

1954

# Maine's University and the Land-Grant Tradition

Arthur A. Hauck

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Maine's  
University  
*And*

*The Land-Grant Tradition*

ARTHUR A. HAUCK





*“Were American Newcomen to do naught else, our work is well done if we succeed in sharing with America a strengthened inspiration to continue the struggle towards a nobler Civilization—through wider knowledge and understanding of the hopes, ambitions, and deeds of leaders in the past who have upheld Civilization’s material progress. As we look backward, let us look forward.”*

—CHARLES PENROSE

*Senior Vice-President for North America  
The Newcomen Society of England*



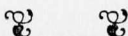
*This statement, crystallizing a broad purpose of the society, was first read at the Newcomen Meeting at New York World’s Fair on August 5, 1939, when American Newcomen were guests of The British Government*

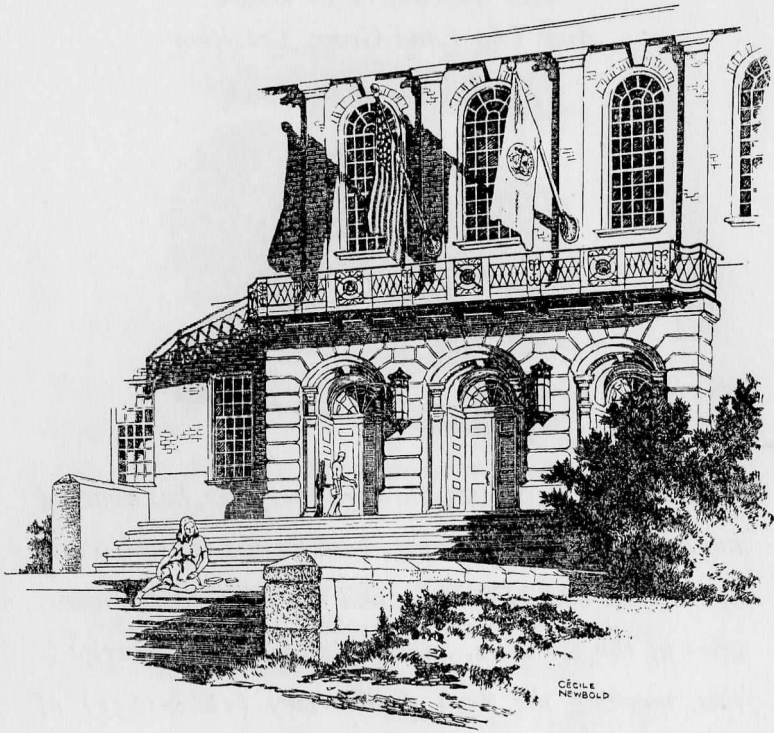
*“Actorum Memores simul affectamus Agenda”*

THE UNIVERSITY OF MAINE  
*And The Land-Grant Tradition*  
*An Address at Portland*



AMERICAN NEWCOMEN, through the years, has honored numerous seats of learning, both in the United States of America and in Canada, and has honored the memories of the founders. Such a Newcomen manuscript is this, marking the 85th Anniversary (1868-1953) of the establishment of the University of Maine; the 50th Anniversary (1903-1953) of its Department of Forestry; and the 40th Anniversary (1913-1953) of beginnings of its nationally-known work in Pulp and Paper Technology. The narrative is a scholarly, colorful, and highly informative life-history of an institution which, from its inception, has held its head high in American Education!





“That Education is among the principal guardians of the spirit of freedom has been recognized since the earliest days of our Country. To Washington and Jefferson we can ascribe much of the credit for giving the American People the belief and faith in Education which over the years led them to establish so many colleges and universities.”

—ARTHUR A. HAUCK

Maine's  
University  
*And*  
*The Land-Grant Tradition*

DR. ARTHUR A. HAUCK

PRESIDENT  
THE UNIVERSITY OF MAINE  
ORONO



ILLUSTRATED BY  
CÉCILE NEWBOLD

THE NEWCOMEN SOCIETY IN NORTH AMERICA  
NEW YORK      SAN FRANCISCO      MONTREAL

1954

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ARTHUR A. HAUCK



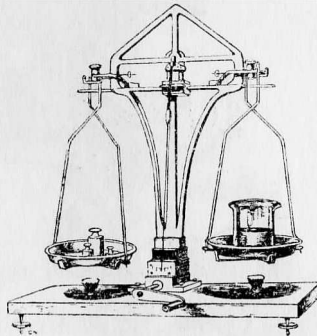
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*First Printing: February 1954  
Second Printing: February 1954*



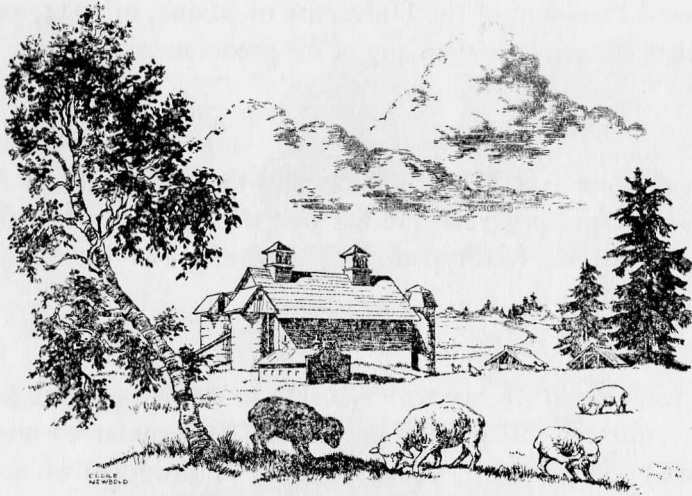
*This Newcomen Address, dealing with the  
history of the University of Maine, was de-  
livered at the "1953 Maine Luncheon" of  
The Newcomen Society in North America,  
held in The Mayfair Room of Hotel La-  
fayette at Portland, Maine, U.S.A., when Dr.  
Hauck was the guest of honor,  
on December 9, 1953*



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INTRODUCTION OF DR. HAUCK, AT PORTLAND ON DECEMBER 9, 1953, BY FRANK PETER PRETI OF PORTLAND, MEMBER OF THE BOARD OF TRUSTEES OF THE UNIVERSITY OF MAINE, ORONO; MEMBER OF THE MAINE COMMITTEE, IN THE NEWCOMEN SOCIETY IN NORTH AMERICA.

*My fellow members of Newcomen:*

**T**HE MAN we honor today, Dr. Arthur A. Hauck, has served as President of the University of Maine for almost twenty years. He is a native of Minnesota and was graduated from Reed College at Portland, Oregon in 1915. He began his educational career as a teacher and principal of elementary and secondary schools in Idaho and in Ohio. After service as a non-commissioned officer in the First World War, he became a member of the faculty and Assistant Dean of Antioch College. He then served as President of the Punahou School at Honolulu, Hawaii, for six years, resigning this position to study for a Doctor of Philosophy degree at Columbia University. After serving as Assistant to the President of Vassar College for two years, he became Dean of Lafayette College, in 1931. He was



appointed President of the University of Maine, in 1934, and has held that office longer than any of his predecessors.



Under President Hauck's leadership the University of Maine has made sound progress. He has won the respect and confidence of the Trustees, faculty, alumni, students, and the people of Maine.

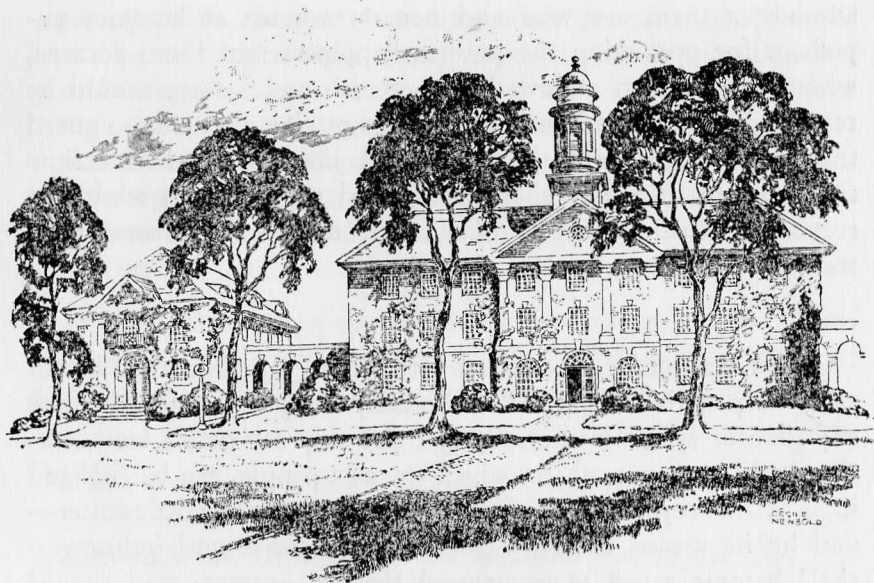


In recognition of his achievements as an educational administrator, thirteen colleges and universities have conferred honorary degrees upon him. In 1946, he served as President of the National Association of State Universities and has just completed a term as President of the Association of Land-Grant Colleges and Universities.



It is a great privilege to present my friend, the distinguished President of my Alma Mater: DR. ARTHUR ANDREW HAUCK.





*My fellow members of Newcomen:*

**T**HAT Education is among the principal guardians of the spirit of freedom has been recognized since the earliest days of our Country. To Washington and Jefferson we can ascribe much of the credit for giving the American People the belief and faith in Education which over the years led them to establish so many colleges and universities. We remember the admonition given by Washington in his farewell address: "Promote, then, as the object of primary importance, institutions for the general diffusion of knowledge."



Jefferson's philosophy of Education continues to influence the development of both public and private higher education in America. Like Washington, he believed that democracy can be assured only if the people achieve a high level of Education. He once said: "*That* people will be happiest whose laws are best, and are best administered, and . . . laws will be wisely formed, and honestly administered, in proportion as those who form and

administer them are wise and honest; whence it becomes expedient for promoting the publick happiness that those persons, whom nature hath endowed with genius and virtue, should be rendered by liberal education worthy to receive, and able to guard the sacred deposits of the rights and liberties of their fellow citizens, and that they should be called to that charge without regard to wealth, birth, or other accidental conditions or circumstances.”



In his first public speech, delivered in 1832, Abraham Lincoln said: “Upon the subject of Education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we, as a people, can be engaged in. . . . For my part, I desire to see the time when Education—and by its means morality, sobriety, enterprise and industry—shall become much more general than at present; and should be gratified to have it in my power to contribute something to the advancement of any measure which might have a tendency to accelerate that happy period.”



Thirty years later the opportunity to make a vital contribution to the advancement of Education came to Lincoln. In 1862, as President of the United States of America, he signed an Act sponsored by Senator Justin S. Morrill of Vermont which established the Land-Grant Colleges and Universities, of which the University of Maine is one. This Act is known as the Land-Grant Act, because under its provisions the States and Territories were assigned public lands which they were authorized to sell to obtain endowment for the support of a new kind of institution of higher learning. The paragraph of the Act most frequently quoted that gives the philosophy of Education which led to the establishment of these institutions states that the income from the proceeds of the land-grant sales were

“to be devoted to the endowment, support, and maintenance of at least one college (in each State) where the leading ob-

ject 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 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.”



In 1862, there were comparatively few colleges in the Country and they provided instruction for only a small number of students, most of whom were preparing to enter one of the professions. Few colleges of that day provided instruction in scientific subjects.



Although the impetus for the establishment of the new colleges was given by the Federal Government, the States, in order to become eligible to receive the Federal grants of land, were required to have their legislatures pledge themselves to provide funds for necessary capital expenditures and operating costs. To-day there is not a State or Territory without a land-grant institution, in fact there are 69 in all. *Four hundred thousand* American youth are now receiving a liberal and practical education in these institutions. In 1952, 68,000 men and women were awarded Bachelor's degrees and 18,000 received advanced degrees. All the principal “pursuits and professions of life” were represented by these degree recipients.



I have dwelt, *Mr. Chairman*, upon the origin of the Land-Grant Colleges because the University of Maine is one of the 69 institutions created under the Morrill Act. Its development has reflected the spirit and aims of the initiators of this new departure in American Education.



Prominent among the citizens of Maine who favored establishing the new type of college were Governor Abner Coburn and

Ezekiel Holmes, an educator with a deep interest in agriculture, who was then editor of the *Maine Farmer*. Governor Coburn told the Legislature of 1863, "There can be no doubt, I think, that vast benefits will flow from this Act (the Morrill Act), and I have no hesitation in urging on you the prompt acceptance of its terms and conditions." The Legislature took his advice and voted to accept the terms of the Federal Act. But there were to follow long and protracted hearings and discussions about what kind of institution should be established. Would the new college be a part of one of the existing institutions, or would it be an independent one?



A board of three commissioners, appointed to study the problem, made a voluminous report, in 1865, which advocated that one of the three Maine colleges be empowered to carry out the provisions of the Morrill Act. Arrayed against the legislative committee were the powerful and influential members of the State Board of Agriculture. While one side argued that the only feasible plan, financially, was to let either Bowdoin College or Waterville College (now Colby College) take over the new land-grant institution, the Board of Agriculture, under the leadership of Mr. Ezekiel Holmes, as strongly argued that it would be unfaithful to the intent of the Federal legislation to do anything but establish a new college which should explicitly and fully "promote the liberal and practical education of the industrial classes."



Bowdoin's plan, the one most earnestly considered, had one serious flaw. The College offered to organize a new and separate institution, but proposed to confine the educational program to a one-year course. Even the cautious legislators could not see how a really effective program of higher education could be given in only one year. They pointed out that Bowdoin's own regular course leading to a bachelor's degree required four years of study, the length of time generally accepted as the minimum for a college education.

In an address delivered at the dedication of Coburn Hall, in 1888, The Honorable Lyndon Oak, a member of the Board of Trustees for 22 years, described the Waterville College plan as: "An elaborate proposition to establish a sort of educational circuit, to carry out the purposes of which three professorships were to be established: At Bowdoin, a professorship of chemistry applied to agriculture and the arts; at Waterville, a professorship of engineering, or of mathematics applied to the mechanic or other arts; and at Bates, a professorship of agricultural zoology and veterinary science, including the anatomy, physiology, and pathology of animals. The funds realized by the sale of lands were to be held by the State, and 25 percent of the income was to be devoted to the support of each professorship. The remaining 25 percent was to be expended partly to pay cost of experiments and partly to pay for lectures to be given alternately at the three colleges."



The Maine Legislature of 1865 finally voted to establish the Maine State College of Agriculture and Mechanic Arts as an independent institution. The first Board of Trustees with The Honorable Hannibal Hamlin as president was quickly organized. There were 16 members, one for each of Maine's counties. This board entered upon a stormy two years of deliberations, their most difficult problem being that of the location for the new college. Orono and Topsham emerged as the main contenders for the honor of having the future University of Maine. Western members of the Board naturally favored Topsham; but in an historic meeting at Augusta, on September 14, 1865, a motion to locate the college at Topsham lost by a vote of six to five. The following January the decision was made to locate in Orono.



With the matter of location settled there still remained the difficult problem of financial support. Efforts were made to supplement the \$20,000 appropriated by the Legislature, with funds raised through public subscription. The Towns of Orono and

Old Town purchased the college site for \$11,000 and the citizens of Bangor contributed \$14,000 for operating expenses, generous contributions for those days. (Incidentally, friends and alumni have provided about one-third the cost of the University's present educational plant, a high record in voluntary support for a State university.)



Finally, in September 1868, *eighty-five years ago*, with the legislative preliminaries completed; with the principle of State support approved; with one building erected and another planned; with further financial aid from Orono and Old Town and from citizens in other parts of the State; and with two men appointed to the faculty, the new college was ready to admit its first students!



We now come to a figure who for many years played a tremendously influential and progressive role in the development of the Maine State College of Agriculture and Mechanic Arts, Merritt Caldwell Fernald, the first man appointed to the faculty. This scholarly graduate of Bowdoin saw the growth of the College through a span of nearly 50 years, as a teacher and as acting president and president.



Associated with Doctor Fernald, who also served as Professor of Mathematics, was another Bowdoin alumnus, Samuel Johnson, who had been appointed Instructor in Agriculture and Farm Superintendent. Upon arriving at the campus these pioneer members of the faculty found two sets of farm buildings, and one small college building that was new. Scientific equipment available for instruction was valued at \$141.65. On September 21, 1868, the College enrolled its first students, 12 young men who had passed the entrance examinations. Women were not admitted until 1872.



Growth of the new college was slow and problems of finance were ever present. But, by 1880, 134 degrees had been con-

ferred and four-year curricula in several departments were well established. But, in that year, the College and its supporters had to face the first of two attempts to limit its scope to that of a mere technical institute. A bill introduced in the Legislature, proposed restricting the College to a three-year course and eliminating all or most of the subjects that generally are included in a liberal education. French, German, higher mathematics, and theoretical engineering were to be eliminated. Equally serious was the proposal to cut off State support and have the institution depend upon fees and upon the income from the Land-Grant endowment. (The income from funds received from the sale of the 210,000 acres of land, \$118,300, amounts to only \$5,915.15 a year.) The bill challenged the concept of Education implicit in the Morrill Act, "to promote the liberal and practical education."



Fortunately, friends of the College, realizing that approval of the bill would ruin the College, were able to prevent its passage. They were particularly pleased when the legislator who introduced the bill declared on the floor of the House: "I did not understand its purpose; but I do now. The courses of study should be left in the hands of the Trustees and faculty."



A similar crisis confronted the College some years later. In 1897, the Maine State College of Agriculture and Mechanic Arts became the University of Maine. Legislative approval for this development came as a result of further attempts by some to limit the academic program to technical subjects. This proposal led to an examination of the College by a Committee of the Executive Council and to visits to the campus by four committees of the Legislature.



The results of this study of the aims and needs of the College were very favorable. A resolve was enacted appropriating for current expenses the annual sum of \$20,000 for ten years. To



quote from President Fernald's History of the University: "A bill to change the name (from the Maine State College of Agriculture and the Mechanic Arts to the University of Maine) was introduced in the House by The Hon. A. J. Durgin of Orono, passed by both houses after discussion and signed by the Governor. The act was to take effect some day in June, 1897 to be designated by the Trustees.

"The 23d day of June 1897, Commencement day, was selected and the new name was announced during the Commencement exercises."



Perhaps most important of all was the legislative action regarding *which* subjects should be taught. The Legislature of 1897 reaffirmed the position taken in 1880, declaring that the Trustees and faculty should be responsible for the courses taught, and that they should be made commensurate in breadth with the interests of the State and with a broad and liberal interpretation of the Organic Act on which the institution was founded.



But the issue was to be raised again. In 1899, a classical course leading to the Bachelor of Arts degree was introduced. This degree had been granted for several years, until, in 1906, the question arose as to whether or not the University was transcending its charter in granting it. As the discussion advanced, the real question became not the University's right under the Organic Act to maintain classical studies, but what was called the University's duplicating, at the expense of the State, the liberal arts courses of the other Maine Colleges.



The subject had been brought to public attention by the appointment, in 1905, of a joint legislative committee to ascertain and report to the next legislature what, in the judgment of the Committee, were the just obligations of the State to the University. The Chairman was The Honorable Barrett Potter of

Brunswick, a Senator from Cumberland County, and the Secretary was George E. Thompson, Esq., of Orono. The Committee held a hearing in Portland, on May 23, 1906. It was open to the public and was largely attended. The principal speakers invited to address the Committee were The Honorable W. W. Stetson, State Superintendent of Schools; President William DeWitt Hyde of Bowdoin College; President George Colby Chase of Bates College; President Charles Lincoln White of Colby College; President William David Gibbs of New Hampshire State College; and President George Emory Fellows of the University of Maine.



The Committee reported its findings to the Legislature of 1907 in two opposing drafts. The majority report, which the Legislature adopted, recommended the retention of the Bachelor of Arts degree, stressing the following points. This was the third time that a special study of the institution's work and curricula had been made. In the first two studies the institution's program had been sustained. In this last study the Committee found the work of instruction well done, considering the facilities at hand. It found the Trustees acted fully within the scope of their authority in establishing, nine years ago, the courses leading to the Bachelor of Arts degree. From a study of the relations of the State University to the educational systems in other States, the Committee was convinced that adequate support of the State University was a benefit to other educational institutions. The Committee felt it unwise to recommend a change. And so the conferring of the Bachelor of Arts degree continued in effect.



Today, the University counts among its most loyal friends and supporters, the presidents, faculties, and alumni of Bowdoin, Bates, and Colby Colleges. It is doubtful whether in any other State the relations between the private colleges and the State University are as friendly and close as they are in Maine.



Diversity among the institutions of higher learning is such an important factor in American life that although this Newcomen

occasion honors a Land-Grant University, yet it seems appropriate to acknowledge the debt which our public universities owe to the liberal arts colleges. The Land-Grant charter reflects their influence. The founders, though they were particularly interested in making provision for the teaching of "such branches of learning as are related to Agriculture and the Mechanic Arts" insisted that the classical studies were not to be excluded. The object of the new institutions, it is stated, was to promote liberal as well as practical education. This intent was emphasized by Senator Morrill in an address delivered on the 25th Anniversary of the passage of the Land-Grant Act. "The design," he said, "was to open the door to a liberal education for this large class at a cheaper cost, from being close at hand, and to tempt them by offering not only sound literary instruction, but something more applicable to the productive employment of life. It would be a mistake to suppose it was intended that every student should become either a farmer or a mechanic, when the design comprehended not only instruction for those who hold the plow or follow a trade, but such instruction as any person might need—with all the world before them where to choose—and without the exclusion of those who might prefer to adhere to the classics."



Conversely, the State universities and Land-Grant colleges have had an influence upon the development of the private institutions. Responsive to the interest of the people who support them, these public institutions have often inaugurated educational and research programs which have been adopted by the private universities.



A recent report of the Commission on Financing Higher Education, entitled "Nature and Needs of Higher Education," puts great stress upon the value of diversity in American higher education. The following quotation summarizes the Commission's point of view:

"The two systems of control, public and private, are a challenge to each other. Public higher education is aided by

the independence of the private institutions. Private colleges and universities are encouraged to broaden their clientele and to maintain their standards by the example of the public institutions. Our society would be impoverished by the decline in vigor of either kind. The United States is the only nation in the world which possesses this duality of structure in its system of higher education, with the private institutions free of government support and control. It is a heritage to be preserved."



More students are attending colleges, universities, and professional schools in the United States than are enrolled in all the institutions of higher learning throughout the rest of the world. Certainly the establishment of State universities and the land-grant colleges has played a significant role in making Education for the several "pursuits and professions of life" available to an ever-increasing number of young people.



There are some who now contend that we have reached the saturation point in enrollments. But those who say that fail to appreciate that the United States is a dynamic society. There were 32,000,000 people in the United States in 1862 when the Land-Grant Act was passed. It is estimated that our population will reach 200,000,000 by 1975. The growth of our population, the development of our agriculture, commerce, and industry will require more graduates. We have already been sharply warned that there is an alarming shortage of trained persons in many fields.



If the future requires even more educated persons, then we must prepare to meet a problem that is beginning to be of serious concern. You will recall the words of Jefferson quoted at the beginning of this address: "Those worthy to receive . . . should be called to the charge without regard to wealth, birth, or other accidental condition or circumstances." Numerous studies indicate

that many of our best qualified young people do not attend a college or university. It is estimated that of the top 25 percent who demonstrate the best intellectual achievement and highest promise, only 40 percent now matriculate in higher institutions. Of course there are various reasons why so many of our most promising youth do not attend college or university. There is the matter of motivation and of encouragement received from family and teachers. But recent studies have revealed that perhaps the greatest barrier for most of these top young people is a financial one. The cost of attending a college or university has been steadily increasing. Private institutions, generally, have had to increase their incomes by raising tuition fees. In many public institutions fees have been almost doubled in recent years.



If our colleges and universities are to serve effectively in the future, ways must be found to provide them with adequate financial support. Unless this support is found, there is real danger that the privilege of higher education may be limited to a comparative few who qualify for scholarships, and to those whose families have higher than average incomes. To have this happen would not only weaken our philosophy of "equality of opportunity" but would represent a loss to our society as well.



But to get back to the story of the University of Maine. With its status as a university firmly established, it made steady progress. As stated in the Federal Land-Grant Act of 1862, the "leading object" of the University is to promote the "liberal and practical education . . . in the several pursuits and professions in life." Today the University of Maine is organized into five major instructional divisions:

- (1): *The College of Agriculture*, which includes Forestry and Home Economics.
- (2): *The College of Arts and Sciences*, which offers a liberal education and basic studies for the various specialized curricula, business and preprofessional courses.
- (3): *The School of Education*, which offers professional

courses for prospective teachers and school administrators.

- (4): *The College of Technology*, which offers training for careers in *Chemical Engineering, Civil Engineering, Electrical Engineering, Mechanical Engineering, Pulp and Paper Technology, and Engineering Physics.*
- (5): *The Division of Graduate Study*, which offers programs of study leading to the master's degree.



Through the years, it has been the aim of the Trustees to develop and maintain strength in those courses which seem best adapted to the resources and needs of the State. Consistent with this policy came the establishment of a department of Forestry, in 1903, and of a course in Pulp and Paper Technology, in 1913. The forest resources of the State are *one* of its greatest economic assets. Education and research in forest management and conservation, and in the utilization of forest products are, therefore, rightfully a concern of its State University. Ours is one of the oldest undergraduate courses in Forestry in the Country, and the Pulp and Paper course was the first to be offered in any American university.



Several years ago, the course in Pulp and Paper was greatly strengthened through the interest and support of the Paper Industry. The University of Maine Pulp and Paper Foundation, financed by a number of paper companies in various parts of the Country, makes annual contributions for scholarships, research, and instruction. The work of this Foundation represents an excellent example of Industry-Education cooperation, a move which rightfully is receiving much consideration today.



By 1941, the University's enrollment in the various curricula had reached 2,100 students. This number declined to 1,000 students, mostly women, during the last year of the Second World War, rose to 4,900 students in 1947-48, 3,000 of whom were

Second World War veterans. During each of the past three years, approximately 3,000 students have been in regular attendance, about 80 percent of them residents of the State of Maine.



In addition to offering resident instruction, the University, as a Land-Grant institution, performs a wide variety of public services:

The Legislature established the *Agricultural Experiment Station* by accepting the Federal Hatch Act of 1887 and the Adams Act of 1906. The research program of our Station covers all important sectors of Agriculture and its services are available to all the people. Three experimental farms are operated for the promotion of research projects.

*The Agricultural Extension Service*, established under the Smith-Lever Act of 1914, serves Maine people through its programs in Agriculture with men, in home economics with women, and in 4-H clubs with farm boys and girls. County Agents, Home Demonstration Agents, and County Club Agents serve in every county of the State. Working with them is a group of highly trained specialists who have their headquarters on the University campus.

*The Maine Technology Experiment Station*, established in 1915, is a research and testing agency within the College of Technology. The Station carries out testing programs for State and municipal authorities and conducts research in several branches of Engineering.

*The Department of Industrial Cooperation*, organized in 1945, coordinates the academic and research facilities of the University for the prosecution of industrial research. The principal objective is to make research staff and facilities available to Maine Industry.

The program of the *General Extension Division* of the School of Education contributes to the professional growth of teachers and others who find it impossible to attend the classes on campus. This is done through correspondence study, and by conducting organized class meetings throughout the State.

Objectives of the *Maine Cooperative Wildlife Research Unit* are student training, research, and extension service in the wild-life field. The Maine Cooperative Wildlife Research Unit is one of the 17 in the Country that are located on a regional basis. It was organized at the University, in 1935, as a separate division of the Forestry Department. Its activities involve cooperation of the University, the Maine Department of Inland Fisheries and Game, the U.S. Fish and Wildlife Service, and the Wildlife Management Institute.

*The Fishery Program* at the University is closely integrated with the fishery research and management program of the Maine Department of Inland Fisheries and Game. Services of the fishery professor are made available to the State, where he serves as Head of the Division of Fishery Research and Management.



During the year ended June 30, 1953, sixty-one organizations held meetings or conferences at the University which brought 10,924 people to the campus for one day or longer. To this number should be added the Farm and Home Week registration of about 4,000 persons.



It is appropriate, at this gathering convened to honor the University of Maine, that I should pay brief tribute to my predecessors in the office of president. Already I have mentioned Dr. Merritt Caldwell Fernald. As acting President from 1868 to 1871 and President from 1879 to 1893 his was the herculean task of launching a new educational venture. He met with obstacles which would have disheartened a less courageous man. He persevered and saw the institution develop even beyond his highest hopes.

Dr. Charles Frederic Allen became President of the College in 1871. He, too, was graduated from Bowdoin College. Doctor Allen brought to the College generous culture of mind and warmth of heart and an earnest purpose to strengthen and elevate its growing departments. His presidency was one of advancement for the College, notwithstanding it was beset at times with



obstacles difficult to overcome. To the courses in Agriculture, Civil and Mechanical Engineering, Doctor Allen added a course in Chemistry, and changed the elective course to one in Science and Literature.

Dr. Abram Winegardner Harris, a graduate of Wesleyan University, Class of 1880, became Maine's third president. The Honorable Henry Lord, President of the Board of Trustees, said of Doctor Harris: "A ripe scholar, having received the advantages of American and European institutions of learning and for years connected with the Department of Agriculture of the National Government, holding an official position, the duties of which brought him in contact with the work of all the State colleges of the Nation, he seems by training and experience to have peculiar fitness for the presidency of the College."

Again, in his report of 1901, President Lord writes: "From the beginning to the close of his eight years of service, the University made rapid, constant and satisfactory progress in every direction. During that time the students increased in number from 139 to 400 and the faculty from 25 to more than 50. New and important departments were established, the courses of study were broadened and increased in number, and the standard of scholarship was raised. . . . Dr. Harris left the institution larger, stronger and in every respect better fitted to do its work than when he became its President."

George Emory Fellows, the fourth President of the University, was graduated from Lawrence University, in 1879. He studied Abroad at the University of Berne and the University of Munich, and received the degree of Doctor of Philosophy from the University of Berne in 1889. Under his administration the University continued its academic and physical growth. The gift of \$55,000 from Mr. Andrew Carnegie for a new library-building came as a result of his personal solicitation. It was during his administration that the third attempt was made to curtail the academic program of the institution. That the Bachelor of Arts degree was continued in effect, may be attributed in large part to Doctor Fellows' effective defense of the University's liberal arts program.

Robert Judson Aley, who had been Superintendent of Public Instruction in Indiana, became President of the University in 1910. He had been highly recommended by the Governor and the Board of Public Instruction of Indiana. In their *1911 Report*, the Trustees recorded their great satisfaction with Doctor Aley's services by stating: "We feel that these recommendations have been fully justified by the enthusiasm, good judgment, and ability for work which Doctor Aley has brought to us." Under his successful administration the student registration reached and passed the 1,000 mark.

Dr. Clarence Cook Little, later to be President of the University of Michigan, served as Maine's sixth President. A graduate of Harvard, a nationally recognized biologist, he brought new ideas and enthusiasm to the campus. Programs of instruction and research were strengthened. A plan for the orientation of new students to college life, which he put into effect, became a model for other institutions to follow.

Dr. Harold Sherburne Boardman, my immediate predecessor, is a loyal alumnus of the University. Doctor Boardman, who was President from 1925 to 1934, served the University successively at Tutor, Instructor, Associate Professor, Professor, Dean, Acting President, and President. During his administration a survey of higher education in Maine was completed, and the academic program of the University was broadened and strengthened. A steady increase in enrollment of students was recorded. Securing increased and stabilized financial support from the State was one of the notable advances made during his term of office.



This briefly then is the story of the University of Maine. During the 85 years of its existence 25,000 students have received instruction on its campus, and a total of 16,240 degrees have been conferred. Nine thousand former students are living in Maine. They and their fellow alumni in many "pursuits and professions of life" serve effectively the "common good."

Through instruction, research, and extension, the University has sought to contribute to the economic, social, and cultural life of the State and the Nation. The passing years have brought increased responsibilities and larger opportunities for service. In the years ahead the University will strive to fulfill its functions as a land-grant institution, in ways that will merit the continuing confidence and support of the People of Maine.

THE END



*“Actorum Memores simul affectamus Agenda!”*





THIS NEWCOMEN ADDRESS, *dealing with the history of the University of Maine during eighty-five years, was delivered at the "1953 Maine Luncheon" of The Newcomen Society in North America, held at Portland, Maine, U.S.A., on December 9, 1953. DR. HAUCK, the guest of honor, was introduced by FRANK PETER PRETI of Portland, Member of the Board of Trustees of the University of Maine; Member of the Maine Committee, in American Newcomen. The luncheon was presided over by DR. WILLIAM STARK NEWELL, Chairman of the Board, Bath Iron Works Corporation; Chairman of the Maine Committee, in The Newcomen Society in North America.*

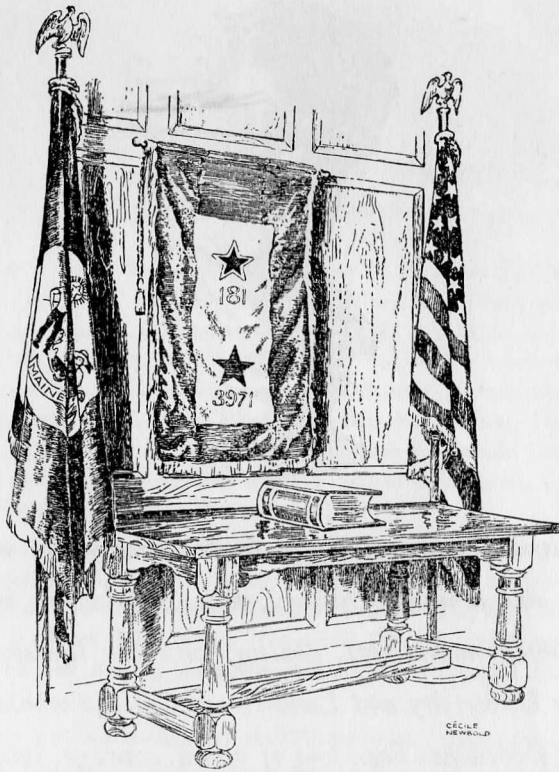




“In September 1868, *eighty-five years ago*, with the legislative preliminaries completed; with the principle of State support approved; with one building erected and another planned; with further financial aid from Orono and Old Town and from citizens in other parts of the State; and with two men appointed to the faculty, the new college was ready to admit its first students!”

—ARTHUR A. HAUCK





*The University of Maine  
cherishes  
a record of those of  
its sons who bore  
arms for Freedom*





AMERICAN NEWCOMEN, *interested always in educational and economic history, takes satisfaction in this Newcomen manuscript, dealing with the life-story of a State University and Land-Grant College whose consistent record has been one of vision, courage, resourcefulness, and great usefulness to the People of Maine—throughout 85 vibrant and challenging years. It is a typically New England, a typically American narrative in the broad field of Higher Education.*





THE NEWCOMEN SOCIETY  
*in North America*

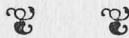
**M**ORE THAN 30 years ago, the late L. F. Loree (1858-1940) of New York, then dean of American railroad presidents, established a group now known as "American Newcomen" and interested in Material History, as distinguished from political history. Its objectives center in the beginnings, growth, development, contributions, and influence of Industry, Transportation, Communication, the Utilities, Mining, Agriculture, Banking, Finance, Economics, Insurance, Education, Invention, and the Law—these and correlated historical fields. In short, the background of those factors which have contributed or are contributing to the progress of Mankind.

*The Newcomen Society in North America is a voluntary association, with headquarters in Uwchlan Township, Chester County, within the fox-hunting countryside of Eastern Pennsylvania and 32 miles West of the City of Philadelphia. Here also is located The Thomas Newcomen Library, a reference collection open for research and dealing with the subjects to which the Society devotes attention.*

*Meetings are held throughout the United States of America and across Canada at which Newcomen Addresses are presented by leaders in their respective fields. These manuscripts represent a broadest coverage of phases of Material History involved, both American and Canadian.*

*The approach in most cases has been a life-story of corporate organizations, interpreted through the ambitions, the successes and failures, and the ultimate achievements of those pioneers whose efforts laid the foundations of the particular enterprise.*

*The Society's name perpetuates the life and work of Thomas Newcomen (1663-1729), the British pioneer, whose valuable contributions in improvements to the newly invented Steam Engine brought him lasting fame in the field of the Mechanic Arts. The Newcomen Engines, whose period of use was from 1712 to 1775, paved a way for the Industrial Revolution. Newcomen's inventive genius preceded by more than 50 years the brilliant work in Steam by the world-famous James Watt.*



*Members of American Newcomen, when in Europe, are invited by the Dartmouth Newcomen Association to visit the home of Thomas Newcomen at Dartmouth in South Devonshire, England, where the festival of "Newcomen Day" is celebrated each year on the anniversary, August 16th, of his death.*





*"The roads you travel so briskly  
lead out of dim antiquity,  
and you study the past chiefly because  
of its bearing on the living present  
and its promise for the future."*

—LIEUTENANT GENERAL JAMES G. HARBORD,  
K.C.M.G., D.S.M., LL.D., U.S. ARMY (RET.)

(1866-1947)

*Late American Member of Council at London  
The Newcomen Society of England*

