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The Cadet Staff

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THE CADET.

NEW SERIES.

VOLUME XI.

FEBRUARY, 1897.

SPECIAL NUMBER.

EDITORIAL.

The editors of The Cadet take pleasure in presenting in this special number the verbatim report of the speech delivered by President Harris before the committees and members of the legislature upon the occasion of their official visit to the Maine State college on Feb. 4. A careful perusal of it is commended to every person into whose hands this number may fall.

The speech has attracted widespread attention. By universal consent it ranks as one of the ablest efforts ever presented for the cause of education in the state of Maine. It is a credit to the man by whom it was prepared and delivered; it is a strong, forcible, yes, unanswerable argument for the cause of advanced and liberal education as outlined by the promoters of the institutions of which the Maine State college is one of many, founded through the liberality and far-reaching policy of the national government.

The speech is, as Dr. Harris states, largely devoted to answering that most peculiar report made upon the institution by a committee of the last governor's council. But it goes further. It promulgates views in advance of the ordinary trend of the affairs of the day but in the pathway of this onward march of education and development in all lines of thought and action. But these views are not too advanced. The time has come, as Dr. Harris believes, and as the friends and alumni as well as the student body are as thoroughly convinced, to make the Maine State college in name what it approximates in fact, a university, broad enough to provide a higher education for the young men of Maine such as is demanded in order that this state may keep with the other progressive commonwealths in this sisterhood of states in the front ranks in the advancement of science and social economy.

In giving the wide circulation to this speech which it deserves, the editors of The Cadet desire to call attention to the animated contest which is now on in the state legislature over the question of proper support to this institution. The time is now at hand when the college's alumni must fly its colors. By energetic, persistent and well directed efforts, each alumnus may be able to aid in some honorable way the cause which we believe to be right and just from its inception to its fulfilment. The college's friends were never more loyal or active in its behalf, and its alumni should be not less, but more so. Let us go into this contest which has been thrust upon us to win and win we will.

And a word for ourselves. The Cadet needs the support and financial assistance of every alumnus of the college. It will endeavor to make itself deserving of this support. During the present session of the legislature it will give in detail news of interest from the state capital and if occasion demands special numbers will be issued. Those not already subscribers to The Cadet are urged to become so by sending the subscription price (\$1.00) to the business manager.

Boston Alumni Reunion, Feb. 25.

The regular annual meeting of the Maine State College Alumni Association of Boston and vicinity will be held at the Parker House, Boston, on the evening of Feb. 25. The committee in charge is planning to make this reunion the largest and most pleasant yet held. Dr. Harris is expected to be present as well as a large number of alumni from that section and from Maine and New York.

Hon. L. C. Southard '75 is president of the association and Ralph K. Jones, Room 62, No. 40 Water street is secretary. All those intending to be present should notify him.

THE COLLEGE AND ITS REQUIREMENTS.

Speech of President A. W. Harris Before the Members of the Legislature at Orono, February 4th.

Some time ago a gentleman interested in another college said to me: "The thing the State college needs is to have back of it a constituency such as we have." I made no reply. It is a glorious constituency that he has—a church noted through all its history for good works and good men. But I do not envy him, for with the United States and the state of Maine behind it, the State college has a constituency such as no other can boast. For my part, I would rather have over the college yon floating flag, than the arms of any church. Today the constituency of the college takes command. It is a heavy burden of responsibility that is borne by your servants, the trustees, and the men whom they employ, but today we lay it off on your shoulders. The college is yours. You must decide what shall be done with it.

The burden of responsibility I bear has never been heavier than during the last two weeks. I need not tell you why. The last legislature discussed the propriety of granting to the college a permanent appropriation which should do away with the necessity of appealing to each legislature for funds to cover current expenses. There was great difference of opinion. One senator, who opposed the plan that the college proposed, acknowledged the necessity of a change, and proposed to me the appointment of a commission which should study the methods pursued in other states, and the needs of the college, and decide upon some plan. He thought the short time and the busy hours of a legislative session insufficient for the proper consideration of this question.

I would have accepted his proposition gladly, if he had coupled it with an appropriation for proper support during the last two years, but as he did not do so I was obliged to decline. After our appropriation passed, he offered an order in pursuance of which a committee of the council was appointed to examine the college, the doings of the trustees, decide upon the reasonable wants of the college etc., and that committee has made its report. I had expected to take the greater part of the time that I may fairly claim today in presenting the especial needs of the college, but for them, I shall refer you to my written report, for I feel it most necessary to make clear the errors in the report of the committee.

The Work of the Council Commission.

In the beginning, let me say, that nothing I shall utter is intended to be personal. I have a high respect for the gentlemen who made up this committee. They are men eminent in the state, all of them lawyers, and one at least, has been connected with another college in a ca-

capacity which would presuppose good qualifications for the work in hand.

Let us inquire how this work should be done. There exists an institution, nearly a generation old, one of a system of institutions of which there is at least one in each state. Many of these rank among the first universities in our land. They have been in the charge of eminent men. Nearly all of them have conformed in their management to the principles that have governed the Maine State college. If this commission is to come to any conclusions which disagree with the practice of the state for a generation, or the practices of the other states, we may fairly demand that they make no propositions without the fullest and most complete proof.

These gentlemen must be the more careful because they are laymen. No more difficult problems in education have met this generation than those which have come to the trustees and presidents of the various state colleges. Let no lawyers, however eminent, undertake to contradict the hundreds of educators who have made these problems their life study, unless they have their contradictions upon facts not to be disputed.

Dr. Harris Arraigns the Commission.

Let us see whether the committee have followed this course. I believe not. I wish to bring to your attention certain objections to this report—objections which seem to me to make it worthless and unworthy of your consideration. I arraign the report on the ground that it contains manifest mis-statements of fact. On page 6 is found this statement:

"This act, entitled, 'To establish colleges for the benefit of Agriculture and Mechanic Arts,' endowed in each state, under conditions, with as many times 30,000 acres of public lands as it had representatives in both houses of Congress in 1860. We quote briefly from the text:"

Is it not fair to assume that what follows is a quotation from the text of the act? You will be surprised when I say that the two following paragraphs in quotation marks are not quotations from the act, but quotations from somebody's paraphrase of the act,—a very good one, but not entirely accurate. For instance, in the second line of the second paragraph, the word "establish" is used, and this word is used throughout the report whereas, an examination of the law of 1862 will show that it was careful to use the word "provide."

Again on page 14 is a table showing the income of the various colleges of the state. The income of the state college is given as \$48,000, excluding state aid. The commission have included the income of the experiment station, and have neglected to say so. I asked a member of

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the committee after the report was published, whether he knew that they had made that mistake. He said, "That is the way we figure."

Proof of the Falsity of Statements.

To prove this an error I have obtained a certificate from the director of the Office of Experiment Stations in the Department of Agriculture, certified by the secretary of agriculture, and the seal of the department, I quote: "The funds appropriated by Congress under the act of March 2, 1887 (Hatch Act) for experiment stations in connection with the land grant colleges are for experiment station purposes only. Any and all expenditures from these funds for instruction or other college purposes are in violation of the law and will be so regarded by this department. My examination of the work and expenditures of the Maine Agricultural Experiment Station, personally made in Oct., 1896, showed that the Hatch funds had been and were being expended solely for the experiment station. The law is clear on this point, and your practice has been in accordance with the law."

Another case: On page 15, third paragraph, is found this statement:

"Massachusetts pays the Institute of Technology (a private corporation) annually, the tuition of 20 young men, the charge being \$200 per year. This is all that is done by Massachusetts, with seven times our assessed, and twice our per capita valuation, for such technical instruction as our state is furnishing free to every one, a fact which young men of other states are not slow to recognize."

The very resolve of the legislature of Massachusetts which made the tuition appropriation referred to, contains another provision granting for general purposes the sum of \$150,000, to be paid in six equal annual installments.

Some Surprising Misrepresentations.

On the same page in the next paragraph, we are told that the Massachusetts agricultural college shows 355 graduates engaged in farming, out of a total list of 510. A careful examination of the index of this college shows that only 170 out of 439 graduates are engaged in occupations closely or remotely related to agriculture.

The same paragraph contains the statement that the Massachusetts agricultural college had for the year ending June 30, 1896, \$60,000 as against \$68,000 for the Maine State college. I maintain that the omission of the fact that the Massachusetts agricultural college had less than 100 students and the Maine State college more than 300, is an omission of the most important kind.

I object to this report because of its bad methods. The committee is practically a judicial body; if it makes quotations, it ought to be careful to quote not those upon one side only, but those upon both sides. It owes it to the legislature to give it the whole case. The quotations are all against the college. On page 12, the committee quotes to

prove that it was not expected that the state would be called on for large or continuous appropriations. Here is another quotation that might have been made:

"It is evident that while the endowment was intended to be liberal on the part of the national government, it was also expected that the states, each for itself, were to become the patrons of these institutions. While among the sciences to be taught, it is declared that the leading object is to teach those relating to agriculture and the mechanic arts—the language of the act making the grant, declaring specifically that it is not its purpose to exclude other sciences, is pregnant with the conclusion that the design was to establish institutions of learning of the highest order, for its scope is as comprehensive as its whole is liberal.

"If Maine is to have the institution which this grant designs, the legislature will find it necessary, either to endow a new one, with a very liberal amount of funds to start it, to be followed by annual appropriations for its support to the end of time."—(Inaugural address, Gov. Cony, Jan., 1864.

The Presumption of the Committee.

On page 15 the report uses these words: "The Massachusetts agricultural college, an institution of the very highest rank, and which conforms more nearly, we believe, than any other, to the original design of such colleges." Think of it! Three gentlemen visit four colleges and then announce that one of them conforms more nearly to the law than the other three, or any of the remaining colleges they have not visited!

Furthermore, I must call your attention to the false logic contained in the underscored paragraph on page 15. The appropriations for Massachusetts and Maine are compared on a basis of assessed valuation. Do the committee wish us to understand that in their opinion the gifts of the state to aid the education of its people shall be greater as the wealth of the people is greater? I say, rather, the poorer the people are, the more the state should help in their education.

I object again because the position of the college and its friends is misstated. The committee seem to imagine a contest between the college on the one side and the state on the other. There can be no such contest, for the college is but a part of the state. What the college asks, it asks not for its own sake but for the sake of the state. The state in partnership with the general government has established and maintained an institution for the education of the industrial classes, and the friends of the college have asked appropriations for the work of the state.

On page 15 is the following:—"If the college can fairly enlarge its 'plant,' expand its courses of study, and increase its corps of instructors with no limitation save the needs of the rapidly growing number of students from within and without the state which free tuition may attract, and if the state is bound to make annual appropriations commensurate

with such expansion, then one might almost be inclined to ask whether the college exists for the state, or the state for the college."

Would the committee have anybody think that the officers of the college have ever made any such ridiculous claim? The college is legally only its board of trustees, who are state officers, whose authority and rights are distinctly limited by the legislation of the state. If they overstep their authority they are subject to impeachment. As a matter of course, the college cannot, without authority, widen and broaden its work and demand that the state pay. But the trustees claim that they have a right to expect the state to pay for the work which the state authorized them to do.

The Committee Acknowledges Some Things.

But not everything about this report is bad. In the first place it is the best advertisement the college ever had, and if, like the report, you feel that the worst thing that can happen to the state is to have the institution grow, and become "of the greatest usefulness," then you had better appoint no more committees.

I am grateful for the commendations of the officers and students which the committee give on page 5. On page 11, they state that the college is of high rank as a school of science and technology. Furthermore, they approve fully, the estimates of trustees and president from the standpoint of the wants of the college. Their conclusions in regard to needed income are liberal. The total is surprisingly near to my own. The accompanying table will make these estimates clear.

THE COMMITTEE.

Income:	
College	\$32,000
Station*	16,000
(Page 14 of Rep. of Com.)	
Repairs to buildings.....	4,500
Page 14 of Rep. of Com. and	
page 36 of Treas. Rep.)	
Tuition 316 students at \$30.....	9,480
(The committee recommend that	
the state appropriate part	
of this sum.)	
Total**	\$61,980

THE PRESIDENT.

Income (about).....	
\$32,000	
State appropriations.....	
30,000	
Total	\$62,000

*It is an error to regard this as college income. The state will need to appropriate to cover it.

**The report overlooks insurance which will increase this total \$700.

A Reply to Weak Criticism.

This document contains certain criticisms of the college, not always clearly expressed, but none the less harmful, and I now propose to answer them. The first is the statement that the college has departed from the ideas of its founders.

Who were its founders? The United States government and the state government. Where are their ideas to be found? In the law.

It is remarkable that the law is not once accurately quoted from the beginning to the end of this document. On page 18, we find the statement:

"We have called attention to the departure of the College from its original design, and its growth into a college of science and technology."

Let us see where they have called attention to this; if anywhere, in the quotations included on pages 6-9. But on page 9 they do not themselves claim that these quotations show that the college has departed from the original design. Their exact words are:

"The foregoing quotations, one from the author of the original act of Congress, and the other from the earnest friend and liberal benefactor of the college (they do not include the quotation which contains the statement of the law) are given simply to show what results were expected from its establishment," etc.

The Growth of Manufacturing.

It is beyond question that the promoters of the land grant act supposed that agriculture would be the most important branch of the college, for when the act was passed this was an agricultural country. But the war then in progress led to the imposition of a heavy tariff that greatly encouraged the growth of manufacturers and discouraged agriculture. An era of great railroad building soon followed.

The result was that these institutions grew slowly in agricultural lines but rapidly in mechanical lines.

Now let us see whether this growth was illegitimate. I quote from the author of the land grant act, Senator Morrill, who said in a speech in the United States Senate, contained in the Congressional Record for April 26, page 2,764, the following words:

"These colleges are often called agricultural colleges, perhaps because here for the first time agriculture obtained equal favor, or even any attention, or because several states have given that name to their institutions as an honorable distinction; or possibly the term may be sometimes derisively applied as though it were an absurdity to expect any growth of science and learning from an agricultural college; but while it is true that all sciences relating to agriculture are to be included, and must be and are taught, in these national institutions, though not to so great an extent as it is to be hoped they yet will be, there is nothing to exclude teaching any other industrial, mechanical, or even classical study. The charter is broad, covering no sham, no inferior work, and if it had been made narrower these colleges not only would have been less useful but even more exposed to narrow and jealous criticism."

But why make quotations? It is one of the principles of the law that the opinions of men about the law are of no value if the law itself is clear. Lawyers

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quote the law when it is on their side, and avoid it when it is not. Let us quote the law: "One college where the leading object shall be, without excluding other scientific and classical studies, and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such manner as the legislatures of the states may respectively prescribe, in order to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

Has the College Held to the Original Design.

The state engages to provide, not merely to establish, a "college": by that word "college" the law doubtless meant an institution for liberal culture such as all colleges were in 1862.

"Where the leading object shall be"—and the very expression, "leading object" implies other objects—"without excluding other scientific and classical studies and including military tactics."

To teach what? Agriculture and the mechanic arts? No, but "such branches of learning as are related to agriculture and the mechanic arts"—in other words the natural sciences, mathematics, and their applications, "in such manner as the legislature of the states may respectively prescribe."

In order to promote what? Practical education? No, "the liberal and practical education of the industrial classes."

In what? In the several pursuits of life? Not that only, but "in the several pursuits and professions of life."

I defy any man to show that the state college is doing, or ever has done, anything that is not properly included within the design as stated in the law.

Another implied criticism is that the college has increased its expenses by establishing new courses. The preparatory medical and pharmacy courses are especially mentioned. It is true that the college expenses have been increased by the establishment of the course in electrical engineering, but not by those courses.

Some of the New Courses of Study.

The preparatory medical course is not a new course, except in name. For years the college has stated that the chemical course furnished an admirable preparation for medicine; that students who took the chemical course with this end in view were allowed to elect certain studies from the natural history department. But as the college grew, it was desirable that these studies should be arranged in order so that in making the time

schemes for the recitations, we could make proper provision. The result is the course. If the course were abolished, it would still be possible for a student to enter the scientific course and elect exactly the same studies that are now in the preparatory medical course; for there is not a single thing taught in this course that is not a part of some other course.

The pharmacy course is conducted with actual profit. The students pay \$30 a year for the heating, lighting and cleaning of the buildings, etc. If the 34 students in pharmacy were to leave the college, we should receive \$1,020 less, and our bills for heating, lighting and cleaning would be practically the same. These students pay all their laboratory expenses; \$800 of the salary of the instructor in pharmacy is to be charged to pharmacy, the rest to chemistry. This leaves a balance in favor of the department of \$220 profit. As the number of students increase, the profit will be still greater.

The old criticism is made that the boys do not return to the farm. Not long ago a gentleman told me that he objected to the college; that it was doing good work, educating boys, but it didn't do the farm any good. There seems to be those who have an idea that our graduates ought to be some superior kind of intellectual fertilizer to be returned to the farms. What are farms for? Farms are only places for boys to be born and raised on.

The Criticism of Expense.

Again, the college has been criticized for being expensive. Its work is necessarily so. Our students are required to work 20 hours a week against the 15 for classical colleges. This means one-third more work for the teachers in caring for the same number of students.

Our work is largely laboratory work. A professor of Greek may teach 30 boys at once. The professor of physics cannot properly teach more than ten in his laboratory, and he keeps them two hours where the professor of Greek keeps his boys one. With us, salary expenses are about three-fifths of the total; in classical institutions salaries are nearer four-fifths.

But the state college has not been excessively expensive to the state. The state college has received from the state \$353,000, but it still holds for the state property worth about \$225,000, making the net cost of the college to the state but a little over \$125,000 in 30 years.

But What Has the College Cost the State?

Let us compare the cost of the College to the state with the cost of some other institutions for the same period of time:

	M. S. C.	Reform School.	Normal School.	Mass. Agl. College*
Gross State Appropriations—				
1867-1896, 30 years.....	\$353,718.00	\$509,633.64	\$597,153.28	\$689,035.35
Present valuation	225,500.00	160,000.00	102,000.00	334,925.55
Net cost to state	128,218.00	349,633.64	495,153.28	354,009.80
Average annual appropriations	11,790.60	16,987.78	19,905.11	21,532.35
Average annual net cost	4,273.93	11,654.45	16,505.11	11,065.62

*Incomplete.

On page 17 we read of "the New England idea of higher education mainly at the expense of those immediately and directly benefited." If this be the New England idea, what is the meaning of the \$26,595,738 of endowment, and \$16,898,300 of equipment, aggregating 43 millions and a half, which the New England colleges possess? If this is the New England idea, Ralph Waldo Emerson was greatly mistaken when he said: "I praise New England because it is the country in the world where is the freest expenditure for education. We have already taken, at the planting of the colonies, (for aught I know for the first time in the world), the initial step, which for its importance might have been resisted as the most radical of revolutions, thus deciding at the start the destiny of this country,—this, namely that the poor man, whom the law does not allow to take an ear of corn when starving, nor a pair of shoes for his freezing feet, is allowed to put his hand into the pocket of the rich, and say, 'You shall educate me, not as you will, but as I will; not alone in the elements, but, by further provision, in the languages, in sciences, in the useful and in the elegant arts.' The child shall be taken up by the state, and taught at the public cost, the rudiments of knowledge, and, at last, the ripest results of art and science."

Here are two New England ideas. Which is correct? Emerson's or the committee's? The committee's idea is a slander upon New England.

Another Surprising Assertion.

Again, it is said that the college, unlike the common schools, is not necessary for mutual defence and common welfare. This is a most surprising statement. The leaders are, then, less important than the followers. Grant and Sherman and Sheridan, the graduates of West Point, are less necessary than the privates who made the rank and file of the army. College graduates not necessary for the common welfare! Our graduates, the captains of industry, less necessary for the common welfare than the men who dig and delve! Surely these are surprising statements.

Permanent Appropriations, Wise or Unwise.

"The committee oppose permanent appropriations, because they believe them vicious in principle and unwise, whether applied to this or any other purpose." But there are ample precedents for such a course. In this state the public schools, the normal schools, the national guard, are all provided for by permanent appropriations. In all fairness, I ask why the managers of those interests should be granted this favor, and the state college refused it? Have we done less honest work than they? When churches establish colleges, they provide endowments, which are equivalent to permanent appropriations. When the general improvement proposed the establishment of the land grant colleges, it gave endowments of land; and later it

gave annuities which are permanent. A large proportion of the states in the union have adopted the method of permanent appropriation to cover the current expenses of their colleges.

Such a course is also recommended by business considerations. Any man who has had experience in the management of institutions of this kind, understands that for the most economical and most satisfactory results, those who administer the funds need to know, with some degree of certainty, their income beyond the immediate present.

Furthermore the state needs to make an appropriation for its protection and for the protection of its servants. Their present method allows a board of trustees to lay the foundations of buildings and if they get through two years then at the end of that time they may take the state by the throat and force it to make an appropriation to finish the building; they may start various enterprises, the beginnings of which may be paid from your appropriation, but the ends of which will require greatly increased appropriations. With a fixed appropriation such things would not be possible.

Moreover, a permanent appropriation is demanded for the protection of your servants, so that the college may be managed quietly and economically without periodic attacks from critics.

In the last place, I feel that I have some personal right to claim that if I serve the state, the state shall tell me what I am to do. Such anxiety as that of the last two weeks broke down the health of my predecessor, and such worries, often repeated, will kill me.

The Free Tuition Criticism Answered.

On page 16 the report says:

Considered only as a matter of sound business policy, we should deem it unwise for the state to commit itself to the support of a college, the growth and success of which is measured by the number of students attracted thereto by the multiplication of free courses of study. There is no logical limit to such growth, nor to the demands upon the treasury which the increasing expenses of administration would entail.

If the state wishes any more logical limit than the ambitions and services of its sons, I ask, what are legislatures for? Is there any logical limit to the possible cost of a national guard, or the normal schools, or the high schools, or the salary roll of the legislature, or a multitude of other things, except the good judgment of the men, who, every second year, are sent to Augusta to place logical limits upon expenditures? The criticism seems to be based upon the fear of too great success. Can it be possible that the state has so far lost its interest in its own children, that it fears too many of them may get an education.

The report recommends that the students be required to pay tuition. It is doubtless thought that a tuition charge will decrease taxes. It would, truly, help to keep down the tax rate, but it would not reduce taxes. It would only change the distribution of taxes.

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work, and going without a proper cloak to screen her from the winds of winter, in order that her boy may get an education, and in many a case her sacrifice is unnecessary, for the father might pay the boy's expenses if he would. Tuition will take a feather weight of tax from the father, and put the whole tuition burden on the weary shoulders of the mother. I say, "Let the old man pay the tax."

The report recommends free scholarships for poor students. I cannot believe this wise. To charge the rich and let the poor go free is to establish a

caste distinction. The proper motto for such an institution is, "No favors for the rich, no charity for the poor, but even-handed justice for all alike."

Some Figures Carrying Weight.

Now, I come to the most important part of what I shall say to you. In comparison, all that is gone before is trivial. I have here a table for your consideration, and the effect it has upon you will, in my opinion, have a great influence on the future prosperity of the state of Maine:

States Poorer Than Maine in Order of Students.

	Total Number of Students	Total Population	Rank in Students	Students per 100,000	Number of Students where Maine has 100	Rank in Wealth	Assessed Valuation Per Capita
Tennessee	7,038	1,768,000	4	398	238	36	216.55
Illinois	13,962	3,826,000	7	365	219	37	211.61
*Idaho	285	84,000	9	340	203	28	305.13
Iowa	6,040	1,912,000	10	316	189	30	271.59
Minnesota	4,049	1,302,000	11	311	186	21	452.30
Nebraska	2,903	1,059,000	14	274	164	39	174.49
Michigan	5,713	2,094,000	15	273	163	22	428.94
Kansas	3,803	1,427,000	16	267	160	33	243.65
Indiana	4,667	2,192,000	20	222	133	24	390.82
Missouri	5,458	2,679,000	22	204	122	27	331.44
Dakotas	1,001	512,000	23	195	117	20	454.98
Kentucky	3,544	1,859,000	24	191	114	29	294.62
Wisconsin	2,903	1,687,000	25	182	109	26	308.86
Virginia	2,408	1,656,000	28	177	106	31	250.76
S. Carolina	1,983	1,151,000	30	172	103	42	146.17
N. Carolina	2,706	1,618,000	31	169	100	43	145.43
Louisiana	1,859	1,119,000	32	166	100	38	209.48
Texas	3,444	2,236,000	36	154	92	25	349.31
Arkansas	1,718	1,128,000	37	152	91	41	154.88
Florida	419	391,000	39	107	64	34	234.43
Georgia	1,554	1,837,000	40	84	51	35	222.32
Mississippi	958	1,290,000	41	74	45	44	129.22
Alabama	922	1,513,000	42	61	37	40	171.17
W. Virginia	368	763,000	43	48	29	32	245.11
Delaware	71	168,000	44	42	25	23	392.96
Maine	1,103	661,000	32	167	100	19	467.61

*These states probably include a considerable number of preparatory students in these statistics.

Here are arranged in order many of the states. In the last column is the per capita wealth. You will notice that every state is poorer than Maine, some very much poorer. In the first column is given the number of students in the colleges of each state exclusive of theological students. In the third is given the number which each state would have if the population were 661,000, which is the population of Maine. In the fourth column is given, in proportion to population, the number of students in each state for every hundred in Maine. In other words, Iowa is said to have for each 661,000 of its population, 189 students, to 100 that Maine has.

Follow the list and notice that Illinois, Massachusetts, Ohio and Tennessee have more than 200 per cent. as many as Maine; that Iowa, Kansas, Michigan,

Minnesota and Nebraska have more than 150 per cent. as many as Maine; that Dakota, Indiana, Kentucky, Missouri, South Carolina, Virginia and Wisconsin have more than 100 per cent. as many as Maine; that Arkansas, Louisiana, North Carolina, Texas, Virginia, and Wisconsin have just about as many as Maine; and that Alabama, Delaware, Georgia, Florida, Mississippi, and West Virginia have more than 10 per cent. less than Maine.

Notice that Wisconsin, which has just about as many students as Maine has, has a per capita wealth which is only about 63-100th that of Maine, and in college progress Wisconsin is forging ahead at a gallop. The University of Wisconsin had last year from the state \$255,000 against our \$20,000. This appropriation is nearly 13 times that of

Maine, or in proportion to population and the presumable needs of the college, it is five times that of Maine. In proportion to the wealth of the states, it is seven times that of Maine.

How We Rank With the New States.

But perhaps somebody finds comfort in the fact that we are far ahead of Georgia,

Florida, Mississippi, etc., and that we are in the class with Arkansas, Louisiana, Texas and Virginia. It is cold comfort. We must remember that these states contain a large proportion of negroes. Here is a table made out for their white population.

States Richer Than Maine in Order of Students.

	Total Number of Students	Total Population	Rank in Students	Students per 100,000	Number of Students where Maine has 100	Rank in Wealth	Assessed Valuation Per Capita
*Nevada	335	46,000	1	728	436	9	553.97
*Oregon	2,089	314,000	2	665	389	12	529.14
Massachusetts	9,808	2,239,000	3	438	262	1	962.12
California	4,512	1,208,000	5	374	224	3	911.44
Connecticut	2,782	746,000	6	373	224	18	480.95
Colorado	1,391	419,000	8	340	204	11	535.07
Ohio	11,321	3,672,000	12	308	185	17	484.20
New York	17,001	5,998,000	13	283	170	6	631.21
Rhode Island	925	346,000	17	267	160	2	931.28
Utah	550	208,000	18	267	160	13	510.38
*Wyoming	150	61,000	19	246	147	10	535.98
Washington	717	349,000	21	205	123	7	622.84
Vermont	596	332,000	26	179	108	16	487.63
Pennsylvania	9,361	5,258,000	27	178	107	15	505.86
Maryland	1,798	1,042,000	29	173	103	14	507.96
New Hampshire ...	601	377,000	34	160	96	5	698.64
Montana	210	132,000	35	159	95	4	854.56
New Jersey	1,566	1,445,000	38	113	65	8	618.62
Average for all of the states,				233	140		407.18

*These states probably include a considerable number of preparatory students in these statistics.

What do these tables mean? I fear they mean something very serious to this good old state.

They mean that a boy, if born in Indiana, is 1 1-3 times; in Michigan, 1 3-5 times; in Illinois, 2 1-5 times as likely to get a college education as if born in Maine.

They mean that, so far as higher education is concerned, the old boast that Maine is a good place to be born in, will not much longer be true. They mean more; they mean that the saying is already untrue.

They mean that Maine, though richer than all the states in the first list, is, so far as higher education is concerned, almost the poorest one to be born in.

Table Showing Number of White College Students from White Population in Several of the Southern States:

	Total No. of White Students	White Population	White Students Per 100,000	No. of White Students where Maine has 100
Arkansas	1,704	818,000	208	125
Georgia	1,425	978,000	146	87
Florida	398	224,000	178	106
Louisiana ...	1,649	559,000	295	177
Mississippi ..	856	545,000	157	94
Texas	3,390	1,747,000	194	116
Virginia	2,409	1,021,000	288	172

An Arraignment of Our Policy.

If we take into account the second table we are forced to the conclusion, that so far as higher education is concerned, Maine is almost the worst state in the Union for a white boy to be born in.

This is a terrible arraignment of our public policy. These results are sensational, and I believe they will arouse you.

Somebody says, What shall be done to remedy the evil? I answer: Adopt the liberal policy which the progressive states of the Union have already adopted, or are about to adopt. The Outlook, a Congregational paper, published in New York City, says that Georgia, after a long fight in her legislature, "despite the hardness of the times among its pre-eminently agricultural constituency," has by a two-thirds vote passed an act increasing the appropriation for her State University. The debate showed that the legislature has accepted two principles of far-reaching importance: "(1) that the universities and the common schools are mutually essential parts of the educational system; and (2) that opportunities for the higher education as well as the lower should be accessible to all the children of the state."

The papers reported a few days ago, that a committee of the Alabama legislature had recommended a new, permanent appropriation to the State University, amounting to \$60,000 a year. The remedy is to be found almost entirely in the

Mississippi	368	1,260,000	41	14	43	44	129.22
Alabama	922	1,513,000	42	61	37	40	171.17
W. Virginia	368	763,000	43	48	29	32	245.11
Delaware	71	168,000	44	42	25	23	392.96
Maine	1,102	661,000	32	167	100	19	467.61

*These states probably include a considerable number of preparatory students in these statistics.

States Richer Than Maine in Order of Students.

	Total Number of Students	Total Population	Rank in Students	Students per 100,000	Number of Students where Maine has 100	Rank in Wealth	Assessed Valuation Per Capita
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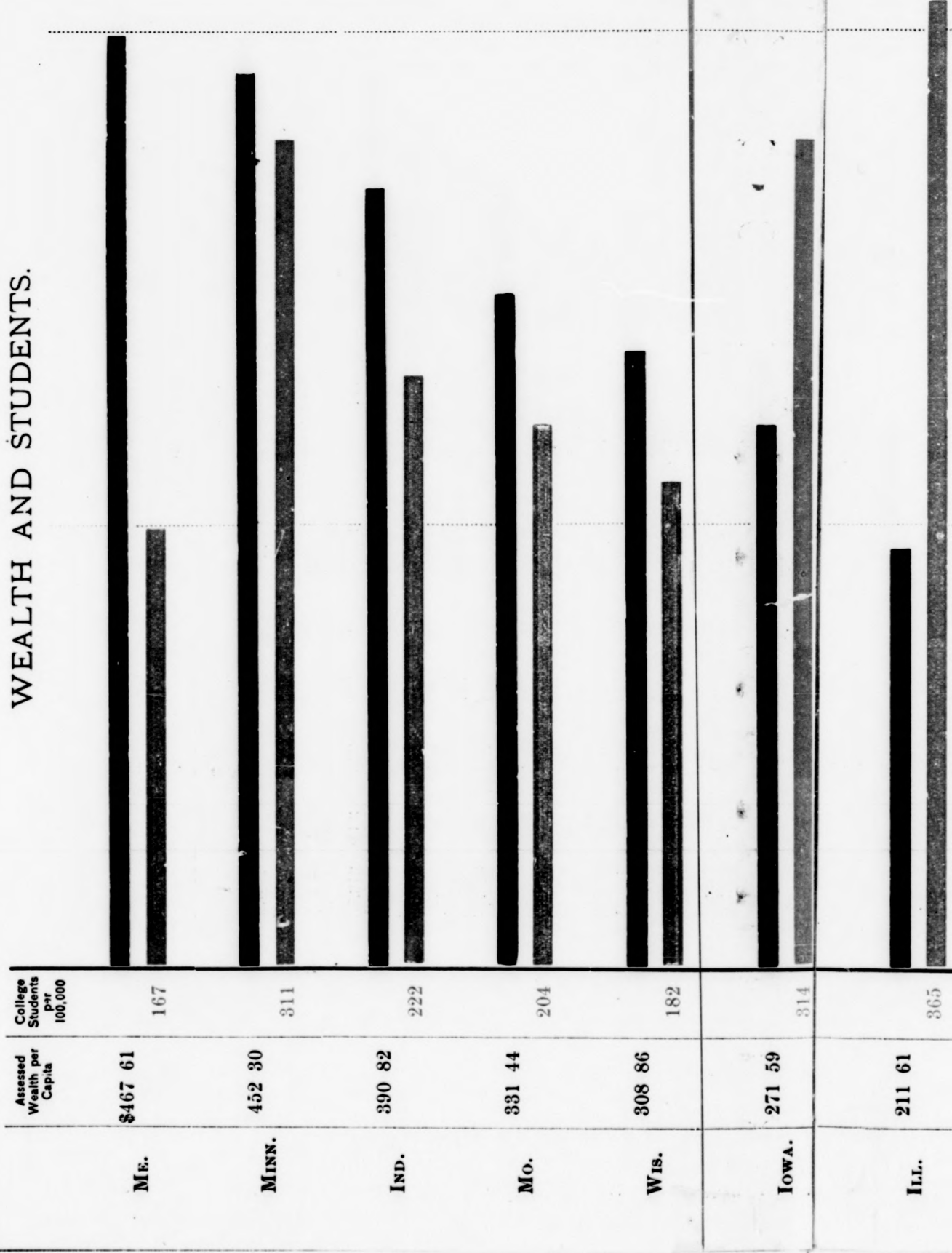
States Poorer Than Maine in Order of Students.

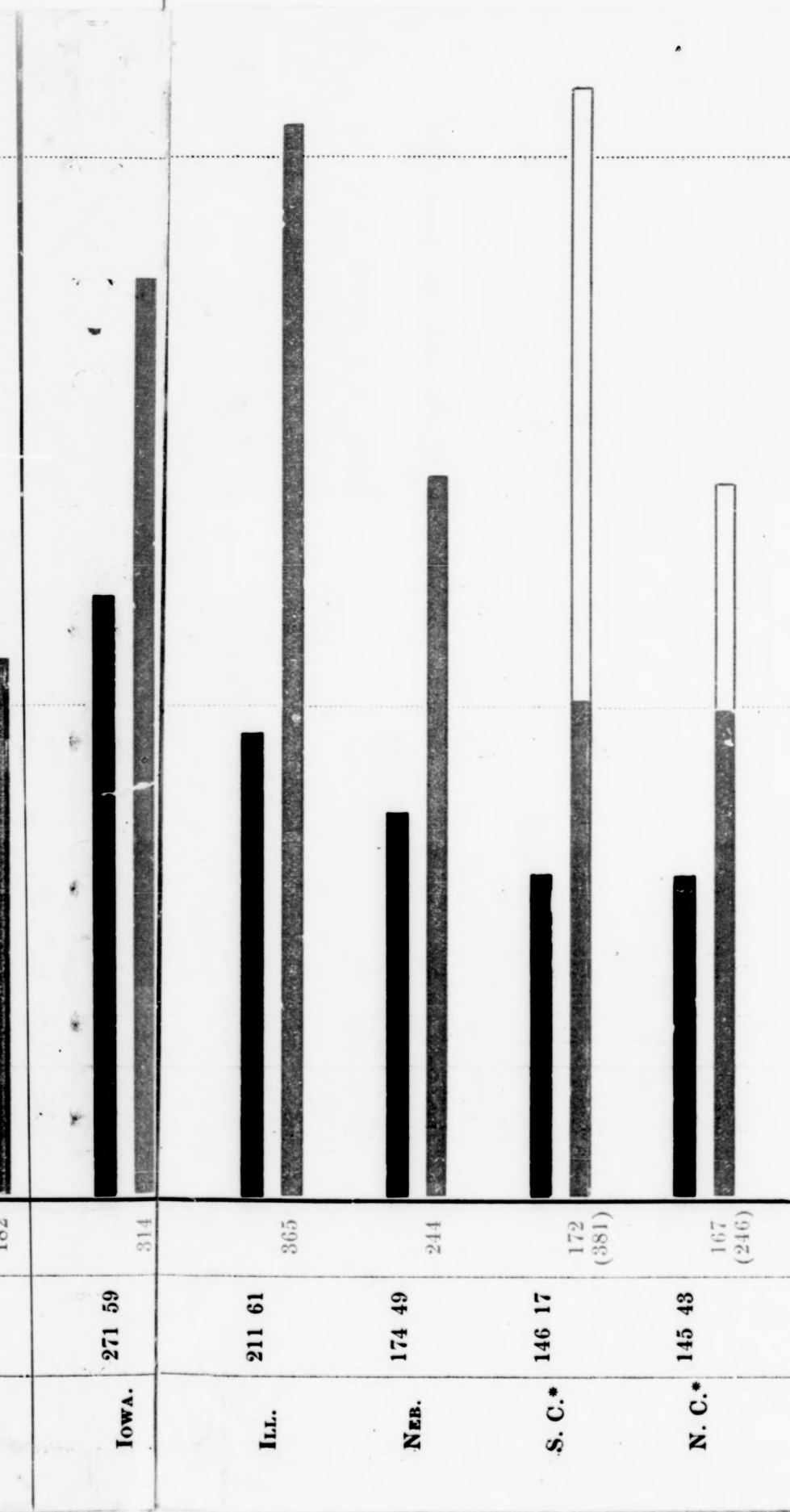
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Kentucky	3,544	1,859,000	24	191	114	29	294.62
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Virginia	2,408	1,656,000	28	177	106	31	250.76
S. Carolina	1,983	1,151,000	30	172	103	42	146.17
N. Carolina	2,706	1,618,000	31	169	100	43	145.43
Louisiana	1,859	1,119,000	32	166	100	38	209.48
Texas	3,444	2,236,000	36	154	92	25	349.31
Arkansas	1,718	1,128,000	37	152	91	41	154.88
Florida	419	391,000	39	107	64	34	234.43
Georgia	1,554	1,837,000	40	84	51	35	222.32
Mississippi	958	1,290,000	41	74	45	44	129.22
Alabama	922	1,513,000	42	61	37	40	171.17
W. Virginia	368	763,000	43	48	29	32	245.11
Delaware	71	168,000	44	42	25	23	392.96
Maine	1,103	661,000	32	167	100	19	467.61

*These states probably include a considerable number of preparatory students in these statistics.

States Richer Than Maine in Order of Students.

WEALTH AND STUDENTS.



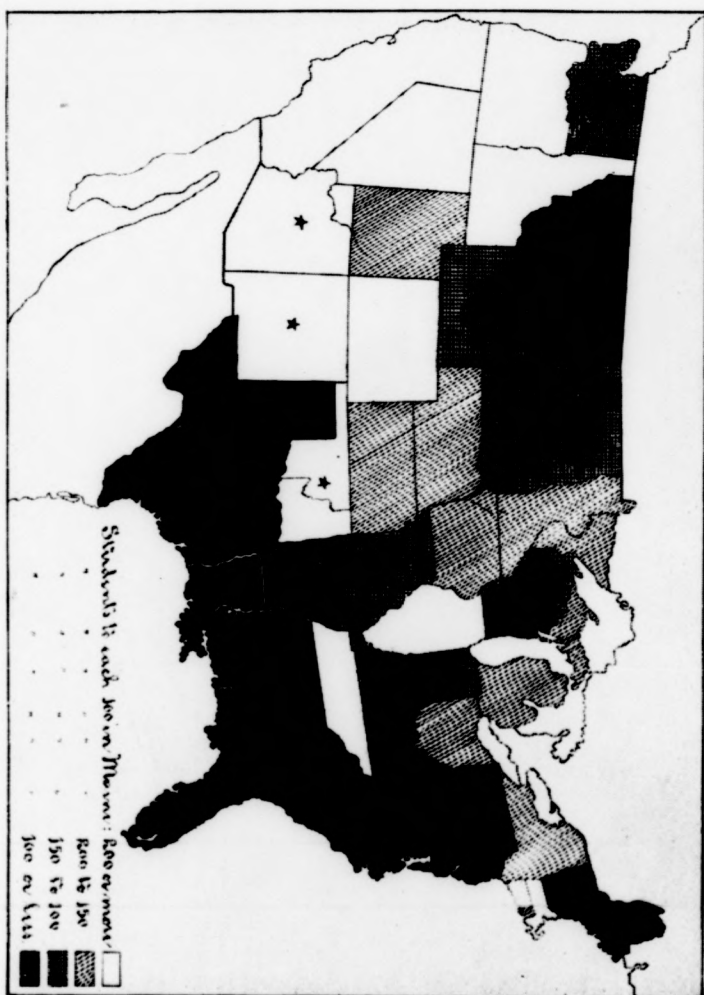


Black lines indicate wealth; red lines, students.
 Scale of wealth, \$80. = 1 inch. Scale of students, 60 = 1 inch.
 *The solid red lines for S. C. and N. C. indicate the number of college students for the whole population, white and black; the full red lines including the solid and skeleton parts indicate the number of college students in white population only.

The states have been arranged in four groups according to per capita wealth. The richest states are white, the poorest black. Maine falls into the group next to the wealthiest.

* Statistics not given.

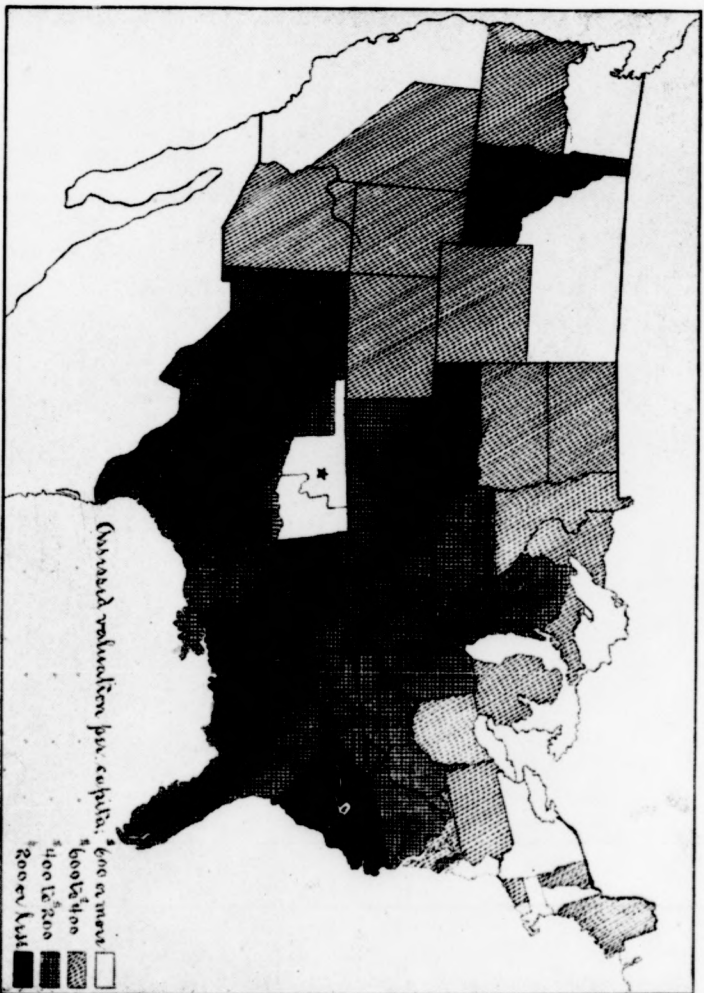
Map Showing Comparative Number of College Students in the States.



The states have been arranged in four groups according to the aggregate number of students in all the colleges of the respective states. The states which have the largest number of students are white, those having the smallest number are colored black. Maine falls into the black class—made up mostly of southern states, and all of them poorer—many much poorer—states. If only the white population of the southern states were taken into account, many of them would rise above the black class.

* Statistics not given.

Map Showing Comparative Wealth of the States.



The states have been arranged in four groups according to per capita wealth. The richest states are white, the poorest black. Maine falls into the group next to the wealthiest.

* Statistics not given.

Map Showing Comparative Number of College Students in the States.



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development of this college. I shall hail with gladness every increase in the wealth and usefulness of the other colleges of the state, but in times in which the churches are unable to pay the debts of their missionary societies, there is a little ground for expecting them to increase the endowment of their colleges.

And we cannot await the coming of good times, for it is in hard times that our children most need opportunities—and the least expensive opportunities—to get an education. Maine must develop this institution as other states have developed their corresponding state universities or colleges. In the future, higher education is to be more and more largely in the care of the state institutions.

Development of State Universities.

The University of Wisconsin has 1600 students, 55 per cent. of the whole number; the University of Minnesota has 2575 students, 63 per cent. of the whole number. The growth of the student population in these states, is largely due to the increasing usefulness of the state colleges. David Starr Jordan, president of Stanford University, a private institution, in a recent article in the Forum said: "With all their mistakes and crudities, the state universities of this country constitute the most hopeful feature in our whole educational system. Doubtless the weakness and folly of the people have affected them injuriously from time to time. This is not the point. We must think of the effect they have had in curing the people of weakness and folly. 'The history of Iowa,' says Dr. Angell, 'is the history of her State University.'"

Maine's Time for Action.

The time has come in Maine to silence forever those who rise up year after year to ask whether this college is not more widely useful than it ought to be, whether it ought not to confine itself to agricultural work, etc. The time is past when it should bear a name which signifies anything else than that the state is determined to do its most, and its best for all its boys. The time has come for this college to bear a name as dignified as that borne by any sister institution in the country. The report of the committee says: "It now remains to be seen if the legislature will commit the state to this idea of university of the greatest breadth and usefulness." The committee has given a challenge, and I take it up. I recommend that this legislature make the name of this institution "The University of Maine," as a pledge to her determination to be worthy of her past, and heedful of her future.

The President Should Not Be a Lobbyist.

You must do more than this. You must provide the means for the needed development, and I ask the state to pass a resolve giving for current expenses 1-10 mill permanently. Even the opponents of the college tell me, I am a good lobbyist, but does it stir the pride of Maine to see the head of, what Senator Hume

called, "the most important institution in the state," standing day after day in the lobby of the state house? Can the state afford to pay me a salary as lobbyist? My proper work is here, but until our appropriations are made, that work must be neglected in order to get the means with which to do it. Someone says, "You'll be there only a few weeks." How much energy will be left for the legitimate work of the college after I have gone through with twelve weeks of strain, such as I have been under for the last two? If you mean to plant this tree to grow, put a fence around it, and put up a warning, and see that men do not attempt to dig it up every two years.

The committee tell you in their report that the college has outgrown its equipment, that the buildings and apparatus, in every department except the agricultural, are hopelessly inadequate to the demands soon to be made upon them. I ask you to appropriate 1-10 mill, or an equivalent amount, for the next six years, to be spent by the trustees for buildings and appliances. Do these requests seem large? I shall show you during the session, statistics which shall prove that in comparison with what other states—poorer states than Maine—have done, they are small, shamefully small. But we ought not to be hasty. These amounts will be sufficient for the next two years, and probably, for the next six.

How About Maine's Poverty.

Someone says, these amounts cannot be given. Maine is poor. See this table:

Assessed Valuation per Capita. 1890.
States arranged in order of wealth.

VERY WEALTHY.

Massachusetts,	\$962.12
Rhode Island,	931.23
California,	911.44
Montana,	854.56
New Hampshire,	698.54
New York,	631.21
Washington,	622.84
New Jersey,	618.62

WEALTHY.

Nevada,	553.97
Wyoming,	535.98
Colorado,	535.07
Oregon,	529.14
Utah,	510.38
Maryland,	507.96
Pennsylvania,	505.86
Vermont,	487.63
Ohio,	484.20
Connecticut,	480.95
Maine,	467.61
Dakota,	454.98
Minnesota,	452.30
Michigan,	428.94

POOR.

Delaware,	392.96
Indiana,	390.82
Texas,	349.31
Wisconsin,	384.09
Missouri,	331.44
Idaho,	305.13
Kentucky,	294.62
Iowa,	271.59
Virginia,	250.76
W. Virginia,	245.11
Kansas,	243.65

Florida,	234.43
Georgia,	226.32
Tennessee,	216.55
Illinois,	211.61
Louisiana,	209.49

VERY POOR.

Nebraska,	174.49
Alabama,	171.17
Arkansas,	154.88
S. Carolina,	146.17
N. Carolina,	145.43
Mississippi,	129.32

I have arranged the states in five groups according to their per capita wealth and called the groups "very wealthy," "wealthy," "well-to-do," "poor," and "very poor." Maine stands among the wealthy states. I am tired of the economy cry. Too long we have set up a golden calf and worshipped it. It would almost seem as if the only object of the state had been to keep down taxes and protect property.

Gentlemen, this is a question of boys and brains against purse and property and now and always wealth ought to stand second to men. Emerson well says that the use of the world is that men may learn its laws. And the human has wisely signified their sense of this by calling wealth the means—Man being the end. What Maine needs is not legislators and governors whose ambition shall be to keep down the tax rate, but men who understand that real economy is not saving, but getting for every dollar a little more than a dollar. We need some Moses to lead us out of the wilderness; who will raise the taxes one-half mill, if need be, to provide for our state institution.

Some one says these statistics are hastily prepared. This is true, and there are errors, but there is a wide margin for error. If you doubt them, appoint a commission of three or five of your best men—not those who have narrow views of education,—but broad men, whom you trust; let them test my statistics, and if they find my conclusions correct, let them make a flying visit to three or four great state universities.

The College Man vs. Self-Made Man.

Another says: The college is not the only power in the world. I believe in self-made men. The college is not the only power but a college education makes a good part of the greatest success of our greatest men. What changed Tom Reed into the Hon. Thomas B. Reed, Speaker of the U. S. House of Representatives? Many things, but Bowdoin College did a big part. What changed Lew Powers into the Hon. Llewellyn Powers, the governor of the state of Maine? Many things, but Colby University did a big part. What changed Oliver Clason, the brilliant son of a Kennebec farmer, into the Hon. Oliver B. Clason, late member of the Governor's Council, now senator from Kennebec county, the distinguished friend of education as he has been and will be? Many things, but Bates college did a big part. What changed Will Haines, the pugnacious son of a Penobscot farmer,

who saw visions as he drove the cows home at night, into the Hon. William T. Haines, the fearless friend of all progress, and the attorney general of the state of Maine? Many things, but the Maine State College did a big part. What gave the state its best high school teachers? Many things, but the colleges did the biggest part. What gave Maine her distinguished role of U. S. senators and representatives, unequalled in the past and in the present? Many things but the colleges of Maine did a big part.

The Influence of Other Institutions.

Someone says: Large appropriations to the State College will be an injustice to the other colleges. This is not the time to talk of justice or injustice to institutions. We must first do justly by our state and our boys. They have less than an even chance, and we must get it for them. I would be glad to see you endow every college in the state. I am sorry that some have circulated a statement that our troubles come from jealousy of the other institutions. I don't believe it. It is an insult to those colleges, and an insult to the learned gentlemen at the head of them. It would be impossible for me to do anything which should hurt the interests or honor of old Bowdoin. I wish I were her alumnus, for it was the Whispering Pine Series, books written by Elijah Kellogg, a graduate of Bowdoin, that first aroused the ambitions for a college education. Other colleges will not regret our growth.

The Emergency Must Be Met.

We face a great emergency; let us meet it like men. Fit the state college to do the work that needs to be done! If you believe me competent to meet the emergency, give me your sympathy, your support, a little money, and let me alone for a time. If you believe that another can do the work better, then I will gladly make way for him, rejoicing if I be permitted to make straight the way for my greater successor.

This is not the time for little men or little things. From yonder shelf, looks upon you the face of a great man. Three score years ago, when a boy, he longed for a college education. But his father, a blacksmith, meant his son for a business man, and said, "The colleges are not for such as you, they are for those who seek a profession." But that boy resolved, if ever it were in his power, to establish a college in which any boy of brains, might learn anything, a college in which a man might obtain a liberal and a practical preparation for the various professions, or if he preferred, for the several pursuits in life. In course of time, when his fellow citizens sent him to the House of Representatives, he introduced the first land grant act, which passed both Houses, but was vetoed by President Buchanan. Later, when Senator, he secured the passage of his act, even though the country was in the stress and storm of war at the time. When time makes up the history of education in this land, I believe she will turn to Justin S. Morrill and say, "There

is no greater." It is his privilege to see the institutions he established marshalling an army of 1600 teachers and 21,000 students, over whom every day float the star and stripes. His beneficence is like the River Nile on which a thousand cities and villages depend for their yearly sustenance. And like the Nile, it shall flow on forever.

I am glad that Buchanan vetoed the first land grant act, for his act gave us Abraham Lincoln, son of the common people, one of the industrial class, as one of our founders.

"What better than this voiceless face
To tell of such a one as he.
Since through its living semblance passed
The thought that bade a race be free."

It is his first glory that he gave his life, that the humblest people of this land should be free. It is another glory, and scarcely less, that when he signed the land grant act, he gave to the humblest as well as to the richest, not only life and liberty, but light as well. Under the influence of these two men one still living in an honored old age, the other gone on, "a just man made perfect," let us highly resolve that this institution, "of the people, by the people, and for the people" shall not perish from the earth.

President Harris' Attitude Toward the Farm

President Harris remarks about the farm, contained in the address of Thursday, Feb. 4, were the subject of some criticising in the press. He replied to them at a farmer's meeting in Augusta, Feb. 11. The following is an abstract from this reply:

I have been criticised because I have said that farms are "only places for boys to be born on and raised on." This statement has been objected to because I used the word "only." Of course, farms are used for many other things than for raising boys, but when the sun rises we no longer see the stars. They are shining, but the sun is so much brighter that we take no account of them. If we measure a mountain and a molecule by the same standard, the molecule appears as nothing. So the children render all other things unimportant.

I was also criticised because I seemed to imply that the boys once raised ought to leave the farm. I had no such thought and I did not say so. I considered for a moment the advisability of adding the word "live" but decided not to do so because it would spoil my rhetoric. What happens when the boy is raised? Why the boy raised has a boy born, and he has another, and so on, through the generations. The circle would have been spoiled if I had filled out the sentence. I only applied it to the farms, the idea of

the Lord when he said "the Sabbath is made for man, not man for the Sabbath."

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But love has better things in store,
And tells him what the farms are for.
His hair is smoothed, his shoes are
shined;

Rough ways are changed for gentler kind.
Soon is heard in the village church.
After the strains of the wedding march
In girlish voice both sweet and clear,
And his all choked with sacred fear,
"Or rich or poor, or strong or weak,
I love my love, my love I seek."

The happiest pair beneath the sun
Through the fleeting days of the honey-
moon.

She whispers in his near drawn ear.
A tale the world may never hear.
There's a far-off look in the dear wife's
eyes

To the throne where the rivers of life
arise;

And as she prays or as she sings
Her hands are busy with little things;
Tiny shirts and tiny dresses,
Stitched with love and shy caresses.
Then come the mother's holy joy,
The world has the gift of a baby boy.
The grass is greenest his round feet
tread,

The sun shines best on his golden head,
And a grain of sand, in his chubby hand,
Outweighs the wealth of the aced land.



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Florida,	234.43
Georgia,	226.32
Tennessee,	216.55
Illinois,	211.61
Louisiana,	209.49

VERY POOR.

Nebraska,	174.49
Alabama,	171.17
Arkansas,	154.88
S. Carolina,	146.17
N. Carolina,	145.43
Mississippi,	129.32

I have arranged the states in five groups according to their per capita wealth and called the groups "very wealthy," "wealthy," "well-to-do," "poor," and "very poor." Maine stands among the wealthy states. I am tired of the economy cry. Too long we have set up a golden calf and worshipped it. It would almost seem as if the only object of the state had been to keep down taxes and protect property.

Gentlemen, this is a question of boys and brains against purse and property and now and always wealth ought to stand second to men. Emerson well says that the use of the world is that men may learn its laws. And the human has wisely signified their sense of this by calling wealth the means—Man being the end. What Maine needs is not legislators and governors whose ambition shall be to keep down the tax rate, but men who understand that real economy is not saving, but getting for every dollar a little more than a dollar. We need some Moses to lead us out of the wilderness; who will raise the taxes one-half mill, if need be, to provide for our state institution.

Some one says these statistics are hastily prepared. This is true, and there are errors, but there is a wide margin for error. If you doubt them, appoint a commission of three or five of your best men—not those who have narrow views of education,—but broad men, whom you trust; let them test my statistics, and if they find my conclusions correct, let them make a flying visit to three or four great state universities.

The College Man vs. S-If Made Man.

Another says: The college is not the only power in the world. I believe in self-made men. The college is not the only power but a college education makes a good part of the greatest success of our greatest men. What changed Tom Reed into the Hon. Thomas B. Reed, Speaker of the U. S. House of Representatives? Many things, but Bowdoin College did a big part. What changed Lew Powers into the Hon. Llewellyn Powers, the governor of the state of Maine? Many things, but Colby University did a big part. What changed Oliver Clason, the brilliant son of a Kennebec farmer, into the Hon. Oliver B. Clason, late member of the Governor's Council, now senator from Kennebec county, the distinguished friend of education as he has been and will be? Many things, but Bates college did a big part. What changed Will Haines, the pugnacious son of a Penobscot farmer,

who saw visions as he drove the cows home at night, into the Hon. William T. Haines, the fearless friend of all progress, and the attorney general of the state of Maine? Many things, but the Maine State College did a big part. What gave the state its best high school teachers? Many things, but the colleges did the biggest part. What gave Maine her distinguished role of U. S. senators and representatives, unequalled in the past and in the present? Many things but the colleges of Maine did a big part.

The Influence of Other Institutions.

Someone says: Large appropriations to the State College will be an injustice to the other colleges. This is not the time to talk of justice or injustice to institutions. We must first do justly by our state and our boys. They have less than an even chance, and we must get it for them. I would be glad to see you endow every college in the state. I am sorry that some have circulated a statement that our troubles come from jealousy of the other institutions. I don't believe it. It is an insult to those colleges, and an insult to the learned gentlemen at the head of them. It would be impossible for me to do anything which should hurt the interests or honor of old Bowdoin. I wish I were her alumnus, for it was the Whispering Pine Series, books written by Elijah Kellogg, a graduate of Bowdoin, that first aroused the ambitions for a college education. Other colleges will not regret our growth.

The Emergency Must Be Met.

We face a great emergency; let us meet it like men. Fit the state college to do the work that needs to be done! If you believe me competent to meet the emergency, give me your sympathy, your support, a little money, and let me alone for a time. If you believe that another can do the work better, then I will gladly make way for him, rejoicing if I be permitted to make straight the way for my greater successor.

This is not the time for little men or little things. From yonder shelf, looks upon you the face of a great man. Three score years ago, when a boy, he longed for a college education. But his father, a blacksmith, meant his son for a business man, and said, "The colleges are not for such as you, they are for those who seek a profession." But that boy resolved, if ever it were in his power, to establish a college in which any boy of brains, might learn anything, a college in which a man might obtain a liberal and a practical preparation for the various professions, or if he preferred, for the several pursuits in life. In course of time, when his fellow citizens sent him to the House of Representatives, he introduced the first land grant act, which passed both Houses, but was vetoed by President Buchanan. Later, when Senator, he secured the passage of his act, even though the country was in the stress and storm of war at the time. When time makes up the history of education in this land, I believe she will turn to Justin S. Morrill and say, "There

is no greater." It is his privilege to see the institutions he established marshalling an army of 1600 teachers and 21,000 students, over whom every day float the star and stripes. His beneficence is like the River Nile on which a thousand cities and villages depend for their yearly sustenance. And like the Nile, it shall flow on forever.

I am glad that Buchanan vetoed the first land grant act, for his act gave us Abraham Lincoln, son of the common people, one of the industrial class, as one of our founders.

"What better than this voiceless face
To tell of such a one as he,
Since through its living semblance passed
The thought that bade a race be free."

It is his first glory that he gave his life, that the humblest people of this land should be free. It is another glory, and scarcely less, that when he signed the land grant act, he gave to the humblest as well as to the richest, not only life and liberty, but light as well. Under the influence of these two men one still living in an honored old age, the other gone on, "a just man made perfect," let us highly resolve that this institution, "of the people, by the people, and for the people" shall not perish from the earth.

President Harris' Attitude Toward the Farm

President Harris remarks about the farm, contained in the address of Thursday, Feb. 4, were the subject of some criticising in the press. He replied to them at a farmer's meeting in Augusta, Feb. 11. The following is an abstract from this reply:

I have been criticised because I have said that farms are "only places for boys to be born on and raised on." This statement has been objected to because I used the word "only." Of course, farms are used for many other things than for raising boys, but when the sun rises we no longer see the stars. They are shining, but the sun is so much brighter that we take no account of them. If we measure a mountain and a molecule by the same standard, the molecule appears as nothing. So the children render all other things unimportant.

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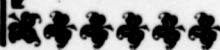
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