

COMPLETE TEXT OF PRESIDENT THOMAS' ADDRESS

(Continued from first page)

to the students in his inaugural address. "You are here as members of the first Agricultural College which has gone into successful operation in the United States," and he never referred to the institution as anything but a college. But the term "college" was avoided in the charter in order that there might be no confusion with the existing type of literary college, and an understanding that here was an attempt to make a new start in the educational enterprises of the nation.

A New Type of College

The college was to be of a new order in that the emphasis was to be upon science, not upon letters. There was to be a definite abandonment of the traditional curriculum. "The object of the Farmers' High School," said the first catalogue, "is to afford a system of instruction as extensive and thorough as that of the usual course of our best colleges; but to differ from the latter in devoting no time to the study of the ancient languages, and in devoting a correspondingly large time to scientific instruction." It is difficult now to realize how revolutionary that statement was in 1873. It was the announcement, not of a revised curriculum, but of a new genus in American educational institutions.

That this college was designed to be of a new order was indicated further by the fact that it was to be, not an instrument of general literary culture, but frankly vocational, to prepare youth as definitely and practically as possible for specific callings, and in particular for the occupation of a farmer. The aim was to provide for the more ambitious youth, a college education which would not by its very nature attract them away from the farms and factories and send them into the learned professions, which would recruit them, or at least some of them, to their homes with the knowledge, skill, and characters to make them successful in the occupations pursued by the great body of citizens. This was a new purpose and ambition for an American college, and it was fully recognized that the institution would need to be organized on a new system in order to fulfill its function.

Underlying Purpose of the New College

But there was something deeper and more fundamental in the minds of the projectors of the Farmers' High School. They were looking toward the extension of higher education to a new class of students, and the inclusion in its benefits of all classes and conditions of men in the great American democracy, especially of the people on the farms and in the industries. All American colleges, then as now, were theoretically democratic, and the doors of all were generously open to youth of every class and station. But the youth who sought them from the farms and from the homes of workers were led almost inevitably from the occupations of their fathers. The colleges did not train their students for industrial life and business and the industries did not feel the need of such men as the colleges then trained. The result was that industry, agriculture and other, was without educated leadership, and was losing its power and influence in the political and social life of the Republic. Democracy was in peril because dominance in affairs was tending to pass into the hands of the learned men of the professions, while the great masses of men of business and men of the farms and industries were without the ability and skill to bring their power to bear. The great body of our citizens," said Frederick Watts, "have not the power and the influence which they ought to have for the proper balance of power in our political and social relations. Something must be done to increase their power—how shall we do it?"

Now not the answer. "Education will impart influence, but it must be such education as will lead to the desired end.... Here is our want. At present we" (i. e., the great body of citizens).... "have no suitable college in existence.... Now the institution we are striving to establish, at the earliest possible period, is intended to supply this great social, political, moral, and economical want."

That utterance of the first President of our Board of Trustees made July 2, 1877, to an audience of farmers in a barn on this campus is worthy of preservation in the history of American education. For the foundation of this college was part of a widespread movement toward scientific and industrial higher education in the middle of the past century, and in all the prophetic utterances which stimulated that educational revolution none penetrates more deeply into the underlying causes than those words of Frederick Watts.

The New Type of College and American Democracy

The new type of American college was due to the instinct of self-preservation in American democracy. It was the effort of the great body of citizens to maintain their place and power in social and political affairs. The pioneer with the axe and the plow had won for the nation his magnificent home. He had penetrated through these valleys, over the Alleghenies down the great valley of the Ohio, and over the bounding prairies to the Rockies and the Pacific. In subduing the continent

he had wrought the national character—the manhood of the frontier, strong, hardy, independent, resourceful, full of energy, enthusiasm and the love of freedom, insistent above all things upon absolute equality of all men in right and privilege. But the men who had conquered the forests and fought the savages found themselves unequal in the councils of state and in social privilege to the men of the cities and the learned professions. When they turned to educational institutions for the knowledge that would give them power, they found they could attain skill in large affairs only at the sacrifice of the occupations to which they had given their life. There were no American colleges to match the chief interests and occupations of American life. The schools of higher learning which had been scattered carelessly on western territory during the frontierman's advance across the continent were utterly incommensurate with the life which had grown up about them. They were weak copies of seaboard institutions, which in turn were replicas of the aristocratic universities of England, and which had changed marvellously little in studies, manners, and purpose from their European models.

For the saving of his manhood wrought in his fight with the wilderness, for the maintenance of the equality in right and privilege earned by his giant labors and granted him by the constitution, the American began the erection of his own type of higher school. The movement had no single exponent who adequately symbolized it, and its story must be brought together from scattered sources. But whether in Pennsylvania, Michigan, Ohio, or in Illinois, where for twenty years Jonathan B. Turner pled the cause before agricultural societies and teachers' conventions, the fundamental idea was the same—to provide education of the highest grade free and open to all classes, for the children of the farms and shops and factories, and to give them such education as would not remove them from common industry and business, not even the business of the farm, and thereby to raise the level of American industrial life to an equality of professional life. It was an attempt to realize democracy, to make good the doctrine of the Declaration that all men are created equal, or as Frederick Watts put it, to increase the power and influence of the great body of our citizens.

The Morrill Act and the Land Grant Colleges

The culmination of this educational revolution was the approval by President Lincoln on July 2, 1862, of the act sponsored by Senator Morrill of Vermont, which granted lands from the public domain for the endowment, support, and maintenance, in each state which cared to accept the provisions of the Act, of a college that would realize the ambitions then stirring in the masses of the nation. The needs of the agricultural and industrial classes were first in mind, and it was prescribed that the institutions thus created by joint authority of the federal and state governments should be colleges where "the leading object should 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." The broad purpose to democratize higher education, to provide for the ambitious youth of all classes the widest and most extensive opportunities and advantages, was set forth in the declaration that the purpose of the land-grant colleges was "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life."

The Morrill Act and the designation of this institution as the college to carry out its purpose in the State of Pennsylvania both clarified and broadened the aims and objects of the projectors of this college. From that time forward the goal was clear and the educational aim was enlarged to include a thorough education of college grade and also at the same time a practical and liberal training for positions of responsibility in any of the industries of the state. The institution took its place as one of the land-grant colleges of America, and in due time the name was changed to "The Pennsylvania State College."

One still hears occasionally the suggestion that a land-grant college, and this college in particular, should confine itself to the teaching of agriculture exclusively. A college is under obligation to carry out the terms of its charter, and the charter of this college includes the Act of Legislature of 1863, accepting the grant of the Morrill Act

"with all its provisions and conditions," to which acceptance the far-reaching engagement was added, "the faith of the state is hereby pledged to carry the same into effect." Unquestionably the provisions and conditions of the federal act of 1862 cannot be carried out without a strong and worthy school of agriculture, generously supported and directed in all its operations toward the promotion of all agricultural interests of the Commonwealth. Loyally and with utmost sympathy with the endeavor The Pennsylvania State College throughout its history has recognized and discharged that obligation and today is eager to perform its full duty here in the fundamental industry of the nation. But just as clear as is our duty to teach agriculture is our obligation also, in this mighty industrial state, to teach engineering and mining and natural science and the liberal arts. In Pennsylvania we cannot "promote the liberal and practical education of the industrial classes in the several pursuits and professions of life" without regard for the youth, farmers' sons as well as others, who wish to equip themselves for positions of responsibility in the mines and mills, the factories and schools, and transportation systems and commercial enterprises of this great state.

Justin Merrill was a master of exacting language, and if he had intended the organization of farm schools, devoted solely to empirical instruction in practical agriculture, he would have found words to express his purpose. It was the youth of the industrial classes whom the Vermont storekeeper and son of a blacksmith had in mind. He sought to provide for them a liberal education as well as a practical training. His statute forbade the exclusion of any scientific and classical studies, which the needs of aspiring youth required. Behind his effort was a mighty nation-wide popular movement, as was indicated by the passage of the Act by two successive congresses, the second time by an increased majority in both houses. That movement was the endeavor of the industrial classes, especially of the great body of intelligent American farmers, to extend free popular education to the upper grades, and to make that education both broad and practical, thoroughly American, and suited to the people for whom it was intended. It was not a movement from within the schools or the learned circles; its sponsors and advocates were not educational leaders or professors in existing institutions. They were far-sighted commoners from the rank and file, and the whole movement was the press upward of democracy into higher education.

The Pennsylvania State College has been true to its charter and loyal to its genius, not only in the furtherance of agriculture, but also and equally in the development of the schools of engineering, natural science, mining, and liberal arts. It has not broadened its curriculum more than was necessary and right in order to carry out the specific terms of the Acts of Congress and of the State Legislature. Its trustees would have been false to the trust reposed in them if they had consented to a more restricted educational program. The young people of the Commonwealth by the steady increase of their number who have sought the industrial courses have set their approval upon the broad opportunities offered them. No work of the public institutions of the nation has been more in the spirit of the movement which founded them than the inspiration which came to hundreds of the graduates of this college in its chemical laboratories under the genius of Doctor Pond.

There is not time today to recite the history of this college, but we cannot resist mention of the appeal of President Fugh to the Legislature not to divide the Morrill fund among several institutions. It is one of the ablest documents in the early history of the land-grant colleges. He was a giant of a man, that first President. Teaching school and working as a blacksmith to pay his way to the laboratories of Europe, the Quaker youth made contributions to science which are still recited in the history of chemistry. The course of study he laid out for this college was a half century ahead of his time. The trials and obstacles he overcame in the early years of this college almost surpass belief. In this day of confidence and hope, it is fitting that we pause a moment in honor of the memory of the first President and the first martyr of The Pennsylvania State College—Doctor Evan Fugh. Two other names stand out in the story of its hard, heroic struggles.—General James A. Beaver, the sturdy fighter for Penn State for

nearly half a century, and Dr. George W. Atherton, President for twenty-four years, father of the school of engineering, under whom the college first began to come to its own in the Commonwealth of Pennsylvania.

A State Institution

Whether in dark days or brighter, this institution has held true to its charter, and has developed steadily, though sometimes slowly and painfully, to the public institution of higher learning of the Commonwealth of Pennsylvania. From the first protection of a Farmers' High School in the meetings of the Pennsylvania State Agricultural Society, the purpose has been kept steadily in mind to affect this college to the fullest possible extent with a public character, and public duty. Its trustees were chosen by the people through the state and county agricultural societies. It was directed to render "a full and detailed account of the operations of the institution" each year to the Legislature. Funds from the public treasury completed the erection of its first building, and from the first it was expected that the college would be supported by the state. Representatives of the state government, never less than three, have served continuously in its history. Funds from the public treasury have been solely dependent upon state and federal funds for its maintenance. It has always been free and no Pennsylvania student has ever paid one penny of tuition into its treasury.

Its genius and spirit is that of the great state institutions of the West, with whom it has shared the benefits and obligations of the Morrill Act. Like them it regards the whole territory of the Commonwealth as its campus and its field of service, and today its representatives are in sixty-two counties of the state, cooperating with the Federal and State Departments of Agriculture and carrying directly to farms and homes the latest knowledge of agricultural experiment and research. In shops and factories also, and in the mines of both the eastern and western sections, teachers from this college are bringing the light of science, so far as resources permit, to the great industrial population.

The State College Should Become The State University

President Atherton looked forward to the time when the college should still further broaden its function and change its name accordingly. When Governor Pattison opened the engineering building in 1893, he said, "May agencies arise when a public system of education in Pennsylvania shall extend from the primary through the state graded school to the university." The time has now come, after twelve years of notable advance under the leadership of Doctor Sparks, when the ambition of Doctor Atherton should be realized and The Pennsylvania State College should frankly assume the name and function which its present strength and service justify, and be known in name as it is now in fact The Pennsylvania State University.

We have now a state university in all but name. Our school of agriculture is recognized by experts as one of the strongest in the nation. In point of attendance agricultural students, it is the third largest in the country. Its services to agricultural science during the past fifty years have been among the most notable. Wherever, the world over, is intelligent interest in nutrition and the conservation of food, the name of Armistead is held in honor. No college of agriculture in the United States has so good a farm close at hand for operation and experiment as we have in our two thousand acres. On these farms are the oldest fertilizer experiments in American, referred to in all discussions of preservation of soil fertility. Here are the largest experimental orchards in the United States devoted to the study of methods of orchard culture. This school of agriculture is the only cause you can name why Pennsylvania in ten years has advanced from thirteenth to seventh place in the value of agricultural products.

Another worthy integral element of a state university already existing here is our school of engineering. We have 30 per cent more students in engineering than we have in agriculture. A year or two ago ours was the sixth engineering school in the country in point of attendance, and had facilities been furnished us for well qualified students, who were eager to enter—Pennsylvania students—we should today rank third. In ten years the engineering school has increased its attendance from 675 to 1100. More than 900 engineering graduates are today serving the industries of Pennsylvania. Of the 2380 graduates in engineering, in civil, mechanical, electrical, and other courses, 50 per cent are in engineering occupations today. 65 per cent of them in Pennsylvania. In this mighty industrial state, the first in the nation, nothing but lack of resources stands in the way of development of an engineering college second to none. The personnel and the spirit on which to build it are already here.

Our school of mines, though the youngest of our schools, enrolls a larger number of Pennsylvania mining students than any other mining school in the state. The buildings are not creditable to the first mining and metallurgical state in the country, but the foundation has been laid for a college of mines worthy of Pennsylvania.

The schools of liberal arts and of natural science, into which years of devoted and skillful labor have gone, the departments of home economics, military science, and physical education are here as the constituent elements of a university. The large department of education presses for recognition as a separate school. Last year we enrolled 114 candidates for advanced degrees, in addition to graduate students at the summer session. In at least a score of departments of instruction, we have today sufficient facilities for study for the degree of Doctor of Philosophy. The college has been too modest in its published statements concerning its graduate work, and many an institution with a pretentious graduate school has fewer advantages and is doing less

work of graduate grade than we now do on our campus.

No Obstacles in Constitution

There is nothing in our constitution or organization to prevent the addition of other technical or professional school by creation here or by affiliation with existing schools elsewhere, as the needs and welfare of the Commonwealth may demand. Here are the foundation and the structure carefully and patiently built up for nearly three quarters of a century for a state university worthy of the Imperial Commonwealth of Pennsylvania. The background is here, the subtle but most substantial spirit and genius out of which alone a university of the state and for the state can be erected. There is no example in the history of the Commonwealth of Pennsylvania of a large and successful state university built upon a private foundation. In this learned company, I make that statement without fear of challenge. It has not been done because it cannot be done. You cannot inject the quality and genius of the American state university into an old established institution fostered by private motive and developed under private control.

On the other hand, the land-grant

college has grown into, or has been attached to, a state university in no less than twenty-three of the commonwealths of this nation. In the list are such great institutions as the University of Wisconsin, Minnesota, Illinois, California, and Ohio. No less than nine have made precisely the change of name which I am suggesting for Pennsylvania. Only a few months ago both Maryland and Delaware took this step, and the end is not yet. The more far-sighted knew at the beginning that something far greater than schools of agriculture alone would be the outcome of the Morrill Act. Abraham Lincoln said to Jonathan B. Turner, "If I am elected, I will sign your bill for state universities." The advance from land grant college to state university is a perfectly natural and normal one. There is involved no change in ideal or purpose, but only an expansion of educational program and an enlargement of the field of service.

The State Owns and Controls The College

This college is now ready for such expansion. Only one other institution in the United States of so many students

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Poverty Day PICTURES

AT

THE PENN STATE PHOTO SHOP

212 E. College Ave.

L. K. METZGER Penn State 1915 L. K. METZGER "The Fastest Growing Store in State College"

You Alumni who were in college in 1913 will remember our small beginning ---with one small show window and a few feet of floor space---in the grocery store owned by I. C. Hohres.

We have rapidly enlarged our store and our stock so that we might better serve the needs of the community.

Another eight years will see even greater changes in our store. If possible a modern building will be erected in the near future with an entrance on College Avenue and one on Allen Street.

L. K. METZGER

111-115 Allen Street.

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General Offices: Broadway, Cor. 29th Street

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HART SCHAFFNER & HART
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are planning to visit you with an interesting assortment of correct clothes, hats, and haberdashery for College Men

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Friday, October 21
Saturday, October 22

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