 50 years gained 18,000, 6,000 of this gain is in Millinocket and East Millinocket, towns which the genius of industry created from the wilderness since 1872. The growth of Bangor alone accounts for the remaining 7,000 and the growth of the few remaining prosperous towns is absorbed by coun-
ter losses in the rest of the county.

This situation is typical of about one-half of the state. Aroostook stands in a class by itself. The remaining counties show no progress and five of them an aggregate loss in population equal to the entire number of people living in the city of Lewiston, our second largest municipality.

We have gained about 140,000 inhabitants in 50 years. Over 200,000 Maine-born men and women are living outside of Maine. They have been replaced in part by those who have come into our more prosperous manufacturing towns. Sometimes the exchange has been beneficial, sometimes not.

Almost two-thirds of the boys and girls who have attended this institution are living outside of Maine. Nearly all were Maine born, Maine raised, Maine educated, and by far the larger part of them country bred.

Maine men and women have helped greatly in building up the other 47 states. So has Maine money. Our banks very largely, and our private citizens as well, have helped finance many worthy and very many unworthy enterprises in every state in the Union.

Our principal exports for 50 years have been men, women and money. How long can we keep that up and prosper?

During the 60 years ending with 1850 Maine developed from a Massachusetts colony inhabited by a scattered population of 96,000 to a great commonwealth of half a million people. Her gain in population was almost exactly commensurate with that of the Nation. Massachusetts has gained 300 per cent in population since 1850; Connecticut 400 per cent; Rhode Island over 400 per cent.

Maine's gain is about 50 per cent. The country at large has gained 400 per cent.

Mere numbers are not the sole criterion of a state's greatness, but numbers count and no state can stand the steady drain on its native, rural and suburban population which Maine has been subjected to for years and prosper.

Unless conditions change the next 50 years will tell a sad story for the state we love, and there is no need of it. Maine brains, Maine industry, Maine thrift, Maine integrity, Maine manhood and Maine womanhood, Maine labor and Maine capital can combine to restore this state to its proper place in the sisterhood of states and to keep it in the front rank of progress.

Maine has great agricultural possibilities. We stand at the gateway of that thickly settled territory which, beginning at Boston, extends for 600 miles to the nation's capital through New York, Brooklyn, and Philadelphia. A territory embracing the densely populated states of Rhode Island, Connecticut and New Jersey, in which thousands of factory workers are ready customers for the product of our farms.

We can make our own market. We have manufacturing and commercial possibilities unexcelled in America. Our water powers, used directly or developed hydro-electrically, call aloud for mill wheels to turn and may be made as great an asset as the coal mines of Pennsylvania or West Virginia.

It is their development that made Millinocket and East Millinocket, Rumford and Woodland possible. It is to their development that Lewiston and Auburn, Waterville and Skowhegan and Madison, Brunswick and Old Town and a score more of our thriving and prosperous cities and towns owe their existence.

Any policy that even tends to discourage the investment of capital in developing these powers is suicidal.

We have a source of wealth in our shore fisheries. And to a great extent an undeveloped and unprotected mine. The gifts of God are little appreciated and because our fisheries needed neither planting nor cultivating to produce a harvest, we have treated that asset much as the prodigal son treated his inheritance.

Our harbors lie nearer to Europe than do any other American harbors. Portland is the national winter port for the great stream of commerce which must flow between Canada and Europe and should eventually control a vast import and export trade.

Portland has a right to rival Boston and Baltimore in the volume of her foreign trade and to become no mean figure in the field of world commerce even when compared with Philadelphia and New York. With Canada Northwest for a background, with her harbor facilities properly developed and with the right kind of rail connections established and maintained, Portland can become one of the great commercial cities of the country.

We have a tremendous resource in our forests. Properly handled, that resource need never become less.

We are not beginning to utilize our forest products fully nor have we even hardly entered upon a constructive policy of forest preservation.

There are fortunes in Maine's hardwoods. That source of wealth has not as yet been tapped.

Our climate alone, our scenery, our sea shore, our lakes, our mountains, are all assets, and assets of which we talk much and make little.

There is no need for Maine to retrograde. There is no need for Maine to stand still. Maine has a future just as bright and just as good as men and women like ourselves are willing to make it.

And it seems to me that it is peculiarly up to us, sons and daughters of this university, to make that future what it ought to be.

We, all of us, have worried a good deal because Maine did not do as much as we thought it ought for the University. Let us turn that around for a while and see how much the University can do for Maine.

There are 2,000 men and women in Maine who attended this institution for a time at least. Two thousand Maine people united in pursuing one ideal, can accomplish anything. Let us all get together for Maine and see what we can do. Let us learn and preach and practice the doctrine of service to Maine, let us learn and preach and practice the doctrine of loyalty to Maine, let us learn and preach and practice the doctrine of faith in Maine, in her industries, in her resources and in her future.

Let us dedicate ourselves and our savings, our boys and our girls to the upbuilding of Maine. Let us study Maine, find her weaknesses, remedy them; find her needs, supply them; find her resources, develop them.

Let us prove to Maine that the state built wisely in establishing this institution and prove to the world that Maine is a necessary and important factor in doing the world's work.

Let us make the next 50 years of life in Maine such that when it is reviewed, Maine will lead in progress and so that then no one will need to delve into the misty past in order to find reason to boast of Maine's achievements, but can discuss them as matters of present, current interest.

Let us do those things in the name of the generations that preceded us, generations which produced not only material prosperity here in a pioneer (Continued on page 8)
Speech Delivered by President Little at the Alumni Banquet, June 4, 1922

It seems to me desirable at this time when new things are in the air to talk over at some little length what we can aim for and try to achieve at the University of Maine.

We must admit at the outset that an institution like the University of Maine is bigger and more important than any one individual or group of individuals of a particular sort. On the other hand we must also admit that a single institution, no matter how great it may become, is the servant of the larger commonwealth, the state, just as that in turn must recognize its role as a part of the larger whole, the Union.

What then are some of the duties and opportunities which the state university should recognize and which our own particular institution should do its best to fulfill and to utilize?

It is clear at the outset that these duties and opportunities will be of two general sorts, those which are general or common to endowed and state universities alike and those which are peculiar to the latter type of institution.

A recent communication by Dr. Hugh Cabot in the Harvard Alumni Bulletin on The State University and the Endowed... present of the two types of institution, but a singular absence of constructive and clear thinking as to their futures.

First let us take up some of the general factors which all efficient educational institutions have or should have in common. You will see as we discuss them that they involve fundamental characteristics necessary in all forms of high human endeavor; in other words, they are not confined to education alone unless education be defined as it might well be to life itself.

One such quality is the establishment and enforcement of a standard governing the quality of material to be used for a definite purpose. In the case of educational institutions this means the quality of the young men and women to be admitted and to be retained in those institutions. In this respect I fail to admit the need of a dual standard of the type mentioned by Dr. Cabot.

Speaking of the state universities he says: "It was not be practicable for them importantly to limit their attendance. In theory they may do so but one may fairly doubt whether they will find it either expedient or possible," and again, "They must, I think, face the fact that quantity production is their business and they must deal with it."

As a necessary future for the state university I fail completely to subscribe to these statements though I frankly admit that application at present. No institution, state or endowed, has the right to adopt the "quantity first" slogan. If its equipment is sufficient and its faculty adequate to train large numbers to its highest grade of efficiency then let it do so, but the invitation to become a carrier and trainer of humanity in the way that Masefield has aptly spoken of the modern commercial vessel with its cargo of quantity production, "firewood, ironware and cheap tin trays," is not accepted by the University of Maine.

A more specific point bearing on this same question of standards is to be found in the nature of admission requirements. Here again I must refer to the Harvard Alumni Bulletin of a later issue (May 25) in which Stanley Alden comments on Dr. Cabot's article and, in the main, agrees with him. While pointing out certain weaknesses in the method of admission by certificate, Mr. Alden fails to recognize the obvious weaknesses of the admission by written examination with the addition perhaps of a "satisfactory" recommendation by the secondary school principal. Both systems are at fault, radically and fundamentally so; neither considers the maturity, adaptability, general intellect (except as a mosaic of handpicked, written tests, under a time limit) and strength of character of the candidate.

No one attempts to test his ingenui-ty, originality or to find his special bent or abilities unless he tries under the "new plan" of admission to specialize in some group of high school grade studies, in itself not a matter likely to prove him material of the highest grade.

Not until state universities and endowed universities as well know their candidate in a more personal, intelligent and vital way than they do at present, will either of them be possessed of what Mr. Alden speaks of as "adequate information as to the previous attainment of the student," or what I might add as even more important, his probable potentialities.

Then there is a general factor of "atmosphere." Speaking of this Dr. Cabot says: "The endowed university by virtue of its more stable policy, of its ability to limit the scope of its activities, may develop an atmosphere congenial to culture, in which is more likely to develop the ability to think."

Just how he reaches this viewpoint is to me, at present, a deep mystery. First, let us take up the ability of the "endowed university to limit the scope of its activities." Does it really have this ability? A few lines before the quoted statement, Dr. Cabot said that, "endowed universities are essentially independent and may be either conservative or radical without fear of the immediate consequences." Just how do these two statements match up? Surely the independence referred to may mean change and absence of limits to either nature or extent of activities.

Then, further, let us take the very nature of the material coming to the two types of institutions at present. Dr. Cabot recognizes the fact that higher tuition means a relatively higher proportion of wealthy students. Let us grant this point and ask whether these men or those accustomed to earn their way even before entering college will have, as a general thing, thought the more frequently, fundamentally and successfully. The answer if the application be kept general is obvious, and the bearing on the situation clear. The very best minds will shine in either class regardless of benefits or handicaps encountered before entering college. To the greater majority, however, the training in independence and self-sufficiency incident to it will have brought into play the "ability to think" far oftener than the attainment of the entrance to college by family tradition. In this matter at
least state universities have a happier situation than do endowed universities.

It is quite possible that, as Dr. Cabot says, the endowed universities may turn out a larger relative proportion of "thinkers" as opposed to "doers" than do the state universities. For my part, however, I want to see as a general rule, men in whom these functions are not contrasted even nominally. Rarely we shall find the great mind which should give all its energy to thought. It will, however, be rare, indeed, and its occasional production cannot justify the endowed institution in offering an undergraduate curriculum calculated for such exceptions. To do so involves waste of effort in the vast majority of the men trained, it involves further the opportunity for the developing of a non-productive mental attitude by those in whom the spark of genius does not burn but who can, nevertheless, amble through the patures of an endowed institution gathering a sufficient supply of "satisfactory" grades and justifying the employment of disciplinary officers by the college.

Undoubtedly, atmosphere and tradition mean much and serve a great purpose in increasing loyalty and team play. For the encouragement of the ability to think, however, give me real teachers with enthusiasm and the tireless energy that are contagious and the elements that go to produce the atmosphere, "congenial to culture" and "likely to develop the ability to think" will appear as if by magic. Before leaving this matter of atmosphere I wish to refer to the editorial in the Harvard Alumni Bulletin, which agrees with Dr. Cabot's article. Here there appears the somewhat interesting statement that "A state university can never, we think, have the stability of an endowed university. It may be affected at any time by the whims, the prejudices, or the ignorance of politicians." It goes on to cite, as an example, the situation in Kentucky, where the teaching of evolution was imperilled and only saved by a scant majority.

Before passing to the general question it might be worth while to point out the fact that the example is unfortunate if intended to show a weakness peculiar to the state university. I can recall at least one endowed university in which the teaching of evolution has been and is being fought by the governing board itself, and this over a period of years. The narrowness of such a viewpoint is pathetic, but unfortunately for the writer of the editorial it is not confined to any one group of institutions.

Then, let us get at the fundamental point, the instability of the state university. Admitting the need of convincing legislators in order to justify the expenditure of funds on the State Institution two things must be added. First, a point overlooked by the editorial by Dr. Cabot, and by Mr. Alden, that the elements on which the state university must eventually be built must be so fundamental as to be convincing to the citizens of the state. If any of the above writers can suggest any more permanent institution in our country than its states' the opportunity for them to do so is given.

The state university is free from the cramped viewpoint of sectarianism (certain endowed institutions are not). The state university is free from the temptation to shape its policies at the request of individuals, in order to obtain material endowment, certain endowed institutions are not. State institutions are free of the need of facing the problem of the financially adequate but mentally troublesome student, because of social obligations; certain endowed institutions are not.

As to permanency and stability, then, the endowed institution which exists under charter from the state, which in turn is the actual owner of the state university, is in a peculiar position to claim superiority.

The second point is more cheerful. Granted that desperate and vicious politicians become rampant and try to hamper the state university, there is a natural and apparently unfailing remedy. Politicians have a way of caring for one another, and moved by the desire to save one another overwork or some such motive, they often bring about each other's painless elimination.

I believe that the hope is greater of surviving a group of hostile politicians than of living through the reign of one square-jawed, narrowly sectarian gentleman who has aged mentally but retained a good constitution and is the ear of an endowed institution. (I have no particular person in mind although some of you may have candidates to bring forward).

A third matter of vital importance is the strengthening of the College of Arts and Sciences. Unless we are to drop back to a technical school status, we must improve this college until the liberal education to be obtained there is as good as the best. This will involve more opportunity for research by faculty members, temporary exchange of professors with those of other institutions and new departments. The justification of such a proceeding will be ample, for the citizens of the State of Maine will have among their number an increasingly larger proportion of men and women.
who have had this education and who will therefore favor its support and expansion as a state activity.

Another matter to be considered is the establishment of a department of business administration with the possibility of later expansion into a school or college. Such a department should, of course, cooperate with the College of Engineering and Agriculture, but should also include training in other fundamental commercial activities.

Still another responsibility is a department and later perhaps a school, in physical training, the first step is the physical training of our present body of students. This must be done in such a way as to establish an organization that can be expanded if and when desirable.

You can see that I have gone over a wide field and proposed an ambitious program. The steps in its accomplishment will necessarily be slow. I have taken your time to go into these matters now because it is our first meeting here at Orono. The details will have to be worked out as the steps are taken. What I ask of you as alumni is sufficient interest so that you will give time and effort to a sympathetic understanding of the situation.

I have stated before that the alumni are the applied university, its performance test. Let us have your support, criticism and suggestions. You are the cells of the University’s body. An infection of discontent among a group of you can spread and endanger the functioning, perhaps the life of the university itself. On the other hand, working in coordination and healthy optimism for the purposes which I have outlined, we may go far.

In our relations let us keep in mind the great principle which has enabled men to be immortalized and nations to weather the storms of conflict—that frankness and honesty of purpose and of ideals that Lowell has termed “the brave old wisdom of sincerity.”

Let us apply to state education American principles and ideals to such an extent that we may become a leader, and that it may be said educationally as it now is politically, “As goes Maine so goes the Union.”

The average expense of an education at Cornell is now about $1150 a year, as compared with $285 years previous.

(Continued from page 5)

state with no modern facilities to assist them, but produced as well, poets, authors, jurists, statesmen, whose names we honor but whose like we have not with us now.

Unless we can do these things we are weak and unworthy descendants of a great people, and unless we do them we are unworthy of our heritage.

Maine men and women are doing their part in building up every other state and nation in the world. Let us quit missionary work for one generation at least and devote ourselves to home service and to the building up of the good old State of Maine.

Alumni Presidents

A recent review of the terms of office of the various men who have served as presidents of the General Alumni Association brings out many enlightening facts. To George H. Hamlin ’73, for years active in University affairs as a member of the engineering faculty and always active in behalf of the alumni interests, belongs the honor of not only being the first president of the Association but for serving in three successions for a total of 14 annual terms of office. It was in 1875-76 that he first held the office for two years, again reelected in 1882 and faithfully performing his duties until 1891 when the late Prof. Horace M. Estabrooke ’76 succeeded him. Dr. Hamlin again served from 1898 to 1901.

The alumni who have held the office are as follows:

1875-77—George H. Hamlin ’73.
1877-80—William A. Allen ’74 (deceased).
1880-82—Edward M. Blanding ’76.
1882-85—George H. Hamlin ’73.
1891-95—Horace M. Estabrooke ’76 (deceased).
1895-97—Charles S. Bickford ’82.
1897-98—William R. Pattengall ’84.
1898-01—George H. Hamlin ’73.
1901-03—Louis C. Southard ’75.
1903-05—James D. Lazell ’87 (deceased).
1905-06—Charles E. Oak ’76 (deceased).
1906-09—John M. Oak ’78.
1911-13—Charles W. Mullen ’83.
1916—Representatives of the classes of ’73, ’74, ’75, ’76, ’80, ’82, ’83, ’84, ’87 and ’99 have held the office.