CHAPTER XIX

Redoubtable Quintet

The faculty members associated with James T. Champlin, during his presidency, deserve individual mention. One of them, still in the rank of tutor when Champlin resigned, had then been on the faculty too short a time to become a member of the influential ruling group, but he was destined to have longer service than any of the others, for Julian D. Taylor taught at Colby College for sixty-two years. Since his most important service was rendered much later than Champlin’s time, an account of it must be reserved for a later chapter. Each of the remaining five teachers, however, who comprised the faculty in 1873 was a dynamic individual, who made the little college a lively place during the crucial years when President Champlin brought it from near oblivion to security.

Those five professors saw at Colby a combined service of 169 years. In the order in which they joined the faculty they were Samuel K. Smith, Professor of Rhetoric from 1850 to 1892; Charles E. Hamlin, Professor of Chemistry and Natural History from 1853 to 1873; Moses Lyford, at first Professor of Mathematics and Natural Philosophy, later Professor of Natural Philosophy and Astronomy, from 1856 to 1884; John B. Foster, at first Professor of Ancient Languages, later Professor of Greek, from 1858 to 1893; and Edward W. Hall, who served as Professor of Modern Languages from 1866 to 1891, and Librarian from 1873 until his death in 1910.

Edward Winslow Hall was the youngest, but by no means the least influential of those who held professorial rank in the Champlin administration. Born in Portland in 1840, he was a graduate of the old Portland High School, from which he entered Waterville College in the fall of 1858.

Hall was a master of the classical, as well as of the modern languages, and his interest in literature extended to all the world. Early he became familiar with the writings of Tolstoi and other Russian mystics, and he delved deeply into the literature of the Far East. He was celebrated for his clear, unblemished handwriting, not the stilted formations of the old-time writing masters, but a fine, legible hand of marked individuality. For more than a quarter of a century he served as clerk of the Waterville Baptist Church, and the carefully kept records in his easily legible writing have been the delight of church historians.

Graduating in the second year of the Civil War, Edward Hall’s plans were for military service, but physical disability caused his rejection. Determined to play a part in the prosecution of the war, he secured appointment as Requisition Clerk in the War Department at Washington, where he had charge of the accounts pertaining to military expenditures amounting to several hundred millions
of dollars. When Maine's senator, William Pitt Fessenden, left the Senate to become Secretary of the Treasury, he secured Hall's transfer to the Treasury Department.

When the Trustees of Waterville College made the hitherto incidental teaching of modern languages a position of departmental rank in 1866, they chose Edward Hall to take charge of the new department. At the age of twenty-five he became a full-fledged colleague of such older men as Smith and Hamlin. For several years he taught classes in mathematics and Latin, as well as in his own department of French and German. In 1873 he succeeded his colleague, Professor Smith, as librarian, and carried on those duties in addition to his heavy teaching load. He was the first Colby professor to be granted paid sabbatical leave. He spent the year of 1872-73 in Germany, studying at the University of Goettingen under the noted Wilhelm Mueller.

It was as librarian, rather than as teacher of languages, that Hall won lasting fame. His achievements in that field are recounted in a later chapter. But, with all his other duties he found time for writing. His *Higher Education in Maine* is the most authoritative work available in a single volume concerning the Maine colleges prior to 1900. He edited the General Catalogue of Colby University in 1882 and 1887, and his last distinguished work for the College was the General Catalogue of 1909. The latest edition of that Catalogue was prepared in 1920, ten years after Hall's death, by his successor as Librarian, Charles P. Chipman. Many Colby graduates regret that the College has not seen fit to publish another edition since 1920. Those issues of the General Catalogue, through the years from 1840 to 1920, are a mine of information about the alumni.

Hall was champion of a cause not popular with such professors of the old school as Samuel K. Smith. That cause was the "Elective System." Complaints concerning the rigidly required curriculum became louder year after year. Colby students were made aware that the rigidity had been broken in other colleges, such as Harvard, Yale, and Williams. Although we have already described in some detail the fixed requirements of the 1860's at Colby, it is well to emphasize the situation by quoting Hall's classmate, Richard C. Shannon.

The curriculum we pursued was a hard and fast one, exactly the same for all, chiefly consisting of Classics and Mathematics. The course began with Latin, Greek and Mathematics, continued with Rhetoric and Logic, and something of Physics and Modern Languages, and concluded with Mental and Moral Philosophy.

Opponents of the elective system, who at Colby were chiefly Smith and Foster, argued that it tended to bewilder the student, scattering his attention superficially over too wide a range of subjects, unconnected with one another, and that it gave the student a freedom he was too immature to indulge with impunity. The defenders, notably Hall and Hamlin, claimed the new system would give scientific studies their rightful place in the curriculum, would provide more than single, scattered terms in modern languages, and best of all would give the student a chance to choose what especially interested him. It is clear that neither side was entirely free from the charge of self-interest. Smith and Foster were teaching in the entrenched fields of the required curriculum, while Hall and Hamlin were in the fields of science and modern languages, then struggling for recognition. The latter disciplines were viewed by the classicists of 1870
much as scientists and teachers of any language, ancient or modern, viewed the
social sciences in 1910. At Colby the opposition to the elective system was so
strong, both in the faculty and among the Trustees, that it was not substantially
introduced until many years after Champlin’s time. In fact President Champlin
himself had little use for it. Never at Colby did the system apply fully, as Presi­
dent Eliot insisted upon it at Harvard. There has never been a time at Colby when
there have been no fixed requirements for all students, though the proportion
between required and elective courses has changed, with a kind of pendulum
swing, through the years.
Professor Hall never lived in an ivory tower, although that kind of life is
unjustly suspected of all librarians. He was interested in town affairs as well as
those of his church, and several times served as moderator at Waterville town
meetings. He was long a member of the local school committee, and he took
such interest in the public schools that he became a founder and vice-president
of the Maine Pedagogical Society, forerunner of the now powerful Maine Teachers
Association. For twenty-six years he served as secretary and treasurer of the
Colby Alumni Association, and in that capacity he carried on correspondence
with several hundred graduates of the College.
In 1904 one of the Trustees, Dudley P. Bailey, asked Hall about faculty
salaries when Hall first joined the faculty. Hall replied:

I relinquished a salary of $1600 in Washington and accepted a pro­
fessorship here at $1200. After a few years my salary was raised to
$1400, then to $1600, and finally to $1800. I do not recall the dates
of the increases. The President’s salary was $1800 in Dr. Champlin’s
time, at least at the close of his administration. Sometimes he had
house rent, sometimes its equivalent in cash.

Professor Hall’s case was made a sort of trial balloon when, in President
White’s administration, the Colby Trustees tried to get the faculty under the benefits
of the Carnegie pensions. On April 2, 1907, John G. Boneman, Assistant Sec­
retary of the Carnegie Foundation for the Advancement of Teaching, wrote to
President White:

At the meeting of the Executive Committee of the Foundation, held
March 28, the application of Dr. Edward W. Hall for a retiring al­
lowance was considered and, I regret to say, not granted. As long as
our charter stands as it does, the Committee is not able to vote retiring
allowances to professors in institutions which are controlled by a church
body or in which any denominational test is imposed upon trustees or
faculty. The problem of dealing with applications from denominational
colleges was given much attention at the meeting. Almost without
exception the applicants were abundantly deserving, but to not one of
them was an allowance granted. The decision, therefore, does not
reflect in the least upon the merit of Dr. Hall’s case.

Edward Winslow Hall died at his home in Waterville on September 8, 1910.
The following day would have been his seventieth birthday, and forty-four of his
seventy years had been spent in devoted service to his alma mater.

Samuel King Smith was quite a different man from Edward Winslow Hall.
While the latter had a keen sense of humor, the former was stern and solemn.
For levity of any kind he had no tolerance. He was a conservative in both
education and religion, in contrast to Hall's more liberal views in both areas. Smith had no use for any educational method except memoriter learning and strict repetition of the text. He was suspicious of science and regarded Hamlin's ventures in the laboratory and out in the fields and woods as anything but true scholarship. In religion, both Hall and Smith were loyal Baptists, but Smith was eager to have the church return to the disciplinary measures of Dr. Chaplin's time, while Hall always advised tolerance toward the "backsliders." Judged by modern standards Hall is the more attractive man, but Smith in his different way made strong and lasting contribution to the College.

Descendant of an early colonial family, which had settled in Ferdinando Gorges' Maine province of Yorkshire in the seventeenth century, Samuel King Smith was born on a farm in Litchfield, Maine, on October 17, 1817, the youngest of eleven children. His father was for several years a member of the Massachusetts legislature and made the long journey, to attend its sessions in Boston, on horseback.

In his youth Smith came to admire a somewhat older boy in the neighborhood who attended Bowdoin, and Smith determined that he too would secure a college education. With so large a family and so many financial burdens, the father could not help. Nor was any member of the family sympathetic with what they considered Samuel's high flown ideas. Entirely on his own financial resources, Smith prepared for college at Monmouth and Waterville academies. Entering Waterville College in the fall of 1841, he graduated at the head of his class in 1845. His earnings by teaching in Litchfield schools during the long winter vacations did not provide enough money to meet college expenses, but he was able to finish the course with timely aid from Deacon Scribner of Topsham.

After attending Newton Theological Institution, Smith received ordination as a Baptist minister and served for two years as editor of the organ of Maine Baptists, Zion's Advocate, the same paper which many years later would be edited by his son, William Abbott Smith of the Class of 1891.

In 1850 the College Trustees called Smith to the chair of Rhetoric. For forty-two years he devoted himself loyally to an ever expanding service for his alma mater. He was greatly interested in history, a subject which received little attention in the college curriculum before the end of the nineteenth century. Abraham Jackson of the Class of 1869, a member of the faculty at the theological school in Meadville, Pennsylvania, recalled: "His wise reflections led me to Guizot; he sent me to Montesquieu; he told me what I would find in Hooker; he warned me against the special pleadings of Froude and cautioned me against the sophisms of Buckle."

It was Abraham Jackson who testified to Smith's special scholarly interests:

I believe inductive logic, so necessary in science, was an instrument he could have successfully used, but manifestly he had little sympathy for it. The deductive was his province. Its forms were almost the toy of his understanding, its philosophy a congenial theme of his deeper musing. His mind could hardly work otherwise. As for rhetoric, it seemed to be not something that he knew, but something that he vitally was, the very texture of his intellect.

English literature, in fact any literature except the ancient classics, had little place in the college curriculum in Smith's time. It was an innovation, therefore, when Smith decided to teach a term course labeled English Literature. His un-
yielding Baptist beliefs were somehow reconciled with his love of the English poets and masters of prose. Again it is one of his students who gives pertinent testimony. "Under his incidental guidance I found my way into the rich domain of Chaucer, into Spenser's great allegory, into the noble sonnets of Sir Philip Sidney. 'Read Milton's prose', he once counseled me, 'and don't forget to keep Bacon always in mind.'"

Teachers of English in any day would agree with President Roberts' comment that English composition is the most difficult of all subjects to teach. In Smith's time students complained about rhetoric just as they complain about English composition today. Twice the complaints against Smith reached the Board of Trustees. On both occasions a committee of the Board investigated and both times he was soundly vindicated. As he himself put it,

Young men in college are at that age when specific knowledge alone appeals to them. They want facts, not theories. They are not yet enfranchised in the realm of thought, and thought is the material with which rhetoric must deal. Whatley's rule 'Write as though you have something to say and not as though you wish to say something' must be taken by college students often in reverse. They are pumping from an empty well, which no instruction about the pump handle can make attractive.

This was the man who taught many generations of Colby students to write accurate, forceful, convincing prose. He moulded the style of such men as William Penn Whitehouse and Leslie C. Cornish, both chief justices of the Maine Supreme Court. He taught great teachers like Nathaniel Butler, Jr., and Albion Woodbury Small, competent preachers like Edwin C. Whittemore and George Merriam, skillful writers like Holman Day and Walter Emerson. Many Colby men achieved an effective written style under the stern instruction of Samuel King Smith.

Dr. Smith died on August 24, 1904, and is buried in Waterville's beautiful Pine Grove Cemetery.

Of all the professors in Champlin's time, the one most popular with students was "Johnny" Foster. John B. Foster was born in Boston in 1822, but came to Waterville with his father and mother at the age of six. When the Waterville Academy was established in 1829, he was one of its first pupils. When he reached the age of fourteen he had no thought of further education, but decided to learn a trade. He became a skilled carpenter and was a competent "do-it-yourself" man all his life. Through the influence of interested leaders in the Waterville Baptist Church, the boy gradually became interested in what was going on at Waterville College, and in 1839, when he was still only sixteen, he decided to attempt college studies. But he was not quite ready. Two intensive terms at his old school, the Waterville Academy, were enough, however, to assure him admission into the College. A diligent and eager student, he soon came to regard the emphasis on Greek and Latin not as an impractical burden, but as the sure and rewarding road to a life of learning.

Graduating from the College in 1843, Foster followed a number of his prominent predecessors, including Elijah Lovejoy, as principal of China Academy. After subsequent teaching at Lexington, Massachusetts, he decided to prepare for the ministry, and entered Newton Theological Institution in 1847. By 1850 he held three degrees, A. B. and A. M. from Waterville College, and B. D. from Newton. Instead of taking a pastorate, he was called to the editorship of Zion's
Advocate in Portland, a position which Samuel K. Smith had just resigned in order to accept the professorship of Rhetoric at Waterville College.

It was James Champlin's elevation to the presidency of the College which opened the way for Foster to join the faculty of his alma mater. The Trustees invited the young editor to take the professorship of Latin and Greek vacated by Champlin, and Foster gladly accepted. When, in more affluent days, the professorship was divided, Foster became Professor of Greek and Professor Julian Taylor took charge of the Department of Latin. John B. Foster taught at the College for thirty-five years, endearing himself to hundreds of students.

It is somewhat amazing that throat trouble is said to have contributed to the decision of three faculty members to enter teaching careers. In his letter of resignation to the First Baptist Church in Portland, Champlin himself had given his throat affliction as a decisive factor in his decision to go to Waterville. Professor Samuel K. Smith had become convinced that his ailing throat would not permit him to continue a pulpit career. Of John B. Foster, Dr. George B. Illsley said in 1893, "A throat trouble prevented his entrance upon the work of the ministry." There is something about this common affliction that smacks of more than coincidence. Perhaps if Colby's noted throat specialist, Dr. Frederick T. Hill, 1910, had been around at the time, he could have thrown light on the puzzling question, why three Colby professors of the same era should all have throat trouble, yet all live beyond the allotted three score years and ten.

Like Professor Hall, John B. Foster had absorbing interests in church and town. For many years he taught a large Bible class at the Waterville Baptist Church and held many offices in its organizations. For thirty years he was treasurer of the Maine Baptist Missionary Society, during which time he handled skillfully and prudently $400,000 of the Society's funds. He served not only on the Waterville school committee, but also for several years as supervisor of the public schools.

John B. Foster will also be remembered as the first of four generations of John Fosters to graduate from Colby. His son, John M. Foster, 1877, was a prominent Baptist missionary in Swatow, China, President of Vashon College in Burton, Washington, and President of Ashmore Theological Seminary. John H. Foster, 1913, grandson of John B., was born in Swatow, China. The paternal missionary influence and a desire to study medicine turned him to a career as a medical missionary in China, where he spent fruitful years following his medical degree at the University of Pennsylvania and his internship at Peter Bent Brigham Hospital in Boston. Returning to the United States, he settled in Waterbury, Connecticut, where he became one of its leading and best loved physicians. John B.'s great-grandson, John T. Foster, graduated from Colby in 1940, became a pilot in the Army Air Force in World War II, and had the thrilling experience of having his plane shot down near the village in China where he had spent his boyhood. Other members of the family who hold Colby degrees are Dr. Frank Foster, 1916, a professor at the University of Maine, Dr. Grace Foster, 1921, a prominent New York psychologist, and Anna Foster Murphy, 1944. The wife of John H. Foster, and his missionary companion in China, was Helen Thomas, 1914, daughter of Arthur M. Thomas, 1880, and Frank's wife was the daughter of the famous Colby educator, Randall Condon.

Moses Lyford, born in Mount Vernon, Maine, in 1816, was a classmate of John B. Foster's at Waterville College in 1843, but unlike Foster he had prepared at Kents Hill, which would for more than a century be a keen rival of Waterville Academy and its successor, Coburn Classical Institute. After gradu-
tion from college, Lyford taught for three years at Kennebunk, Maine, then for four years at Townsend Academy in Vermont. He then became principal of the Boys' High School in Portland, where his successor was James Hobbs Hanson of the Class of 1842, who later became known as the great administrator of Coburn. At Portland, one of Lyford's pupils was Thomas B. Reed.

In 1856 Lyford was called to his alma mater as Professor of Mathematics and Natural Philosophy. In 1872, when a separate Department of Mathematics was established, he became Professor of Natural History and Astronomy, remaining in that position until 1884. He then became a member of the Board of Trustees, from which declining health compelled his resignation in 1887. He died on August 4, 1889. Of the seventy-one years of his life, thirty-five had been spent as student, professor and trustee of his beloved college.

Comment has been made about the excellent handwriting of Professor Hall. Moses Lyford's hand was just as even, precise, and legible. Preserved is a letter which he wrote on July 29, 1856, in reply to the invitation that he join the college faculty. That letter reveals an understandable caution in regard to the finances of his alma mater.

In reply to your note of the 4th inst., I take this my earliest opportunity to say to you and through you to the Trustees of the College, that, after mature deliberation with regard to accepting or declining the appointment with which I have been honored, I have come to this conclusion:

Taking it for granted that the proposed endowment will be secured and the 'Plan of Improvements' recommended by the Faculty will be carried out, I am willing to identify my interests with those of the College, and devote whatever energy or ability I may have to the advancement of those interests, provided I can rely upon a comfortable support in return for such services. It is felt by the present faculty and is admitted by all who are familiar with the facts that the present salaries of the professors are quite too small and ought to be immediately increased by at least two hundred dollars. I may be permitted to state further that, even after such increase shall have been made, such is my position here that, to exchange it for the one at Waterville, will involve a large pecuniary sacrifice annually. This sacrifice, however, I am ready to make, but whatever I do beyond this must rely on the success of the proposed endowment.

Allow me, then, to propose as a condition upon which I am willing to accept the appointment, that the Trustees, in anticipation of the endowment, fix the salary at one thousand dollars, it being understood that I am ready to subscribe toward the endowment fund a sum equal to the amount of the proposed increase, for two years. If this proposition shall meet the views of the Trustees, I shall be ready to enter at once upon the discharge of the duties of the office. Should the result be otherwise, I trust my interest in the prosperity of the College will not be lessened, but will seek some other mode of development no less serviceable to the institution but less objectionable to its friends.

At their annual meeting in 1856 the Trustees accepted the Lyford proposal and voted that "the salaries of the professors be henceforth one thousand dollars per annum with the condition that each contribute two hundred dollars annually for two years to the subscription now being solicited."
The chair of Mathematics and Natural Philosophy was second only to those of Sacred Theology and of Languages at Waterville College. It had been established in 1827 when Thomas J. Conant had been brought in by Chaplin to take charge of Latin and Greek, necessitating a change of appointment for Avery Briggs, who was then made Professor of Mathematics and Natural Philosophy. The man who did so much to keep the College going during its early years of struggle, George Keely, was Briggs’ successor in the professorship, which he held from 1829 to 1852. Then for four years such work as was done in mathematics and physical science was distributed among the other professors and tutors until, in 1856, Moses Lyford was called to the position.

Lyford was truly devoted to the newly developed science of physics, though it would be many years before work in that subject at Colby would be known by any other name than natural philosophy. He joined ranks with Hamlin in pressing for appropriations and contributions to provide scientific apparatus. In the gradual building of laboratory supplies and in the organization of courses, Lyford effectively paved the way for the great scientist, William A. Rogers, for whose internationally known research Col. Richard C. Shannon would erect the Shannon Physics Building.

When Moses Lyford joined the faculty another scientist, Charles E. Hamlin, had already been a member for three years. Of all faculty members in the Champlin administration, Hamlin has left the most permanent impression because there is so much preserved, both of his own writings, and of what was written either to or about him. He was the one man on the Champlin faculty to become well-known on both sides of the Atlantic. He alone of the men who composed that teaching force can be called a true research scholar in the modern sense of the term.

Charles Edward Hamlin was born in Augusta, Maine, on February 4, 1825, the oldest of five children, all boys. He prepared for college at the old Augusta High School under William Woodbury, a Colby graduate of the Class of 1841. Hamlin entered Waterville College originally as a member of the Class of 1845, but was forced to withdraw in July, 1843, because of ill health. He stayed out of college for nearly two years, but in May, 1845, felt able to resume his studies, and graduated with distinction in 1847.

After teaching at Brandon, Vermont, and at Bath, Maine, Hamlin came to Waterville College as Professor of Chemistry and Natural History in 1853. His predecessor and first holder of the chair had been Justin R. Loomis. Those two were Colby’s only teachers of chemistry for thirty-four years. Chemistry has indeed been a long-lived professorship at the College. In the one hundred and nine years between 1838 and 1947, only four men headed the Department; Justin R. Loomis for fourteen years, from 1838 to 1852; Charles E. Hamlin twenty years, from 1853 to 1873; William Elder thirty years, from 1873 to 1903; and George F. Parmenter, forty-four years, from 1903 to 1947.

We must not think of Hamlin as a chemist, however. In his day very few men specialized in that science, to say nothing of its modern sub-specialties of organic, inorganic, physical, etc. Hamlin had wide interests and considerable knowledge in various fields of science. Already in his time there had come to be some distinction between the natural philosophers and the natural historians. The former were interested in the physical phenomena which developed into the science of physics; the latter often turned their attention from living objects to the substances of gases, fluids and solids, and to their composition and relationships. Those who thus turned away entirely from plants and animals to “ele-
ments" became the chemists. Those who confined their attention to living things became biologists, and even earlier the study of plants (botany) had been divided from the study of animals (zoology). There were those who were concerned with the earth itself, not the life upon it. They were the geologists.

At Colby Hamlin taught chemistry, botany, zoology, geology, paleontology, and mineralogy. Like most other members of the faculty, he was not permitted to confine his teaching to his field of science, but often had to take classes in Latin, Greek, mathematics, or rhetoric. Not until the very last years of his Colby teaching were his classes restricted to science.

Hamlin was a powerful and inspiring teacher. Although exacting in his demands, he was friendly and sympathetic with struggling students. But he would not tolerate slovenly work. Approximation was not enough; almost would not do. The result of any student's work must be thorough and exact. He carried this quality into all phases of his personal life. He was precise in his dress, in his speech, in his manners. His diaries and account books, and his meticulously kept records as secretary of the faculty, had an enviable neatness and exactness. His laboratory demonstrations were prepared by hours of painstaking work in advance of the class meetings.

All who knew him testified to the man's modesty and shyness. He was not anti-social. He did not fail to make strong and abiding friends. But he had a certain aloofness quite different from the extrovert qualities of "Johnny" Foster and "Eddie" Hall. It must have caused him mental agony to become a door-to-door beggar for college subscriptions, as he did many times between 1860 and 1870. Dr. Francis Bakeman said of Hamlin,

Extreme diffidence restrained him from all self-assertion, from childhood to the very last. In a conversation with a former pupil as late as 1881, he referred to his own bashfulness and the repressing influence it had exerted over all his life. He had a morbid shrinking from positions of responsibility. Twice he refused the presidency of the College, insisting that the office was quite inconsistent with his temperament and tastes. 

Hamlin's unconventional teaching methods soon gained him the opprobrium of his colleagues. Even Lyford, though cooperating with him in the quest for apparatus, thought Hamlin was odd. As for those teachers who were still harnessed to the team of memoriter recitations, Hamlin's trips into fields and woods with his students were nonsense. The man found himself increasingly at issue with other members of the faculty. As early as 1864 he had begun to inquire about positions in other colleges, but Gardner Colby's gift and a personal conversation he had with that Boston merchant led Hamlin to reject all offers to go elsewhere at that time. He explained that situation in a letter that he wrote four years later to his close friend, the Waterville Baptist pastor, George D. B. Pepper: "My courage did not fail in the dark days before Mr. Colby came so nobly to the rescue. Then I expected to see every man here leap into life. But since the failure of my last resort seems inevitable I must confess that I despair."

When Hamlin wrote those words in 1868, he meant by "my last resort" his attempt to secure a science building. Dr. Potter of Cincinnati, from whom Hamlin had confidently expected the donation of a building, had recently died and had made no provision in his will for Colby University. Hamlin said to Pepper:
With all the needs of the College for the completion of the Memorial Hall, renovating the dormitories and remodeling the chapel, it seems almost unreasonable to expect the well-plucked public to do anything for my department in my day. My chemical apparatus is meager, and for natural history I have not even an apology for a microscope. The college library furnishes so little for the natural sciences that I am spending a hundred dollars a year from my small means for books and scientific periodicals to help me keep up with the times. My laboratory is a dog-hole, and there is no prospect of a better. Taking into account these facts, together with the failure to introduce the desired changes, I feel my way here is hedged up before me.

If Hamlin felt such frustration, why did he not accept the flattering offer from the Maine Agricultural and Mechanical College in 1868? They offered him a salary of $2000 and free rent of a house. They also agreed to build a chemistry building according to plans which he had himself submitted at their request, modeled after a new laboratory at Brown. Hamlin was deterred from acceptance because the Colby trustees did appreciate the man's value and promised him faithfully that he should have the cherished building. At their exultant annual meeting in 1870, they voted definitely to build, and in 1872 Hamlin saw in Coburn Hall the fulfillment of his dreams.

Having decided to stay in 1869, why did Hamlin leave in 1873, only a year after he had moved into the new building? By temperament and ability Hamlin preferred scientific research to teaching. The authority on Charles Hamlin's life is Clayton Smith, Colby 1931, a collateral descendant of Hamlin. Although Mr. Smith is cautious about coming to a definite conclusion about Hamlin's departure from Colby, his mere recital of the facts, in a letter to this historian in April, 1958, at least give some pertinent clues.

The professor had become interested in conchology via the route of paleontology. First, interest in geology led to a study of fossils, then to fossil shells. Conchology therefore was a necessary base for the understanding of the fossils. Louis Agassiz knew him and was well acquainted with his work. On one occasion the great Agassiz had visited Hamlin in Waterville, and had suggested projects that Hamlin could carry out in Maine, such as the study of the hibernating habits of certain species of frogs and the collection of the birds of Central Maine.

Hamlin was the only member of the faculty, up to that time, who was ever known to spend long winter vacations in study at another institution. Too often he had to devote those vacations to collecting money for the College, but when that duty was not demanded he spent the winter with Agassiz at Harvard. In 1873 the persistent efforts of Agassiz resulted in the raising of a Harvard fund of $150,000 for his department's expansion, both in physical equipment and in personnel. He was thus able to reorganize his Museum of Comparative Zoology and Paleontology, and one step in that reorganization was to invite to his staff Charles E. Hamlin of Colby University.

Agassiz asked Hamlin to come to Cambridge as a conchologist, to work on the already large and constantly expanding collection of fossil shells. This was quite different from moving to another teaching position at Orono. It was exactly the kind of position Hamlin had always wanted—freedom for research, release from the frustrations of teaching and the annoyance of discipline. In spite of his new building at Colby, Hamlin accepted Agassiz' offer.
In 1884 Hamlin completed his memorable work on the Harvard collection of fossil shells. He had previously done for Agassiz his superb collection of the birds of Central Maine. He had been a founding member of the Appalachian Club and was a recognized authority on the geology and vegetation of Mount Katahdin. He died at his home in Cambridge on January 3, 1886.

The wide range of Charles Hamlin's scientific interests is revealed by a journal which he kept during the 1860's. His curiosity was intense, and his determination to satisfy that curiosity was relentless. A few excerpts from the journal tell us much about the man.

July 18, 1863—Salamander (spelerpes bibienata) found in Gilman woods, Waterville, under stone in brook. Several others seen, but having no net, I took but one.

July 9, 1864—While gunning east of Emerson Stream, found a fetid currant in fruit, which was ripe and hairy. Tasting it, I said, "You taste like a skunk." On returning home and consulting a book, I was amused to learn that one of its names was Skunk Currant.

June 29, 1865—Found in a field north of the railroad bridge west of Emerson Street a single specimen of Moth Mullein, seen and smelled for the first time. After evening prayers, Professor Foster called me into his front yard to see two specimens that were growing there among cultivated flowers.

An entry on July 30, 1864, reveals something of Hamlin's method of work.

Taking advantage of the unprecedented low stage of Emerson Stream, I spent many mornings exploring its bed and banks for shells and flowers. Took the morning as my only spare time, the half term of recitations in Botany having closed on July 2nd. The other spare time of the term, especially Wednesday afternoon and Saturdays, was busily employed in collecting flowers and looking for birds' nests.

During the winter vacation of 1864-65 Hamlin traveled through eastern Maine soliciting funds for the College. Let us note what his journal says about experiences on that journey.

January 17—Took train from Waterville to Bangor, and after dinner was driven by C. E. Harden in his father's team to Mariaville, 21 miles, through Brewer, Eddington, Clifton and Otis. Young Harden says deer are so plenty in the forest here that it is very common to see them. He has known his brother to shoot three in one day. When he was at home, before entering college in 1860, a deer could always be had for fresh meat. Wolves have of late been driven away, but even yet they sometimes howl so loud and so near that they can be heard distinctly at night in his father's house, where I stopped, even with all doors and windows closed.

January 25—Mr. Durfee took me to Ellsworth from East Trenton, over a trackless road. We were two hours making the six miles through the snow.

January 28—Spent the evening with a smart old gentleman who was in the coach as I got aboard at Harrington. I found him to be a Catholic
priest who had been a professor at a college in Maryland. He had been
all over the states and provinces and had visited Europe. He was now
about to go to Colorado on a mission. We had much pleasant talk.
He was the first priest I had ever met who was free from a stiff and
bigoted air.

January 30—In the stage to Franklin was a dangerous mad man, whom
a stout friend was taking to the asylum at Augusta.

It is the journal that assures us that, when Hamlin was approached by the
authorities at Orono, it was not merely a professorship, but the presidency, that
they had in mind.

March 12, 1868—Rev. S. F. Dike of Bath, a trustee of the Maine Col-
lege of Agriculture and Mechanic Arts, stopped at my house over night
and communicated to me the invitation of his board to take the professor-
ship of Chemistry in the new college, with a view to my final election
to the presidency. I declined the latter part of the invitation, but agreed
to consider the professorship.

Probably no one but Hamlin would have thought of the erection of Memorial
Hall as an opportunity for zoological research.

July 3, 1868—After examining the freshmen in Botany, I went to the
top of Memorial Hall, on which the topmost tier of granite was just
being laid. Feeling something crawling on the inner side of my thigh,
I went into the locomotive house and pulled out a specimen of Attacus
Polyphemus, seeking a place to deposit her load of eggs. Took it
home, identified and measured it. Spread 5.25 inches. A workman
on Memorial Hall found another and kept it for me. This I prepared
and pinned, the other having been too badly crushed.

Hamlin's scientific curiosity sometimes led him into gruesome areas. In the
1850's the town of Waterville had decided to abandon the old cemetery that lay
just south of the Baptist Church. Before the Civil War some of the bodies had
already been removed to the new Pine Grove Cemetery, but many still remained.
Through the northern edge of the cemetery the town had built a new street, first
called Church Street and later Park Street, joining the old north-south arteries,
Elm and Pleasant streets. After the Civil War it was decided to turn the old
cemetery area into a park and erect on it a soldiers' monument. That action
necessitated the removal of the remaining bodies, and was the occasion for an
entry in Hamlin's journal.

October 5, 1868—Last two weeks some seventy bodies have been re-
moved from the old cemetery, now being cleared and converted into a
park. I learned some interesting facts from seeing some eight or ten
graves opened. Decay of bones, even in our light soil, is slower than I
supposed. Of a boy of nine years, drowned in 1806, all the larger
and many of the smaller bones remained entire. A white flannel blanket
wrapped about an old man buried in 1837 was whole in places and was
lifted out in ribbon-like strips, but all vestiges of cotton clothing buried
much later had entirely disappeared.

An action which makes Charles Hamlin stand out from all other faculty
members of his time was his adoption of a colored baby, Lulu Osborne, daughter
of the man who for many years was the beloved "Sam", janitor of Colby College. When Sam had first come to Waterville with Col. Fletcher, he had brought with him two of his daughters, but had been obliged to leave behind his wife and a new-born baby girl. A year later he was able to bring that baby, little Lulu, to Waterville, but it was some time later before his wife and other children could join him and the whole family be united. Both Sam and his wife had, of course, been slaves before the Civil War liberated them. In spite of the kindness of Waterville citizens, especially members of the Baptist Church, Sam Osborne found it difficult to care for three little girls. Col. Fletcher took Amelia into his own household, Flora stayed with her father, and Lulu became the legally adopted daughter of Professor Charles Hamlin on November 4, 1865, when she was about a year and a half old.

To take a Negro girl into one's home and train her to be a servant, a nursemaid for a white child, as Col. Fletcher did with Amelia, was quite acceptable. But to make a Negro child one's own legal daughter was something else. That just wasn't done even in the families of ardent abolitionists. But Charles Hamlin was a man who believed strongly that practice should always keep abreast of principle. Others could mouth sympathetic platitudes; others could donate a few dollars to relieve Negro families; others could preach unctuously the equality of white and black; but Charles Hamlin believed in action. If one subscribed to the equality of races, then let one show it. He made Lulu Osborne his own legal daughter.

The feeling against the Hamlins for this action was bad enough in Waterville; when they moved to Cambridge it was much worse. Separated then from the protection of the Waterville Baptist Church and from the kindly support of Col. Fletcher, they found themselves in virtual ostracism because of the Negro child. Clayton Smith is convinced that this is the reason why so many writings about the Harvard museum and the men associated with it make no mention of Hamlin. Even Mrs. Agassiz, who wrote an excellent biography of her husband, makes not a single reference to Hamlin in her two-volume work.

Charles Hamlin was precise, meticulous, painstaking, and honest not only as a scientist, but in all relations with his fellow men. Though reserved to the point of aloofness, he was warm and friendly once the outer reserve had been penetrated. He was a rigid disciplinarian and had no tolerance for the shoddy and slovenly. He held high moral standards and would lay aside his shyness and fight openly for justice and fair play. And above all, he was one who knew and behaved on the principle that actions speak louder than words.

It is well that the human qualities of Charles Edward Hamlin should be remembered. But that for which he deserves distinction in any history of Colby College is that he was the first member of its faculty truly to deserve the name of scientific scholar.

Altogether they made an impressive quintette: Edward Hall, the linguist and bibliophile; Samuel K. Smith, the rhetorician who never smiled; John B. Foster, the Christian gentleman to whom the classics were as contemporary as the newest novel; Moses Lyford, for whom mathematics and physics were not only relatives, but Siamese twins; and Charles E. Hamlin, who was not content until he could learn all there was to know about a flower in the crannied wall.
CHAPTER XX

Standards, Academic And Religious

It was nearly a year after President Champlin's resignation before the Trustees could decide upon his successor. Meanwhile Champlin agreed to continue in office until after the commencement exercises of 1873. At a special meeting of the Board in Portland on July 2, 1873, Dr. Shailer, chairman of the selection committee, presented the name of Rev. Henry E. Robins, D. D., of Rochester, New York, as the committee's unanimous choice. Dr. Robins was elected, at the hitherto unprecedented salary of $2500 and house, and the Trustees also agreed to pay his moving expenses from Rochester to Waterville, to the amount of $500.

In turning to the pastor of Rochester's First Baptist Church as the new president of Colby University, the Trustees had made an excellent choice. Already known as one of the most eloquent preachers in Upper New York, Henry Robins had shown special interest in Baptist educational matters. He delighted to converse with or address young people, especially those of college age, and he was closely associated with the Baptist seminary at Rochester, which was fast gaining national prestige. Dr. Burrage says of him:

Possessing a keen, vigorous intellect, he delighted to influence and stimulate young men and women seeking an education. He felt the importance of right thinking in order to produce right living, and no place seemed to offer him such facilities for Christian service as did a Christian college. Alert, energetic, magnetic, he impressed everyone with the earnestness and seriousness of his purpose in life and his desire to awaken such a purpose in others.

President Robins at once set about a task which President Champlin, with all his great qualities as scholar, teacher, administrator and money-raiser, had been unable to accomplish—the badly needed increase in student enrollment. During the last years of the Champlin administration the numbers had remained about static, never fewer than 50, never more than 55. In Champlin's hold-over year after his resignation in 1872, only 15 freshmen entered the College, and the total registration was only 52. With the coming of President Robins, improvement began immediately. Freshmen enrollment in the fall of 1873 numbered 25, and in the entire college there were 62 students. The following year, with freshmen increased to 32, the total was 82, and in 1875 the coming of 38 freshmen brought the whole enrollment up to 91. In the fall of 1876, registration exceeded 100, and two years later, in the sixth year of the Robins administration, came the
largest class to enter Colby for many years. That freshman class, entering in 1878, numbered 62, which was exactly the size of the entire college in the first year of Dr. Robins’ presidency. The peak college enrollment, not to be exceeded or even equalled until more than ten years later, was reached in the fall of 1879 with 157 students.

The influence of President Robins at once became apparent by the publication of two editions of the annual catalogue in 1873-74. Although the second edition showed no difference in admission requirements or in required course of study, still allowing very few electives and none at all until junior year, it did contain additional information. Hitherto the catalogue had published no details about the academic departments. Here, for the first time, appeared statements, each filling at least half a page, obviously written by the professors. Professor Foster said his aim in teaching Greek was “to make the study conduce, so far as practicable, to give refinement of taste, nicety of discrimination, facility of analysis, precision of thought, and elegance of expression.” Taylor said of Latin, “The logical power developed by the analysis of its complicated structure, and the habits of precision acquired in translation, go far to form a free, forcible and accurate English style. A free discussion of all points of interest is encouraged in the classroom, and a course of historical and critical reading, in addition to the study of the regular textbooks, is recommended to the student.”

When it came to the modern languages, Professor Hall had an advantage over teachers half a century later. He could take for granted his students’ previous study of Latin. His departmental statement said, “In the study of French an attempt is made to utilize the knowledge of Latin possessed by the student. Works are chosen for translation which are written in the idiomatic language of today. Correct pronunciation is taught by constant practice in conversation.” Hall could claim no Latin affinity for German, of which language he said, “German is taught as a living language, of common parentage with English, which cannot be thoroughly understood except by its aid.” Surprisingly Hall claimed that his students could so far master either language as to enable them to “avail themselves of its treasures of eloquence, philosophy, and science.” Either Professor Hall’s optimism exceeded the class performance or his students were highly exceptional, because the total instruction available at that time consisted of two terms of French and two of German during the four-year course of twelve terms.

Professor William Elder, who had succeeded Charles Hamlin in the chair of Chemistry and Natural History, announced that in his department instruction was “given by lectures very freely illustrated by experiments and specimens.” Contrary to the testimony of several students of that time, Elder claimed to provide for laboratory experiments by the students themselves, not merely by his own demonstration. His catalogue statement said, “Practical instruction is afforded to students in chemistry, who are assisted to repeat for themselves the experiments given with the lectures.” Elder was determined, in his courses in Natural History, to take advantage of what was called “the cabinet,” the fine collections which Professor Hamlin had assembled. He wrote, “The collections contained in the Cabinet, illustrating the departments of Ornithology, Conchology, Geology and Mineralogy, are being increased every year and are available for purposes of instruction.” In light of prevailing testimony that Elder’s method of instruction was chiefly that of memoriter recitation from the textbook, it is surprising to read his concluding statement in the catalogue: “Students are trained to original investigation, and every means is used to render the knowledge acquired real and practical.” We would not imply that such statements were mean-
ingless. Doubtless, in their lectures, Elder and other professors of his time, went considerably beyond the bounds of memoriter learning. In later years, alumni remembered the exacting demand to reproduce the words of the text, and forgot what the professor optimistically considered inducements to "original investigation." If, however, one is inclined to be cynical, he has the support of a later Colby president, Arthur Roberts, who used to say, "America's greatest work of fiction is a college catalogue."

Moses Lyford, Professor of Natural Philosophy and Astronomy, mentions that he taught "several branches" of natural philosophy, but one must look elsewhere in the catalogue to discover what those branches were. We find that no Colby student then approached the subject which we now call Physics until his junior year. Then he had a first term of Mechanics, and in the third term he could elect Civil Engineering. In his senior year he had a term of Optics. As for Astronomy, it was taught only in the second term of senior year, but may have been better liked than Mechanics or Optics, because "the classes are allowed frequent opportunities for observation with the astronomical instruments at the Observatory of the University, which is located on an eminence near the college buildings." That old observatory was situated on the hill, near what is now the head of Sanger Avenue, not far from the Harris Bakery.

In the Department of Rhetoric, Samuel K. Smith was an advocate of a teaching technique that became almost a fad in the 1920's, long after Professor Smith had died. The Harvard professor who later gave the method its greatest publicity called it "writing through reading," contending that it was the way such diverse worthies as Benjamin Franklin and Robert Louis Stevenson had learned to write. Admitting that one aim of his instruction was to give the student practical skill in the application of the principles of logic and rhetoric, Smith said, "This goal is sought through the study of standard authors."

President Robins was no believer in memoriter recitation. His students later testified that he lived up to the catalogue statement about his courses in philosophy: "Constant reference is made to modern phases of thought, often outside the textbook. Free discussion in the classroom of topics under consideration is encouraged."

The President's immediate contribution to curriculum changes is revealed in his first catalogue, not by any alteration of requirements or course titles, but by his introduction of what he called a "course in reading." Nothing like it had previously been known at Colby.

Course in Reading

The course of reading germane to the course of study, is recommended and in part prescribed to the students. Each professor will, from time to time, prepare for his department a list of books, monographs and essays, and supervise the reading of the students therein. The object is to save the students the loss of aimless and desultory reading, to train them in habits of exact investigation, to broaden their views, and to inform them respecting the literature of the subjects which occupy their classroom attention. A written analysis will be required of whatever is read in that part of the course which is prescribed. Those who shall present an accepted written analysis of any book not prescribed shall have honorable mention in the catalogue.

The first edition of the 1873-74 catalogue had made only general statements about scholarship aid. Robins thought the time had come to list the scholarships
by name, and the catalogue's second edition did so. Extending alphabetically from the Appleton to the Yarmouth scholarships, they were sixty in number and the donors or their heirs could now see their names in the public college announcement. Of the sixty scholarships, sixteen had been founded by Baptist churches in Maine, all the way from Portland to Calais. Some of the remaining forty-four scholarships bore prominent names. One had been given by Hannibal Hamlin, Vice-President of the United States. Two of them honored Waterville leaders in the early years of the College, Timothy Boutelle and Dr. Moses Appleton. Two were gifts of the Coburn family, one by Governor Abner Coburn, the other by his father, Eleazer Coburn. President Robins' immediate predecessor had given the Champlin scholarship. Family names that were to be prominent down through the years in Colby history were recognized in the Drummond and the Merriam scholarships. Deacon Byron Greenough of Portland had generously donated five scholarships.

Robins revised the scholarship regulations to read:

No student will be nominated as a beneficiary who does not maintain a good average standing in his classes, and whose conduct is not in all respects exemplary. Preference will be given to the students maintaining the best standing.

The prevailing method of making up work for ordinary absence had long been a burden on the faculty. The professor was expected to hear the student orally on the content of each missed recitation. Only in the case of prolonged absence, such as "rustication," was the work made up by examination, and for many years even those examinations were oral rather than written. President Robins introduced a welcome change.

Students who shall be absent for two weeks or longer will be required to pass a written examination on those portions of their studies pursued during their absence, the examination to be held at such time as the faculty shall appoint.

President Robins was also of the opinion that a catalogue ought to set forth the advantages of the particular institution, and he was sure that Colby had advantages likely to appeal to the prospective constituency. He therefore inserted into his revised catalogue the following statements worthy of a twentieth century expert from Madison Avenue.

General Information

Waterville is one of the most healthful as well as beautiful villages in Maine. Never has any epidemic disease prevailed among the students. The climate is especially favorable for study. The expense here is reduced to an inconsiderable sum per annum. The cost in our larger colleges is every year becoming more and more burdensome, and in many colleges it is a positive interdict to the benefits which they offer. Here the terms are so arranged that students may teach school during the winter. Colby is not located in a large city. The studies of a college course can surely be better pursued in the quiet of a village like Waterville. The temptations of city life are here escaped. The Maine Law, restricting the sale of intoxicating liquors, is enforced. The moral tone of the community is high and the social influences are refining.
Special interest is felt by the faculty in the religious condition of the students. It is not forgotten that the College was founded as a Christian institution.

For the first time, Robins' new catalogue of 1873-74 contained a description of the college buildings. For some inexplicable reason South College was not mentioned. North College had already been named Chaplin Hall, in honor of the first president, and Recitation Hall had just been renamed in honor of President Champlin. The buildings owned by the College in 1873 totaled five: South College, Chaplin Hall, Champlin Hall, Memorial Hall, and Coburn Hall.

From the catalogue statement it appears that Coburn Hall did not contain facilities at that time for Professor Lyford's classes in Natural Philosophy, but only for Professor Elder's department of Chemistry and Natural History.

Coburn Hall is devoted entirely to the use of the Department of Chemistry and Natural History. The building is of rough quary-stone with granite trimmings, the walls being 56 by 48 feet and 41 feet high. On the first floor are the lecture room, laboratories, and apparatus rooms. On the second floor are work-rooms for students in Natural History, and a hall supplied with elegant cases for the exhibition of specimens. A gallery, more spacious than the main floor, surrounds the hall. The Cabinet is of unusual excellence for purposes of instruction, and is especially rich in the departments of Conchology and Ornithology.

Of Memorial Hall the new Robins catalogue said:

So named in honor of the alumni who fell in the service of their country during the late civil war, Memorial Hall is built of stone and surmounted by a tower eighty feet in height. The eastern wing contains the University Library, 44 by 54 feet and 20 feet high, furnished with double alcoves and shelves for 30,000 volumes. The west wing contains on the first floor the College Chapel, 40 by 58 feet, and above it is the Hall of the Alumni, in which is the Memorial Tablet surmounted by a marble copy of Thorwaldsen's Lion of Lucerne.

There is at least traditional testimony that discipline became more rigid under Robins than it had been under Champlin. Whittemore says, “By discipline, occasionally severe and not always well founded, the President strove to keep the life of the College on an ideal plane. Misunderstandings ensued, but those who came to know the real spirit and the kindly heart of the President became grateful for one of the highest inspirations of life.” Whittemore mentions no incidents to support his assertion, but he knew from personal experience what life at Colby was like when Robins was President, for during all four of Whittemore's undergraduate years from 1875 to 1879 Robins was head of the College.

The faculty records for the Robins years give some support to Whittemore's statement. At any rate Robins insisted on a resumption of detailed faculty records—a practice which had been discontinued through most of Champlin's presidency. When Professor Charles Hamlin was succeeded by Professor Foster as Secretary of the Faculty in 1873, the former made the following note in the faculty record book: "The full records of the earlier years were not favored during the period of my service as secretary; hence the infrequency of my entries." Beginning with Foster's secretarship the records again become detailed, and they do indeed show that President Robins was determined to have stern discipline.
One unpopular action of Robins was his introduction of a system of disciplinary demerits linked to academic standing. He put through the faculty a regulation which not only set up a complicated demerit system, but also decreed that "each demerit for misdemeanor shall reduce the rank of the offending student, for the term in which committed, in the ratio of one in a scale of one hundred, or one-tenth in a scale of ten." President Robins saw to it that the rules concerning upright behavior on the part of holders of scholarships and entrance prizes were rigidly enforced. In October, 1880, he informed two students that they had forfeited right to claim scholarship aid because they had violated Rule 17 of the College Laws. That rule read, "No student shall be allowed to disturb, or attempt any imposition on his fellow students, in any manner whatever; and every student shall be required to preserve order and decorum in his own room and shall be responsible for all disorder therein."

In June, 1881, the President cracked down on a group of students who seemed to be stirring a sort of strike. At Robins' request the faculty voted that "the members of the junior and sophomore classes concerned in the combination to absent themselves from their classes on the afternoon of June 9' should receive the penalty of ten demerits.

So far as the faculty record reveals, Robins was the first Colby president to feel the intrusion of athletics upon the academic life. In June, 1877, the Colby Baseball Club presented a petition to be allowed to attend a baseball tournament at Bath. The President informed the messenger that he regarded it as wholly inexpedient to grant the request, but would lay the petition before the faculty. Robins well knew the temper of that faculty, and the petition was summarily rejected without discussion.

Although religious emphasis was never lacking all through the nineteenth century at Colby, it was especially strong under President Robins. He was a sincerely devout man. With him religion was not outward display, but inner life. By both word and precept he made it clear to the students that Colby was indeed a Christian college, where the way of living taught by the Man of Nazareth was the campus way of life. Of course he expected too much, but perhaps he realized that, while boys will be boys, they will also some day be men. In spite of his stern disciplinary views, he faced no such crisis as Chaplin's in 1833, and he won the admiration of students for his fine Christian living.

President Robins' great Christian spirit was revealed in many of his letters. In 1878 he wrote to Ellen Koopman, a girl who had been obliged to leave college because of serious illness: "We know that all things are included in God's plan for his children and work together for their good. We cannot see how this can be, but we trust our Heavenly Father's wisdom and power to bring it to pass. May it be God's will to so far restore your health that you can next year finish your course. We will wait on Him. May His presence ever guide and cheer you amid all life's perplexities and trials." Miss Koopman sought a warmer climate in Georgia, and for a time did seem to be on the road to recovery. But she was not able to return to college, although she lived for seven years after receiving President Robins' letter. She died in 1885 at the age of 31.

In 1877, to a student who had been called home by the fatal illness of his mother, President Robins wrote: "News of your mother's death reached me this evening. I feared she might not survive the attack, but hoped and prayed her loss might now be spared you. The tidings brought to me memories both sweet and sad. I remembered the night I saw my own mother pass through the
dark valley. I have seen other great and sore troubles, but for them all I bless His holy name. I am sure that He never errs in His providential dealings."

Of course a more sophisticated generation of the 1960's regards such letters as sentimental and excessively pious. But in our modern sophistication we have no right to doubt their sincerity. The God whom Jeremiah Chaplin asked to save Waterville College on that far-away day in Portland was the same God in whom Henry Robins put implicit trust, both for himself and for his college.

In 1874 President Robins made curriculum advance in the direction of elective subjects. At that early date neither he nor anyone else had the slightest intention of tampering with the traditional requirements in Greek, Latin and mathematics. In President Champlin's time it had been possible for a student to choose, in certain instances, between two alternatives. Sophomores, in their third term, could take either Calculus or Botany. Juniors had a choice between French and Natural History in the second term, and between Civil Engineering and Evidences of Christianity in the third term. Strangely enough, seniors, usually the most favored of classes, had no alternatives at all.

The word "elective" first appeared in the catalogue for 1874-75. In the third term of sophomore year, the student could elect Anglo-Saxon or Botany; in the first term of junior year, Civil Engineering, English, Constitutional History, or Greek; in the second term of senior year, French or Natural History; and in the first term, German or Latin. Actually there was not much enrichment of the curriculum; the only subject not previously taught was English Constitutional History.

In 1875 Robins introduced a division of courses into those requiring recitation and those given by lectures. The course in Evidences of Christianity was changed to freshman year, and was given in all three terms entirely by lecture. The same technique was applied to Physiology and Hygiene throughout freshman year. The freshman subjects handled by recitation were still Latin, Greek and Mathematics. Lecture courses for sophomores were two terms of Roman History, one of French History, and one each of Botany and Pneumatics, the latter appearing in the catalogue in 1875 for the first time. In the same catalogue, in place of Natural Philosophy, appears Physics, given to juniors for two terms in the form of lectures. In one of those terms, along with the lectures in Physics, there were recitations in Sound, and in another term recitations in Optics accompanied lectures on Light. For two terms the juniors also had lectures on Greek History. Senior lecture courses were German History, Astronomy, English History and Political Economy.

For some time previous to 1873, the President of the College had been ex-officio chairman of the Board of Trustees. At the annual meeting in 1873 Josiah Drummond presented a resolution to secure legislative amendment to the College Charter, permitting the Board to elect its own presiding officer. The amendment was duly made by the 1874 Legislature, and Abner Coburn was elected Chairman of the Board (Appendix N).

Even before President Robins' arrival there had been dissatisfaction within the faculty both as to salaries and teaching hours. At the annual meeting on the day before Robins' inauguration, the Trustees had acted on a faculty petition. "Voted to consider the petition of the professors for increase of their salary." On motion of Gardner Colby it was voted that the salaries of Professors Smith, Lyford, Foster, Hall, Elder and Taylor be increased to $1600 a year. At the same time the Trustees expressed their emphatic opinion that "the interests of the University demand that each professor give to the University his undivided serv-
ices." Gardner Colby was made chairman of a committee to confer with the faculty about "a division of labor in the work of instruction." The committee was empowered to "arrange and prescribe the duties of each member of the faculty."

In spite of unsuccessful attempts to operate a college commons at various times since the foundation of the College, the Trustees listened in 1874 to the vociferous pleas of students and parents that the venture be given another trial. The Prudential Committee was authorized "to put into proper condition the building formerly used as a Commons Hall, and allow its use and occupancy by any suitable person who would agree to furnish board for the students at a price not exceeding $2.50 per week."

Although the College had been operating for more than half a century when President Robins took office, the Trustees still exercised a large measure of control over matters later left to internal administration. An example of such control is the list of rules which the Board adopted in 1874 for the guidance of their examining committee.

1. Each instructor in the University shall prepare a list of questions on the studies pursued in his department during each term, two weeks before its close, and submit the list to the Examining Committee for revision and approval.

2. The several classes shall be examined in writing under such regulations as the faculty shall establish, and the results shall be submitted to the Examining Committee.

3. There shall also be an oral examination at the close of each term, in the presence of the Examining Committee, of all the classes in the several studies which they have been over during the term; and in case any study is concluded during the term, the class shall be examined therein at its conclusion, and the instructor shall see that the Examining Committee have timely notice that their services will be needed for that purpose.

The first modest step toward what Albion Woodbury Small would later make Colby's coordinate system of education was made in 1874. It seems the few women in college had been carrying off too many of the competitive prizes. Calling a halt to such monopoly, the Trustees voted that "one prize of ten dollars and one prize of five dollars be offered to the young ladies of the sophomore and junior classes respectively—said prizes being for excellence in written parts; and the prizes heretofore offered shall henceforth be for the competition of the young men alone."

It has already been noted that a prominent trustee throughout the Champlin administration was Maine's leading statesman of the time, Hannibal Hamlin, who had been Governor, Representative to Congress, United States Senator, and Vice-President of the United States. He had taken a prominent part in many vital decisions for the College and had been especially influential in helping Champlin raise the endowment fund upon which the gift of Gardner Colby was contingent. In 1874 Hamlin established the public speaking prizes that still bear his name at Colby. They were at one time known as the Freshman Reading Prizes, because the contestants were selected from the class in reading, conducted once a week by President Roberts. In the 1930's the donor's name was restored to the title, and the Hamlin Prizes are still awarded to freshmen for excellence in public speak-
ing. Although they are now awarded without discrimination as to sex, they were originally set up separately for men and for women, after the pattern adopted for the sophomore and junior prizes.

That the comparative affluence of the later years of the Champlin administration did not continue is revealed in a report made by the Finance Committee in 1876. "The Committee regrets to note, according to the Treasurer's report, that estimated expenses exceed estimated receipts by $1228, aside from appropriations for special objects. The strictest economy is therefore recommended. We believe all the securities are good and are paying interest, with the exception of $24,000 of Wisconsin Central R. R. bonds, and those will be good when the road is finished, and it is now rapidly approaching completion." As indication of the spirit of economy, the Board voted not to appropriate any money for lightning rods.

Pressure for better gymnasium facilities had been persistent since 1872. The Board had twice decided that the gymnasium should not be rebuilt until funds had been subscribed specifically for that purpose, but by 1876 they could resist the pressure no longer, and they voted to authorize borrowing the money necessary to rebuild the gymnasium and later repay the loan from subscriptions.

In the 1870's the expense of a college education was inching its way up. Only thirty years earlier the Trustees thought they were taking great risk when they increased the tuition charge to twenty-four dollars a year. In 1878, without a word of explanation or apology, the Board voted annual tuition of forty-five dollars. The old boarding charge of $1.25 a week had also doubled, and numerous fees had been added. Nevertheless it was an extravagant student who then spent more than two hundred dollars for all of a year's expenses at Colby. In later years opinion would be frequently divided whether an increase in tuition should apply to classes already in college or only to those entering after the increase was voted. So heated was that contention after the increase voted in 1878 that the Trustees felt obliged to hold a special meeting the following December, at which it was voted to apply the increase only to the class that had entered subsequent to the summer of 1878.

Gardner Colby died on April 2, 1879, and in his will bequeathed to the College $120,000, of which $20,000 was in the form of a scholarship fund for needy students. That bequest brought Mr. Colby's benefactions to a total of $200,000, the largest amount the College would receive from a single source for many years.

One persistent difficulty troubled both President Robins and the Trustees almost to the end of that administration. The optimistic expansions made in the later years of the Champlin administration had made it impossible to balance the budget until 1878. Meanwhile the College had been obliged to deposit valuable securities as collateral for loans to meet the annual deficits. The Trustees therefore decided to raise a special fund to release the collateral which had been posted to the extent of $30,000. To raise money for buildings and for educational expansion is hard enough. It is much more difficult to secure money "to bury dead horses." By heroic efforts the Trustees accomplished their purpose in three years, and at their annual meeting in 1881 they were able to announce that the entire $30,000 had been subscribed. Three members of the Board, Abner Coburn, J. Warren Merrill, and Gardner Colby, each gave $5,000, two persons gave $1,000 each, seven made subscriptions of $500, seven of $250, two of $200, while the number who gave $100 each exceeded fifty. The remainder was made up of several hundred small subscriptions from $5 to $50. Persons close to Mr. Colby
said that it was the success of that campaign and the final balancing of the annual budget that induced him to add to his already generous gifts by designating $120,000 for the College in his will.

By 1880 the strain of his many duties and his determination not to let up at all in his exacting schedule of classes, speaking engagements, and fund-raising trips, had undermined President Robins' health, which for several years had not been robust. He decided to submit his resignation. The Trustees were determined not to accept it, and they set up a committee empowered to work out some plan satisfactory to Dr. Robins and to call a special meeting only if he should insist upon resigning. Because the President's health prevented his resumption of duties in the fall of 1880, the committee decided to call a special meeting in December, when it was voted to grant President Robins leave of absence for the remainder of the academic year. Dr. Shailer and Dr. Ricker were authorized to confer with the faculty in regard to providing for the emergency. They urged that the extra duties be discharged by members of the faculty without calling in outside assistance. The faculty concurred, with the single provision that they be empowered to employ a tutor if necessary. President Robins returned to his office in the fall of 1881, but failed to regain his health sufficiently to keep up the exacting pace. In January, 1882, the Trustees called a special meeting, in the call for which it was stated, "The President finds himself in such a state of health that an immediate and final release from the duties of his office seems essential to his recovery." Robins himself submitted the following letter to the Board.

To the Honorable, the Board of Trustees of Colby University:

Accepting, at your request, a leave of absence from the close of the first term of the last academical year, I returned to my college duties at the last commencement. So much was I encouraged by my gain in strength that I arranged my affairs for an indefinite continuance of my relation to the College. After two months, however, my vigor gradually declined until I was forced, about one week after the beginning of the second term, to give up the daily recitations of the seniors in Political Economy to Dr. Smith, who kindly consented to assume the burden. I had previously communicated to several members of the Board my fear that I should again be forced to succumb and my conviction that, in such case, the best course would be immediate severance of my connection with the College. Subsequent experience has confirmed me in that conviction. I am convinced that it would not be prudent for me ever again to assume so weighty responsibilities. I have to beg, therefore, that you will arrange the details of my release promptly.

The Trustees reluctantly accepted Dr. Robins' resignation and appointed Ricker, Bosworth and Crane a committee to work out the necessary details with Dr. Robins. At the same time they set up a committee of five to recommend his successor. They voted to continue the President's salary through the remainder of the academic year and to grant him free use of the President's house until his successor should be ready to occupy it. The Board sent to Dr. Robins the following letter of appreciation:

You assumed the presidency of our University at a critical epoch. The currents of opinion and the concurrence of events were demanding a progressive movement and more comprehensive discipline. You brought to the position a clear and lofty ideal of the legitimate purpose and mis-
sion of such an institution, and definite views respecting the means and methods by which they may be accomplished. To the pursuit of these ends you have devoted yourself with an enthusiasm and persistency which have excited the admiration of the friends of the University, lifted it in the estimation and confidence of the public, and rendered the period of your presidency one of unprecedented progress. Your efforts to raise the standard of scholarship and moral training, by insisting upon the proper combination of intellectual and Christian culture, have met with gratifying success. The fervid enunciation of your views has stirred deeply the spirits of the friends of liberal learning, and your administration has demonstrated the feasibility of those views and the manner in which they may be carried out.

Thanks to President Champlin's successful appeal for funds, thanks to the generosity of Gardner Colby, Abner Coburn and Warren Merrill, and by no means least, thanks to the emphasis on both intellectual standards and Christian principles so happily combined by Henry Robins, Colby University was in excellent condition to call to its presidency the genial, friendly, scholarly and devout man who bore the name of Colby's first missionary. After considering a large number of possible successors to President Robins, the Trustees decided the man supremely fitted for the job was he who had been pastor of the Waterville Baptist Church during the war years when James Champlin was President of the College. That man was George Dana Boardman Pepper.
Chapter XXI

College Life In Robins' Time

What was student life at Colby University like in those nine years of Henry Robins' presidency from 1873 to 1882? One man who remembered well the early years of that regime was Dr. Clarence E. Meleney, who after receiving his Colby degree in 1876 became a prominent educator, who served both on the staff of Teachers College at Columbia University and as Associate Superintendent of the New York City schools. On the occasion of the fiftieth anniversary of his Colby graduation, Dr. Meleney wrote an interesting comparison of college education in 1876 and in 1926. Concerning admission, which was gained wholly by examination, Dr. Meleney had this to say:

The examination for admission was limited to Latin, Greek and Elementary Algebra. My preparation had been only two years of the languages and only six weeks in Algebra. In English I had read portions of the Bible and had committed verses to memory; some of Cooper's Leatherstocking Tales, some of Scott and Dickens, and could write a letter to my home folks. My lack of a fundamental knowledge of English and mathematics was a handicap all through my college course and was revealed to me when I tried to teach, in Benton, a country school composed of boys and girls from the farms, some of my own age. I had to begin to study Kerl's Grammar and cipher out the problems in Greenleaf's Arithmetic. History was practically an unexplored field, and geography was a patchwork of countries of various colors spotted with cities and traced by rivers.

As for the college studies themselves, Dr. Meleney remembered that he read some Livy and Horace, some Greek which he could not recall. He wasn't especially grateful to Professor Samuel K. Smith for making him commit to memory the whole of Whately's Rhetoric and Logic, but he did thank that stern professor for introducing him to Shakespeare. Meleney and his classmates didn't find Professor Smith's assignments in Anglo-Saxon too difficult because they all used "the Bible as a pony." All Meleney had of science was the task of committing to memory Gray's Botany and Huxley's Physiology. "I recall with what reserved patience our professor listened to our literal recitations."

Disputing those who avowed that Professor Elder's instruction also demanded memoriter learning, Dr. Meleney wrote:

To his credit Professor Elder introduced real science instruction in his chemistry laboratory. That was a veritable oasis. Would that physics
and biology had been opened up by the same method. In physics we tried to recite the textbook description of various mechanical machines, while the apparatus itself was locked up in a show case.

Like many men before and since, Dr. Meleney was concerned about the opportunities he missed in college.

Here was a library with shelves and stacks of wonderful books on all subjects of human knowledge. How I lament the fact that few of their covers were ever opened by me, and that no reading outside the textbooks was suggested by any professor. I do not wish to disparage the college of that time. We were to blame who were blind to the opportunities it furnished. Though handicapped by lack of facilities, equipment, revenue, faculty, and even students, the little college turned out men and women who today are leaders in the learned professions, in business and in public affairs.

In previous pages the custom of a long winter vacation to enable college students to teach in the common schools has been frequently mentioned. Dr. Meleney described, in delightful detail, his own experience in such teaching.

To accommodate the many students who needed to earn money during the college year, the long vacation was in December and January, and the short one in July. The long winter vacation enabled many of us to obtain a teaching position in some country district in Maine, and we usually extended the vacation by another full month. Preparing for that teaching enabled us to make up our own deficiencies in English, mathematics, history and literature. We each took with us, for the vacation, a box of books from the society library. I was fortunate in being able to do all my vacation teaching in a high school, while most of my classmates had to be content with an ungraded rural school. In one school I read with a class of older pupils the same French book that my classmates were reading in college. Of course we had no instruction whatever in educational philosophy or teaching methods. In that day education was considered neither a science nor an art.

One of Dr. Meleney's classmates was the man who was to be the President of Colby and gain fame as "the father of American Sociology," Albion W. Small. His recollections, though not so complimentary as Dr. Meleney's, were nevertheless pointedly definite.

If the members of '76 had been polled, not one of them could have said that he came to Colby because of any attractions it offered. Each would have asserted that he was here because it was impracticable for him to attend any other college. Under the circumstances the attitude was rather that of prisoners than of voluntary residents. Yet we all got much from the college. Each of us was the beneficiary of the quickening influences which began to be felt the moment Dr. Robins took the leadership. The life of the college was nevertheless in seething ferment. Prejudices, partisanship, passions and patriotism were generated and released in ways which perhaps contributed more to all around development than any classroom curriculum could ever accomplish.

Judge Harrington Putnam, Class of 1870, although he had graduated in Champlin's time, kept in close touch with the College during the Robins ad-
ministration. Many years later he recalled that, in the decade following his own graduation, methods of instruction changed very little. At the age of 75 he wrote for the *Colby Alumnus* an informative article concerning how and when methods in classroom practice changed in American colleges.

Judge Putnam pointed out that the twenty years just after the Civil War might well be called the “era of verbal memory cultivation.” The way to learn anything was to memorize it literally. The ability to repeat from memory long extracts from the text was the mark of a scholar, and such evidence of memory was considered proof of mental ability. Henry Adams felt it necessary to apologize because his famous father, Charles Francis Adams, had a “memory hardly above average.” Even lawyers were rated by their memorizing ability. Judge Putnam recalled that Caleb Cushing, often called the most learned lawyer in Massachusetts, when a legislative report was not at hand, could always supply the text verbatim if it was one that he himself had written.

Judge Putnam had attended Columbia Law School after his graduation from Colby. There he and his classmates had been surprised and somewhat shocked to hear Professor Theodore Dwight warn the students against memorizing the words of their textbooks. He insisted that the practice of law demanded the accurate memory of ideas and substance, not of precise words, and that memorizing the mere words often interfered with a mastery of the substance.

Judge Putnam was therefore decidedly in favor of the newer method which was gradually replacing memoriter instruction. He had come to see that there is even a gain in forgetting. He wrote:

> Today our colleges are seeking to intensify the power of individual thought, too often weighed down by undigested learning, and to think out independently a question, without too much absorption of ideas from others. Our ancestors gained a facility of phrase, from having in school days memorized Shakespeare, Dryden and Pope. But though such facility may refine the taste and broaden the imagination, it does not provide the more solid fruits of study.

For many years it had been an occasional, but not a regular custom for some group to play the prank of issuing what were called “false orders” at some college function. After Hannibal Hamlin gave a permanent fund to provide prizes in Freshman Declamation, that exhibition of freshman oratory became the favorite occasion for this bit of college fun, which began not very harmfully, but in the early years of the twentieth century reached the proportions of a college scandal.

In one of President Robins’ early years, two students who were passing out programs at the door of the Baptist Church, where the speaking was held, were suddenly seized by a group of sophomores and tied up in a barn. Two dignified, sober-faced members of the raiding class took their place, and with great courtesy proceeded to pass out their own version of the program. Those false orders lampooned the speakers and their subjects.

At first the faculty was immune from these pranks, except as it considered college discipline violated by the disorder. But in 1878 the year book called the *Colby Oracle*, then only in its fifth year of publication, contained an article that aroused faculty wrath. The matter even reached the Trustees, who at their annual meeting voted “that the article appearing in the *Oracle* of 1878 assailing the Faculty of the University meets the unqualified disapprobation of the Trustees.” Let us see what those brash editors of the *Oracle*, Albert Getchell and
Frank Jones, had actually put into print. The offensive article was a burlesque account of a faculty meeting. The more stinging passages were these:

There was an upheaval from the chair occupied by Professor Smith, who arose and said, "While there are many actions of the students which are extremely annoying to me, and perhaps a source of evil to the College, yet I would caution against any hasty, unpremeditated action in our attempts to prevent those actions. If the regulations must be made more stringent, let it be so, but let each new restraint be carefully considered. My chief complaint is that in my department procrastination and 'cutting' are the rule rather than the exception. Otherwise I find but little fault."

When Professor Smith resumed his seat, a noise was heard in a remote corner of the room, which proved to be Professor Lyford, nearly concealed in the shadow of a chair, his countenance not presenting the serenity of that of his predecessor. He said, "Although I might complain much about the conduct of our students in the classroom, I will only call attention to the appellations bestowed upon me by the students: 'A relic of the Silurian Age', 'Preserved since Paleozoic Time', and many more which I have neither time nor patience to rehearse. If they had more to do and the regulations were more severe, there would be less of this poor ribaldry. Therefore I will agree to any law, however stringent."

The next speaker was Professor Elder, who reached for another 'Yara', lit it and said: "Boys will be boys. Laws are of no value unless they are enforced. There are now enough dead laws on our books."

Professor Foster then secured the floor. Assuring his colleagues that he would not speak at length, he held forth for twenty minutes. In part he said, "While I shall not severely censure the young gentlemen for bestowing upon me the epithet of Johnny, I must protest mildly this familiar way of addressing those who have survived many generations of students and are still in enjoyment of their faculties. A report is prevalent that my lectures on Greek history are merely 'horse' translations. This is a gross exaggeration, and if any person will compare my lectures with Harpers' editions of the Greek authors, he will find that the former frequently present different language and occasionally even different ideas. But I am most grieved by their assertion that, if I had a recitation lasting two hours instead of one, I should talk the class to death. Wherefore I shall earnestly advocate the affixing of penalties for deeds not now indicted and not even yet committed. These students must be inculcated with the necessity of subordination to authority."

As Professor Foster took his seat, amid sighs of relief all around him, Professor Taylor remarked: "I think something ought to be done to prevent the increase of equestrianism among our students. As for myself, I fear, I loathe, I hate, I detest, I abominate a horse. Pass whatever regulations you see fit, and my classes will conform to them."

As Professor Hall was too overcome by his emotions, Professor Warren was the next spokesman. "Gentlemen, I will detain you but a moment. I am not much troubled because I am called 'Cosine', but the reports that I am susceptible to female influence and favor greatly the ladies in my classes do trouble me considerably, and I stigmatize them as completely false."
All eyes were now turned toward the President, and that gentleman, after placing a Latin and a Greek grammar on the table, began thus: "Gentlemen, the idiosyncrasies of some of our students have led to such frequent departures from the paths of rectitude that they can no longer be palliated, and additional regulations should be made and enforced ipso facto. If any of my remarks seem incoherent, or if I fail to preserve a logical nexus throughout, I must ask you to attribute it to my perturbation of mind when I contemplate the numerous instances of partial (I had almost said total) depravity among our students. They refuse absolutely to associate with my trusty messengers. They stop in front of my residence and sing 'Good Night, Doctor', until the entire neighborhood is aroused from slumber. A certain class, which I have been judiciously weeding out, has a new song which has a refrain 'There'll be no need of a Doctor's Spy'. We must exercise firmer restraint on these students. Any motion is now in order." 

It may broaden our view of student life in the '70's and early '80's if we take a quick look at the student organizations of the time. The Greek letter fraternities had come in with DKE in 1845, followed by Zeta Psi in 1850. In 1878, those two were still the only secret societies in the College. The Dekes had rather the better of it in numbers, having at that time seven seniors, seven juniors, nine sophomores and ten freshmen—a total of thirty-three members, while the Zetes had four seniors, five juniors, six sophomores, and four freshmen—a total of nineteen. But the Zetes had the advantage at that particular time, in respect to members who later became prominent in public life, for among their number was Hannibal E. Hamlin, distinguished son of a famous father, Edwin C. Whittemore, college trustee and historian, William W. Mayo, founder of Opportunity Farm for Boys, Hugh Chaplin, well-known Bangor attorney, and C. E. Owen, for many years an officer of the Maine Baptist Convention.

The Boardman Missionary Society, one of the oldest of Colby organizations, had been merged with the YMCA soon after Robins became President. It boasted fifty-five members in 1878, twenty-five of them in the freshman class alone.

The Literary Fraternity, oldest of the social societies, though nearly ready to give up the ghost, was still operating, with its membership about equally divided between Dekes, Zetes and Independents. Its old rival, the Erosophian Adelphi, had already dissolved. The reading room, previously conducted jointly by the two societies, now had a separate organization called the Athenaeum. In that room, in 1878, the students had access to eleven daily papers, including three from Boston, three from Portland, the New York Graphic, the Springfield Republican, the Lewiston Journal, the Bangor Whig and Courier, and the Kennebec Journal. Thirty-two weekly papers reached the reading room tables. Among the better known magazines were Harper's Weekly, Little's Living Age, the Scientific American, the London News, Zion's Advocate, the Watchman, and Frank Leslie's Weekly. Once-a-week newspapers came from all parts of Maine—from Camden, Rockland and Ellsworth; from Auburn and South Paris; from Houlton and Machias; from Skowhegan and Fairfield; and of course there was the local weekly, the Waterville Mail. Of the monthly magazines, most prominent were Harper's, Scribner's, and the Atlantic Monthly. Indeed the Colby student in Robins' time could not complain for lack of current reading matter.

Military drill, an outcome of the Civil War, had not lost its popularity in 1878, and under the command of Captain W. H. Mathews the Colby Rifles showed a roll of 87 men. Under such officers as Will Lyford and Arthur Thomas
were such private troopers as the future Baptist clergymen, E. C. Whittemore, C. E. Owen, and George Merriam.

The Baseball Association was under the presidency of Willis Joy, while W. S. Bosworth was captain and pitcher of the University nine. Will Lyford captained the second team, and each class also had a nine, as did both the Dekes and the Zetes. George Merriam, for many years the beloved pastor of the Bethany Baptist Church at Skowhegan, was captain and catcher on his class team.

There was a University orchestra, a college choir, a quartet, and a glee club, also a chess club of sorts, which the Oracle derided by naming all six of its members president, and adding "Lay members—all but me."

Physical activities in general were in charge of a Gymnasium Association, headed by Will Lyford, but at last the students were receiving some help from the employment of two part-time physicians, Dr. Atwood Crosby and Dr. Fred Wilson.

The Oracle took a 'dig' at the women students by giving them a page under the heading Femi-Nine, and naming nine girls to a baseball team. The favored misses were Emily Meader, Minnie Mathews, Susan Denison, Hattie Britton, Jennie Smith, Lizzie Mathews, Kate Norcross, Lizzie Grimes, and Sophia Hanson.

Baseball was very much in the editors' minds, for they proceeded to set up a fictitious faculty team, with Janitor Sam Osborne as captain and catcher, "Cosine" Warren in the box, Moses Lyford on first base, President Robins on second, "Johnny" Foster on third, "Sam" Smith at short stop, and out in the field "Judy" Taylor, "Eddie" Hall, and "Billy" Elder. Beneath the list of the team was appended the note: "Uniforms—theological cap, philosophical shirt, and intellectual belt."

The Oracle had a lot of fun with the DKE Dining Club, listing for each member his eating capacity, on a scale from 1 to 5, or from Excellent to Deficient. All was captioned by a quotation from Shakespeare: "I have heard that Julius Caesar grew fat from feasting there."

In those days before the introduction of the cigarette, if a student wanted to be a bit sporty he smoked a cigar. If, however, he was a real smoker, as some indeed were, he had a pipe. But in 1878, any smoking at the College, though not prohibited, was so frowned upon that the Oracle published a list which it called "Disciples of the Weed," appending explanatory notes to some of the names. Hugh Chaplin found it "hard to learn." Joy "reforms occasionally," King was called a "periodical smoker," and Tilden indulged "in his closet."

Card playing, long under the ban, was considered safe enough to discuss on the campus in 1878. So the Oracle had also a list of "Pasteboard Manipulators," dividing them into experts at high-low-jack, whist and euchre.

Concerning the gradual introduction of new methods of instruction under President Robins, Albion Woodbury Small pointed out that it was the opening of Coburn Hall, with its new facilities, that enabled Professor Elder to break with the old method of memorizing the textbook. "For the first time within the knowledge of that student generation, actual chemical experiments were performed in the presence of the class. To most students that was a delivery from bondage, but Professor Elder's experiments did not meet with unanimous faculty approval. One of his colleagues was heard to remark, "Things have come to such a pass that messing with a little dirty water in a bottle passes for education.""5

By the students of that time who later achieved prominence it was generally agreed that the faculty compared in scholarship favorably with other New Eng-
land colleges. Yet, to those competent to judge, such as Albion Woodbury Small, Shailer Mathews, and Nathaniel Butler, Jr., the isolation of a small faculty in a college remote from the university centers caused a narrowing of outlook and a strong conservatism. These worthy and devoted men lacked one important stimulus to scholarly growth: exchange of ideas with other scholars in special fields of knowledge. A man like Charles Hamlin would correspond with Agassiz and Huxley, and would rush off to Cambridge at short notice, but he was a rare exception. On one occasion Dr. Robins, who was far ahead of his faculty in his academic thinking, remarked to a friend, “They are devoted men, conscientiously serving ideals which have ceased to be timely.”

Anyone who has become familiar with the history of higher education in the United States knows that Colby was not exceptional in succumbing to a kind of educational stagnation in the 1870’s. At some time during the nineteenth century almost every other American college went through a similar period of arrested development. It is true that Colby was one of the later colleges to experience the much needed educational renaissance. A faculty of sincere conservatives at Colby set themselves against change which they believed to be destructive rather than constructive.

To understand what went on within the College during the Robins administration one must take cognizance of Dr. Robins’ fundamental philosophy of higher education. It is preserved for us in a booklet written by him and published by the American Baptist Publication Society under the rather lengthy title, “The Christian Idea of Education as Distinguished from the Secular Idea of Education.” In that pamphlet Dr. Robins pulled no punches. He insisted that genuine education must begin with religious conversion in the strict Calvinist sense, and that it must proceed as constructive reconstruction of character. The difference between Robins and his faculty colleagues like Samuel K. Smith and John B. Foster was not that they disagreed theologically. They were all staunch Baptists with Calvinist convictions. The difference lay in the fact that what the professors believed academically, Robins believed evangelically. He proposed to do at Colby what Dwight L. Moody was doing at Northfield. For nine years, amid the constant distractions that beset any college president, Henry Robins applied his dynamic energy to one unified task—that of achieving a compatible marriage between his religious conception of education and his respect for intellectual honesty and academic achievement.

There is no question that Henry Robins brought a new spirit to the Colby campus. The issue was whether that new spirit should prevail. Whatever the President’s religious attachment to the educational process, would his progressive academic notions be acceptable in this ultra-conservative college? Would the faculty accept elective courses? Would there be room for the chemical experiments of a William Elder? Robins had no sympathy with the prevailing notion that the purpose of a college education is to shape student minds by uniform methods to fit a stabilized life. Life was not static and fixed, but flexible and changing, and the old uniform pattern, insisted Robins, fitted men poorly for post-war America of the 1870’s.

Few men were in a better position to assess the results of Dr. Robins’ work than was Albion Woodbury Small, who had first been a student during the Robins administration and thirteen years after graduation had himself occupied the president’s chair. Long afterward Dr. Small wrote:
This change of spirit, this revolution of which at the time few were aware, permeated the whole college. A stimulus was felt in every classroom. Other teachers besides Dr. Robins became able to make students feel that the concern was to help students solve their own problems rather than to demand their acceptance of ideas on the authority of textbook and instructor. When Dr. Robins left Colby he seriously suspected that his nine years of consecration had been in vain. The essential test was whether Colby had become a college in which candid pursuit of reality was stimulated and controlled by aggressive Christian purpose. On this point none of Dr. Robins' successors in the presidency was ever uncertain. The spirit which he struggled to establish has ever since been the paramount force. In the same sense in which it is true that Dr. Champlin saved the physical life of the College, Dr. Robins saved its soul.7

Clement H. Hallowell, 1875, had some interesting recollections.

In 1875 my sister, Susan Hallowell, newly appointed Professor of Botany at Wellesley College, visited Colby, and I took her on a round of inspection of our college equipment. Meeting Professor Elder, I introduced them, and he invited her to visit the chemistry class, of which I was a member. When the hour arrived, I escorted my sister to the platform and took my usual seat. The five minute tolling of the bell started and finally ceased, but no class appeared. Professor Elder suddenly accosted me, 'Do you know anything about this absence of the class, Hallowell?' I pleaded complete ignorance, and the irate professor strode off in search of the President. Things happened rapidly the next day. I found myself the only junior in college. Everyone else in the class had been suspended. Now I had to face chemistry, calculus and Greek alone. To make matters worse, some evil-disposed party had entered my room and abstracted my very excellent Greek 'pony'.8

On the occasion of the fiftieth anniversary of his class a member of the Class of 1879 gave some other pertinent recollections of Colby in the 1870's.9

We had no Woodman Stadium, not even bleachers, but the student body from the side lines watched with unbounded enthusiasm a selected few take ample exercise for the whole college. We had no football team, but we had baseball played without gloves or masks. We had a so-called gymnasium. In 1868 the Trustees appropriated $1200 to build it. The structure burned down before we were half way through college, and the present gymnasium did not materialize until after we had graduated.

China Lake water was not available in those days, but the Kennebec River was just where it is now, and we had a well, the pump of which was much used during the 'ducking' season. We had no bathrooms nor bath tubs. Our toilet equipment consisted of a central plant conveniently located on the back campus. It was a substantial stone building known as Memorial Hall Junior, so called because constructed of the same material as Memorial Hall. It was a never-to-be-forgotten sight to see the iron roof of that building cavorting over the lower campus—the result of a Fourth of July explosion.

In our time a beginning had been made in improving the heating of the dormitories. The students in North College reveled in the luxury of
steam heat—that is, when it worked. But we in South College had no central heating at all—only open coal grates that gave excellent ventilation but little heat. For light we burned the fabled midnight oil.

As for the faculty, we had never heard of associate and assistant professors. Every professor was a full professor and the head of a department. Every student knew intimately every professor, for we all pursued the straight and narrow course prescribed by the catalogue.

In 1959 there was still living one man who had attended Colby under President Robins. He was Robie Frye, who had entered the College from Belfast in 1878 and had received his degree in 1882. After graduation, Frye joined his father in the United States Customs Service, with which he continued for more than half a century. He was an important official of the Boston Customs House, and on our entrance into World War I he had a prominent part in the seizure of German ships in Boston Harbor.

The writer of this history is deeply indebted to Robie Frye, with whom he has carried on lengthy correspondence and conducted numerous conversations for many years. Opportunities for these conversations were afforded each June, for unless Frye was out of the country at the time, he never missed a Colby Commencement. The assembled alumni gave him a rousing ovation on the occasion of the 75th anniversary of his graduation in 1957. In the previous December this spry, neatly dressed gentleman, whose mind was as alert and whose memory was as accurate as a man of middle age, had celebrated his 96th birthday. His letters are delightful reading, not only because of their content, but also because the neat, precise handwriting is so unusual in a person of advanced age.

Mr. Frye had vivid recollections of some of the physical objects which once graced the Colby campus but which had disappeared before the dawn of the twentieth century. The college pump, to which several references have already been made in this book, was situated close to the college walk and just beyond the north end of South College. It was much nearer that building than it was to Champlin Hall, although it was between the two. Memorial Hall Junior, the single college latrine of Frye's day, was not on the exact site of later Hedman Hall, according to Frye's recollection, but was a bit farther down the slope toward the river, about a hundred yards back from the walk, which would place it just behind Hedman Hall. Frye insists that what Small, Smiley and others referred to as "Memorial Hall Junior" was a longer name than the Class of 1882 recognized. "I never heard it called anything but simply 'Junior'. It was the only latrine."

Mr. Frye agrees with others who have written about the Robins period that baseball was the only organized sport. He said, "There was no football, no basketball, no tennis, no golf, no winter sports. We did have a field day in the spring, at which there were such events as foot races, broad and high jump, three-legged race, and potato race. We swam in the Messalonskee, and a few of us kept boats on that stream."

For social life, Mr. Frye says the students of his time had to be content with what were called "sociables," held at the Baptist vestry. There was no dancing—round, square, or any other kind under that Baptist roof, but occasionally a small dance was held by some daring host and hostess in the community. Attendance by male students at a public dance was against regulations, and for the few women enrolled in the College it was unthinkable.
A favorite downtown meeting place was Dorr's Drug Store. It was located in the Phoenix Block, the first large building erected on Waterville's Main Street. Built by Timothy Boutelle in 1845, on the west side of the street just below the junction with Temple Street, it had housed a drug store since its opening day. In Frye's time the proprietor was George Dorr, a man very popular with the students. The forerunner of what later students knew as Buzzell's Restaurant was Williams' Oyster House, where one could get a big bowl of stew for a quarter.

Throughout the last quarter of the nineteenth century and well into the first quarter of the twentieth, a rousing campus song was “Phi Chi.” It was sung by all students and memorized at once by every freshman when this writer entered Colby in 1909. It was a song of a social organization with somewhat questionable reputation that invaded the Eastern colleges in the 1870's. One of its refrains, “Luck beats pluck, and Prexy's stuck, and the profs are high and dry,” didn't meet with complete faculty approval. Here is Robie Frye's recollection of Phi Chi at Colby.

The first time I heard of Phi Chi was when President Robins came into Professor Warren's class in mathematics and told us about it. He said that a very evil hazing society had sprung up at Bowdoin and was trying to get a foothold at Colby. Dr. Robins said he was going to stamp it out. He then read a statement which he asked every student to sign, giving assurance that the student was not a member of Phi Chi and promised to have no dealings with it. We sat in alphabetical order and were called up in that order to sign the statement. We were surprised and perplexed when Edward Collins was not called and remained in his seat. We learned afterwards that he and his brother Will at Bowdoin were both members of Phi Chi and that it was through them that Phi Chi was introduced into Colby. When my name was called, I asked to be excused, saying I saw no sense in signing such a promise when I had never before heard of Phi Chi. Very wisely Dr. Robins did not insist. He said, ‘Frye, you will come to my office at four o'clock this afternoon.’ I was there on the dot. I attempted to argue the point, but I came, I saw, I signed. The organization soon died out, but the song lived on.

'Hurrah! hurrah! hurrah for old Phi Chi!
Hurrah! hurrah! O may she never die.
For luck beats pluck, and Prexy's stuck.
And the profs are high and dry.
We will follow her to glory.'

When Robie Frye was in college, the cost of attendance had increased considerably over the $24 a year tuition and the dollar a week board of Jeremiah Chaplin's time. Tuition had risen to $45, board to $2.50 a week, and room rent to $12 a year. Frye says that, when board went up to $2.75 in his senior year, there were strong protests. Frye's total college expenses for four years were less than $1000. Among college expenses in Frye's time were $15 a year for fuel, $2.50 for light, and $12 for washing. Rooms were not furnished by the College, but there was an active market in second hand furniture, and a student could get bed, mattress, table and chair for $10 to $15. In a later day many a gullible freshman was hoaxed into paying some persuasive upperclassman for the radiator in his room.
Like so many young men of the time, Robie Frye began a diary when he entered college in the fall of 1878. He gave it up before the end of that freshman year, but while it lasted it contained some items that reveal not what one remembered years afterward, but how events were recorded by an impressionable freshman when these events occurred.

August 28, 1878. Arrived by morning train and looked around for a boarding place. Crawford and Stone, who had come over the day before, were boarding at Mrs. Fields' on Main Street. After visiting several places I decided to take a room at Mrs. Fields'. Frank Woodcock rooms with me. We pay $3.50 a week for board and room, including lights and washing of bed clothes.

That first item in the Frye diary calls for several observations. First, note the early date of the term's opening—August 29, for college opened on the day after Frye's arrival. Then note that Frye, as well as other students, had to seek a room in town, outside the dormitories. That is a tribute to President Robins' success in so increasing enrollment that the dormitories could not accommodate the influx.

August 29. Went to prayers at nine and to Prof. Foster in Greek at 11:30. Unpacked my trunk, bought a lamp and shade, some kerosene and a can.

September 1. We all went to the Baptist church. I did not like the minister very well. Saw Dr. Robins' wife. Went over to the railroad bridge to see the falls. Some Freshies got ducked. The sophs and juniors gave Dr. Robins a horn serenade.

September 6. This evening Miss W. and Miss T. came to our room to get us to write in their autograph albums. They caught Will Crawford in our room in his nightshirt. He hustled into the closet, where he had to stand on bare feet on the edge of the woodbox trying to hold the door shut with his finger nails. We kept him there for half an hour, nearly suffocating him.

September 8. Mr. Bellows, the Unitarian minister called at our room. He was the only minister who had paid any attention to us.

September 30. While I was in chapel reading Irving's Tales of a Traveler, the fire alarm rang and there was a great racket. It was Dr. Robins' house. Not much damage.

October 1. Initiated into Zeta Psi. Hannibal Hamlin was impressive explaining the aims and ideals of the society.

October 3. Professor Taylor has been sick for several days and we got some cuts out of it. 

October 4. Baseball match between freshmen and sophs won by the sophs 28 to 2.

October 5. The Kennebec is quite a river, but not up to the Penobscot. Wish I roomed in the Bricks.

October 10. Koopman, a junior, and I went down to the river to read poetry. He is a poet. I think the best thing in college is when the boys get out in front of South College and sing. "Bangor" and Phil sing tenor.
October 12. The faculty sits in a row on the platform in chapel and are very dignified. Professor Taylor looks at a knot hole in the floor and never looks up.

In spite of his many interesting reminiscences, Robie Frye was no worshiper of the past. Colby's golden age was not in his student days, but always in the future, even after the new plant had arisen on Mayflower Hill. In 1957 Mr. Frye wrote to this historian:

I am not one who harks back to the 'good old days' and thinks that everything has now gone to pot. Perhaps I fool myself, but I take pride in thinking that I keep up with the times and am interested in the present and the immediate future. On the whole I think the world is growing better. Yet I cannot fail to remember when moderation and temperance, in the larger sense, were the general rule, when thrift was a virtue, when government depended upon the people, not the people upon the government, when everyone expected to work, when entertainment was mostly homemade, when family life at home was the basis of society, and when a dollar was worth more than fifty cents. Of course all this labels me as an old fogy.
CHAPTER XXII

Pepper And Salt

All who knew him agreed that George Dana Boardman Pepper was the salt of the earth. He seemed to his contemporaries to be the very embodiment of Christianity. Even that stormy petrel of the Waterville Baptist Church, the shirt maker Charles Hathaway, found it difficult to quarrel with Pepper, when as a young man the latter was pastor of the church. Tall and lean, with closely cropped beard, Dr. Pepper in his later years bore striking resemblance to his contemporary, Abraham Lincoln. Indeed, the resemblance was more than physical. Deep convictions, warm human sympathy, a becoming humility tempered by vigorous action and an unfailing sense of humor were characteristics of George Pepper, as they were of the martyred President. But Pepper had none of the melancholy that was Lincoln's life-long affliction. Like all men, Dr. Pepper knew sorrow and trouble, but he was sustained by a persistent faith, which assured him that "God's in His heaven, all's right with the world." Moreover, with all his Christian sympathy, compelling him constantly to play the Good Samaritan among his fellow men, Dr. Pepper was no gullible prey to charlatans. He possessed that rare combination, a hard head and a kind heart.

The Trustees of Colby University wasted no time in electing a successor to Henry Robins when illness compelled his resignation in 1882. At a special meeting held in Portland on March 27, they chose George Dana Boardman Pepper as the institution's eighth president. Pepper was not only the unanimous choice of the Board, but also was the man whom the faculty desired as their new leader. At a meeting on February 18 the faculty voted to request the Trustees to elect Dr. Pepper, to whom they sent a letter strongly urging him to accept the position, if it should be offered.

When the Trustees selected as their new president the Professor of Theology at Crozer Theological Seminary, they were turning to a man whom they already knew and who already knew the College. At the age of 27, he had come to Waterville in 1860 to take the pastorate of the church which Jeremiah Chaplin, Colby's first president, had organized in 1818. There he had proved to be a good preacher and a tactful administrator. With remarkable skill he had weathered the storm of theological controversy caused by the return to Waterville of the former Baptist pastor and Colby president, David Sheldon, to organize the Waterville Unitarian Church. Taking the Civil War very much to heart, Pepper had asked his church for leave to spend several months as a chaplain with the Army of the Potomac. The College Trustees remembered all those achievements, and they noted how much the man had grown during his years as a professor at Crozer.
The new president bore proudly the name of Colby's first missionary, George Dana Boardman, member of the first graduating class in 1822 and associate in Burma of the famous Adoniram Judson. George Pepper was born in Ware, Massachusetts, on February 5, 1833. His ancestry traced back to the beginning of the Bay Colony. His mother's father had been with Washington at Valley Forge and was a descendant of the banished Anne Hutchinson. At Williston Seminary Pepper prepared for college and in the fall of 1853 entered Amherst, from which he received his bachelor's degree in 1857. Like Waterville College, Amherst was then young and poor; but though it lacked endowment and equipment it had devoted faculty members. Those men gave young Pepper a liberal education, instilling in him a sense of values and of the meaning of life. They taught him that truth is the ultimate goal, and one must be loyal in his search for it at all times. Most of all, they taught him that material things are less important than ideas and ideals.

From Amherst, George Pepper went to the Baptist theological school at Newton, and he had not quite finished his course there when the call came to the pastorate of the Waterville Baptist Church. He accepted the call, but insisted he could not take the position until after his Newton graduation. He came to Waterville in September, but dashed off to Bolton, Massachusetts, in November, to marry Annie Grassie, the sister of his college classmate. It was in Waterville that Mr. and Mrs. Pepper began housekeeping, and it was there in 1910 that they celebrated their golden wedding.

George Pepper belonged to a denomination which, in the middle of the nineteenth century, was fired with evangelical zeal. It was not rare for a traveler to be accosted by some clergyman or layman, utter stranger to him, with the question, "Brother, are you saved?" George Pepper had little sympathy with that approach. He had a keen sense of personal dignity and personal rights. He once said, "I do not make a practice of forcing personally religious conversation upon those whom I meet. If opportunity presents, I avail myself of it. But medicine loathed does no good. I can do better to get acquainted with the person himself. There is a just horror in most minds of the manifestations of official, perfunctory love."

Within a few months after the end of the Civil War, in 1865, Dr. Pepper left Waterville to accept the chair of Church History at Newton, and in 1867 moved to the professorship of Systematic Theology at Crozer. There, fifteen years later, the Trustees of Colby University found him ready to lead their college on to greater usefulness and wider reputation.

Dr. Pepper was inaugurated President of Colby University at the Commencement exercises in June, 1882. He had definite ideas about what a college faculty should be.

The teachers form a faculty of education and instruction, not simply to cram words and sentences into hollow skulls, as dentists hammer gold into our hollow teeth. If they are truly a faculty, they must have the faculty—the desire and the ability to develop the mind, to direct the reason, to proclaim truth and the power to investigate it, to evoke manhood and manly strength used in manly ways, in the classroom and out of it. A college faculty must not delve among the tombs of a kind of corporate old mortality, with no destiny but to make legible again tombstone inscriptions. While not unmindful of the past, drawing from it lessons of wisdom for future guidance, a college faculty must keep step with progress, steady and sure.
In no uncertain terms Dr. Pepper made it plain that in his kind of college there was no room for the incompetent or the lazy.

The college is not a kindergarten. Disciplined youth must be well and thoroughly disciplined. The college cannot be an academy or a high school. Better is it to have in college ten students who are truly college students than to have a thousand amorphous nondescripts. The college must have true students—youth with power and disposition to do the work and receive its benefits. A college is not a training school for the feeble-minded, a hospital for the sick, a retreat for the lazy, a reform school for the vicious. All such characters can be spared the college. None such are welcome. Their place, if anywhere, is outside the college walls.

A liberal education, contended Dr. Pepper, embodies three vital principles: catholicity, symmetry, and vitality. The first cannot be secured, he held, if studies are to be elective. The student must not be left to choose merely what appeals to his taste; he must be introduced to all fundamental areas of knowledge. In its symmetry, the program must be aimed at the whole man, at his personal trinity of body, mind, and spirit.

Accepting the keys of the college from Abner Coburn, chairman of the Trustees, Dr. Pepper said:

I accept from your hands these keys, the office of which they signify, the sacred trust which the office constitutes, and its duties, responsibilities, and sacrifices. The confidence thus reposed in me at once humbles and encourages me. To prove that it has not been misplaced will be my constant endeavor. Still all of us must place our ultimate hope not in man, but in the living God. To Him we now turn our eyes; to Him we make our appeal for blessing and success. That He will bless and help us is our assured conviction and our vital encouragement.

When George Pepper became President, the College was still operating in the red, despite the endowment raised under Champlin and expanded under Robins. In fact an annual deficit had become so usual that, at the annual meeting in 1882, the Finance Committee felt that "the Board should be congratulated because the year's receipts came within $2500 of meeting the year's expenses." The committee expressed hope that receipts and expenditures would at least balance each other in 1883.

The students were delighted with Dr. Pepper's warm personality and his utter lack of that formal pomposity which often characterized college officials in the nineteenth century. He instituted a custom of informal teas for various groups of students at his home. Interested in music, he promoted a series of concerts, by which he sought to cement college and community relations while at the same time bringing good musical programs to the attention of the students.

Appealing to the College Treasurer and prominent trustee, Judge Percival Bonney of Portland, Dr. Pepper secured Bonney's promise to raise among Portland friends of the College the necessary money to install an organ to be built by the well-known manufacturer Estey of Boston. The Echo praised the new instrument, but was skeptical about the voices which it might accompany. "We hope that this improvement in the instrumental part of the chapel music will bring a corresponding improvement in the vocal part. There may be good
singers in the choir, but together as a quartette they are a complete failure. We
would prefer to hear them sing separately than to hear them mingle their voices
in such terrible discords."

To the receptions given by Dr. and Mrs. Pepper, the *Echo* gave high praise.

The idea that students dislike to meet the professors outside their classes
is a mistaken one. The rigidness of discipline and the stern dignity
which characterized the college professor fifty years ago tended to im­
press upon the mind of the student that the professor was an unpleasant
personage always to be avoided. But as times have changed, so have
men. Students are not accustomed now to look upon their professors
with awe, but to regard them as persons whose duty it is to instruct,
not to rule.

Not everything that President Pepper did was greeted with favor. The *Echo*,
in November, 1882, voiced the seniors' disapproval of the President's course in
Mental Philosophy, a subject which today would be called Psychology.

The seniors are having a mighty hard time. Half the term has passed,
and they are still floundering in the darkness of mental science, eagerly
gazing for just a peep of light. It is discouraging to any student to
know that, if he puts all the time at his disposal on the lesson, he can
only skim the surface. We have a textbook which, we are told, must
be thoroughly mined in order to be understood. But it is not easy to
do any successful mining upon ten or twelve pages of obscure text in
the two hours we have available for preparation.

Another unpopular move of President Pepper's was the restitution of Thurs­
day morning classes. Soon after the Civil War the old schedule that called for
three recitations a day, five days a week, by each student had been modified.
In order to accommodate the literary societies and the two fraternities, which held
their weekly meetings on Wednesday evening, no recitation was held at 8 A.M.
on Thursdays. That omission called for a juggling of schedule, or for a class
to meet fewer times a week in a given subject. Such irregularity was obnoxious
to Dr. Pepper, and on his insistence in 1883 the faculty voted to restore the early
morning classes on Thursday. The old schedule of classes at 8 and 11:30 A.M.
and at 4:30 P.M. on each day from Monday through Friday was thus resumed.
A letter to the Editor of the *Echo*, in July, 1883, stated the student protest.

The mere number of catalogued recitations gives little information con­
cerning the work done. Colby requires more work day by day in
preparation for recitations than perhaps any other college in New Eng­
land. Some of the other colleges allow a number of unexcused ab­
scences; Colby compels attendance at all. A Colby student absent less
than half a term must work out and recite each separate lesson lost.
While in some colleges the professor of an ancient language reads in
advance to the class all or part of each new lesson, necessitating only
a rapid review by the student, at Colby we must laboriously work out
each advance assignment with lexicon and grammar. Instead of the
classroom being a place where the professor does most of the reciting,
it is a searching examination of the results obtained by the student.
Add to this a rigid system of ranking, and some idea may be formed.
of the kind of work expected from us. Quality has been the demand here. Now the Trustees ignore that requirement and demand quantity.

Editorially, the *Echo* pointed out that, during the first three years of the tenure of the present seniors, Wednesday evening had been free from preparation of a recitation at eight o'clock the next morning, and thus the members of the societies—and that included nearly all the students—had opportunity to prepare for the literary exercises demanded in the society meetings and to make those meetings educationally valuable. The paper predicted that the change would ruin the societies. Furthermore, the *Echo* didn't like it because the extra time went so heavily to Greek and Latin, which many students considered as absorbing already too large a share of their study time. Said the *Echo*, "Greek and Latin receive practically the whole increase, gaining at least 50 recitations, while all other departments combined gain only 37."

Nothing came of this agitation and within a few years the students became quite accustomed to Thursday morning classes. In 1888-89, the last year of the Pepper administration, classes were still held regularly at the three designated hours of 8:00, 11:30, and 4:30. The 8:00 o'clock classes met six days a week, the 11:30 classes five days, and the 4:30 classes four days. Freshmen had Elocution once a week at 2 P.M. on Wednesday. Juniors who elected science had Physics at 2:30 instead of 4:30; and seniors in the classical course had German at 2:30 instead of Geology at 4:30. Four half-hours a week were required of each class in Physical Culture. Sophomores, juniors and seniors had to write compositions five, four and three times a week, respectively. The actual classroom time of each student was about sixteen hours a week.

It was under President Pepper that a beginning was made toward what later became the classical and the scientific curricula. In fact, by 1888, although the catalogue made no such distinction, the *Echo* often referred to the electives open to students in junior and senior years as classical or literary on the one hand, and as scientific on the other hand.

Under the impetus of the dynamic President Charles W. Eliot of Harvard, advocates of the elective system of college studies gained ground rapidly in the 1880's. Few colleges went to Eliot's extreme of allowing the student to choose freely every study he would pursue in each of his four years—no majors, no minors, no demanded sequences, no specified graduation requirement except the number of completed courses. All colleges were, however, affected in some degree by the Eliot ideas.

Before Pepper had become President, a few electives had crept into the Colby curriculum, as has been pointed out in an earlier chapter. Under Pepper they increased slowly, not radically. In 1886 he explained to the Boston Alumni of Colby: "The faculty, with hearty unanimity, have agreed to make Latin and Greek wholly optional after the sophomore year, give to the modern languages a better chance, furnish all practical advantage to the natural and physical sciences, and secure a more complete harmony of all the studies. We admit election, but with such safeguards as will prevent disintegration. We deem unlimited electives a curse."

The *Echo* summed up the situation in its issue of March, 1886.

Students of the present generation, as they hear former graduates tell of the days when portions of the Greek and Latin texts were committed to memory, and when the sciences were crammed bodily from textbooks,
are filled with feelings akin to those of a child who listens to his grand­father's tales of hardship and poverty.

During the past twenty-five years the courses and methods of instruc­tion in our colleges have undergone marked changes, and he would be bold indeed who would venture to prophesy what evolutions the next twenty-five years will witness. The curriculum at Colby has been slowly changing with the times. The most radical changes have been, however, made during the present year. The student may now con­sult his own taste to an extent hitherto unknown.

As matters now stand, the studies of the first two years remain as in the past. But, during the last two years, one may continue his classical studies or substitute work in science. History is required during the junior year and in one term of senior year. It will be elective for the two remaining senior terms. To attempt to classify and group the electives under different courses must be regarded as an earnest of what is to come in the future.

In that last sentence the *Echo* did speak prophetically, but factually it was ahead of its time. The college catalogue definitely did not attempt "to classify and group the electives under different courses." The *Echo* was indeed right in prophesying that such a grouping would soon come, but even as bold a man as that 1886 student editor scarcely dared predict that Colby would soon be conferring the two distinct degrees of Bachelor of Arts and Bachelor of Science.

Let us see what was required and what options the student enjoyed under the Pepper Curriculum of 1885.

Freshmen and sophomores were completely unaffected by the elective prin­ciple. Throughout freshman year the subjects were Latin, Greek and Mathemat­ics, with Elocution also required once a week, and Christian Ethics once a week in fall and winter terms, followed by a weekly session in Physiology and Hygiene in the spring term. The freshman program called altogether for sixteen recita­tions a week.

The sophomores, although all their subjects were required, pursued no one subject throughout the year. In the fall term they had Rhetoric and Latin, and in the first half of that term French, in the last half Mathematics. They met once a week also for English Literature. In the winter term they had Rhetoric and Greek, with French and Mathematics each meeting twice a week throughout the term. The once hour session in English Literature was con­tinued. In the spring their subjects were Mechanies through the term, Greek and English Literature in the first half of the term, and French and Physics in the last half. The sophomore program called for fifteen hours a week of recitation.

When a student began the fall term of his junior year, he was by no means hit by a flock of bewildering electives. He was eased into the system very gradually indeed. In that term he was given a heavy dose of required Chemistry—five hours a week of lecture and recitation and three hours of laboratory. He had to take Mineralogy four hours a week. During the first half of the term he was required to study Logic five days a week. It was only in the last half of the term that he was confronted with a single, modest choice. He could then take half a term of either French or Physics. In the winter term the junior could con­tinue Chemistry or take Latin. He had to study Physics and Physiology. In the third term he could continue Chemistry or take German. He could choose be­tween Political Economy and Mathematics, and between Geology and Latin.
Beginning
at
Mayflower Hill

Quiet

A Loud Noise

Broken Ground
Merton Miller laying cornerstone of the library.

The Lorimer brothers and President Johnson laying cornerstone of the Lorimer Chapel.

Beautifying the Hill

Planting the Curtis trees

Johnson Day

Johnson Pond
Graduation Days

Commencement under the willows

Commencement procession on College Avenue

Outdoor Commencement on Mayflower Hill
Montague Sculpture Court

Miller Library at night

East gate to the Bixler Art and Music Center

Children have fun near the President's House
By the time a man got to be a senior, he could avoid scientific studies altogether if he so desired, and he could do so without further study of Latin or Greek, by selecting such term studies as Psychology, History, Philosophy, German, French, and Moral Science.

When Pepper left the presidency in 1889, Colby was a long way from making a true distinction between an A.B. course requiring study in the classical languages and a B.S. course concentrating in the sciences. The 1889 curriculum was even farther away from the day in President Johnson's time, when the faculty would awake to the realization that the only distinction of the B.S. course at Colby was the earning of a degree without the study of Latin. The rapid rise of the social sciences had, by 1930, made concentration in science no requirement for the B.S. degree. When it was seen that the degree no longer carried its original meaning, the College decided to abandon it, and for a quarter of a century all Colby graduates have now been awarded the same degree of Bachelor of Arts.

But when George Pepper was head of the college, all that dispute about degrees was far in the future. Students who completed the four years' requirements all received from Dr. Pepper's hands the one kind of diploma, designating them as bachelors of arts. It was left for Dr. Pepper's successors, especially Small, Butler, Roberts and Johnson, to preside over faculties who fought bitterly concerning the wisdom of two degrees or one. It is at least interesting to note that in the 1930's, the faculty came round the whole cycle to the position their predecessors had held half a century earlier under Dr. Pepper.

Impetus was given to the study of the sciences by men who joined the faculty under President Pepper. Frank S. Capen succeeded Moses Lyford as Professor of Natural Philosophy and Astronomy in 1884. A graduate of the University of Rochester, the institution that had been founded by a Colby graduate, Martin Brewer Anderson, Capen had done graduate work at Harvard and was especially interested in astronomy. Although he remained at Colby only two years, he introduced student experiments into the work in physics and he greatly stimulated interest in the old observatory, situated on a hill west of the college campus, near the later site of the Harris Bakery. In 1885 the Trustees heeded Professor Elder's plea to allow him to devote his full time to chemistry and the biological sciences, while they brought in an additional professor in the geological field. The new man was Marshman E. Wadsworth, who like Capen, stayed only two years. He was the first Colby scientist to hold the Ph.D. degree, but not the first faculty member to hold it. That honor had gone to Albion Woodbury Small, the professor of History and Political Economy in the Pepper administration.

Capen and Wadsworth paved the way for two men who were to play conspicuous parts in the development of scientific studies at Colby, William A. Rogers and William S. Bayley. In 1886 the former succeeded Capen, but was given the new title of Professor of Physics and Astronomy. Bayley succeeded to both the position and title of Wadsworth, becoming Professor of Mineralogy and Geology in 1887.

William A. Rogers was the internationally known physicist for whom, two years after his arrival in Waterville, Col. Richard Cutts Shannon would erect the astounding building known as the Shannon Physical Laboratory and Observatory—a building constructed according to Rogers' specifications, to facilitate his important research in physics. It is suspected that Col. Shannon had something to do with Rogers' coming to Colby. Perhaps the shrewd Colonel promised Rogers
the building as an inducement for him to accept the position. Anyhow, the splendid building followed closely on the heels of Rogers' arrival.

Rogers came to Colby from the Harvard Astronomical Observatory, where he was Assistant Professor of Astronomy. He had been graduated from Brown in 1857, and for the next thirteen years was Professor of Mathematics and Astronomy at Alfred University. During that time he had a year's leave to study theoretical and applied mechanics at Yale, then a further year at the Harvard Observatory. In 1870 he was appointed an assistant at the Observatory and was made an assistant professor in 1877. He received the A.M. degree from Yale in 1876. When he came to Colby, William Rogers was one of only four Americans who were honorary members of the Royal Microscopical Society of England. He was a member of the National Academy of Arts and Sciences, of the German Astronomical Society, of the Society of Mechanical Engineers, and of the American Association for the Advancement of Science.

In 1880 Rogers had visited London and Paris at the expense of the American Academy, for the purpose of obtaining authorized copies of the Imperial yard and the French metre. Those copies were the first ever brought to the United States to serve as the basis of the standards of length, which Rogers himself made for Harvard, Yale, Princeton, Columbia, and the Lick Observatory, as well as for the U. S. Signal Service. It was Rogers who worked out the standard yard and metre for the Department of Standards of the British Board of Trade. Later, in the sound and shock-proof quarters built for him by Col. Shannon at Colby, William Rogers made the standard yard still used by the United States Bureau of Standards.

Rogers' special work at Harvard had been observation of all the stars down to the ninth magnitude in the belt between 50 and 55 degrees north. Before coming to Colby he had published extensively, both in physical and astronomical journals. Among his works were two huge volumes of astronomical observations, and the text of a third was completed during his early years in Waterville. His first research at Colby concerned the laws under which different metals expand and contract under variations of temperature. He became an expert on thermometers, being able to calculate just the amount of error even the best of them were likely to show.

Professor Rogers himself stated that his reason for leaving Harvard to accept a position in a little fresh-water college in Maine was his desire to be free from the night work demanded by astronomical observation. This historian is nevertheless of the firm belief that Colonel Shannon had a part in that decision.

So far as this writer has been able to ascertain, William A. Rogers was the only Seventh Day Baptist who ever held a place on the Colby faculty. That sect, which insisted upon the observance of Saturday as the proper Sabbath, had few followers in Maine, although their theological kinsmen, the Seventh Day Adventists, had many adherents. Rogers seems to have attended the Waterville Baptist Church on at least an occasional Sunday, but he was one of the few faculty members in Dr. Pepper's time who was not an avowed Calvinist Baptist.

Professor Bayley's important contribution to Colby came under Presidents who succeeded Dr. Pepper, and the same was true of the work of Professor Warren. We therefore reserve extended comment on those two men for a later chapter.

Reference to the revised curriculum which we have described in this chapter will show at once that, however much a student might be inclined toward the languages, he could not escape an introduction to several of the sciences. In 1887 the Echo protested vigorously against such a requirement.
We wish to make no attack on the sciences nor shall we discuss the relative value of the scientific and classical courses. We would indeed allow the sciences a prominent place in our college curriculum. But if, in common with present educational trends, the student be allowed to emancipate himself from Latin and Greek, let him also decide, if science is to be thrust upon him, exactly which science it shall be. We protest against the compulsory introduction of zoology into the classical course, and we hope another year will see it out.

A picture of any era in Colby history is often best secured from a kind of kaleidoscope—what may at first appear as a bewildering assortment of insignificant details. But if one lingers a moment with each such detail, he is likely in the end to come up with a rather unified picture of life in a small college in a New England town. In the 1880's Colby was still a small college, and the town was just turning from an agricultural into an industrial community.

For one thing, there were the growing willows, which stretched in two straight lines from near the south end of South College to the bank of the Kennebec. Tradition had it that they had been planted in the spring of 1822 by George Dana Boardman. When the Echo, in 1884, sought information on the old days from distinguished alumni, it received from Albert Paine of the Class of 1832 a statement which blasted the old tradition. Paine wrote: “The planting of willows on either side of the path leading from South College to the river was done in the spring of 1832, and consisted of sticking into the earth at short distances from each other, small willow twigs, the whole row forming little more than a mere handful. The credit given to Boardman as the originator of those scraggy old trees is all wrong, because in his day the locality had not been cleared of its original forest growth. The men who were freshmen and sophomores in 1832 were the men entitled to the credit.”

As the college population increased, water became more and more important. It was necessary to sink additional wells besides the old faithful pump between Champlin Hall and North College, but at times those new wells ran dry, and for a college student to take an all-over bath, except when he could swim in the river, was a rare luxury. In 1884, the Echo said: “There are plenty of things to be improved, the most noticeable of which is the water supply. Experience has taught that the use of the water at present furnished for drinking purposes is almost invariably followed by disastrous results. A new well is much needed.”

Then, in 1887, Waterville decided to bring into the city a supply of water from the Messalonskee stream. The College at once arranged to have a line connect with the College Street main to bring water into the college buildings. When College opened in the fall of 1887, the promised line had not been installed, but the Echo eagerly awaited the installation. “In another month the longed-for water works will be in full operation. Then a supply of decently pure water will be brought into the College, and the slimy old well can be filled up. We also need bath rooms, and now we see no reason why they should not be built. The best apology we can now make for a bath room is to stand on the carpet and do the best we can with a towel moistened in the drainings from the old well.” The spring of 1888 saw the city water flowing into the dormitories amid great rejoicing.

Another liquid valued by college students along with water was cider. In the fall of 1883 the Echo announced: “By the erection of a new cider mill, the distance to the nearest of those edifices has been shortened by two miles. Parties in-
interested in the location can obtain full particulars from Perkins, '87." Four years later, in the autumn of 1887, the *Echo* related: "Cider has been just as free as water this fall. It only required a stolen wagon, a hired horse and a dark night for the sophomores to import a 43 gallon cask of the apple juice. It was sampled on the afternoon of the freshman-sophomore ball game, and was found to be potent. Certain seniors showed they know how to drink cider, even if they are members of the Good Templars. Cider drunks and Indian war dances were in order for a number of nights, till at last the cask ran dry and consumed itself in a bonfire."

Believe it or not, college boys carried umbrellas in the 1880's. In 1883 the *Echo* called for umbrella stands in Champlin and Memorial halls. When they were installed that autumn, the *Echo* proudly announced, "Now the solemn umbrella can stand on its head and weep complacently while its owner goes into recitation for his customary flunk or drowses away a half hour at chapel."

In 1884 a grandstand was at last erected beside the baseball field. Previously the only seats at games had been provided by taking settees from the classrooms and returning them after the game. The new grandstand not only provided a better view of the playing field but also saved considerable wear and tear on the settees.

One of the student customs of the 1880's was the annual peanut drunk. In 1884 the *Echo* carried this story about the annual occasion. "It was this year a somewhat insipid affair as far as the drunk proper was concerned. About the time the peanuts arrived, the sophs also put in an appearance. It is said that barrels of Colby water were wasted on both parties. The freshmen strove valiantly to hold the fort and the peanuts. Although they succeeded in retaining the peanuts, they found there was not sufficient space in one room for both themselves and the sophs, so they kindly vacated the room, ably assisted by the sophs. The next morning all trace that remained was a light dampness about North College."

The sport known as "false orders," that had begun many years earlier, was flourishing during the Pepper administration. These "false orders" were usually burlesque programs of such college events as the speaking exhibitions. In the early 1900's they reached their scandalous apogee in the description of the annual Freshman Reading. One such sheet, which appeared early in Dr. Pepper's presidency was entitled "Pepper and His Devils." Attached to all sorts of uncomplimentary epithets were such afterwards distinguished members of the Class of 1888 as Solomon Gallert, Albert F. Drummond, Emery B. Gibbs, Addison B. Lorimer, and John F. Tilton. In 1887 there appeared another such publication called "The Devil's Auction," which made fun of such distinguished members of the Class of 1891 as Edward Mathews, Albert Caldwell, William Abbott Smith, Norman L. Bassett, and Franklin W. Johnson.

Very much to its credit, the *Echo* led a campaign against these scurrilous sheets, which as time went on grew worse and worse, extending from lambasting the freshmen to lampooning the faculty. In 1885 the *Echo* said: "Are there not some customs that had better disappear? Foremost among them is the custom of 'false orders'. No one respects a class for having anything to do with those productions, which are too often a disgrace to their authors and a scandal to the College." Two years later, in 1887, a different *Echo* editor had this to say: "Contrary to the expectations of a majority of the students, the ancient custom of distributing bad literature about the time of the Freshman Reading has been revived. In our opinion, it would have been much better if the members of '89
had not resurrected this lost art, but we must admit their recent publication is comparatively a high moral sheet and, in that respect at least, is commendable."

What had happened was that, on the afternoon when the Freshman Reading was to be held in the evening, fliers appeared stating that the exhibition had been postponed for a week. The reason could not be determined until it was learned that the hand bills were wholly unauthorized. The reading exhibition took place and passed off without incident or disturbance. It was rumored that, in certain parts of the church, the olfactory nerves were somewhat affected, but if that was true it had no effect on the speakers.

For some time there had been student dissatisfaction with the method of selecting commencement speakers. During the first half century classes had been so small that every senior could have a speaking part in the graduation program, but by Dr. Pepper's time the increase in enrollment necessitated that a limited number of commencement speakers be selected from the graduating class. Until 1883 the speakers, except for the valedictorian, had been chosen by lot, with the result that sometimes the best speakers, as well as excellent scholars, were omitted from the program. Dr. Pepper suggested and received both faculty and student approval of a new plan, which the Echo described in its issue of June, 1883.

The Faculty has at last decided upon a method of choosing commencement speakers which is to be permanent. Three are to be chosen for excellence in general standing, three for excellence in rhetoric and composition, and three by a faculty committee for excellence of a submitted article. The new rule gives all a chance. It does not restrict the choice to those who have merely attained excellence in studies, nor does it encourage those who have done no work at all, as a choice by lot surely does.

By the time this historian entered the College in 1909, the narrow duckboard walks, so familiar to students of the '10's and '20's, offered some relief from the slush and mud of the 1880's.

We have already noted that, almost from the opening days of the College, students had partially met their expenses by teaching in rural schools during the long winter vacation. A new college calendar, adopted in 1884, caused difficulty for those student-teachers. The winter vacation, which had formerly extended from just before Christmas to the end of February, now did not begin until January 27, and the spring term opened on March 10. The college authorities evidently thought that student teaching had become less important. Yet the Echo pointed out that twenty-one sophomores and nine freshmen were doing such teaching in the spring of 1884, scattered in Maine communities from Tenants Harbor to Lebanon, and from Presque Isle to Scarborough. The Echo said:

The large number of students who leave college during the winter term indicates a mistake somewhere. The fault lies in the inconsistent and almost insane arrangement of terms. There are thirty-six weeks in the college year. This leaves sixteen weeks which a self-supporting student can use for earnings. If it were possible to have at least twelve of those weeks in one continuous vacation, he could use the time at infinitely better advantage. A return to the old arrangement would be appreciated, and fewer students would then be obliged to go through the farce of making up.
Despite student protests, the long winter vacation did not return to the college calendar. Within a few years the old district system in the common schools was abandoned for town supervision. No longer was each of some twenty school districts in a small Maine town an autonomous unit, deciding when and for how many weeks it would operate its school and selecting its own teacher by its own standards. Furthermore, the state normal schools were turning out more and more trained teachers, and under state laws requiring a school year of uniform length in all towns, teachers began to be hired on a year basis, not for a single term. By 1900 there was little demand for college students as teachers in the winter schools.

Electric lighting reached the College in the fall of 1887. In July, 1886, the Echo had said: "An immense amount of enthusiasm is being aroused by the scheme to light the college by electricity. The plan is at present only partially developed, but the probability is that eventually arc lights will be distributed over the campus and in the halls, while the incandescent variety will be installed in the students' rooms." A year later the paper announced, "Professor Elder has just put an electric light of the arc pattern in his recitation room. It will not be used for lighting purposes, however, but in his lecture work for projection on the screen." Three months later electric lights were in all the buildings.

Interest in sprucing up the grounds spread to the college lot in Pine Grove Cemetery. Many Colby people had forgotten that the College owned such a lot until some one informed President Pepper that it had long been neglected. A lot had originally been purchased in the old cemetery on Elm Street, now Monument Park, when in 1832 Frederic William Blish, a sophomore from Barnstable, Massachusetts, had been drowned in the Kennebec. In the following year another drowning had taken the life of George Stevens of Bluehill, who was buried beside Blish. In 1836 the college community was shocked by the death of Jonathan Furbush, a student who had developed the Baptist mission on the "Plains," and who contracted pneumonia while on an errand of mercy among the poverty-stricken people of that area. In 1840 a fourth body was interred, that of Benjamin F. Preble of Camden. Why no relatives claimed any of these four bodies and took them home for burial, we do not know.

When the old cemetery was abandoned just before the Civil War, the bodies were removed to the new Pine Grove Cemetery at the south end of Waterville. There a lot was assigned to the College, and in it were placed the bodies of the four students. The place saw no other student burial until 1923, when a Chinese student, Li Fu Chi, died several thousand miles from his homeland a few months after his arrival at the College. Thanks to President Pepper's attention to the matter in 1886, the lot was afterwards kept in good condition.

Relations between town and gown were not always cordial, especially among the youth of college age. In the 1880's a slang phrase for certain groups of town boys was "yaggers." Reporting on a "Sociable" at the Congregational Church, the Echo said in 1884, "We were crowded and walked over by elderly parties, pelted with cakes by yaggers, and all the eligible young ladies went home with their parents. A freshman found his Bible in the possession of a yaggerine [a female yagger] who was loath to give it up."

Clashes between yaggers and college students became frequent. The Echo warned the students to avoid such encounters. "Do not demean yourselves by having anything to do with those whom you should regard as beneath your notice." To urge the students to "high hat" the town boys wasn't exactly the way to bring peace. Perhaps more to the point was a regulation of the Trustees,
posting the grounds with warnings against loafers. But flouting such notices, yaggers, according to the _Echo_, continued “to perambulate the campus, hang about the gym, and assemble on the baseball field, where they hoot insults at our players.”

The first inkling of student government at Colby appeared in an _Echo_ editorial on November 12, 1886, soon after the campus newspaper had changed from monthly to bi-weekly publication.

The tendency of the times is toward liberalism, which manifests itself not only in a widening curriculum with increased electives, but also in making the college government more of, by, and for the students, rather than against them. The college administration is no longer a despotic oligarchy, terrorizing by blind injustice, wholly irresponsible. Rather, it seeks to secure peace by consultation with and approval of the students. To make such consultations more efficient, college juries, senates, and conference committees have been established. Something of this sort is needed at Colby, to create better understanding between the governors and the governed.

This and other pleas bore fruit in 1888, when President Pepper proposed a Board of Conference as a step toward student participation in the internal government of the College. In July, 1889, the Trustees voted to set up such a board, consisting of a faculty committee made up of the President and two other members, and a student committee of ten members, of whom four were seniors, three juniors, two sophomores, and one a freshman. Each class elected its own representatives. The two committees met as a Conference Board. Their first act was to entrust the Student Committee with the maintenance of order in the dormitories and on the campus. The Conference Board proved an important asset in the administration of Dr. Pepper’s successor, Albion Woodbury Small.

When Dr. Pepper left the presidency in 1889 he saw the College in much better circumstances than when he had assumed the office. The faculty had increased from nine to twelve members; the student body had grown from 124 to 153; and two generous benefactors, Gardner Colby and Abner Coburn, had each bequeathed more than $100,000 to the College endowment. George Dana Boardman Pepper handed over a sound and vigorous college to his successor, Albion Woodbury Small.

When he left the presidential chair, Dr. Pepper had not seen the last of Colby. After a year of travel abroad, he accepted the pastorate of the Baptist Church at Saco, but in 1892 he was called back to Colby to head the new department of Biblical Literature. Dr. Pepper called the position a “Professorship of Holes,” since its occupancy involved classes in Philosophy and Hebrew, as well as in Bible, and required the incumbent to direct administrative affairs in the absence of the President. His son-in-law, Professor Frederick Padelford, says that Dr. Pepper was thus Colby’s first dean, although he never officially carried the title.

In 1900, failing health made it necessary for him to leave his beloved task of teaching at the College. But that did not mean his abandonment of all teaching. Continuing their home in Waterville, both Dr. and Mrs. Pepper taught for another decade large classes of college students in the Baptist Sunday School. Feeling that his own constructive work was done, Dr. Pepper turned his attention to helping his wife with her many religious and civic interests. His last pub-
lic appearance was at the Colby Commencement dinner in 1912, when he was given a rising ovation. He died at his Waterville home on January 30, 1913. He had been an able president, an inspiring teacher, a forceful preacher, a loving pastor and an exemplary friend of his fellow men. George Dana Boardman Pepper was a man decidedly worth his salt.
.chapter xxiii

janitor sam

in the many issues of the colby echo published between its origin in 1874 and the summer of 1903 no name appears so often as does that of samuel osborne, the college janitor. during those twenty-nine years the college newspaper published more than three hundred items about janitor sam. of the many men connected with colby college during the last third of the nineteenth century, sam osborne was the best known, the best remembered and the best loved by students of that time. presidents came and went, but sam stayed on. professors could dominate the classrooms, but sam ruled the campus. when the students presented him with a gaudy cap, inscribed with the word “janitor,” sam gleefully accepted it as a jeweled crown of regal status, although he needed no crown to wield his authority.

samuel osborne was more than a janitor. he was campus policeman, unofficial guidance officer, advisor alike to students and faculty, and above all a man of touching kindliness. although always paid only meager wages, scarcely sufficient to support his family, sam was always doing something for others. as late as 1896, when he had been employed by the college for nearly thirty years, his annual income amounted to only $480. for many years, on thanksgiving day, he and mrs. osborne had as dinner guests those colby boys who could not go home for the holiday or were not invited to the homes of classmates.

combining gullibility with a certain primitive shrewdness, sam was the butt of many a student prank, but equally quick to detect the prankster. with a sense of humor that was jovial rather than witty, he was often dumbfounded when a listener couldn’t see anything funny in one of his stories. of course the students egged him on to pompous speeches filled with amusing malaprops. of course they played jokes on him and hustled him over the campus on many a wild goose chase. but they relished his good nature, appreciated his personal sympathy, and respected his complete loyalty to the college. sam could himself castigate the students for misdemeanors, but let any outsider criticize them and sam would rise indignantly to their defense. they were his boys and no one outside the college family could say a word against them without hearing from sam.

samuel osborne was a negro slave whom the civil war set free. he was never quite sure of his birthday. the union officer who was his benefactor decided that sam had been born on a plantation in king and queen county, virginia, some time in 1833. though sam’s father and mother belonged to different masters, they were permitted to live and bring up their children in their
own cabin. When Sam was a small boy his master, Dr. William Welford, moved to Fredericksburg, at the same time buying Sam's mother so that the slave family might not be separated.

Sam's babyhood playmate was another slave child, Maria Iverson, whom the doctor had secured in an exchange for another slave baby. Both Sam and Maria were favorites of Dr. and Mrs. Welford, and both were allowed to play constantly with the Welford's two sons. When, at the age of twenty, Sam again moved with his master to Culpepper, Virginia, he married his childhood playmate Maria.

When the Civil War came, Dr. Welford felt he must disperse some of his slaves to prevent their capture by approaching Union troops. Sam's mother was sent farther south to the household of the Welford's married daughter, and Sam did not see her again until two years after the close of the war. Sam and Maria were kept on the Welford place in Culpepper, not only because the family was fond of both Negroes, but also because their service was valuable. Sam had been trained as a cook and Maria as a house maid. Neither ever worked as a field hand, and both had always been kindly treated. Though slaves, Sam and Maria Osborne never encountered a Simon Legree. For a time during the war Sam was placed as an overseer on the big Farley plantation near Danville, Virginia, close to the North Carolina border. There the Confederate President, Jefferson Davis, was a frequent guest.

When the Union Army invaded Danville, Sam was freed. On the recommendation of Mrs. Robert Withers, wife of the prominent Virginia Unionist who later served in the United States Senate, Sam was given a job as a servant in the office of the United States Provost Marshal in Danville. That officer was Colonel Stephen Fletcher, a graduate of Waterville College in the Class of 1859.

Colonel Fletcher took a liking to Sam and saw in the jovial Negro possibilities that ought to be given a chance not possible in the South. He therefore proposed to take Sam to New England. To find an opportunity for the colored man to settle and be gainfully employed, Colonel Fletcher turned to his college president, James T. Champlin. With the help of the Waterville Baptist Church arrangements were made for Sam to work on a section crew of the Maine Central Railroad, and Colonel Fletcher personally paid expenses of the Negro and two daughters to Waterville.

How Sam managed to care for the two girls, neither of whom was of school age, and at the same time work for the railroad for the six months before Maria joined him, has not been explained. In an account of Sam's life, published in the Colby *Echo* some dozen years before he finished his long service as the college janitor, it was stated that "he rented the college house which later served as a boarding house and stood at the north end of the campus." The account suggests that Sam rented that house immediately after his arrival, because the preceding sentence reads, "Sam arrived on May 22, 1865." Perhaps Colonel and Mrs. Fletcher kept Sam and his daughters in their own home longer than has been supposed. Certainly some woman must have cared for the two little ones while Sam was at work. Anyhow, in November, 1865, Baptist friends contributed the necessary funds for Sam to return to Virginia and bring Maria and the baby daughter back with him to Waterville. He did more than that, for accompanying Sam on that November journey to Maine was his father who had been a slave for seventy-two years.

It was the father, not the son, who was first employed as janitor by the College. The old man served in that capacity for two years, until his death.
All that time he had almost daily help from Sam, during the hours when the younger man was not on duty with the railroad. In 1867 Sam left the Maine Central and took over his father’s job as college janitor.

Before Sam came to Waterville, he was already a member of a Baptist church—a colored church at Culpepper, Virginia. Perhaps that is one point that attracted Colonel Fletcher to him, because the Colonel was a staunch Baptist. Of course, immediately upon his arrival in Waterville Sam attended the old college church that had been founded in 1818 by Jeremiah Chaplin. After Sam had been in Waterville a year, the Waterville Baptist Church spread upon its records the following vote:

June 30, 1866

Samuel Osborne is a colored brother who was baptized and for several years was a member of a Baptist church in Culpepper, Va. But the scattered state of the church, together with the unhappy state of feeling existing in the South toward their brothers in the North, rendering it impracticable to obtain a letter of dismissal, it was voted to receive Samuel Osborne into membership on his experience.

Except for a few very aged persons, too infirm to submit to baptism by immersion, the first person ever to be accepted into the Waterville Baptist Church by any method except baptism or letter of dismissal from another church was a former Negro slave, Samuel Osborne.

When Sam took up his janitorial duties the College had only three buildings, only sixty students, and only four persons on the faculty. In the very next year Memorial Hall was built, and a few years later came Coburn Hall, then the Gymnasium, and in 1889 the Shannon Laboratory and Observatory. When Sam ended his service in 1903, those seven buildings comprised his janitorial domain, for he had no duties connected with Ladies Hall or any of the other buildings owned by the College on the avenue between the campus and the Elmwood Hotel. At first Sam could easily do all the work, assisted by one or two students. As the number of buildings increased, and as central heating was introduced, there was more than Sam and a couple of students could do, but until after his death the College employed no second janitor. It simply increased the number of student sweepers and fire tenders. As late as President Roberts’ time, in the second decade of the century, one janitor and a plumber comprised the entire full-time maintenance staff on the campus, although others were employed for buildings in the Women’s Division down the street.

Soon after Sam’s arrival a State Sunday School Convention was held in Waterville. As an added attraction the host church persuaded Sam to sing a solo. Like so many Negroes, he had a fine, rich voice; and he was a novelty, for most of the Maine folk who attended the convention had never seen a Negro, and even fewer had ever seen a Negro slave. To give full effect to the program, Sam was wrapped in an American flag before his voice burst forth in song. So thoroughly did he capture the audience that right on the spot a collection was taken to start a fund to bring his wife Maria to Waterville.

Negro marriages in slave days did not always have the benefit of clergy, and the strait-laced Waterville Baptists were suspicious about the validity of Sam’s and Maria’s marriage, though both husband and wife insisted it had been performed by a regular minister. Of course the Civil War had erased all official record of the event. So Sam and Maria agreed to have another ceremony
performed in Waterville, in the presence of President and Mrs. Champlin, Pro-
fessor and Mrs. Charles Hamlin, Professor and Mrs. Samuel K. Smith, and other
prominent citizens. It was soon afterward, as has been related in an earlier
chapter, that the Hamlins legally adopted little Lulu, the baby whom Sam had
left in Virginia with Maria when he first came to Waterville.

Sam had not been long in Maine when he became an enthusiastic member
of the Waterville Lodge of Good Templars, the national society made up of men
who crusaded for temperance and total abstinence in regard to intoxicating liquor,
during the latter years of the nineteenth century as ardently as the women of
the W.C.T.U. crusaded for it in the early years of the twentieth. In 1887 Sam
was elected a delegate to the national convention of Good Templars in Rich-
mond, Virginia. What a glorious day it must have been when Sam Osborne
returned to the Old Dominion where he had once been a slave, now not only a
free man, but a respected delegate from a state where white persons outnumbered
those of his race by more than a thousand to one. The crowning event of Sam's
career as a Good Templar came in 1902, when he was a delegate to the inter-
national convention of the order at Stockholm, Sweden. Sam was given the
honor of being color-bearer of the American delegation, and he proudly carried
the Stars and Stripes through the streets of the Swedish capital.

That same summer saw Dr. Frederick Padelford again in Waterville. He
encountered Sam on the campus and conversed with him about the trip to Sweden.
Knowing that Sam had been one of six Good Templars from six different races
presented to the Swedish royal family, Dr. Padelford asked Sam if he had any
conversation with those royal persons. “O, yes sah,” replied Sam, “I talked to
de princess.” “What did she say to you, Sam?” “She say to me, ‘Sam, how
old be you?’” “What did you tell her?” “I said, ‘Princess, dat’s for you to
find out. How ole be you?’”

It has generally been believed that when Sam first came to Waterville he
could neither read nor write. Dr. Padelford found reason to doubt that state-
ment, although he agreed that Sam’s learning could not have been very exten-
sive. Dr. Padelford wrote: “Sam found warm friends in Dr. Welford’s sons,
and with them enjoyed some of the sports of boyhood. When the boys were
old enough to be sent to school, Sam was moved with the desire to learn to read
and write, and in pursuance of this end bought an old spelling book, which was
purchased with money saved from selling rags. Many a long evening, after
the other slaves had gone to bed, Sam pored over the mysteries of that book, stretched
out before the cabin fire. It was slow work and Sam did not make much progress.”

It is probably that same spelling book that a writer in the Colby Echo had in
mind when he stated that, after Sam's arrival in Waterville, he went to Sunday
School with his spelling book in hand. However he learned, Sam certainly could
read simple English and could write considerably more than his name before Dr.
Padelford's own class of 1896 first knew the Negro janitor in their freshman year.

Sam had been only a short time in Waterville when he was encouraged to
buy a house on Ash Street, the College taking a substantial mortgage on the prop-
erty. At their annual meeting in 1881, the Trustees voted to add one hundred
dollars a year to Sam's salary, “the same to be endorsed on the note held by the
College against him.” At that time Sam was paid the princely wage of $300 a
year. While Sam never saw any of the added $100, it did help gradually to re-
duce his mortgage. When Sam died in 1904, the College paid the funeral ex-
penses, and a month before his death the Trustees, expressing deep regret at his
serious illness, canceled the mortgage note on his home.
Incidents connected with Sam’s long tenure as janitor are numerous. The *Echo* gave the following account of Sam’s annual entertainment of students at Thanksgiving dinner in 1890.

Sam gave his usual Thanksgiving dinner to the students who remained in town and were not otherwise provided for. The feast, like all that had preceded it, was a royal one. Sam was in his best mood. His jokes were good and his confidential remarks about professors and classes were well timed. He does not understand how Professor Rogers can swell a piece of steel by keeping it in an awful hot room. Sam says all his experience in machine shops shows him that the action of heat on steel is extremely slow. He says Professor Rogers burns more wood than all the other professors together.

The cap, with its big letters spelling out Janitor—Colby, was not the only bit of wearing apparel given to Sam Osborne by his “boys.” In the early winter of 1890, a particular freshman became adept at defying the regulations laid down by the sophomores. Furthermore he led bands of freshmen in attacks on their supposed rulers of the Class of 1893. One night a barrage of rather aged eggs came through open sophomore windows. The sophomores, spotting a well-known freshman as chief perpetrator, kidnapped the fellow and spirited him off to a hideaway in Fairfield Center. After his captors finally dumped him into a snowbank and left him, the humiliated freshman made his early morning way back to the dormitory. Then, to the great surprise of the sophomores, the kidnap victim filed complaint with the Conference Board (the faculty-student committee set up to handle such matters), demanding payment for his torn overcoat. He exhibited the garment to the Board, pointing to a long rip in the back and a torn sleeve. The sophomores retorted that the Board, charged with control of campus and dormitories, had no jurisdiction in Fairfield Center. Their spokesman, who came from a town on the Maine coast, even applied the rule of sea, declaring that Fairfield Center was outside the three-mile limit. The Board held for the plaintiff, and every member of the sophomore class was charged 60 cents on his term bill. On the basis of that decision, the sophomores claimed possession of the overcoat, and the Board agreed. With great solemnity, in appropriate ceremony, the damaged coat was then presented to Janitor Sam, who wore it for a few weeks, despite the fact that he was a foot shorter than the original owner and the skirts of the coat dragged on the ground.

One of the most delightful recollections of Sam was held by Colby’s distinguished woman graduate, Miss Louise Coburn of the Class of 1877, for she knew of Sam’s activities and characteristics in his younger days. Sam had been in Waterville only eight years when Miss Coburn entered the College, and she had seen the jovial darkie even earlier, during her preparatory years at Coburn Classical Institute. Here is Miss Coburn’s story.

The College authorities assigned to the women a room on the lower floor of Champlin Hall, where we could spend the forenoon study period. Here we could leave our heavy wraps and overshoes when we went to class. Here too we kept our Latin and Greek lexicons and grammars. Sam Osborne, the faithful janitor, kept the room clean and, in winter, saw that we had a fire in the little, air-tight stove. He often came when we were there, to feed the fire with another stick of wood. One morning he noticed a chair slumped down with two broken legs.
He asked us who had broken the chair. Of course we did not know. Sam then pompously informed us that, if he couldn't find the culprit, the expense of mending the chair would be charged on our own term bills as 'gin'r'al repairs to ladies' chairs'. Thereupon one of our number confessed that she had broken the chair, and Sam departed in exulting satisfaction. So, whenever I think of Sam, I remember him as he stood waving his arms and shaking his head, and uttering repeated threats of 'gin'r'al repairs on ladies' chairs.'

Because the students always called him "Professor Sam," the colored janitor came to consider himself quite on a par with the faculty, although he never altered his deferential attitude toward the legal members of that august body. At each commencement season, immediately after the senior ceremony known as "Last Chapel," it was necessary for "Professor Sam" to say goodbye to the departing seniors. Although there was always an element of burlesque about it and the seniors were still having fun with Sam, as they had through all their college days, many a hardened senior's eyes were moist as they listened to the little Negro.

On one spring day a freshman saw the colored janitor burning over the campus grass. "Sam," said the freshman, "that fire makes the ground almost as black as you are." Sam quickly replied, "Yes sah, an' in a few weeks the sun an' rain will make it as green as you are."

One day a senior asked Sam what he expected to do when he got to heaven. His reply was honest and genuine: "Ah'll just go on takin' care o' my Colby boys." "But suppose you don't get to heaven, Sam?" "Den I'll just take care ob a lot more o' my Colby boys."

One day a vagrant who had imbibed freely appeared on the campus near Coburn Hall. A student audience quickly assembled, while the stranger held forth on politics. The presidential election of 1888 was about to be held, and the inebriated fellow kept shouting again and again, "Rah for Grover Cleveland." Sam, who was a staunch Republican, heard the racket and ran wildly to the railroad station calling for "Mister Hill," the local constable. Before that worthy could be summoned, the fellow took warning and departed. When Sam was asked about it later, "What did I do with that Democrat? Why, I druv him off."

One Sunday afternoon in 1890 Sam's cow, which at the time was grazing back of Recitation Hall, somehow got into an empty room in North College. It was obvious that Bossy hadn't found that sanctuary without guidance. At the end of the afternoon Sam came down from his Ash Street home to take the cow up home, and nowhere on the campus was that cow. Gradually a crowd gathered about the bewildered janitor. Suspicion dawned upon him, but remembering that the day was Sunday, he felt called upon to mingle pious admonition with his plea for student sympathy. He said: "All you Christians better disperse to your rooms. I wouldn't sacrifice my character by being out in this crowd on a Sabbath afternoon. You seniors and juniors jes' set an example for the younger gemmen. Remember I am your frien'. I do not sleep if I think you will suffer. An' what do you do? I was settin' in my room to get a nap o' sleep when I hear you yellin'. I come right over, and now, gemmen, I wan' to know, where is my cow? That cow is the mos' val'ble thing I own. She is worth seventy-five dollars. You jes' show me where is my cow an' I won't tell President Small." After further extolling of his own virtues and reiterated assurance of his love for the boys, Sam was at last guided to the room where his cow stood
in silent, ruminating contemplation, and amid applause of the assembled students Sam led her triumphantly home.

Despite his gullibility, Sam was almost uncannily alert to the kind of pranks students were likely to repeat year after year. A group of boys would work into the small hours of the morning doing such things as spreading molasses on the chapel seats, removing all furniture from a classroom, or putting a load of hay into the library, only to their complete amazement go to the place just before chapel or class hour to find everything cleaned up and no evidence that anything unusual had happened.

Sam had a prodigious memory. He never failed to recognize a returning alumnus, regardless of how long the man had been graduated. Once some campus wag taught Sam to memorize a literal translation of the Funeral Oration of Pericles. That oration always caused trouble for students of freshman Greek when they encountered it each spring. So, year after year, Sam would at first sympathize with the struggling freshmen, then offer to help them. Since even freshmen had then been in college long enough to know that Sam's ability to read and write in English, to say nothing of Greek, was decidedly limited, one can imagine the surprise of such students when they saw Sam take the book and reel off a perfect translation. Sometimes a class was less surprised when one of them noticed that Sam was holding the book upside down.

During the college year of 1903-1904 Sam became seriously ill and at Commencement in late June it was apparent that the end was near. On the first day of July, in the little house on Ash Street, there sat beside Sam's bed the members of his family, the President of the College, and the Pastor of the Baptist Church. To his only son, Eddie, Sam committed the care of Maria in her declining years. Then with his dimming eyes sweeping around the room to all of them, family, President and pastor, Sam said his last "Good Night."

Years before, when Maria once asked Sam to attend to some work around the house, he agreed to do it but insisted there were things he must do at the College first. Maria said to him, "I s'pose if you were dead, you'd have to go to the College." Little did the kindly Negro woman know how prophetic were her words. In death Sam was indeed taken to the College, into the college chapel, where he was given a memorable funeral. Every newspaper in New England reported it. Every seat in the room was taken; chairs were placed in the aisles, and persons stood all around the room. President White and Pastor Whittemore paid simple, yet eloquent tributes to the old Negro. Said the Portland Press, "Perhaps no other man who was born a slave ever had the tribute paid to him which was paid by President White of Colby, who said, 'He was one whom we respected and loved. We respected him for his faithfulness and devotion to the College; we loved him for his gentle, warm and confiding nature. He has cared for the sick, chided the erring, and encouraged us all by his simple, pure, unaffected Christian character.' Probably no other black man born in slavery ever had a college president watch at his bedside and minister to him in his last moments. Probably none other was ever buried from a college chapel with the same president officiating, and with not only college students and faculty, but also a whole concourse of leading citizens attending to testify their appreciation of this simple, genuine colored gentleman."

Sam Osborne was such a thorough extrovert that it is easy for the historian to overlook the more shy and retiring Maria, his wife. But students of the time neither overlooked nor forgot the wonderfully kind woman whom they called "Mother Osborne." Her doughnut and cookie jars had their covers constantly
lifted in behalf of hungry boys, who often found their way from the campus to the Ash Street home. Dr. Padelford testified, “Maria was the very duchess of doughnuts and the princess of pies, and we hungry boys were always glad to pay homage to her cooking. Sam and Maria had raised a large family of affectionate, interesting children, and it was a pleasant sight to see them before the cheerful fire of an evening, with their happy children grouped about them. Many an evening did we spend there, listening to Sam's stories of his boyhood, or to reminiscences of the college days of men now grown gray and famous.”

Sam and Maria Osborne had eight children, six of them girls. One boy had died an infant in Virginia. Amelia was for several years the beloved and deeply respected housemother of the Delta Upsilon Fraternity. Marion, the only one of the children to receive a college degree, graduated from Colby in 1900, married D. G. Mathieson after serving several years as teacher and bookkeeper, then after her husband's death in Brooklyn, N. Y., returned to Waterville to live with her brother and sisters, her mother having died in 1913. Marion was a talented singer. Alice, the only child of the Osborne's still living when this chapter was written, was for many years office receptionist and secretary to Dr. Percy Merrill. Since Dr. Merrill was a prominent DU alumnus, Alice, like her sister Amelia, felt close to the Delta Upsilon Fraternity.

The one boy in the Osborne family was Edward S., born in 1873, eight years after his father and mother had come to Waterville. Every citizen of Waterville who frequented the Maine Central station knew and liked Eddie Osborne. For more than half a century Eddie was employed as an Express Messenger on Maine Central trains.

In the fall of 1893 Eddie Osborne entered Colby College, but decided he must leave and go to work after he had attended only one year. At Waterville High School, where he graduated in 1893, Eddie had been prominent on the baseball team, getting a state-wide reputation as a heavy hitter. He played on the championship Colby nine in the spring of 1894, and on the old diamond near Shannon Hall, in the home game against Bowdoin, Eddie hit the longest home run ever seen on those grounds.

It was when he left college in 1894 that Eddie at once went to work for the express company. In 1944, he was honored as the first Railway Express Messenger in the nation to receive the company's fifty-year medal, a gold pin studded with four diamonds. Edward S. Osborne died in 1956 at the age of 83, faithful and honored son of a faithful and honored father.

In all the annals of Colby history, one of its best remembered persons is an unschooled, naive colored man who was once a Southern slave. He deserves the fond remembrance, for Samuel Osborne was more than a faithful servant, more than a jolly teller of stories, more than a devout worshipper at the Baptist Church. Samuel Osborne was the Abou Ben Adhem of Colby—a friend to his fellow men.
CHAPTER XXIV

The Great Coordinator

Convinced that his health would not permit him to continue the heavy duties of the presidency, Dr. Pepper offered his resignation in 1889. In their statement of reluctant acceptance the Board said: "He leaves the College with a broader reputation and a grander equipment than when he entered the office. In his efforts to bring the College and the denomination into closer sympathy, he performed a work which was most fruitful. We note with pleasure the statement of a senior member of this Board, that of the several administrations he has known during his official connection with the College for forty years, none has been more satisfactory to the friends of Colby than has that of Dr. Pepper."

Again, as they had done in 1857 when they called James Champlin to the presidency, the Trustees turned to a member of the faculty. Dr. Pepper especially had been watching the intellectual growth of that man with interest and approval. The Lincolnesque clergyman felt easier in his decision to withdraw because he could confidently recommend as his successor the Professor of History, Albion Woodbury Small.

When he became Colby's ninth president, Small won several "firsts." He was the first Colby graduate to preside over the College. He was also the first son of a Colby graduate to be its president, his father being the noted Baptist leader, Dr. A. K. P. Small of the Class of 1849. He was also the first Colby president to hold the earned degree of Doctor of Philosophy. Finally, he was, up to that time, the youngest man to enter the presidential office, being but thirty-five years old in 1889.

Like his father, Albion Small had intended to make the ministry his career. Graduating from Colby as valedictorian of the Class of 1876, he had entered Newton Theological Institution and had earned then the B.D. degree in 1879. Even in college he had become interested in history and philosophy, although opportunity to study those subjects in depth was notoriously lacking. At Newton, despite the emphasis on theological studies, Small became increasingly interested in history, especially in its relation to political science. At that time, any man who sought advanced scholarly pursuits turned to the German universities. There a number of Colby teachers, including Professor Hall, had already preceded Small, when he sat at the feet of Europe's leading scholars at the universities of Berlin and Leipsic for more than a year. After traveling through several European countries and studying political economy at the Sorbonne, Small returned to the United States, having been absent for two years.

While he was still in Europe, the Trustees of Colby University had elected him to the institution's first professorship of History and Political Economy.
At a time when political economy was considered scarcely respectable as a college subject, Dr. Small made Colby students startlingly aware of the new and dynamic field of economics. The course that he introduced under the title of Political Economy was a blending of what would now be called economics, sociology, and political theory—all on a historical basis.

Albion Woodbury Small was a superior and determined scholar. He considered that the then rare Ph.D. degree was more than a label. He wanted the distinction of accomplishing the scholarly tasks that the degree demanded. Securing leave from his Colby position, he completed his doctoral work at Johns Hopkins in 1889, so that he was actually in Baltimore when the Colby Trustees elected him to the presidency.

Dr. Small never forgot his family background nor his training at Newton. Even after assuming the college presidency, he was in great demand as a preacher, and his advanced scholarship never interfered with his warm, personal approach from the pulpit. He remained a faithful Baptist and continued President Pepper's policy of cordial relations between the college and the denomination. His inaugural address as president accentuated, in its very title, his sound belief in the connection between education and religion. He spoke on "The Mission of the Denominational College."

There are philosophers who believe that knowledge begins and ends with the intellect. This college has always enlarged that view, has always taught that knowledge is frustrate if it is external to conscience. Nothing is known that seems unrelated to duty. Herein is justified the existence of this college. If all that the college communicated was the habit of correct thinking, if it initiated only unerring analysis and synthesis, we might well doubt whether it would be worth the cost. But the college stands for something better than that: the revelation that all upon which the mind works is the arena of duty, where every individual finds the sealed orders of personal obligation.

Probably no denominational college has ever been entirely free from adverse criticism by die-hard conservatives in the denomination. Certainly such criticism assailed Colby almost from the earliest days. The regrettable quarrel between William King and Alford Richardson, which caused the loss of a valuable grant of land even before instruction had started, was occasioned quite as much by denominational feelings as by the political animosities of the time. Richardson led the group of conservative Baptists who resented the controlling influence on the Board of Trustees of such non-Baptists as William King and Timothy Boutelle. There was thus a long history behind the words in Dr. Small's inaugural which dealt with Colby's direct relation to the Baptist denomination.

The character that Colby has developed as a denominational college is not wholly pleasing to its friends. To some the college seems not religious enough; to others it appears over-religious. While the majority of those who have controlled its interests have been members of one religious denomination, some of the most devoted friends of the college have been entirely disconnected with the founding denomination. It might seem prudent to treat this question with silence, and not pry too exactly into relations that had better be disguised. If, however, it is necessary for this college to seem something that it is not; if it is necessary for us to maintain a fiction to cover up actual differences; if, to support this college, it is necessary to profess in one presence an
identity of aim which in another presence we deny, I confess that I cannot be the administrator of such stifled hypocrisy. I do not believe that any evasions are demanded. I believe that the fidelity of Colby's friends is so sincere and so intelligent that it cannot be destroyed by distinct recognition of different motives for attachment. The college was born of a desire for religious and denominational culture. It has developed into a promoter of universal culture. It has not surrendered its denominational allegiance, but denominational education has proved to be larger than the founders dreamed. The respect of the world for a religious denomination is won not by the denomination's peculiarities, but by its universals. This college is an exponent of the universal element in denominational character.²

One of Dr. Small's first acts as President was to preside at the dedication of the Shannon Physical Laboratory and Observatory. It is interesting that the man who presided over the college when physical science first won prominence was the man who first made social science respectable at Colby. The time had come when never again would the classical languages dominate the Colby curriculum. Of course the reaction went too far, as such movements usually do, and the mid-twentieth century has seen a healthy revival of Greek and Latin studies at Colby. If the humanities, especially in their dependence upon the classical languages, presented a lop-sided curriculum in the 1880's, the social sciences had tended to push both the sciences and the humanities into the background by 1950. It has been the task of Colby administrators for many years to lead faculties, whose members are absorbed in the importance of their own disciplines, into concerted efforts to maintain a balanced curriculum.

Albion Woodbury Small, though thoroughly trained in the new discipline of sociology, was a man of such broad understanding and such liberal convictions that he welcomed heartily the new emphasis upon science at Colby. He rejoiced that among its alumni the college had such a man as Richard Cutts Shannon, builder of railroads, competent engineer and master of finance, who had made it possible for Colby to have a fine, new building for physics and astronomy and an outstanding physicist like William A. Rogers to use it.

No sooner had the Trustees accepted Col. Shannon's gift in July, 1889, than work started immediately on the erection of the building. A year later, at the end of Small's first year as president, the structure was completed. Designed by Stevens and Cobb, architects of Portland, according to explicit directions of Professor Rogers, it had cost a little more than $18,000. Col. Shannon had supplied $15,000, and the balance was appropriated from current funds. From the report made by the Building Committee in 1890, we learn just how the expenditures were distributed.

| Stevens & Cobb, Architects | $ 350.00 |
| J. & G. Philbrick, Contractors | 15,025.00 |
| Webber & Philbrick, Machinists | 792.91 |
| Learned & Brown, Plumbers | 1,427.08 |
| B. F. Sturtevant for Engine | 400.00 |
| W. B. Arnold & Co. for Hardware | 251.76 |
| C. H. Blunt, Carpenter | 72.96 |

$18,319.71
The man who was chiefly responsible for Col. Shannon's decision to provide funds for the new building was his Colby classmate, Edward Winslow Hall, librarian and professor of modern languages. During the spring vacation in 1889 Hall had visited Shannon in New York and had persuaded the Colonel to make the subsequent gift. It is to be noted, in passing, that Hall was naturally devoted to the humanities, but like Albion Small, valued the contribution of the sciences to education. In his final report to the Trustees, President Pepper said: "The building will be an ornament to the college campus, while its utility in serving the department both directly by its provision for class work and indirectly by its adaptation to the original physical investigations of Professor Rogers, cannot be over-estimated."

In the summer of 1889 the Colby Echo was able to supply its readers with a description of the new building that was going up north of the gymnasium.

The Shannon Physical laboratory and observatory will be located along the line of the river bank, about 125 feet north of the gymnasium and a little nearer the river. The dimensions are 68 by 40 feet. The outside dimensions of the tower are 20 by 18 feet. The height of the apex of the dome is 64 feet from the ground. While the principal object of the tower is to secure entrances to the building and afford independent support to the observatory dome, it is so designed as to add to the architectural appearance. There are two rooms in the tower which serve a useful purpose in connection with experimental work in photography and photometry. There is also a commodious waiting room with an outside balcony, which is situated directly beneath the room covered by the dome, and which can be kept at a comfortable temperature during the winter, without affecting the temperature of the observation room above. The dome, sixteen feet in diameter, will accommodate a telescope of ten-inch aperture. The present telescope has a diameter of 4½ inches, and no provision has yet been made for a larger one. The upper story of the main building consists of a large lecture room, conveniently arranged for laboratory work. There are also two adjoining rooms on the north side, one of which will be used for special investigations in physics by advanced students, and the other as a store-room for apparatus.

The first story consists of a single room, 56 by 30 by 16 feet, to accommodate experimental work in electricity, and for the special investigations in meteorology in which Professor Rogers is engaged. It is insulated by a brick wall, ten feet thick, which completely encloses the main room, leaving an air space between the inner and outer walls, two feet in width.

In the original plans an underground room with a clear height of ten feet was provided, but as the lowest bid for the building's construction, with that room, was $16,000, it was found necessary to reduce that room to a single cellar, thus enabling a construction bid of $15,025, awarded to the contractors J. and G. Philbrick. It will cost $3,000 more to equip the building.

It is the present plan to light the building by means of a storage battery of fifty cells, giving forty lights of sixteen candle power. The charging of the cells will require the duty of a five horse power engine running about five hours twice a week. There will remain an abundance of surplus power for experimental work. By doubling the capacity of...
the battery, all the recitation rooms of Champlin and Coburn halls can be lighted at little additional expense.³

In 1957, after the College had abandoned the old site on the bank of the Kennebec for the beautiful new plant on Mayflower Hill, the Shannon Building was demolished. Thanks to the alertness of the College Director of Public Relations, Richard Dyer, there was recovered the cornerstone box with its contents, which had reposed in the building for sixty-eight years. The box was found to contain the annual catalogue of the College for 1888-89; reports of the President and the faculty for the same year; the report of the Treasurer; printed copy of the charter and all subsequent acts and resolves affecting the College, up to 1875; the General Catalogue, listing all who had attended the College, up to 1887; four printed obituary records, 1822-70, 1870-73, 1873-77, and 1877-84; the Laws of Colby University, 1889; Services at the Laying of the Cornerstone of Memorial Hall, 1867; President Champlin's address at the fiftieth anniversary, 1870; the Colby Oracle for 1889; the Colby Echo for May 31, 1889; the annual report of the City of Waterville for 1889; the business card of the architects, Stevens and Cobb; a set of forms to be filled out by students concerning matriculation, absences, elective studies, etc.; the class schedule for the spring term of 1889; various blanks for ordering supplies and for use at the Library; and copies of the Waterville Mail for July 19, September 19, and September 20, 1889.

In the new building, dedicated in 1890, William A. Rogers brought the study of physics to marked distinction at Colby. Rogers was that rare combination of competent research scientist and inspiring teacher. Not only did he develop in his uniquely constructed laboratory the standard yard for the United States Bureau of Standards and arrive at notable conclusions affecting meteorological investigation for many years, but he also inspired a number of students to pursue graduate study in science, especially in the rapidly developing fields of mechanical and electrical engineering.

When Professor Rogers left Colby in 1897, to join the faculty of his favorite Seventh Day Advent College, at Alfred, N. Y., he made it clear that the research rooms in Shannon had not only been built according to his specifications but also that he regarded their construction as temporary. He wrote:

When the plans for the Shannon Building were drawn, I told the Building Committee I was sure the construction could be such that, when I should sever my own connection with the College, the part built especially for my accommodation could, with slight expense, be converted into recitation rooms, thus relieving the crowding of Champlin Hall. I now find that, by removing the inner walls of the equal temperature room, there can be made a spacious entrance hall and two large recitation rooms. There are in the walls of this room about 80,000 bricks which can be removed for fifty cents a thousand, and can, after cleaning, be sold for five dollars a thousand. Such sale will bring a sum sufficient to build partitions and put the two rooms in order, including the seating. The building can thus be converted to new use practically without cost.⁴

Rogers' research at Colby had indeed been impressive. First had been his measuring the heating effect of hot air and the heat generated by pure radiation from heated masses of matter in close proximity to small masses. The result of that research was an address before the physics section of the American Associa-
tion for the Advancement of Science on "Obscure Heat as an Agent Inducing Changes of Length in Metals under Air Contact."

Allied to the first problem had been Professor Rogers' successful use of an instrument invented by Professor Edward Morley of Adelbert College, to measure minute changes in length by counting the corresponding number of wave lengths of sodium light. At Rogers' invitation Morley had come to Waterville in 1891, had spent several weeks in the Shannon Laboratory with Rogers, and the two scientists together had shown the practical use of Morley's instrument. This resulted in an article by Rogers in the Physical Review.

Further investigation enabled Rogers to submit results to the National Academy of Science which had a distinct bearing upon the question of the amount of work done by solar radiation in heating the earth, and the way the heat which supports life is produced. Rogers' supreme accomplishment in this respect was his discovery of new methods of measuring minute changes in length due to minute changes in temperature. He succeeded in measuring changes as slight as one millionth of an inch. It was this mastery of minute measurement that enabled Rogers to perfect the standard yard.

Perhaps Albion Woodbury Small's greatest contribution as President was his establishment of a system of coordination rather than coeducation at Colby. In a later chapter devoted entirely to Women at Colby the full story of the Women's Division will be told. In this chapter a brief account of President Small's part in its development must suffice.

As a member of the college faculty, Small had been well aware that the admission of women had not been greeted with unanimous approval, and that powerful voices among the alumni were frequently raised in protest. As the number of women increased, both faculty and alumni became alarmed. Demands that the enrollment of women be stopped were made to the Trustees at every session.

In his inaugural address in 1890, President Small faced the issue squarely and courageously. He declared that Colby must soon decide whether it would be a college for men, for women, or for both sexes. He pointed out that, while in the nineteen years since women had been admitted, the percentage of their number in each class had ranged from one to nineteen percent, in a few years the number of entering women would probably equal the number of entering men. He praised the accomplishment of those women who had successfully braved the curriculum in a men's college, but he insisted the situation had never been satisfactory either to the women or to the men. He said:

There have been constraints and irritation which those who have looked on from a distance have never suspected. We know that it would be simply inviting calamity to allow the number of women to exceed the number of men. I regard the arrangement by which young women in our classes engage in direct personal competition with the men as temporary. It can be abolished by the simple expedient of admitting no more women, but that would be to repudiate the wise decision made in 1871. I see no plan, at once progressive and just, but to declare that within Colby University a women's college shall be founded; not an annex, not a subordinate school, but a company of women with the same claim as the men to the use of all facilities of the University; pursuing, so far as they may choose, the same courses of study as the men, but in no case entering into personal competition with the men for the honors which the University bestows.
How could such a coordinate college be financed? Small declared that no more than an additional $100,000 of endowment would found such a woman's college. "A hundred thousand dollars devoted to the endowment of a woman's college in Colby University will make it possible for us to offer a more symmetrical education to 200 men and 200 women than either can get in exclusive institutions. Here we should have the advantage of association between young men and women, with common intellectual and moral ideals, with none of the disadvantages that go with the competitive relation."

At the annual meeting of the Trustees in 1890, President Small presented a definite plan of coordination. It called for organizing within the University a college for young men and a coordinate college for women. Entrance requirements would be the same for both colleges. Beginning with the next entering class, freshman instruction would be separate, and as soon as income permitted would be separate throughout the college course, except for lectures. Many of the same faculty members would teach in both colleges, though such fields as physical education would require different instructors. Under an expansion of the already accepted elective system, courses more applicable to one sex than to the other could be introduced into the particular college concerned. As one of the most important features of the plan, Dr. Small announced that, under it, the members of the two colleges would be treated entirely separately in class organization, rank, prize contests, appointments and honors.

On June 30, 1890, the Trustees voted to accept President Small's plan for two coordinate colleges, to go into effect with the class entering in September, 1890. It was not a unanimous decision, the final vote being 16 to 5 for adoption of the plan.

Colby alumni are well aware that the conception of two distinct colleges under one university administration never completely materialized. What did occur was the establishment of two distinct divisions, with many separate classes in the freshman and sophomore years. Complete separation of instruction was never accomplished, and since 1875 there has never been a time when a majority of the classroom sessions did not contain both men and women students together.

The Colby catalogue for 1890-91 published the names in each of the three upper classes in alphabetical order regardless of sex, and the names of the freshmen in two separate lists: Freshman Class Gentlemen and Freshmen Class Ladies. Since 1894 every Colby catalogue has published separately the lists of men and women students. As will be told in more detail in a later chapter, Colby is now in fact a coeducational college, but in organization it still has the two coordinate divisions into which Dr. Small's intended two colleges gradually developed.

Even before Small became President, measures had been taken that seemed to show the acceptance of women in the college as a permanent policy. In 1886 the Trustees had authorized the purchase of the Bodfish property on College Street, as a dormitory for women students. The purchase price was $5,550, in addition to which the College expended $525 for furnishings. They sold the stable for $125 with the provision that the buyer should move it away. The purchase was made from current funds, with the result that the Treasurer reported, "While the invested funds have lost the amount put into this property, the real estate used for college purposes has correspondingly increased.

The building received the name of Ladies' Hall and served as the principal dormitory for women until the building of Foss Hall, nearly twenty years later. It was then turned over to the Phi Delta Theta fraternity, who made it their home.
HISTORY OF COLBY COLLEGE

until the removal to Mayflower Hill. Dr. Small was thus well aware that the previous administration had accepted the enrollment of women as permanent policy.

It also seemed best, in 1890, to increase the charges for dormitory rooms in the men’s buildings. The new rate ranged from twelve to eighteen dollars a term for each occupant. The lowest rental was for body rooms on the first and fourth floors of either South College or North College, with fourteen dollars a term charged for similar rooms on the second and third floors. Corner rooms on the first and fourth floors brought sixteen dollars, while highest priced of all were the corner rooms on the second and third floors, at eighteen dollars. Since there were, in 1890, still three terms in the college year, a male student paid for room rent an amount ranging from $36 to $54 a year. Tuition was then $60 a year, fuel $15, light $2.50, incidentals $18, bringing the fees collected directly by the College to $95.50. At that time the College operated no dining service for men, but boarding clubs, usually promoted by the fraternities, met that need at $2.25 a week, or $83.25 for the 37-week year. The catalogue for 1890-91 estimated total expenses at $233.75 a year, allowing $14 for room furnishings as the annual average for four years. The estimate also included $15 for books, $12 for washing, and $5 for sundry expenses.

As assistance to students, in Small’s first year as President, the College had seventy endowed scholarships amounting to $76,322. The income from those scholarships, varying from $36 to $60 a year, was awarded to needy students who were “obedient to the laws of the college” and did not use liquor or tobacco, or frequent billiard rooms. There was a graduated scale of scholarship awards during a student’s four years in College. Once a freshman had been selected for aid, he received $36 for that year. As a sophomore he got $45, in his junior year $57, and as a senior $60.

By 1890, the efforts of Horace Mann and other noted educators to make teaching a true profession had begun to bear fruit, and even the conservative faculty at Colby had come to admit that college students might be prepared for teaching in the academies and high schools by giving them something more than mere subject matter. In the years since 1890 the trend has been to the opposite extreme, with too much emphasis on methodology and too little on subject matter. But in 1890 there was indeed a well supported demand that teachers ought to know something about psychology, about the history of education, especially in the United States, and about accepted teaching methods. Although several members of his faculty did not approve, President Small urged the Board to authorize at least some experimentation with what he called “pedagogy.” The Board agreed, with the result that Small engaged the part-time services of the Waterville Superintendent of Schools, William C. Crawford of the Class of 1882, to teach pedagogy to seniors in their final term.

A word should be said about student enrollment and size of the faculty during the Small administration. In the three college years from September, 1889, through June, 1892, the total annual enrollments were 153, 176, and 184. As President Small had predicted, the increase of women students was disproportionate to that of the men. In 1889-90 the women numbered 25; the next year there were 36, and in the third year 47. In President Small’s last year, in fact, the number of men actually decreased from 140 to 137. Numbers of both men and women, however, increased appreciably over the enrollment during the previous administration, for the largest total registration in any year between 1882 and
1889 had been 129 in President Pepper's last year, when 113 men and 16 women had been enrolled.

In his three short years as President, Dr. Small was able to increase the faculty from twelve to fifteen. They included an assistant in Rhetoric to relieve Professor Smith, an instructor in Greek to absorb part of Professor Foster's heavy load, and an instructor in Modern Languages, in order to give Professor Hall more time for his library duties.

Under President Small, the Conference Board, which had been established by President Pepper, became an effective organization, settling without rancor several vexing cases of discipline and making improvements in student-faculty relations. In 1890-91 the three faculty members of the Board were President Small, Professor Warren and Professor Taylor. Of the student members, the four seniors were A. H. Chipman, G. A. Gorham, F. W. Johnson, A. T. Watson. The juniors were C. P. Barnes and L. Herrick; the sophomores were D. E. Bowman and W. E. Lombard; the freshman was V. M. Whitman. It will be noted that this was a board solely of the Men’s Division, or what President Small persisted in calling the Men’s College.

In 1891 the Colby Echo under Franklin Johnson's editorship, took a student poll of college needs. The result was that more than ten students named the following twelve needs: a lecture course by prominent visitors, a new chapel and art gallery, fellowships for graduate study, a course in oratory, better athletic spirit, better accommodations for the Y.M.C.A., a course in zoology and biology, a course in Biblical Literature, a course in political economy, a chemistry building, classroom ventilation, and a substantial library fund.6

Just before Small became President, Harvard's dynamic leader, Charles W. Eliot, had led a movement toward uniform entrance requirements among eastern colleges. The resulting commission centered its work at first on the subject of English, and agreed that some knowledge of literature as well as skill in writing should be required. They published annually a list of recommended books, which appeared in the catalogues of all the cooperating colleges. The commission had been created by vote of the New England Association of Colleges and Secondary Schools, and consisted of President Eliot, Professor Hitchcock of Amherst and Professor Poland of Brown. The next step was an attempt to unite the New England colleges in the establishment of a system of entrance examinations. The fourteen cooperating colleges were Amherst, Boston University, Bowdoin, Brown, Colby, Dartmouth, Harvard, Smith, Trinity, Tufts, Wellesley, Wesleyan, Williams, and Yale. The outcome was the establishment of the College Entrance Examination Board, which the smaller colleges were reluctant to enter at first. Bowdoin became a board member early, but did not use the Board's examinations exclusively until much later. Colby delayed its board membership until 1932, and until 1935 continued to use its own entrance examinations, although honoring those of the Board. For a quarter of a century Colby has now supported and participated in the outstanding work of the College Entrance Examination Board. For six years, Dean Marriner served on its general steering committee on examinations, and several members of the Colby faculty have served on various subject-matter committees.

Early in President Small's administration there arose protests against compulsory chapel. Spirited letters appeared in the Echo. Finally the President made a public announcement that the required chapel service would be continued, and in a carefully reasoned statement he told precisely why that decision had been reached. He pointed out that Colby owed its very existence to the Christian re-
ligion and had been generously supported as an institution of Christian culture. The daily chapel service was required as a necessary discharge of the trust committed by the founders and as testimony to the continuing conviction that the Christian religion contains the laws that harmonize all knowledge in the highest wisdom. He said that the students were at liberty to accept or reject the force of Christianity, but the College could not neglect to commend it to their candid reflection.

It was in Dr. Small's first presidential year, also, that public attention was first directed toward hazing at Colby. In stinging articles appearing week after week, the Fairfield Journal spread upon its pages the indignities to which freshmen were allegedly subjected down at the college in Waterville. That some fun with the freshmen was regular sophomore practice was freely admitted. In September, 1889, the Echo referred to the time-honored institution known as Bloody Monday Night, the freshmen's first Monday at the College.

Bloody Monday was ushered in with blast of trumpets and scurrying of feet in the darkness. A few timid freshmen hovered about the scenes of confusion, but more had obeyed the instructions, written in bloody letters beneath skull and crossbones, and had stayed in their rooms. Soon, amid strains of Phi Chi, '92 was making its first official call on '93. Freshmen responded meekly to the calls for speeches, delivering such classics as 'Little Drops of Water' and 'Mary Had a Little Lamb'. For a time all seemed quiet, then suddenly the sounds of war were heard. Fierce was the onset and many the deeds of valor. City water flowed freely and sophs fell in bloody grapple. The verdict may be partial, but '92 claimed the victory.7

The Waterville Sentinel came to the defense of the College, branding the accusations of excessive and injurious hazing as greatly exaggerated. Even the Portland Press took sides, saying "The stories of hazing at Colby are largely exaggerations. A freshman sometime ago received a pressing invitation from the sophomores to make a speech. That is all the hazing there has been."

Almost as gladly heralded as the coming of electric lights had been the opening of the horse-car line between Waterville and Fairfield in 1888. Why college students should want to go to that town where the newspaper gave them unfavorable publicity may need explanation, but we can only say that they did go there for many kinds of entertainment. A few years later, when the horses were replaced by electric power, and Amos Gerald opened an amusement park on an island in the Kennebec, opposite Fairfield Village, it was a popular resort for Colby students.

Never before in its history had Colby enjoyed such high quality in both faculty and students as it did during the presidency of Albion Woodbury Small. On the teaching staff were the nationally recognized scholars, William A. Rogers in physics and William S. Bayley in geology. To such outstanding teachers as Foster, Warren, Taylor and Elder, had been added three younger men who would win distinction: Anton Marquardt who would become Colby's beloved "Dutchy;" Shailer Mathews, who would later join both Small and Butler at the University of Chicago; Norman L. Bassett, prominent Maine jurist; and best remembered of all, Arthur J. Roberts, who would be Colby's thirteenth president.

Probably never again, as never before, will two future Colby presidents graduate in consecutive classes under the same leader. It was from the hands of
Albion Woodbury Small that diplomas were received by Arthur Roberts in 1890 and by Franklin Johnson in 1891.

Why did Dr. Small leave the Colby presidency after so short a tenure? It was at the behest of one of the greatest figures in American higher education. Encouraged by generous gifts from John D. Rockefeller, President William R. Harper was determined to bring to the University of Chicago a truly distinguished faculty. It speaks much for Colby that, within a few years, he had chosen Albion Woodbury Small to develop a new department of Sociology, Nathaniel Butler, Jr., as Dean of the Graduate School, and Shailer Mathews as Dean of the Divinity School. A bit later they were joined by a fourth Colby man, Franklin Johnson, as principal of the University of Chicago High School.

After he left Colby, Dr. Small did indeed achieve such fame that he came to be called the “Father of American Sociology.” He founded the American Journal of Sociology, wrote several books, and many articles in both professional and popular journals. After Dr. Small’s death his daughter, Mrs. Lina Small Harris, established at Colby the Albion Woodbury Small Prize for the best article each year written in the fields of economics and sociology.

Albion Woodbury Small indeed won his greatest fame as a sociologist, but to Colby men and women he should also be remembered as the great coordinator.
CHAPTER XXV

The Youngest President

WHEN President Small resigned, the Trustees turned again to a young man, but this time to one from outside the faculty. Their choice was the Reverend Beniah Longley Whitman, pastor of the Free Street Baptist Church in Portland. It was probably Dr. Pepper who guided that choice as chairman of the committee to nominate Dr. Small's successor. Pepper had a firm conviction that the administration of the college should be in young, energetic, progressive hands. His happy choice of Small as his own successor would naturally lead the Trustees to listen to him when the time came to choose another president.

Beniah Whitman comes close to being Colby's forgotten president. In half a century's close association with the college, this historian cannot recall hearing a single graduate ever mention the name of Whitman. Everyone remembered Small and Butler, but Whitman seemed to be a dimly recalled interlude between the two. The obvious conclusion that Whitman was not a successful president is, however, far from justified. He proved himself so able an administrator that he went from Colby to the head of a much larger college. His administration saw no major disciplinary incidents; indeed he extended the scope of the Conference Board to include the Women's Division. He cemented the relations of the College with the Baptist denomination, especially with its more conservative wing.

Why, then, is Beniah Whitman not better remembered? In the first place, he was not an inspiring teacher, because his thinking ran along abstract, rather than concrete lines. Albion Woodbury Small's inaugural address had been filled with concrete details about education at Colby College; Whitman's made no reference to the local situation. Entitled "Ideals in Education," Whitman's inaugural had for its theme that education should give to the individual emancipation, redemption, and possession. He talked about rescue from the dominion of sense, release from the bondage of fancy, deliverance from false authority, the need for inner compulsion, and consciousness of right relations with God. Everything he said was highly commendable, but the only examples, illustrations, or concrete statements in the whole address of thirty printed pages were limited to quotations from the classics.

Secondly, Whitman worked through organization rather than forceful personality. The accomplishments of his administration were cooperative efforts, and it was no simple task for a president to maintain harmony in a changing and growing faculty. The enrollment increased, finances improved, and the reputation of Colby, so rapidly advanced by President Small, was maintained; but it was all done by good organization, with President Whitman himself in the background.
Thirdly, Whitman was no innovator. He was not a reactionary, not opposed to new ideas, but he was more inclined to improve the operation of methods already established than to adopt new ones. He would never have proposed anything so radical as Small's coordinate system, but once it was established, Whitman would set his hands to making it work even more effectively than it had under his predecessor.

Instead of a dim interlude between the dynamic administrations under Small and Butler, the three years of Beniah Whitman's presidency should be considered a happy period of consolidation and confirmation of the spectacular changes made by Albion Woodbury Small. Without that interlude, affording the changing college a chance to catch its breath, Colby might have entered the twentieth century less strong and less sure of its mission.

Beniah L. Whitman was born in Wilmot, Nova Scotia, in 1862. Brilliant to the point of precocity, he was teaching a country school at the age of fifteen, when friends convinced him that he must go to college. Circumstances compelled him to let several more years elapse before he completed preparation at Worcester Academy and entered Brown University, from which he was graduated in 1887. Determined to become a Baptist minister, he took the full theological course at Newton, graduating in 1890, and immediately became pastor of the Free Street Baptist Church in Portland. When he was elected President of Colby University in 1892, Beniah Whitman was only thirty years old—the youngest man to hold that presidential office in a hundred and fifty years of Colby history.

Whitman's election had been worked out behind the scenes before the Trustees met in Portland on May 7, 1892, but perhaps never has the selection of another Colby president been decided in so short a time. The Chairman of the Board, Josiah Drummond, upon receiving Dr. Small's resignation on April second, had appointed a committee, headed by Dr. Pepper, "to take into consideration the resignation of President Small and report on a successor." When the Board met five weeks later in Portland, the committee recommended Beniah Whitman and he was unanimously elected at a salary of $3,000 and house.

Both Pepper and Small had made it clear to the Trustees that no one man could efficiently perform all the duties expected of a Colby president. In fact Pepper's health had broken under the burden; and Small, though a younger man, had found that he could not give adequate attention to all the tasks. The Board had therefore authorized a committee to investigate the situation and make recommendations. As a result, at its annual meeting in June 1892, at the very Commencement when Whitman was inaugurated, the Trustees voted to relieve the President of service on the Prudential Committee, and they appointed Professor Hall to that place. The Preceptress of the "Women's Building" was to have complete oversight of the student residents there, and for such needs as supplies and repairs was to deal directly with the Prudential Committee. The President was no longer to issue excuses for absence from college exercises. That duty was now transferred to the Registrar for the men students and to the Preceptress for the women students. Finally, the Board agreed that at last the President should have an office on the campus. For seventy-four years Colby presidents had carried their office almost literally in their hats. The only way a student, faculty member, or janitor could consult the President was to go to his home, encounter him on the campus walks, or waylay him after one of his classes. Now at last, the President had an office in South College. But he still had no secretary and no typewriter. Letters went out from that office in the President's own hand.
In spite of increased endowment and notable physical expansion, the College had conducted its current operations with an annual deficit for seven years since 1885, and except for the slight surplus of $250 in 1885 itself, there had been a constant stream of annual deficits for twenty-five years. In Whitman's first year receipts exceeded expenditures by a thousand dollars, and in his third and last year the surplus was $2300. This was accomplished by careful budgeting. In Dr. Small's last year expenses had reached the highest total up to that time, $40,307, while receipts, though also the highest yet known, were only $35,324, leaving a deficit of $4983. Some drastic cuts in Whitman's first year reduced expenses to $35,416, while receipts went up to $36,424. The Whitman administration, however, did see one year of deficit. In 1894, although receipts reached a peak of $39,632, expenses shot up to $42,158. Corrections were at once made so that in 1895 there was again a surplus.

For the operation of finances between 1892 and 1895, President Whitman was probably less responsible than was Professor Hall, the man who became the on-the-campus representative of the Prudential Committee. In 1894 the Committee was able to report, "So far as we are aware, the entire indebtedness of the College does not exceed twenty-five dollars."

President Whitman's three years were not an easy time to finance a college. Persons who remember the grim days of depression in the 1930's can understand something of what the Panic of 1893 meant to the economy at that time. In his final report to the Trustees in 1895, President Whitman said: "The continuance of business depression makes desired improvements impossible. With more favorable conditions, certain changes and developments are to be earnestly recommended. Until conditions are more favorable, however, it would be idle to think of them. Keeping in mind general business conditions, we have avoided every expenditure not imperatively needed."

The Trustees were faced with the problem of replacements and additions to the faculty without increasing the budget for salaries. In 1893 they determined that they had just $23,000 to work with for salary payments. But the new coordinate system was going to prove costly. Professors Foster, Taylor and Warren had assumed extra loads for one year, but when sophomores, and to some extent juniors and seniors, should be placed in separate classes for men and women, additions to the staff would be imperative.

Professor Samuel K. Smith, who had been teaching Rhetoric at the College since 1850, ended his long teaching career in 1892. Professor Edward W. Hall, who had been teaching Modern Languages since 1866, desired to devote full time to his duties as Librarian. A special committee of the Board, appointed to investigate the salaries and duties of the faculty, decided that money could be saved by not appointing at once a Professor of Rhetoric, but let the young graduate, Arthur Roberts, take on the whole load as an instructor. The Board agreed, and that is the way the English situation continued until Roberts was made a professor in 1895.

As for Professor Hall, the committee could not face the expense of two high priced men in place of one. They agreed that Modern Languages demanded a professorship, but they felt if Hall were thus replaced, as he desired, the library ought to be cared for by "some young woman graduate of the college at a salary of $700." But that would leave Professor Hall out in the cold, and the College owed far too much to his many years of devoted labor to permit any such action. He was therefore elected Librarian at a salary of $1800. The Board decided to make temporary appointment of an instructor in Modern Languages, and Dr.
Anton Marquardt, a native of Germany then teaching at Watertown, Massachusetts, High School, was engaged with the understanding that he would, in a year or two, be replaced by a professor. The young German turned out to be so good a teacher that he stayed right on, and in 1896 he was made Associate Professor of Modern Languages, and in 1901 became Professor of German.

By some expert juggling, the Finance Committee not only made the adjustments to which we have just referred, but also added one instructor to the faculty, provided for a Preceptress of Women at $350 a year, and added one hundred dollars each to the salaries of Foster, Taylor and Warren, while keeping the total salary budget within the allotted $23,000.

If the finances of the college were pinched in the early 1890’s by a national depression, so were those of the students and their families. President Whitman at once felt the full brunt of one last act of the Small administration—the advance in room rents. So persistent and so vigorous was the protest that in 1893 the Board voted to reduce the scale of room rents by two dollars in each category, making the range $12 to $16, instead of $14 to $18, per term.

As absurdly cheap as the cost of attending college was in 1893, wages were low, steady employment insecure, and credit exceedingly tight. Save for the modest help supplied by a scholarship, the student had to find about $50 three times a year to pay charges directly to the college. Those charges included twenty dollars a term for tuition, an average of fifteen dollars for room, five dollars for use of library and gymnasium, and five dollars for “ordinary repairs, employment of janitor, monitors and bell ringer, copy of the college laws and annual catalogue, and expense of heating public rooms.” On the spring bill was an additional charge of five dollars for “Commencement Dinner and Oration.”

On their final bill seniors had to pay five dollars for diploma and twenty-five cents for General Catalogue. Board cost $2.50 a week for thirty-seven weeks, or $92.50. Books, fuel for his room, light, washing, furniture, and incidentals came easily to $55, so that a student had to plan on an overall expense of about $300 a year.

As everyone who has ever attended college well knows, unexpected costs were always arising. Tucked away in small print in the 1894 catalogue were the words, “The procuring of music for exhibitions shall be left to the students, subject to the approval of the faculty; and the bills therefor shall not be included in the term bill, but shall be paid directly by the students.”

When Beniah Whitman left the presidency, the faculty numbered fourteen, just as it had in his first year, but it was only continuance of the depression that caused to be left vacant, and so indicated in the catalogue, the professorship of rhetoric. Changes in personnel, however, had been significant. Smith and Foster had gone into retirement. In the latter’s place had come Carleton Stetson, while young Arthur Roberts was working his way up to the position in rhetoric. Hall had discontinued all teaching, but still managed the library. Elder, Taylor, Warren, Rogers and Bayley were still on the job. J. William Black had replaced Shailer Mathews as Professor of History, and a snappy little German was already being called “Dutchy.” Especially significant was the return to the College of George Dana Boardman Pepper as Professor of Biblical Literature.

In 1890, in response to student demand as shown by a number of articles in the Echo, the Trustees voted that, as soon as funds should warrant, a chair of Biblical Literature and Elementary Hebrew should be established, the former to embrace the literary characteristics of the Scriptures, and the latter to provide an amount of instruction in Hebrew equivalent to one term’s study of that lan-
language in any theological institution. The President was authorized to seek funds for such a department.

A plan was devised to raise money through the Baptist Young People's societies. The response was so gratifying that, a year later, eight thousand young people in Maine and Massachusetts churches had contributed $800 in dime contributions. Though not enough to start the department, the amount was sufficiently encouraging to induce the Trustees to authorize the department's establishment as soon as a full thousand dollars a year should be assured for a period of five years.

At the annual meeting in June, 1892, the Board passed the following vote: "It being announced that $800 a year had been guaranteed by friends of the College for a period of five years, toward the support of a chair of Biblical Literature, it is voted that the Trustees take the responsibility of procuring the additional $200 per year to make good a salary of $1000." They then proceeded to elect George Dana Boardman Pepper, their former president, Professor of Biblical Literature at a salary of $1000 a year and house rent.

It is obvious that neither the Trustees nor Dr. Pepper intended the new professorship to be a full-time position. All regular professors at that time were paid at least $1800 a year. Dr. Pepper, therefore, was not expected to carry a full load of classes. The important point, however, is that, when Beniah Whitman came to the presidency in the fall of 1892, he was accompanied on the faculty by the man who had not only been his predecessor in office, but had also been chairman of the trustee committee which chose Whitman as the new president.

Ever since the arrival of Professor Elder it had become increasingly evident that the facilities for chemistry in Coburn Hall were inadequate. The Examining Committee of the Trustees reported caustically in 1893:

Professor Elder's treatment at our hands would be little short of murder if it were not free from malice. Here is a man teaching analytical chemistry shut up in the same room with all the gases generated during the experiments. This has been going on for years, until Professor Elder is in such a state of health that he will soon be relieved, if not by us, then by the Angel of Death. This is the condition of one of the ablest and most devoted teachers in the University. We recommend that a suitable room for chemical analysis be provided forthwith, or that the Department of Chemistry be abolished.

After long discussion, the Trustees thought they saw a way to provide better facilities for Professor Elder. With sound Yankee thrift and in full cognizance of their responsibility for the preservation of trust funds, they refused to authorize the building of a new chemical laboratory, either as a separate structure or as an addition to Coburn Hall, if the only way to pay for it should be from the invested funds of the College. The Board agreed, however, that the College still held title to a substantial part of the land grant conferred by the Maine Legislature in 1861. The old Argyle lands, granted by Massachusetts in 1815, had some time ago been finally sold, but those two half-townships north of Caucomagonoc Lake, far in the Maine wilderness, were still owned by the College. It was estimated that sale of those lands should bring in about $16,000. So the Trustees authorized a new survey of the tract and voted to apply the proceeds from its sale to the construction of a chemical laboratory. They authorized a committee
to secure plans for such a laboratory, either as an extension of the old one in Coburn Hall or as a separate building.

When, a year later, the land had not been sold, the Board authorized sale of stumpage. It was all very disappointing, especially to Professor Elder, who would have to wait three more years before Chemical Hall would be erected.

It was in President Whitman's administration that, for the first time, the college catalogue gave the residence address of each member of the Colby faculty. In 1960, when several faculty members lived as far away as ten miles from the campus, it was interesting to note how much nearer their predecessors lived sixty-five years earlier. Five of the fourteen teachers lived on College Avenue, then called College Street. The College had purchased the brick house at Number 33, formerly the home of Dr. Nathaniel Boutelle, and had turned it into the official presidential residence. Close by, on the same side of the street, lived Professor Bayley at Number 21, Professor Warren at 27, and Professor Taylor at 37. Across the street lived Professor Marquardt at 22 and Professor Foster at 28. On Elm Street, Instructor Bassett lived at Number 43, and Professor Elder had his home at Number 76, opposite the site of the present post office. Professor Hall's home was at 229 Main Street, just around the corner from Getchell Street. Two professors had residences on Appleton Street—Pepper near the corner at Number One, and Mathews at Number Seven. Professor Rogers occupied the house at 14 Union Street, while Professor Roberts lived at 58 Pleasant Street. All of the fourteen lived within half a mile of Memorial Hall.

It was in 1895 that Dr. Marquardt made to his German homeland a visit that Colby students were still hearing about many years later. It was on that visit that he purchased the famous stallion that he brought to Waterville with the intention of starting a stock farm on the Rice's Rips Road. The good doctor proved a stubborn and not very practical farmer, and he could never make ends meet with that extra-curricular enterprise. The President's report for 1895 tells how arrangements were made for "Dutchy" to go to Germany.

Dr. Marquardt has for many reasons felt anxious to revisit his home in Germany. After consultation with the Chairman of the Board, I assumed the responsibility of allowing Dr. Marquardt to close the work of his department in time to reach Kiel for the celebration that took place there in the latter part of June. The actual amount of work uncompleted was very small, as all the classes under his charge have cheerfully met the strain necessary to carry through the usual assignment of the term, thus making it possible to cover nearly the ground ordinarily covered. The character of Dr. Marquardt's teaching is too well known to admit of doubt as to the thoroughness of his results under whatever circumstances.

It had long been obvious that Dr. Marquardt could not continue indefinitely to carry the full load of all classes in German and French. To provide the needed assistance a brilliant young graduate of the Class of 1895, John Hedman, was induced to teach modern languages for the year 1895-96 at the absurd salary of $375. He was given the title of assistant instructor.

The Board of Conference worked out full plans for its functions in the early 1890's. Its structure called for a faculty committee and a student committee. The student committee was given complete authority over ordinary misde-meanors. Concerning more serious offenses, either committee could "act as a grand jury to present charges on specific cases"; then the whole board "sat as a tribunal to consider each case." The penalties were based on a system of de-
merits, and the Board of Conference developed a regular schedule of specified demerits for particular offenses, as well as leaving the way open to impose an unspecified number of demerits in special instances. Five demerits resulted in presidential censure; ten placed the offender on probation; fifteen resulted in suspension. Suspension or expulsion could not be decreed, however, without action by the full Board. Damage to property was usually punished by fines rather than by demerits. Offenses over which the student committee had jurisdiction were spelled out in the revision of the College Laws, published in 1894.  

1. Maintenance of order upon the campus and within the dormitories is entrusted to the Student Committee of the Conference Board.  
2. No student shall go out of the City of Waterville in term time without permission of the President.  
3. No student shall enter the room of another student without permission.  
4. No student shall be concerned in any combination to resist the laws of the College or to disturb its order.  
5. No class meeting or assembly of students, for purposes at variance with the college laws, shall at any time be held.  
6. No publications shall be issued by the students except by express permission of, and under regulations approved by the faculty.  
7. Disorders and misdemeanors, against which no express provision is made in the laws, may be punished according to the nature and gravity of the offense.  

In 1893 the Trustees voted to set up a similar Board of Conference for the Women's College.  

One of the most important changes made while Whitman was President concerned the degree of Master of Arts. Almost since the foundation of the college, subsequent granting of that degree to graduates who entered the ministry, law, medicine, or teaching was almost automatic, without further college attendance or examination. The long-standing regulation read: "Every Bachelor of Arts, in three years after receiving the first degree, shall be entitled to the degree of Master of Arts, provided he furnish the Trustees with satisfactory testimonials to the purity of his moral character, and of proper advancement in the arts or in either of the learned professions." In 1893 the Trustees voted that, after 1896, the Master of Arts degree should be conferred only after the candidate had passed an examination following one year's study in residence or two years out of residence. Presenting the proposed change, President Whitman successfully argued that the time had come for Colby to get in line with the nation's leading universities, where further study and examination were required for the Master's degree.  

It has been a distinct characteristic of Colby history that, while the College has seldom stood still, content with the status quo, changes have usually been made gradually in respect to curriculum. There has never been a spectacular Colby Plan—a curriculum which often looks better in print than it does in actual operation. What happened under President Whitman was a gradual, but significant extension of the elective system. In the fall of 1893, an elective was for the first time opened to sophomores. Freshmen still had required subjects, but instead of Greek, Latin, and Mathematics each meeting five, or even six times
a week, those three subjects met four times and French, hitherto never available
to freshmen, was required of them three times a week. Elocution still came once
a week, so that a freshman had sixteen required class meetings weekly.

In the fall and winter terms, sophomore subjects were also entirely required:
Latin, Greek, and German, each with three meetings a week, English with five,
and Elocution with one. It was only in the spring term that the sophomores had
an elective, because then, in addition to the required subjects of German, Physics,
and Botany, the student could choose as his fourth subject either Latin or Greek.
The total of sophomore class sessions was fifteen each week.

For juniors and seniors, electives were greatly expanded over those of the
1880's. Juniors had only seven required hours in the fall term, two in Political
Economy and five in Chemistry. The remaining eight hours could be chosen from
Greek, German, English, Physics, Mathematics, and History. In the winter term
the requirements of Political Economy and Physiology accounted for six hours;
the remaining nine could come from choices among Latin, English, French, Physics,
Mathematics, and History. The spring requirements were five hours in Biblical
Literature and one in Elocution, with the remaining hours elected from Min-
eralogy, Chemistry, History, German, Greek, Mathematics, and English.

In the fall and winter terms, senior programs were much the same as for
juniors. They too had six hours of required subjects and eight hours of electives.
In the fall they had to take four hours of Psychology, one of Art, and one of
Shakespeare, while their electives could come from Political Economy, French,
New Testament, Logic, Optical Mineralogy, and Latin. The senior winter re-
quirements were five hours of Ethics and one of Biblical Literature, while their
opportunities for election were History, Political Science, Hebrew, German, In-
organic Geology, Greek, Art, Petrography, and Oratory.

It was in the spring term of the senior year that the elective system reached
its climax. No subjects at all were then required. The senior simply selected
fourteen hours from Sociology, Organic Geology, Astronomy, History, French,
Hebrew, Latin, Oratory, and Art.

By 1895 the old system of oral examinations had been almost entirely aban-
donned, and with it had gone the final examination of each class as a unit, for
all members of each class no longer took the same courses. There was still an
examination in each subject, or as we would say today "each course," at the
end of each of the three terms. The regulations governing examinations, printed
in the College Laws, provided that for each course there should be a written
examination three hours in length, except when the course met less frequently
than four times a week, in which case the examination should be for two hours.
The examination counted for one fifth of the term mark. Not only was eighty
percent weight placed upon the work of the term preceding examination, but a
student was forbidden to take the examination at all unless he had at that time
"a rank of six on a scale of ten," or 60 percent. If a student not originally
admitted to examination because of low mark succeeded, by whatever arrange-
ment with the instructor, in raising his mark to six, he could take the examination
at a later deficiency period. Such examinations on deficiencies, both for those
who had failed the examination and those who had been denied the right to
take it, were held on the first three days of each term and also at the same time
as the term examinations. Only one opportunity was given to take a deficiency
examination. After a second failure, the student must either repeat the course,
if it was required, or repeat it or take another in its place if it was elective.
The college officer who had charge of deficiency examinations was the Librarian.
The rule stated, “Each student intending to be examined on deficiencies shall report to the Librarian, on or before the first day of the term, the studies on which he is prepared.”

Old Sam did as well as he could in those Whitman years to see that buildings and grounds were decently kept, but he was not given sufficient help. There were ten buildings to be cared for, with eleven furnaces and fifteen stoves, besides all the sweeping and scrubbing. During 1894-95 a full-time man assisted Sam at a salary of $315. President Whitman reported to the Board, somewhat sarcastically, that $315 could have been saved by neglecting the walks and letting the campus run to grass.

Although there were no riots or other notorious disturbances during the Whitman presidency, student pranks by no means ceased. In 1893, invitations sent to the Mayor of Waterville, all members of the City Council, and many prominent citizens, to attend a reception at Ladies' Hall, proved to be faked. The plot was discovered before it had entirely matured and most of the guests were spared embarrassment which would have been exceeded only by that of the unprepared and unsuspecting hosts at Ladies' Hall.

The Echo one day announced that Miss Fannie Gallert had entertained a group of college girls at her home on Pleasant Street on Saturday evening, where entertainment consisted of progressive tiddly winks, with the prize going to Miss Carlton, '94.

In the fall of 1893 the Echo reported on an impulsive student gathering: “About 3:30 Tuesday morning our peaceful slumbers were broken by a series of yells that sounded like a Comanche raid. Inside of fifteen minutes every fellow in the bricks was outside, dressed more or less to suit the occasion, which turned out to be a fifty gallon keg of cider. Pails, pitchers, and every other kind of receptacle were brought forth to be filled with the sweet beverage, until in a few minutes there was left only the sorriest looking barrel ever seen in that sacred edifice, the reading room.”

Football had made informal appearance on the campus in the late '80's, but it was not until 1892 that Colby formed a football association and put a team on the field. Even then the games were most informally reported. Of a game against Bates in the fall of 1893, the Echo carried a report of only four sentences: “The football game at Lewiston was a close contest. The excitement centered in the last part of the second half. Bates brought the ball to Colby's goal line, but was forced back. Brilliant rushes by Gray, Robinson, and Holmes resulted in a touchdown by Colby—the only score of the game.”

In those days, of course, the College officially took no responsibility for athletics. Organization of teams, scheduling of games, provisions for equipment, payment of coaches, when any were employed, and all other expenses were the sole responsibility of the students. In 1893 there was not even a general Student Athletic Association, but a separate association for each sport—baseball, football, and the annual field day. When it became necessary to build a new fence around the field in 1894, it took some time to decide how the three associations should share in the cost.

In every town where a non-profit institution has a conspicuous amount of untaxed property, there are complaining taxpayers. It sometimes takes a crisis like the threatened moving of Colby to Augusta in the 1930's to arouse a community to the fact that such a tax-exempt institution is more of an asset than a liability to the town. Evidently talk about what the college was costing the city.
in lost taxes was rife in 1893, because the *Echo* then published the following editorial.

Many might be surprised to learn that students at Colby contribute personally to the wealth of the city a sum amounting annually to fifty thousand dollars. This represents only the formal expenses of the students and does not include the money coming to the city from the college corporation, its offices and families. Add to this the money received by hotels and traders from visiting athletic clubs, returning alumni, and other visitors, and the total would approach a hundred thousand dollars. The majority of the townspeople appreciate this fact. There are others, however, who think they are making considerable sacrifice by allowing us to live in the same town with them. We gratefully note that these latter are fewer in number every year.

Following such a man as Albion W. Small, President Whitman felt keenly his lack of both teaching and administrative experience at college level. He determined to seek better preparation, and in 1894 he applied to the Trustees for a year's leave of absence for study. The Board approved, but Whitman never executed the plan. In the spring of 1895 he was approached in regard to the presidency of Columbian College in Washington. It was too alluring an offer to refuse, and at the annual meeting of the Colby Trustees on July first, President Whitman presented his resignation. The Board accepted it and appointed a committee under the chairmanship of Josiah Drummond to nominate a successor. Seeing small chance to have a new president in office when college reopened in September, the Board requested Dr. George D. B. Pepper to serve as Acting President until Whitman's successor had been chosen and installed.

So it came about that in three short years after it had started, the administration of Colby's youngest president came to an end.
CHAPTER XXVI

The Man From Chicago

NATHANIEL BUTLER, JR., was the man chosen to succeed Beniah Whitman, when the Colby Trustees held a special meeting in Portland on September 30, 1895. Already well and favorably known in circles of higher education, Butler was Director of the Extension Division of the University of Chicago when he was called to the Colby presidency. He had come especially to the attention of the Board at the commencement exercises a few months earlier.

In his annual report in 1894, President Whitman had suggested that due observance be given to the 75th anniversary of the College in 1895. A committee consisting of Dr. Crane and Dr. Hanson for the Trustees, and Wesley Dunn and Leslie Cornish for the alumni, decided to invite Nathaniel Butler, Jr., as the principal speaker. With a forward-looking address on higher education, he made such a favorable impression that the Board decided he was just the man to be the new president.

It has been pointed out in the preceding chapter that Albion Woodbury Small and Nathaniel Butler, Jr., are often thought of together when anyone recalls Colby in the 1890's. Indeed the two men had much in common. Both were the sons of Colby graduates; both had themselves graduated from Colby; both had left the ministry for a lifetime career in higher education; both had been selected by one of America's greatest university presidents, William Harper, to help him organize the University of Chicago. Butler was a bit older than Small, but they had known each other in undergraduate days, when Small was a Colby freshman in Butler's senior year.

The son of Nathaniel Butler, Sr., of the class of 1842, for thirty years a member of the Colby Trustees, Nathaniel Butler, Jr., was born at Eastport, Maine, in 1853. Graduating from Colby in 1873, he went immediately to Illinois, where he held successive administrative positions in the Ferry Hall Female College at Lake Forest, in Highland Hall College at Highland Park, and in the Yale School for Boys at Chicago. In 1884 he was ordained a Baptist minister, although he never completed a formal theological course. His first association with the University of Chicago was as Professor of Rhetoric and English Literature in 1884. After ten years in that chair, he was for three years Professor of Latin. In 1889 he went to the University of Illinois as Professor of English, but after three years he returned to the University of Chicago as Director of University Extension, the position he held when he accepted the Colby presidency in 1895.

It was February, 1896, before Dr. Butler could come to Waterville and assume active leadership of the College. It is interesting to note that he was not required to live in the college-owned house at 33 College Avenue. He was given the option of a salary of $3000 and house, or $3500 and furnish his own house.
He chose the latter, and during the early years of his administration lived at No. 25 College Avenue.

Like Albion W. Small, Dr. Butler was a cordial, friendly, out-going man, not at all the recluse scholar. He and Mrs. Butler made their home a frequent gathering place for faculty, students, and townspeople. One of their many cards of invitation, issued in 1896, read:

Mr. and Mrs. Nathaniel Butler will be at home informally the first Tuesday of each month from three until ten o'clock. You are cordially invited to be present and to assist in promoting the social life of the College.

25 College Avenue

Probably no man ever came to the Colby presidency with such a reputation as a student prankster as did Nathaniel Butler, Jr. He had been the student against whom charges had been brought, in Waterville court, for the burning of the old latrine known as Memorial Hall Junior—a story that has been related in an earlier chapter. Because of this and other pranks in which the fun-loving son of a sober Baptist minister was involved, it is possible that, in the dim growth of legend, some of his escapades were actually transferred to the more notorious Ben Butler of the Class of 1838.

Like every other college, Colby was always needing money, and like his immediate predecessors President Butler found it difficult to balance the annual budget. He was determined that endowment should be increased, that the growing number of women students should have adequate housing, and that the long-delayed chemistry building should be erected. To raise funds, Dr. Butler conceived of a plan to link town and gown together in closer cooperation. Ever since the founding of the College, frequent appeals had been made to local citizens for subscriptions in behalf of the institution, but never before had a proposal been made officially to the City, based on mutual benefit to both the College and the town.

The front page of the Waterville Mail for April 2, 1897, devoted three columns to the account of a meeting held in the City Hall, under the auspices of the Waterville Board of Trade. Dr. Butler told the gathering he was speaking not as President of the College, but as a citizen. He pointed out that the reputation of Waterville rested on two bases, education and industry, and that the removal of either element would be disastrous. With an uncanny sense of prophecy, he said, "If you should see Waterville liable to lose the College, you would have no trouble raising $100,000 to keep it here." Thirty-five years later, that was exactly the amount that Waterville citizens pledged to prevent removal of the College to Augusta. After those prophetic words, President Butler got down to the job for which the meeting had been called. He said:

Colby ought to mean in Maine what Amherst and Williams mean in Massachusetts. I do not forget the splendid work Colby is already doing. She has no apologies to make. But we must look to the future by providing at once for the demands of a growing institution. Twenty-five years ago three men found themselves face to face with a similar situation. Gardner Colby, Abner Coburn, and J. Warren Merrill accepted the situation and by their generous gifts gave the College a new lease of vigorous life for a quarter of a century. Now we must meet the demands of a new quarter-century. We must speak frankly of our
needs: a chemical laboratory to cost $50,000; a Department of Biology to cost another $50,000, and a third $50,000 for a ladies' dormitory, $15,000 of which has already been pledged. The endowment of the College needs to be increased until the income shall be $50,000 instead of $35,000. All this may require five years to bring about. It ought not to require more. Once get started with one of these needs met and the satisfaction of the others will quickly follow.

The alumni are raising money for the chemical laboratory. The Baptist Education Society and a number of wealthy individuals have agreed to help, if a start can be made here at home. I am here to ask the citizens of Waterville to do now what was done twenty-five years ago. I ask you to help build this ladies' hall, a building that will stand, not on the college grounds, but on one of your principal streets. Remember that the building of this hall is a step in the growth of the City as well as of the College.

Frank Redington, chairman of the Board of Trade, urged support of the measure, "not for the intellectual and social aspects of the College, but for its financial benefit to the City." He wanted to see Colby grow for the sake of additional money it would bring into the town. Horace Purinton said the time had come to provide a building for the College with Waterville money. Mark Gallert recalled that in 1865 business in Waterville was languishing, and grass was growing in the streets. A big war debt threatened the taxpayers. Citizens bestirred themselves, and in those hard times raised $40,000 for the Ticonic Water Power and Manufacturing Company, with results that were evident to all a quarter of a century later. "The time has now come," said Gallert, "to make Waterville one of the great educational centers of New England."

The religious affiliation of the College was discussed frankly. Everybody knew that it had been founded and fostered by the Baptists, and now its Baptist president was appealing for funds to local citizens of all religious faiths. Mayor Redington recalled a time when college and town were at enmity, and religious differences had been one cause of dissension. A professor at the College had referred to the "Holy Catholic Church," and was ousted from his job. Professor Edward Hall, who had been on the college staff for thirty years, explained that no religious discrimination had ever been shown at Colby. He stated that the College had $100,000 of scholarship funds, and never a word was asked about the religious beliefs of students who received the benefits. Mayor Redington paid tribute to President Butler's religious liberality. "A college president liberal enough to preach in a Universalist pulpit and democratic enough to wear a slouch hat ought to have everything he wants, and I am in favor of giving him this much needed building."

It would make a fitting sequel if it could be recorded that Waterville raised the money for a women's dormitory, but such was not the case. Times were still hard; not yet had the nation recovered from the Panic of 1893. The best the Trustees could do, with Rev. C. E. Owen out in the field as a solicitor, was to get a little money toward a chemistry building and a slight increase in the endowment. To Butler's successor was left the task of getting the funds that finally gave the College its commodious residence for women, Foss Hall.

Under President Butler's leadership, the Trustees were determined to improve the entire situation of the college finances. Their Finance Committee was quite fed up with the annual deficits which continued to eat deeply into the invested funds. In 1896 that committee reported:
While we seek not to be pessimistic, we cannot conceal our alarm. A deficit of $7000 in the last year is enough in itself to cause great apprehension. When we reflect that it is likely to be duplicated in the present year, it becomes extremely serious. Have we any moral right to use the principal of funds entrusted to us on the condition that we should use only the income? Not only does it cause our resources to shrink, but our moral nature as well to be submerged. Our only plea is one of necessity. We have no plan to offer other than to keep repeating the platitude that we must increase our resources or curtail our expenses. To turn back at the present moment would be disastrous, while to reach out with one hand for greater advances and not reach out with the other hand for greater resources would be unwise and foolish. The Treasurer's report shows that $150,000 of the face value of our investments is not paying any interest. What part of this large sum will eventually be wholly lost it is now impossible to say, but at present no part of it can be considered surely safe. We must at once put on a vigorous campaign for increased resources.

The Trustees responded to the urgent plea of their Finance Committee by requesting the President "to devote as much time as possible in an attempt to interest persons of influence and means in the College," and by appointing a committee "to put on a campaign, employ agents, cooperate with the alumni in their efforts to secure a chemistry building, encourage the women in their efforts to secure funds for a dormitory, and seek measures to unify all endeavors to raise money for the College."

The committee worked out a unified campaign for their projects: the chemistry building, the women's dormitory, and increase in the general funds. Donors could give to the campaign as a whole, with each gift to be divided among the three projects, or a gift could be designated for any one of them.

The campaign did not go well. Money came in slowly, with the result that for the college year of 1897-98 another deficit was faced. To help meet that gloomy situation the Trustees voted that the salaries of all professors who received more than $1800 should be reduced to that figure. The Board also voted that "the Prudential Committee state to Professor Hall the financial condition of the College, and ask him to perform his additional duties for that committee without compensation; and also to serve as the purchasing agent of the College without pay."

Thanks to a gift by Charles W. Kingsley of Cambridge, Massachusetts, the Trustees were able to decide, at a special meeting on February 17, 1898, to proceed at once to erect a chemical laboratory at an expense of $30,000. For its day, Chemical Hall, opened in 1899, was a splendid building, with the best equipment for undergraduate courses in chemistry to be found in any small college. It provided a large lecture room with permanent seats, a spacious room for experiments in general chemistry, separate laboratories for qualitative analysis, quantitative analysis, organic, and physical divisions of the science—all on the first floor or in the basement. On the second floor were four classrooms, the President's office, and a faculty room. The latter was not a lounge, but a room with a long table, around which the faculty gathered for its weekly meeting. When the faculty outgrew the room and the College decided to employ a full-time registrar, it was made his office, and still later was divided into two offices for the Registrar and the Dean of Men.

Chemical Hall not only increased greatly the opportunities for science at Colby, it also relieved the general classroom congestion at Recitation Hall. Very
soon the two southern classrooms became known as the English and the Latin rooms; the northwest room was the Mathematics room, while the smaller northeast room behind the President's office held for several years the French classes conducted by Professor Hedman.

When the Trustees assembled in annual meeting in 1898, the Finance Committee was by no means content with the situation despite the fact that Chemical Hall was on its way to completion. Their report said:

The experience of the past year only confirms us in the opinion we gave a year ago that it was not wise nor businesslike to bank so largely on the future, or to expend large sums before they are collected. The Board decided otherwise and we yielded as gracefully as possible. Since the Board is apparently unwilling to reduce expenditures further, we can only report that prospective expenses for next year amount to $40,400, while we can estimate only $32,500 of income. If this situation continues, the end is bankruptcy.

President Butler refused to become a follower of the gloomy Cassandras. He insisted that new funds could be found, and indeed substantial money did come in before the close of his administration in 1901. It was a long time, however, before Colby College would ever operate for two consecutive years in the black. But, as subsequent chapters will record, the day finally did come when the Trustees were able not only to get enormously increased endowment, but also to restore to the invested funds every penny that had been used to pay the annual deficits of many years.

While anxious to save money wherever possible, the Prudential Committee took the long-headed view that the College must be alert to acquire adjacent property as opportunity arose. In 1896 they recommended:

It seems desirable that the College should become possessed of property on the east side of College Avenue, from the Bunker house up to the college campus. The houses within that territory do not often come on the market. If the College had not bought the Dr. Boutelle homestead when it did, it probably would have no other chance to acquire it for the next quarter of a century. We can now purchase the Bunker house for $8000. We ask the Trustees whether it shall be so purchased and whether we shall sell the Palmer house on the west side of the Avenue, the young ladies in the Palmer house to be transferred to the Bunker house. The Bunker house could be retained in that way until a ladies' dormitory is built, and then it could be taken by one of the fraternities as a chapter house. If a system of chapter houses is to be established, it would be well to have them in a row on the east side of the Avenue. If the Palmer house is sold, the College will then own no real estate on the West side of the Avenue except the lot on which it is intended to build the Ladies' Hall.

In retrospect it matters not that the Trustees did not follow the advice of their Prudential Committee. In fact, they eventually acquired more property on the west than on the east side of College Avenue. The point to be remembered is that they were alert to the need of property along the Avenue as it became available.

For some time previous to the coming of President Butler there had been increasing demand for what was called "a course without Greek." That meant
that Colby should introduce a course culminating in a degree for which Greek should not be required either for admission or for graduation. To the die-hards of the conventional curriculum such a departure was unthinkable. Not to know Greek was to die in ignorance. Proficiency in Greek and Latin was the mark of a gentleman and a scholar. It should be noted that, as late as 1897, there was no suggestion that Latin be abandoned, either for admission or for graduation. Latin was taken for granted, but Greek had had its day as a vested interest.

Four times between 1893 and 1897 the Trustees refused to establish a "course without Greek." At last, in 1897, they gave in. To meet the situation they established the degree of Bachelor of Philosophy. Students ignorant of the tongue of Socrates and Aristotle must not have the revered degree of Bachelor of Arts, but a lesser mark of distinction. For a time that inferior designation, Ph. B., was stamped on the graduates of many colleges, but it gradually fell into disrepute, and after a few years it disappeared at Colby.

For the "course without Greek leading to the degree of Ph. B." the Board set up the following provisions:

In place of three years of Greek now required for entrance, there shall be substituted two years of French, one of German, and one of Elementary Physiology, for candidates for the Ph. B. degree. No candidate for this course is to be received on certificate, entrance examinations being required in every case.

In the first college year, candidates for the Ph. B. degree shall pursue three terms of Latin, Mathematics, and English, and one term each of Logic, Science, and French. In the sophomore year, they shall pursue two terms each of Latin, German, and English, and one term of History. In the winter term they shall choose one subject from English, Mathematics, and History; in the spring term one from English, Mathematics, Botany, and Latin. In the junior and senior years the requirements shall be the same as for the A. B. degree.

Worthy of note is the fact that at the three independent colleges in Maine—Bates, Bowdoin, and Colby—it was not recognition of the sciences, but the overemphasis upon the classics, which gave impetus to the teaching of modern foreign languages in the Maine secondary schools. Sincere feeling that too much time was being spent on Latin and Greek led to persistent demand that less attention be paid to the latter, until the question had to be faced: why demand it at all? Abandonment of Greek as an entrance requirement paved the way for the high schools to offer recognized work in French and German in place of the second classical language. It would be many years before Latin would be subjected to a similar but less victorious attack.

While the new course toward the Ph. B. degree was increasing the need for modern language study, the Trustees, in their eagerness to make financial re­trenchment, came very near to taking reactionary and lamentable action. Someone suggested that one way to save money would be to restrict the modern language offerings to what one man could teach. Let the relatively low paid John Hedman do all that teaching and release the more expensive Dr. Marquardt.

After the lapse of sixty years, it is impossible to tell whether there was more behind this suggestion than appears in the cold records. Professor Marquardt was by no means a gentle soul; his verbal explosions had become proverbial.
Perhaps he got in someone's hair—someone in the upper echelons. It is equally possible that no personal animus was involved, that indeed the only motive was to save money.

At the annual meeting in 1897, the Trustees voted that "Professor Marquardt's connection with this college as instructor shall be terminated January 1, 1898, and that the President is authorized to accept his resignation if it is offered before that date." By the time of the mid-winter meeting in February, 1898, when Marquardt had already been continued beyond the January first deadline, it was voted, "The sense of the Board is that Professor Marquardt should be continued another year."

In June, 1898, the Board voted that "Dr. Marquardt, Mr. Hedman, and Mr. Hitchings be continued in their present offices for another year." That was the last ever heard of the matter. In 1899 Dr. Marquardt was not reelected; he just stayed on. As salaries were voted, his name was annually included with all the other professors, and by the time President Butler's administration closed, everyone had forgotten that Colby came near to losing the now fondly remembered "Dutchy."

In the middle of the twentieth century, when one often hears the remark that the best knowledge and the worst teaching, at any rung of the educational ladder, can be found in the colleges, it is worth noting that as long ago as 1896 the Colby Trustees were aware that a professor ought to know how as well as what to teach. Their Examining Committee recommended:

When a young man is employed as an instructor, he should be appointed a year in advance, and on the condition that he spend the intervening year in the study of the theory of education and educational methods. We cannot afford to educate our professors by the expensive method of abusing the students on account of the ignorance and incompetency of those who have given no attention to professional study of pedagogy.

That same Examining Committee did, however, have a good word to say for much of the instruction which they observed at Colby.

We noted a genial, kindly sympathy between professors and students. The professors generally did not hesitate to enliven the recitations by a mild introduction of the ludicrous on proper occasions. This seemed a decided improvement on old times. Occurring under the influence of scholarly professors, it is not likely to develop into crudeness and coarseness. We believe the education given to students at Colby today is superior to that of former times.

On June 27, 1898, the Trustees voted to petition the Maine Legislature for a change in the name of the institution from Colby University to Colby College. That action was taken at the urgent request of President Butler, whose connection with one of America's leading universities enabled him to see how far from a real university Colby then was or was ever likely to be. It is chiefly to Nathaniel Butler, Jr., that the modern big family of Colby men and women owes the wise decision of 1898 to declare this college solely an undergraduate college of liberal arts. To that decision, from which, despite repeated temptation, deviation has not been made, Colby owes much of its present distinction. The Legislature granted the petition, and on January 25, 1899, the institution obtained the
name by which it has now been known for more than sixty years—Colby Col-
lege. (See Appendix C.)

In the fall of 1896 was appointed the first Dean of Women. Originally
no special attention had been given to the girls, the President being directly re-
 sponsible for their welfare. With the opening of Ladies' Hall a woman had been
placed in charge as resident matron, but she had no academic qualifications.
When Palmer House was added as a second dormitory for women, a preceptress
or sort of head matron was named, and we have already noted that she was given
authority over excuses and other matters connected with the academic work. Be-
lieving that the time had come for a qualified Dean of Women, President Butler
secured the appointment of Mary Anna Sawtelle, who in addition to being Dean
of Women was also designated as Associate Professor of French in the Women's
College. In his annual report in 1897, President Butler said:

The appointment of Miss Sawtelle to be the Dean of the Women's Col-
lege has been followed by the best results. There has been a sharper
differentiation of the two colleges, to the distinct advantage of each.
This differentiation was begun, as you know, by your adoption of Presi-
dent Small's plan of coordination. To the superficial observer it is not
at once apparent in what respect coordination differs from coeducation.
That point is made clear in the report of the Dean. I am satisfied that
a still wider differentiation is desirable. As the women undergraduates
and the alumnae become more numerous, the interests which each has
apart from the other become more noticeable. This wholesome distinc-
tion has been emphasized by the administration of our efficient Dean,
and the special interests of the Women's College will be greatly pro-
moted by the erection of the Women's Hall.

In her own report, Dean Sawtelle explained how the system at Colby ac-
tually worked.

The method of affiliation of the two colleges of Colby University re-
sembles that of Radcliffe to Harvard, or of Barnard to Columbia. It is
coordination so far as competition is concerned, men and women never
competing for prizes or rank. It is coordination in that the students
of the two colleges do not meet in the classroom except in the elective
work of junior and senior years. Library, laboratory, and gymnasium
privileges are open to all on equal terms, and the same degree is con-
ferred upon all graduates.

Although quite different from the three great wars in effect upon the Col-
lege, the Spanish-American War of 1898 did not pass unrecognized at Colby.
No sooner had war been declared than President Butler announced that to any
senior who regarded it as his duty to enlist the diploma would be granted with-
out the formalities of examinations or graduation, and that members of lower
classes who left college for the service would have their absences excused. When
it came time for the President to issue his annual report in June, the prospect
was for a short war. Hence President Butler said:

We have been satisfied that thus far actual enlistment of our students
has been unnecessary and would have been premature. This may cease
to be true any day, but to date any general movement that would draw
away a considerable number of our students into camp would be a de-
plorable mistake. These young men are not yet needed. The best service that college men can render to their country at present is to watch events, keep intelligently informed, avail themselves of every means of forming right opinion, and meanwhile keep about the work immediately in hand, namely the development of trained intelligence and personal power. America expects every man to do his duty, and for most of us it is true that duty confronts us just where we are.1

In 1898 Colby was considered to be primarily a college for Maine students. To be sure, it had always had a number of students from Massachusetts and a scattering few from other states. When another quarter of a century has elapsed, not even a majority of the students would hold residence in Maine, and within half a century Colby would have achieved the reputation of a national rather than a provincial college. But so intrenched was the provincial aspect of all the smaller colleges in the nation, sixty years ago, that even as widely experienced an educator as Nathaniel Butler, Jr., looked upon Colby as distinctly a Maine college. In his report to the Trustees in 1897 he wrote:

Our college is serving only a very small percentage of those who should be under her influence. The proportion of young men and women in Maine who seek a college education is lamentably small. There are in Maine many hundreds of young people who should, but do not, pass on to college. I would not lower the entrance requirements. By all means let us keep them as exacting as ever. But the colleges of Maine have their own peculiar field. They ought to serve that field as completely as the colleges of other regions serve theirs. As far and as fast as we can, we should adapt our entrance requirements and our courses of study so as to attract not only the admirable class who already come to us, but also a large number of young men and women whose character, abilities and training are equal, though not always identical, with those now in our classes. To do this we do not need to give up Colby's aim to be a college of liberal arts. Within the concept of the liberal arts there is room for difference.2

Despite the firm decision that Colby should remain a college of liberal arts, suggestions were constantly being made for expansion. The Trustees looked with some concern on what already seemed an excessive proliferation of subject offerings, although the number of those offerings was very modest compared with what it would be a half-century later. Whenever, in those earlier days, the trustee records used the term "courses," it meant the total curriculum culminating in a given degree. Such courses were then two in number: the old classical course leading to the A. B. and the new "course without Greek" leading to the Ph. B. In 1899 the Trustees passed the following vote:

So far as the courses are concerned, it is the sense of this Board that our present system, as recently adopted, affords an excellent curriculum, and that we must bear in mind the necessary limitations caused by limited number of faculty. Furthermore, we do not think it any part of our duty to attempt to do the work of the law school or the medical school, and we would hesitate to recommend the adoption of elective courses preliminary to graduate courses in those schools.

In 1900 the maximum salary of a Colby professor still remained at $1800. Eight men received that amount: Hall, Elder, Taylor, Warren, Bartley, Stetson,
Black, and Roberts. Marquardt was paid $1500, and Gordon Hull, the new Associate Professor of Physics, got $1400. Dr. Pepper, for part-time teaching, received $1300. Miss Mathews was paid $850 and board; and Angus Frew, the Instructor in Gymnastics, got $700. While John Hedman was in Europe, his substitute was paid $500 for the full year’s teaching, a hundred dollars less than was paid Percival Bonney for his part-time services as Treasurer of the College.

In 1889, for the first time, the Trustees set up an investment committee, independent of its long standing Committee on Finance. That committee, headed by Gardner Colby’s son, Joseph Lincoln Colby, was charged with the responsibility of investing all permanent funds of the corporation, to advise upon the sale of securities when deemed necessary, and to have general charge and oversight of all securities belonging to the corporation. The Trustees considered such a committee necessary because of what had been happening to some of the investments. No less than $20,000 of bonds of the Globe Company had just been charged off as worthless, and at least $50,000 of other securities were considered in danger, as they had paid no dividends for several years. It was hoped that more careful oversight by a special committee would lead to more prudent investment.

By 1900 the need of additional rooms for women had become so pressing that, in addition to filling Ladies’ Hall and Palmer House, the house formerly occupied by Professor Mathews on Appleton Street was leased as a women’s dormitory, with the occupants being fed at Ladies’ Hall.

One difficulty that confronted the Butler administration was the inability to replace leading scholars who left the faculty with men of equal promise. This was especially true in respect to Physics. Gordon Hull, who was Rogers’ immediate successor, stayed only two years; William Drisko lasted but one year; and the next man, Clark Wells Chamberlain, left before his first year was finished. It would be many years before the Department of Physics would even approach the reputation it had enjoyed under Rogers.

Shailer Mathews resigned as Professor of History in 1894, and went on to a distinguished career as Dean of the Divinity School of the University of Chicago. He was immediately succeeded by J. William Black, who remained at Colby for 30 years, until he went to Union College in 1924. Dr. Black was a competent teacher and the best classroom lecturer on the faculty. He rendered long, faithful service to Colby, but he was not the productive scholar that both of his predecessors, Small and Mathews, had been. History continued to be well taught at Colby, but the department did not regain its former distinction until the coming of Dr. William J. Wilkinson in 1924. The situation in modern foreign languages was also allowed to drift. To be sure, the brilliant, foreign trained scholar, Edward W. Hall, was still on the faculty, but he had given up his teaching of French and German. Two young men, Anton Marquardt and John Hedman, were coming along well, but neither had the taste for writing that frequently enabled Professor Hall to be in print in one or another of the professional journals. What was happening at Colby during the 1890’s, without anyone so intending, was that it was becoming more provincial rather than less so. When President Butler himself resigned, to return to Chicago, in 1901, there was left on the faculty scarcely a man who was known to men in his field in the great universities or who was ever heard at meetings of the learned societies. The one outstanding exception was Professor Bayley, but even he never attained quite the fame enjoyed by Charles Hamlin and William Rogers.
Lest this judgment seem too harsh, let it be recalled that those small colleges of liberal arts that have achieved and maintained distinction have been colleges whose faculties have shown a happy blending of teaching and research. Certainly it is the first duty of a faculty member to teach. If he is not a competent teacher, there is no place for him in a small college. But every teacher's classroom work is enlivened and enriched if he can carry on some persistent investigation, however modest, in his chosen field. Colby alumni can rejoice that teaching continued to be sound and good even though the College lost such scholars as Small, Mathews, Rogers, and Butler, but they can lament the fact that with the passing of those men the College lost for some time its reputation as a place of productive scholarship. This is not to cast reflection on the faithful, devoted teachers who succeeded the brilliant scholars. Those successors did just what they were employed to do—teach undergraduate men and women. If the coming to Colby of men like Small and Mathews and Rogers had indeed been accidental, because they too were employed to teach, it is regrettable that along with their faithful, teaching successors accident could not have added two or three with the same talents for productive research. Colby has always needed both kinds of men.

In 1889, a new schedule of recitations went into effect. The old, rigid adherence to three classes each day, at 8:00, 11:30, and 4:30, had long ago been encroached upon by classes thrown in at odd hours. That had made the situation so chaotic that, effective in the fall of 1899, a new schedule sought to utilize the whole day. Electives had now become so common that very few persons could be found in any one of the four college classes who took the same subjects. Under the new plan recitations were held by distribution of the various classes in the many different subjects over four periods extending through the mornings of six days a week. Those classes met at 8:00, 9:30, 10:30, and 11:30. The time from 9:00 to 9:20 was reserved for daily chapel. Afternoon classes met at 2:00, 3:00, and 4:00, on Monday, Tuesday, Thursday, and Friday. There were no classes on Wednesday and Saturday afternoons.

In 1900, President Butler inaugurated the first formal advisory system. He assigned each student in college to some member of the faculty as advisor. Announcing the plan, the President said: "Wherever practicable, the student will be assigned with special reference to the calling which he proposes to follow after graduation. The advisor is expected to discover the qualifications and needs of the students under his charge and to keep himself informed of their intellectual, physical and moral welfare. At least one week before examinations in each term the student shall present his proposed electives for the following term to his advisor for approval."

The 1890's saw all over America the rising popularity of the safety bicycle. The original bicycle with its huge front wheel and its tiny wheel behind, was anything but safe. In 1895 the Colby Athletic Association combined with the Waterville Bicycle Club to hold the community's first bicycle meet on the new cinder track at the College. The Echo reported: "It was one of the finest days of the fall, yet only a fair crowd attended. However, more than enough money to pay expenses was taken in, as many of the prizes were contributed by business firms. Drew Harthorn won the one-mile race, and Ernest Pratt took the honors in the five-mile."

Who do you suppose promoted that bicycle meet? None other than a member of the faculty, Professor Bayley, geologist and natural historian.
President Butler had been at the helm for only two years when the *Echo* published an editorial in praise of Colby's progress under his guidance. But the editorial said nothing about funds for endowment or the prospective chemistry building, or the expanding influence of the Board of Conference, or of any other of a dozen achievements mentioned earlier in this chapter. It throws light on student opinion to observe what the *Echo* pointed out as worthy of praise.

Every lover of Colby rejoices at the progressive step that she is now taking under the vigorous administration of President Butler. Advancement has been made in every department of energy and thought. The football season has been a great success. The prospects for baseball are good, and next spring should see the pennant brought back to its old home. Last year we were forcibly reminded that we were very weak in the art of debate. However our defeat then was our Bull Run, not our Waterloo. Considerable interest is now manifested in debate, and Professor Roberts is requiring attention to it in his rhetoric class. Colby is adequately provided with so-called literary societies, but the rivalry is not sharp enough to arouse the effort needed to make debating champions.3

What started out as praise for the Butler administration thus turned into an attempt to arouse would-be debaters out of their lethargy.

When the Trustees met for their annual meeting in June, 1901, President Butler submitted his resignation. He could resist no longer the persistent urging of President Harper that he return to the University of Chicago. Reporting to the Board on his final year as their president, Nathaniel Butler said:

As I leave this office, my love for the college and my confidence in its future are in no degree diminished. I have good reason to regard this college with love and confidence. My grandfather was one of its Board of Trustees; my father was one of its alumni and trustees; my own college life was spent in its halls, and one of my sons is now among its undergraduates. The intimate relation you have permitted me to sustain with the College during the past six years has a thousand-fold strengthened these peculiar ties. I shall always stand ready to render Colby College my best service.

Much had indeed been accomplished for Colby in those short six years. The misnomer of university had been replaced by the proper designation of college. A fine new chemistry building had been built. Steam heat, electric lighting and modern plumbing had been installed in the dormitories. A competent, trained dean now headed the Women's Division, and a new dormitory for women was in sight. The College finances, slowly recovering from the Panic of 1893, were much improved. Enrollment had increased slowly, but steadily. The future was by no means dim. Significant advancement had been made at Colby College by the man from Chicago.
CHAPTER XXVII

Unlucky President

CHARLES LINCOLN WHITE, the twelfth president of Colby College, was dogged at every step of his seven years' administration by ill fortune. Because he was followed by one of Colby's greatest presidents, Arthur J. Roberts, later generations came to look upon White as an inept and unsuccessful executive. That indictment is unfair. The man did indeed make serious mistakes, as many executives have done. He did have bitter enemies, some of them within the official fold, but other college presidents have not been without relentless foes. His administration by no means lacked constructive accomplishments. Most of the problems he faced were not of his making, but inherited from situations built up over many years. The most valid judgment that can be made of Charles Lincoln White as President of Colby College is that he did not carefully investigate the situation before he accepted the office and measure the task against his own tastes, convictions, and abilities. Let us take a look at the boiling cauldron into which this man plunged when he came to Waterville in 1901.

Colby's former President, Beniah Whitman, was chiefly responsible for the selection of Charles Lincoln White to succeed Nathaniel Butler. Whitman and White had been classmates at Brown. Graduating in 1887, White had immediately gone to Newton, where he received his B.D. degree in 1890. He had enjoyed several successful pastorates, and at the time of his election as Colby president he was General Secretary of the New Hampshire Baptist Convention, residing at Hampton Falls. Whitman's report on White's success in administering the affairs of the New Hampshire Convention, abetted by pressure from a conservative Baptist constituency, who wanted a man with less liberal religious views than those of Nathaniel Butler, caused the Colby Trustees to overlook White's lack of educational experience. The strong presidents who preceded him—Pepper, Small, and Butler—had all enjoyed rich experience as teachers or college administrators. That was Charles White's first stroke of ill fortune—that his selection by the Colby Trustees thrust him into a situation for which his previous experience had not prepared him.

It was bad luck indeed that the new President, taking office in September, 1901, knew almost nothing about Colby College until he actually occupied the presidential chair. But he was an intelligent, energetic, sincere, devoted man, and he learned fast.

The first problem that confronted him was enough to have made a lesser man give up at once and speed back to Hampton Falls. That problem was a financial situation that even the Trustees considered desperate. In his first report to the Board, in June, 1902, President White said:
When I was elected to this office, I very little realized the magnitude of the task I had undertaken. I went to Waterville almost a perfect stranger to the institution and having met but a few of the professors. It may seem to you that I have very early arrived at some important conclusions, and that the suggestions which I shall outline to you today are the result of too brief observation, but I believe my mind is fully satisfied with reference to each statement I shall make.

At the very meeting in June, 1901, when the Trustees had elected White, they had taken drastic action to reduce expenses, and well they might. Gradual loss of endowment funds had persisted for more than twenty years. Part of the loss had been caused by annual deficits in operating costs, part by unfortunate investments. As a result, the income from invested funds, when the new president took office, was actually less than it had been ten years earlier, in spite of substantial additions to capital endowment. The Trustees therefore presented their new president with an immediate shock to morale. They reduced faculty salaries. Full professors, who had for several years been paid $1800, were cut to $1600, and President White himself was paid $700 less than his predecessor, $2800 instead of $3500.

In praise of Colby's loyal faculty, it must be reported that they took the bad news of salary reductions rather well, but it certainly gave them little confidence in the future of the college, especially when the new executive showed them that he would not authorize any expense that could possibly be avoided.

Common sense dictated that many purchases could be made at wholesale with considerable saving, and President White tried to introduce that policy. The result was an uprising of Waterville merchants, who freely admitted they could not meet the wholesale prices, but claimed vested interest in the college business through long precedent. The result was a compromise, but White's popularity in the community was unjustly lowered.

To show that they were truly concerned, the Trustees had voted to subscribe from their own pockets one thousand dollars toward current expenses in 1901-02. The Finance Committee reported that total College funds were actually $17,000 less than they had been a year previous. In spite of added gifts of $21,000, more than $52,000 had been charged off as valueless, and over $2000 had been paid as above-par premiums on new investments. The Committee on Investments, headed by Dudley P. Bailey, reported:

The total losses on our securities the past year have amounted to $52,026.68, of which $51,021.65 represents the losses on the Investment Trust Company in the final liquidation. There are some other questionable investments still on our books, and it is morally certain that some further losses will result, but it is believed that the worst is over. We believe our investments are getting on a sound footing, and that most of the questionable securities have been weeded out. The par value of the various funds held by the College on May 1, 1901, was $429,299, compared with $260,551 on May 1, 1900.

It was several years later when the Board awoke to the fact that better bookkeeping demanded that the securities be listed at market, rather than at par value.

When at last, in 1906, the Trustees decided to appoint a special committee to study the whole history of their endowment funds, it became fully apparent that President White had inherited a very difficult situation that had been ac-
cumulating ever since the time of President Champlin. None of the presidents between Champlin and White was solely responsible, but all shared the responsibility in some degree. Year after year, expenses exceeded income, and the only way to pay the bills had been to dip into capital. This is what the special committee reported in 1906:

A duty confronting the Board is to determine accurately and keep inviolate the permanent fund, no part of which can be lawfully used in paying current expenses. Much time has been spent by your committee in going over the books, records, and reports, but the data accessible prior to the first printed report in 1880 are fragmentary. Only prolonged and expensive examination of the books by an expert would suffice to secure complete and accurate information. The best we can now do is to present as near an approximation to the facts as we can furnish.

Beginning with Gardner Colby’s original gift of $50,000, the College has received to date, in permanent funds, $510,456. To meet that liability the college holds today only $405,830, which is a deceptive figure, because our stocks and bonds are carried on the books at par value.

Although the report went on to imply that the difference of $105,000 was represented by new buildings, repairs and improvements, that was not the whole story, as the committee would have known had they remembered the report of the Standing Committee on Finance made five years earlier, in 1901. That earlier report had said:

There has been a reduction in the value of our invested funds of $79,000 during the past ten years. But there has been spent, as well, more than $5,000 of actual return on the wild lands above the amount which they were carried on our books and $63,000 received during the ten years in gifts. That makes a total decrease of $147,000 in a single decade.

In explanation of this loss, we are told there has been a total of $57,000 in annual current deficits; that $10,000 was spent to purchase the President’s House; $35,000 in erecting the Chemistry Building; and $3500 in renovating South College. Those items amount to $103,500. That leaves $43,500 of the shrinkage unaccounted for, and no attempt is made to give us any information as to what has become of it.

In June, 1900, the Trustees had authorized, for the ensuing year, expenditures of $38,400. So bad did they consider the situation in June, 1901, that they reduced that amount by $6300 for 1901-2, and ordered President White to operate by stringent restriction to the new figure of $32,100. How any president could accomplish that unwelcome task without incurring some unpopularity, not even an observer with the advantage of half a century’s perspective can safely determine. But to that unsavory task President White bent his mind and his energy.

At the winter meeting of the Board, when he had been in office only a few months, White made his first definite proposals to cut expenses. He saw a chance to save several hundred dollars by replacing retired Professor Foster with a cheaper man to teach Greek. He would cut out the hundred dollars appropriated to supply Professor Elder with a student assistant. He would stop
paying anyone to run the boarding department in the Women's Division, and hand that job over to someone already on the staff, as an additional job. He would stop letting students run up unpaid term bills term after term, and would require notes at four per cent interest for such bills, all to be paid before the student could have his diploma. He also said that although he knew the loss of Professor Bayley would be keenly felt, at least four hundred dollars could be saved if the College released him; and if Professor Hall could be retired, considerable money would be saved.

President White had been at Colby so short a time that he could scarcely have anticipated the hornet's nest that would be stirred by some of his proposals. Both Hall and Bayley had staunch friends who were not ready to remain silent while their favorite professors received such cavalier treatment.

When, at a special meeting in January, 1902, the Trustees accepted President White's suggestion that Professor Hall be released, a storm of protest arose. The Board voted "that the secretary notify Professor Hall that his services as librarian will not be required after the end of the academic year." Only 62 years old, Professor Hall had by no means reached the normal time of retirement, although he had indeed been a member of the Colby faculty for 36 years. He was known far beyond the confines of the college as one of the nation's leading librarians. He had written a history of Higher Education in Maine, had edited the General Catalogue, with its comprehensive alumni data, and he knew more Colby graduates personally than did anyone else connected with the college. He had been almost solely responsible for Col. Shannon's gift of the physics building, and he had raised many thousands of dollars by diligent solicitation of small subscriptions during a third of a century.

Only pessimism that approached despair could have persuaded the Board to release this man. But he no longer taught his former classes in French and German, devoting his full time now to the library. Couldn't the work be done by someone one much less expensive? Of course it could— not the work of that European-trained, scholarly librarian, Edward W. Hall. But the competent investigator, a builder of distinguished library collections, was not the concept of a college librarian held by the Colby Trustees at that time. Not all of them would have agreed with Sinclair Lewis' later comment in Main Street that the first duty of a librarian is "to preserve the books," but they did feel that about all he had to do was to sit behind a desk and dispense the books or accept their return. Their vote was meant as no personal reflection on Professor Hall, but only reflected their mistaken conviction that he had become an expensive luxury.

When the Board met in annual session six months later, they were disturbed by grumblings from the alumni and by the fact that their Library Committee had come to no solution of the problem.

The committee reported that they had found no one whom they could recommend as a permanent librarian, and as a temporary expedient they proposed that Professor Roberts take charge of the library and receive $200 for the extra service; that Mr. Moore work in the library a part of each day, for which he should be paid $300; and that a student be selected to be in the library when neither Roberts nor Moore could be present. Estimating the cost for the student at $200, the committee pointed out that the total cost of $700 would be quite a saving from Professor Hall's salary of $1600.

So great was the pressure for Dr. Hall's retention that the President took no action during 1902-3, leaving Hall in the office of librarian, but at what salary the records do not make clear. Even when the Board met in June, 1903,
Hall's name did not appear on the list of professors to whom salaries were voted. The record said, "Placed at the President's disposal for the library, $1000." But a year later it was all settled. With his usual generosity Professor Hall agreed to accept a salary of $1200, and the college, which had officially been without a librarian for two years, now elected Edward W. Hall to that office. Because it had been President White who had made the first written proposal to release Hall, White became the target for the vigorous alumni protest, although he had undoubtedly been only the spokesman for an earnest group of trustees, determined to secure a balanced budget.

The case of Professor Bayley was different. He was not a Colby alumnus. He had been on the faculty only fourteen years, contrasted with Hall's thirty-six. Although well liked by many alumni, his proposed release caused no wave of resentment among them. It was the student body that rose valiantly to his defense. Learning that the Trustees were considering such action, the students sent a petition signed by every man in the Men's Division, calling for Bayley's retention.

William S. Bayley had been brought to Colby as Professor of Geology and Mineralogy by President Pepper in 1888. A native of Baltimore, Bayley had received his bachelor's degree from Johns Hopkins in 1883 and his Ph. D. in 1886. He came to Colby, his first full-time teaching position, after a year in the Lake Superior region with the U. S. Geological Survey. He was also an associate editor of *The American Naturalist*. He proved at once to be worthy of the company of such other scholars as Rogers, Small, Butler, and Mathews. Although new to Maine, within ten years he had produced a catalogue of the Maine Geological Collection and had persuaded the Legislature to place that collection at Colby. He published a brief history of Maine's only previous geological surveys. In succeeding years, he wrote a *Guide to the Study of Nonmetallic Mineral Products*, a study of the Crystal Falls Iron District of Michigan, and a textbook in *Elementary Crystallography*. That his interest extended beyond geology is shown by his publication of *Synopsis of Outline Lectures on Classification of Animals*.

Professor Bayley was one of the first members of the Colby faculty to show active interest in student affairs, especially in their organized extra-curricular activities. They elected him Treasurer of the Athletic Association, which he had succeeded in organizing out of the several different organizations each in charge of a different sport. So strongly did he defend the student viewpoint at faculty meetings that he won a reputation as "devil's advocate." He often voted against some disciplinary action demanded by his colleagues.

It was, however, Bayley's repeated refusal to increase his teaching load that caused his clash with administration. Before President White's time it had been suggested that Bayley assist the ailing Professor Elder with the classes in chemistry, but Bayley would have none of it. In 1901 the Examining Committee reported: "Professor Bayley is an investigator rather than a teacher, and your committee doubt if the College is able to maintain such a professor. The Committee therefore suggest the employment of a new man at his salary or the merging of the department with some other." The Board then voted that the whole matter be referred to the Committee on Professorships with power, but with the provision that not more than $2600 should be expended for the employment of all teachers in chemistry and geology. The committee decided to retain Bayley at a salary of $1200.
A year later the Trustees voted to transfer $400 from the salary of Professor Elder and apply the amount to that of Professor Bayley. Since both professors had ardent supporters among their colleagues, that action did not improve the intra-faculty relationship. It had become clear that Elder’s health would not permit him to carry his previous heavy and unreasonable teaching load. Both his teaching hours and his number of students had been reduced. Now to compensate for a reduced load, the Trustees transferred part of Elder’s salary to a man who had enjoyed a light teaching load for several years, and a man whose release the President recommended rather than give him an increase in salary.

Someone was evidently persistent in regard to this department, for in January, 1905, the Trustees voted "that the Department of Geology and Mineralogy be abolished and that instruction in those subjects be placed under the Department of Chemistry, and that the Committee on Professorship be instructed to secure an instructor in chemistry who can assist in that subject and also give the courses now given in geology and mineralogy, the salary not to exceed $800." The Board further voted to notify Professor Bayley of this action and express their regret that it had become necessary. There the controversy ended. Bayley left Colby.

Although the difficulties with Professor Bayley had begun long before 1902, it was President White who had to shoulder the onus of the controversy, and he was accused of ousting from the faculty its last productive scholar. Surely the fault was not entirely his. Financial stringency, rightly or wrongly, declared a research professor to be a luxury. Bayley did indeed insist upon a light teaching load, and his actions caused friction within the faculty. But it is regrettable that broader administrative vision, and more far-sighted executive action could not have retained a man so valuable both in student relationship and in scholarly productivity.

As if the low state of college finances were not enough, disaster struck in December, 1902, when North College was almost completely destroyed by fire. No lives were lost, but many students lost all their clothing, books, and personal possessions. As always in such emergencies, the citizens of Waterville responded generously, giving the students shelter and clothing. The students at Bowdoin contributed $158 and those at the University of Maine $133 toward the immediate personal needs of the unfortunate fire victims. In February, 1903, the Maine Legislature voted $15,000 toward the restoration of the dormitory. The faculty even gave academic consideration to the disaster, voting on December 12, 1902, that "in view of the fact that so many notebooks were lost in the burning of North College, the sophomore course in philology, the work of which can be tested solely by the notebooks presented, shall be cancelled for those who have taken the course this term and whose books were burned."

President White deserved the highest praise for his insistence that student term bills be paid or secured promptly. But from the student body, instead of praise, he reaped opprobrium. For several years, longer than any of the enrolled students could then remember, no officer had been so cruel as to insist that term bills be paid. Even President White’s proposal of the acceptance of rather loosely secured notes did not satisfy them. But the President had the full support of the Board, and the new policy was adopted.

Scarcely had the resentment over term bills subsided when trouble arose over dancing. President Butler had allowed student dances under rigorous restrictions. It had not been done without protest from the more conservative Baptists, but President Butler’s more liberal view considered the change in keeping with the
times. President White's view was exactly the opposite. Indeed there were
friends of the College who insisted that he had been chosen president for the
very purpose of curbing the social life of the Colby campus and bringing it into
conformity with conservative Baptist principles. Anyhow, White accepted the
mandate. He would see that Colby did not stray farther from the Baptist fold.
He decreed that there should be no more dancing at college parties.

It had become customary for a dance to follow each concert given by
the Colby Glee Club as it traveled about the state. Some local high school or
academy usually sponsored the event and the local management was actually
responsible for the dance. In 1904 the Club's season began at Winthrop. Be-
cause of some local difficulties, the Club assumed responsibility for the evening,
including the dance. The next day President White called the manager to his
office and made it plain to the young man that such an incident must not be
repeated. As the manager told about it in later years, "The President was very
much exercised over the matter, and I think only my otherwise good reputation
and the fact that I was not a Baptist and didn't know any better, together with
my innocent youthfulness, saved me from suspension."

Several times in previous chapters reference has been made to False Orders.
Those burlesque programs of college events, especially of the exhibitions and prize
speaking, had appeared intermittently for half a century before Charles White
became President of the College. Shortly before 1900 False Orders had taken the
form of an annual publication, produced by the sophomore class and distributed at
the Freshman Reading contest in the spring. The distribution was made by in-
terrupting the speaking with shouts, and by hurling copies of the publication all
over the auditorium of the Baptist Church, where the contest was held. By
1900 the publication was no longer a burlesque imitation of the evening's official
program, but had expanded into a four-page folder like a small newspaper. Its
contents often included lampoons of the faculty as well as jibes at the freshmen.
For nearly twenty years the scurrilous sheet carried the name The War Cry. It
was that publication and its obnoxious distribution that, in President White's
second year, produced the most spectacular event of his administration, the Student
Strike of 1903.

The Annual Freshman reading of 1903 was scheduled for the evening of
June fifth. To see what happened let us turn to the recollections of the man
who turned out to be the only speaker on that memorable occasion. This is
how Karl Kennison recalls the event.

I was not only one of the speakers; I was the only speaker. A minute
or two after I had started the speech, the War Cry appeared from no-
where and filled the air. I paid no attention to the disturbance, and
President White did not stop me. When I finished, the commotion
had largely subsided, and President White rose and dismissed the au-
dience. I believe the prize money was equally divided among all the
contestants.2

Ever since the interruption of the Freshman Reading by a similar episode
in 1902, President White had been determined to put a stop to the disgraceful
custom. Carl Bryant of the Class of 1904 wrote:

It is my opinion that the action of the Class of 1904 at the Freshman
Reading in June, 1902, had left a bad taste in the mouths of the faculty
and led to their action in June, 1903. In 1902 several members of my
class had wired the Baptist Church with an electric bell placed in the baptistry. The wire ran under the carpet to the right corner pew in the middle section. One of the boys was assigned to press the switch, but a member of 1905 discovered the bell and cut the wires. Then we took the cover from a lard can and loosely fastened a buzzer to it, then fixed it to the round grill over the auditorium. We ran the wires back to the rear gallery, spread open the baseboard, put the wires back of it, and ran them under the carpet to the front right pew. The buzzer worked fine and made a big noise. After the second freshman started to speak, one of the boys, dressed in women's clothes and generously supplied with copies of our War Cry, came in the front of the auditorium and up the right aisle, throwing copies of the War Cry into the audience. The freshmen jumped up and seized him, but the sophomores rescued him, all the time accompanied by the loud buzzer. Even when the program was resumed, the buzzer occasionally interrupted a speaker. President White declared the whole affair a disgrace.3

Immediately after the interruption of 1902, President White had warned the students, in a chapel statement, that any repetition of such disgraceful conduct would not be tolerated. White was a man of his word, an administrator who never made idle threats. Therefore, when the very first speaker was interrupted in 1903, the President closed the speaking.

A week went by, and on June 12, on the President's recommendation, the faculty voted to suspend all the men of the Class of 1905, with the request that they leave town at once. Five days later the faculty was called into special session because of events duly set forth in the faculty records.

Petitions and statements from different sections of the student body relating to the affair of the Freshman Reading were presented. A petition signed by members of the Men's Division, with few exceptions, asking that the men of the sophomore class be reinstated. The request was based on the grounds that the disturbance was participated in by the student body as a whole; that the sophomores had done nothing to warrant suspension; and that the course taken by the President and the faculty was entirely without precedent. Appended to the request was the statement, "After 6 P. M. on Monday, June 15, we will attend no recitations, examinations, or commencement exercises until our request is granted."

A petition was also presented from members of the senior, junior, and freshman classes of the Women's Division, asking that the men of the sophomore class be reinstated. This was accompanied by a statement from the women of the sophomore class, saying that they felt equally deserving of punishment with the men. A further statement, signed by the women of the senior and junior classes, said that they intended to withdraw from participation in the coming exercises of Commencement Week, on the ground that the women students alone could not sustain the expenses of those exercises.

At this point, the faculty records reveal that the man who did most to soothe the student wrath and effect a reconciliation was the young professor of English, Arthur J. Roberts. It was voted to take no action on the women's statement concerning Commencement until Professor Roberts had had opportunity to confer with the petitioners.
On the main issue of the suspension, however, the faculty proceeded at once to hold conference with a committee of ten students from the Men's Division. It accomplished nothing except to confirm the faculty's insistence that the entire class of sophomore men be suspended.

Exactly what happened after that is not entirely clear. The record is ambiguous and the recollections of alumni of that time differ widely. What emerges as probable fact is that none of the sophomore men took final examinations in June, 1903; that the seniors did hold the usual Commencement exercises and did receive their diplomas on time; that in the autumn all the suspended members of the Class of 1905 were allowed to return to College.

When the Trustees met in annual session on June 22, 1903, they appointed a committee, headed by Judge Percival Bonney, "to inquire into the extraordinary state of affairs existing in the College, the cause of the difficulties and the efforts made to adjust them, and report facts and conclusions to the Board." On the following day the committee reported: "While we deeply regret such an occurrence, we are unanimously of the opinion that the action of the faculty in suspending the sophomore class was so just and so lenient that there was no occasion for further action."

The action had indeed been lenient. The suspension had, from the start, been intended to terminate with the opening of the fall term, and it had been imposed less than two weeks before the close of classes in the spring term. All the punishment those men would receive would be to get home more than two weeks early for their summer employment, and have to take make-up examinations in the fall.

The faculty records of September, 1903, make it clear that the penalty was never changed, but that the suspension itself was lifted in the autumn, just as intended. The only question was what to do about the examinations. Professors Bayley and Roberts proposed that, in view of all the circumstances, a general amnesty be declared; but their colleagues overruled them and voted to hold the examinations, make them one hour each in length, on the first two days of the fall term.

On one point the members of the Class of 1905 with whom the historian has corresponded are unanimous. They never took those sophomore examinations. It is their recollection that, when college reopened, the whole unfortunate affair had been kindly forgotten. They believe that what happened was that the friendly negotiations carried on with unruffled patience by Professors Bayley and Roberts finally resulted in no further faculty action despite the record to the contrary.

So many disturbing things occurred during President White's administration that in the succeeding years they seemed to overshadow his definite, constructive accomplishments as head of the College. Those accomplishments were by no means insignificant.

No sooner had White assumed the presidential chair than he saw the folly of the Ph. B. degree. It was likely to become a kind of cheap dumping ground for those who could not meet standard requirements. White considered it best to extend to the A. B. classification students who had met all other requirements except the time-honored insistence upon Greek. In 1902 the Trustees agreed, and all Colby graduates received that degree until, in 1903, the Board instituted, again on President White's recommendation, a curriculum leading to the degree of Bachelor of Science. The first persons to receive that degree at Colby were two men of the Class of 1906: John Wesley Coombs, who later won fame as a
major league baseball player, and Rex Wilder Dodge, who became an investment broker and a prominent member of the Colby Trustees. The only significant differences between the two curricula lay in the fact that B. S. applicants need not present Latin for admission and must take both physics and chemistry in college, while the A. B. candidates were required to continue Latin in their freshman year. It would be a long time before a major field of concentration would be required for either degree.

One of the greatest burdens under which President White had to labor was the persistent problem of what kind of a college Colby was to become, in respect to its instruction of both men and women. A later chapter will be devoted to the full story of this controversy, when we consider the part that has been played in Colby history by the women, but in connection with President White, a brief account of the growing crisis is appropriate here.

The male alumni, the faculty, and the Trustees had become so concerned about the increase of women students, accompanied by a steady decrease in male enrollment, that the Trustees had appointed a committee on the "Future of the College." A majority of that committee, reporting at the annual meeting in June, 1901—the very meeting at which White was elected president—recommended that the system of coordination started by President Small be continued, and that, as soon as financial conditions should permit, the two divisions be separated in chapel, recitations, lectures, and public exercises. So strongly opposed to that decision was one prominent member of the committee that he filed a minority report, recommending return to the original status of a college for men only. After lengthy debate, the Trustees voted: "It shall be the policy of Colby College to continue to use its equipment for the higher education of both men and women. The system of coordination shall be continued in the form of a men's division and a women's division. The number of students in each division shall be limited only by the means of the College to provide suitable accommodations and perform its work in the best possible way."

There were both alumni and faculty members who were dissatisfied with the decision, and President White found factional dispute still rampant when he assumed office in the fall of 1901. Seeking a workable solution that would reconcile the factions, the new president offered in 1902 a proposal that eventually proved to be not feasible, but at the time it satisfied both sides. His suggestion was to turn the Women's Division into "a woman's college—a part of Colby, but distinct in name, location and interests." The Board accepted the recommendation and voted "to establish a new college for women as soon as finances should permit, and to instruct the President to continue his efforts toward the accomplishment of that result."

In 1904, President White could report little progress toward a separate college for women: "Although I have made strenuous efforts to obtain sufficient funds to endow a woman's college at Waterville, I am thus far unable to report substantial gains." But meanwhile the President had rendered a significant contribution by persuading his Baptist acquaintance, Mrs. Eliza Foss Dexter, to devote $20,000 for the erection of a women's dormitory. While it was the general inability to endow a separate college that blocked President White's plan, the decision to erect Foss Hall on College Avenue, only a short distance south of the campus, was the deciding factor. Although, when the cornerstone was laid in the spring of 1905, President White declared it to be assurance of a Women's College, the new building's proximity to the campus rendered coordination closer
and more vital than it had ever been before. Gradually all talk of a separate college ceased.

There is no question that President White’s efforts, including his strenuous insistence upon economy, restored denominational confidence in the College. It was his strong Baptist convictions that appealed to Mrs. Dexter; it was his economizing that attracted her husband. On one occasion White reported: “Mr. Dexter asked me some searching questions with reference to the shrinking of our endowment. While lamenting past mistakes, he fully approves the present policy, and his attitude is typical of other Baptists.”

On another occasion White told the Board: “The denominational consciousness in Maine is exceedingly pronounced. Increased resources have given the Baptists in this State a distinct advantage in varied possibilities over every other denomination. Yet I have found many of those people lukewarm toward the College. I can trace this only to the conviction that the College is not carefully safeguarding the religious life of its students; that, unless the College is Christian, there is no gain in sending sons and daughters into the ranks or contributing to its support.”

President White was determined that the College should be not only Christian, but also loyal to the most conservative views in his denomination. Baptists had been traditionally opposed to dancing, card playing, and the theatre, but that even among Baptists more liberal views were gaining support is evident from President Butler’s admission of dancing into college parties. Unable to see that it was too late to set the clock back, and convinced that the conservative view was right, Charles Lincoln White led a losing battle to restore the social life of the College to the straitened restrictions of the old days.

One innovation for which Colby men were long grateful to President White was the conversion of certain college buildings into fraternity houses. The issue arose because of the purchase by Delta Kappa Epsilon of a home of their own on College Avenue and by permission granted Phi Delta Theta to occupy the Hersey House on the edge of the athletic field. Other fraternities at once made plans to rent houses in the town. Such an exodus from the college dormitories would have been disastrous, especially at a time when men’s enrollment was not increasing. President White therefore proposed that South College and the south end of North College be converted into quarters for the three remaining fraternities, Zeta Psi, Alpha Tau Omega, and Delta Upsilon.

At the mid-winter meeting in 1907, the Trustees appointed a committee to estimate the cost of refitting the dormitories into chapter houses and to consult with representatives of the fraternities on terms of rental. In June, on recommendation of the committee, the Board voted to make the necessary physical changes, and to assign Zeta Psi to the south end of South College, Alpha Tau Omega to its north end, and Delta Upsilon to the south end of North College. Each section was to be provided with a reception room, a large living room, and a chapter hall, with student rooms above the first floor. The College would collect the rental on individual term bills, each occupant paying $1.25 a week. The fraternity must provide care of the rooms and make ordinary repairs, and must pay cost of lighting. The College would provide heat and hot water. Provided also was what the fraternities called “ram-pasture” style of sleeping quarters—large attic rooms with dormer windows and open doors, where were lined up row on row of beds.

In September, 1907, the three fraternities moved into those dormitory quarters and continued to occupy them, save for brief interruptions in war time, until
all the men were moved to Mayflower Hill. It was a happy decision, solving the problem of dormitory rentals and greatly strengthening the life of the men's division.

The building of Foss Hall naturally attracted more women applicants, but a corresponding number of men did not respond, even with the opening of fraternity quarters. By 1907 voices were being heard, even within the Board of Trustees, demanding a change in the college administration. A motion was presented to the Board calling for a committee "to determine whether a change in the executive management of the College is desirable." The motion was laid on the table indefinitely.

That the critics were not silenced, however, is revealed in a letter which President White wrote to Dudley Bailey in February, 1908.

I understand Mr. S— insisted on saying some very disagreeable things to Mr. and Mrs. Jones at the station in Portland about me, which they very much resented, although they tried to treat him courteously. I hope we have not lost Mr. Jones to the College. Please take an early chance to see him and try to undo what has been done. I think Mr. S— ought to be dropped from the Board at the first possible moment. He can only do harm.

Enrollment in the Men's Division failed to improve. In 1906-07, there were fewer men in College than there had been at any time since 1885. It was the enrollment of women that raised the total number to the highest point in the college history. That year, for the first time, women exceeded men in the enrollment figures, but only by a count of one—119 women and 118 men. In the following year, 1907-08, out of a total enrollment of 239, only 111 were men, while 128 were women. Seeing the situation well nigh hopeless, and receiving an offer to an associate secretarieship in the American Baptist Home Mission Society offices in New York, President White submitted his resignation to the Colby Trustees, which they accepted with the following resolution:

Whereas the executive ability and virile characteristics, the persevering industry and promptness, the tireless devotion to duty of the President of Colby College, Charles Lincoln White, together with his attractive personality, have been observed and admired by those in charge of important trusts, who have called him to fill a most responsible place, therefore the Trustees of Colby College accept with regret his resignation and gratefully give tribute to him for his faithful, loyal and effective service to the College during his administration as its president.

Before President White left, he rendered one further notable contribution. He had tried hard to have the Colby faculty accepted under the annuity provisions of the Carnegie Foundation, but had been informed that the plan was not open to colleges under denominational control. White tried to convince the Foundation that, while Colby certainly had affiliation with the Baptist denomination, it was by no means controlled by the sect. The Foundation, however, pointed to the terms of the Gardner Colby gift, under which the College had agreed that the president and a majority of the faculty should always be Baptists. That decision, declared the Foundation, marked Colby as certainly a denominational college, not eligible to the pension plan.
President White then turned his attention to the increasingly powerful General Education Board. In 1906 the Trustees voted that the President and a committee of the Board confer with officers of the General Education Board in New York. As a result of that conference, Dr. Wallace Buttrick of the General Education Board attended the meeting of the Colby Trustees in June, 1907, in Waterville. He expressed approval of the coordinate plan at Colby, but advised that the Women's Division be given a separate name, as had been done at Brown and Tufts. The Trustees then decided to raise $200,000 for endowment and $100,000 for buildings, asking the General Education Board to give half of the total of $300,000. A few months later Dr. Buttrick replied that so large an amount was out of the question. The College then revised its application; saying it would undertake to raise $125,000, and asked the General Education Board to give all it could in addition, with the understanding that both sums should be used for endowment purposes only. The College agreed to devote the income of the additional endowment to erase the annual deficit and to improve the faculty. White's plan did not bear fruit immediately, but it did pave the way for his successor to get a substantial contribution from the same source.

Under previous presidents, the Trustees had been reluctant to grant formal recognition to alumni representation on their Board. Year after year the Alumni Association had asked for that recognition. The best they could get was permission to nominate candidates, but the Board would not agree definitely to elect one of those nominees, though they often did so. President White at once became a champion of alumni representation, with the result that, on due petition from the Colby Trustees, the Maine Legislature, on March 11, 1903, passed an amendment to the Charter, providing that nine trustees, three each year for terms of three years, should be elected directly by the Alumni Association. (See Appendix P.)

Under a cloud of criticism and with men's enrollment at its lowest ebb for many years, but with substantial and lasting accomplishments to his credit, Charles Lincoln White left the Colby presidency. Seeking to replace him, the Trustees remembered how fortunate had been their turning to the ranks of the Colby faculty when they had chosen James T. Champlin and later Albion Woodbury Small. On the faculty in 1908 was just the man they needed. The time was ripe for the dynamic administration of Arthur Jeremiah Roberts.
CHAPTER XXVIII

Honeymoon Years

Every new head of an organization, from the smallest corporation to the President of the United States, enjoys what the press calls an executive honeymoon, a period when the new broom sweeps clean, when all goes smoothly and every act is greeted with approval. Usually the period lasts not longer than a year, but occasionally, when a man of singular aptitude achieves spectacular success in his new job, the honeymoon is more extensive. Such was the case with Arthur Roberts, for his remarkable fitness for the presidency of Colby College gave him an executive honeymoon of nearly nine years, from the summer of 1908 until the April day in 1917 when Woodrow Wilson asked the Congress to declare the Nation at war.

When the Trustees accepted President White’s resignation on March 4, 1908, they at once appointed a committee, under the chairmanship of Leslie C. Cornish, to seek a new president. Already Judge Cornish and Judge Wing, prominent members of the committee, had been considering Professor Roberts. When a number of alumni also suggested his election, the committee authorized Dudley P. Bailey to write to all members of the Board and to members of the faculty concerning their opinion of such a choice. The committee knew that a number of leading Baptists would be skeptical. When his promotion to a full professorship had been urged, in the second year of his service as an instructor, sixteen years earlier, the Trustees had postponed favorable action on the ground that Roberts was not a Baptist, and they must carefully observe the provision attached to Gardner Colby’s gift, demanding that at least half of the faculty be regular members of Baptist churches. Certain friends of the College feared that the restrictions on student life imposed by President White might now be relaxed. Some of those persons asked the committee where Roberts stood on such practices as card playing and dancing.

It was President White who did most to satisfy the skeptics. His letter to Mr. Bailey was a definite endorsement of Roberts.

I am sure Professor Roberts is the wise choice, and I should feel very happy to go away leaving the College in his hands. There is a general turning to him from alumni, faculty and students. Professor Roberts holds very conservative views on dancing as it relates to the two divisions of the College. I am confident he would not encourage any such thing on the campus. I do not know how he feels about playing cards, but I am sure he would not encourage public or private card parties between the college divisions.
Not all of the Trustees were convinced, even after President White's endorsement. One of them wrote:

I wish Roberts were a minister, more widely known, and had a wider culture, but we know pretty well what he is and what he would do. I wish I knew how the faculty would accept his promotion. Have you thought of Donovan or Bradbury, of Shailer Mathews or Meserve?

On the matter of Roberts' church affiliation, the Board's secretary, Rev. Edwin C. Whittemore, was explicit. Roberts had become a member of the Waterville Baptist Church. Dr. Whittemore wrote:

Professor Roberts is a working member of our church and is highly esteemed in it. As to the question of amusements, I have never heard him declare himself. I am informed that he opposes college dancing, both on educational and on moral grounds. I think our Baptist constituency do not know enough about him to have any definite opinion, but for me he is the man for the place.

Another of the Board's leading clergymen had no doubts about Roberts' stand on campus amusements.

I am sure Roberts considers dancing and card playing a waste of time, and that their practice under the protection of the College is offensive to a large part of its constituency. This is an inference which I draw from my knowledge of the man, for I regard him as a stalwart Christian. I believe the President of Colby College should occupy no doubtful position with respect to college amusements, for it is the personality of the President, rather than specific rules, that must control this delicate subject.

It was the senior member of the faculty, Julian Taylor, who clinched the case for Roberts. He had already been teaching Latin at the College for eighteen years when a lively, athletic freshman named Arthur Roberts entered the institution from a Waterville farm. He had given the young man straight "A's" in all his Latin courses and had recommended to President Small that Roberts be invited to an instructorship immediately after graduation. He admired the young professor's popularity with the students—a popularity that sacrificed nothing of academic standards or moral principles. He had observed how Roberts had helped settle the student disturbance in 1903 without in the slightest degree being disloyal to the administration. Although he had several times informed individual trustees that Roberts was his choice for president, he made sure that the Board should officially know of his preference by addressing a letter to them only a few days before their special meeting in Portland on April 1, 1908.

What are you going to do in Portland on Wednesday? Elect Roberts, I hope. He is the man. I hear mention of Shailer Mathews. Probably there is not a ghost of a chance that he would come, and if he would, in my judgment Roberts is the better man for this place at this time. It may seem hasty to settle the question at once, but there will be great advantage if an interregnum can be avoided, especially in the effect on the freshman class, an important consideration in the present emergency.
Meanwhile Judge Cornish had approached Roberts directly. On March 16 he wrote to Dudley Bailey:

I had an interview with Professor Roberts on Saturday. He said he might hesitate to accept the presidency at the present time, and should much prefer that he be made Acting President for one year, as the step was so important both for him and for the College. He thought a year's trial might be advantageous for both.

When the Trustees assembled on April first, Cornish presented Roberts' views, then laid before the Board the committee's unanimous recommendation that, in spite of the professor's hesitancy, the Trustees should proceed to elect him the permanent President of Colby College. That is just what they did, and on April 1, 1908, Arthur Jeremiah Roberts was chosen to be Colby's thirteenth president, to take office on July first.

Although the Board were so confident that Roberts was the man for the job that they would not heed his request to be made only Acting President, Roberts himself was not so optimistic. He knew there were many hazards to face, many hurdles to surmount. Little did he imagine, as he took over command from President White, that he would serve in the office longer than any other Colby president in 150 years, and that he would at last fulfill the wish of the colored janitor, Sam Osborne, who had once said to Judge Bonney, "I tell you, sah, what dis college needs am a President's fun'ral. I want somebody to stay President till he dies, jist the way I'm goin' to stay."

Arthur Roberts was the first outright layman to serve as President of Colby College. It is true that neither Nathaniel Butler nor Albion Woodbury Small ever served in a pastorate, but both were Baptist preachers. Small had attended Newton Theological Institution, and Butler, though he never attended a theological seminary, was ordained into the Baptist ministry while serving as Professor of English Literature at the University of Chicago. Arthur Roberts never studied theology, was never ordained, and, until after he had been teaching for several years, was not even a Baptist. Yet he should not be called a secular president. As Dr. Whittemore said, at the time of his election to the presidency Roberts was a devoted member of the church which his presidential predecessor, Jeremiah Chaplin, had founded in 1818. Without excessive piety and without the slightest show or pretense, Arthur Roberts was a deeply religious man. His chapel talks—little sermons, not secular lectures—are remembered gratefully by alumni of his time, and like baccalaureate sermons delivered in the later years of his administration were outstanding for their clarity, simplicity, and spiritual emphasis. The few doubters in 1908 soon learned that the religious life of the Colby campus would be fostered and kept significant by the new president.

Since the autumn of 1904, every one of four successive entering classes had contained more women than men. For the first three of those years the numbers were close: 49 to 45, 41 to 39, and 34 to 31, but in 1907 the margin widened to 45 women and 34 men. Trustees, faculty and alumni were alarmed. Enrollment of freshman men had fallen by twenty percent in four years. Roberts had been active in the controversy about the Women's Division, and he knew the decision of the Trustees to continue the coordinate system had been wise. Yet it was unthinkable to him that Colby should gradually become a woman's college. He refused to believe that men would not attend a college where there was an appreciable number of women. The way to solve the problem, he in-
sisted, was to enroll enough men so that the Men's Division would always be larger. Then he proceeded to show all skeptics that he would do exactly that.

To the profound astonishment of all observers, sixty-five freshman men registered at Colby in the fall of 1908. Although the number of freshman women increased to 59, the men were at last in the majority. In President White's last year the total enrollment of women had been 128, while all the men numbered only 111. In his very first year as president, Roberts reversed the majority, and it was never again to be changed except in time of war. Instead of a total of 239 students in the college, as there had been in 1907, there were in 1908 a total of 283, a single year's gain of 18 percent.

In 1909 the number of freshman women was only 34, while the freshman men numbered 72. The enrollment in the divisions was 171 men and 127 women, a total of 298. In 1910 the total enrollment, for the first time in Colby history, exceeded three hundred. In fact it reached 358.

How was it possible for President Roberts to double the male enrollment in two years? What were his methods? In the first place he took every possible advantage of what, throughout his whole administration, proved to be the best recruiting force for Colby—the Colby teachers in the secondary schools. President White had repeatedly lamented that even the four Colby preparatory schools (Coburn, Hebron, Higgins, and Ricker) were sending fewer boys to Colby every year. In 1907 only eleven men came from all four of those schools. To those academies, where official connection with the College had long been so close that the College had certain financial responsibilities toward them, President Roberts turned his vigorous attention. Between the first of April and the close of the schools in 1908, he had visited both Higgins and Ricker, made two trips to Hebron, and was a repeated caller at Coburn. The results were most gratifying. When it came time for September registration at the College, the freshman men included nine from Coburn, eight from Hebron, five from Higgins, and four from Ricker.

Wherever there was a Colby principal or teacher in a school, in Maine or elsewhere, Roberts got in touch with him. Whenever he received encouragement, he visited the school. The result was one or more boys from 32 different schools. Colby was still a Maine college, and all except eight of the freshman men came from Maine schools.

So energetic and determined was "Rob," so willing to jump on train or stagecoach and travel many miles to see a boy, and so magnetic and stirring was his personality when he met the boy, that what had been a timid suggestion by some teacher turned into a reality. Many stories could be told of these personal encounters between the big, burly president and the little, green boy. One must suffice.

In a small high school in western Maine, the Class of 1909 consisted of two boys and five girls. Since the beginning of their junior year, only one of them, a boy, had been taking the full college preparatory course, which then meant four years of Latin. Only two graduates of the school were then in college, one at Dartmouth and one at Bowdoin. Although college graduates in the town were few, they held prominent positions, and almost all of them were Bowdoin men. The place was known as a Bowdoin town.

It happened that, in 1909, the town high school was in charge of a Colby principal, Thomas Tooker of the Class of 1896. The boy had repeatedly told Tooker that college was financially out of the question, but the principal insisted that the boy keep on with Latin, although through both junior and senior years
the boy was the lone student in Tooker's Latin class. Day after day he recited from Cicero and Virgil, seated in front of the principal's desk in the main study hall of the school, while the principal kept at least one eye and one ear alert to disturbances in the crowded room.

Thoroughly convinced that college was not for him, the boy had made an oral agreement with the local superintendent of schools to teach a one-room rural school the next fall. Then one day in the spring there strode into that study hall a large-framed, broad-shouldered man with a deep booming voice, but with the most kindly eyes. Long afterward the boy learned that Principal Tooker had urged the man to come to town just to talk with this boy. Introduced as President Roberts of Colby, the man spoke to the whole school, urging them to keep college always in mind. "If you prepare for college, somehow a way will be found for you to go," he said.

After the school was dismissed, the three—college president, principal, and boy—talked together. The boy repeated what he had so often told the principal—he simply couldn't get the money to go to college. Suddenly President Roberts said to Tooker, "Let's go see his father." The father's store was more than a mile away, at the top of a long steep hill. That didn't stop Roberts for a minute, and the three walked there at a brisk pace. In astonishingly brief time Roberts had convinced the boy's father that, with the help of a college job, the boy could get through his freshman year on not more than a hundred dollars.

The following September, with $85 saved from summer earnings, the boy boarded the little narrow gauge train, changed at the junction to the broad gauge for Portland, and changed again for the train for Waterville to a town and a college that he had never seen. Arriving, he inquired his way to the President's office, where he found a line of freshmen ahead of him. When it came his turn, he was greeted by name, although Roberts had seen him only once, four months earlier. The boy wanted to ask lots of questions about where he would stay, where he would work for his board, and how to safeguard his small store of cash. President Roberts had anticipated them all. He said, "They'll take care of you tonight at the ATO House, but they're full and can't keep you there. Tomorrow you see Mrs. Shurtleff at 4 College Place about a room. But right now, before the banks close, you go straight down town and put your money in a checking account. Then you see Mrs. Jones at the Hanford Hotel and tell her you're ready to go to work."

That story of how one boy entered Colby in 1909 is typical of President Roberts' recruiting methods. It does not creep into this history second hand, for the present historian was that boy.

In the fall of 1911 total enrollment, for the first time, exceeded 400, and in 1914 it reached 450, when a total of 150 freshmen, 102 of whom were men, entered the College. In 1916-17, the year before the United States entered World War I, there were 259 men and 163 women enrolled.

The increase in enrollment was accompanied by a comparable increase in faculty. President Roberts approached the latter with caution. In spite of the success of his immediate recruiting, during the spring and summer of 1908, he made no additions to the teaching staff for 1908-09. He even economized on total salaries, for he replaced himself in the professorship of rhetoric with an instructor at $800.

By the autumn of 1909, Roberts felt justified in making substantial additions to the faculty. Herbert C. Libby, who was to become one of the widest known and most influential of all Colby teachers, was brought in for part-time
instruction in public speaking. David Young, who had served as an assistant in chemistry, was made a regular instructor. Karl Kennison, of the Class of 1906, was taken on as a second man in mathematics. For the first time, Colby now had four women in faculty status, for in addition to Dean Small and Miss Elizabeth Bass, the instructor in physical education for women, Roberts added Miss Florence Dunn of the Class of 1896 in Latin and Mrs. Clarence White, a graduate of Oberlin, in Music.

The Department of Music at Colby has now become so important and has achieved such renown that it is often supposed that the department had its origin in recent years. It is true that the department was recently revived after a long period of dormancy. For many years previous to the 1940's, the College had offered no instruction in musical theory or appreciation, but had provided only part-time direction of the choral group. The beginning of musical instruction, however, on a sound academic basis and with graduation credit, had begun in 1909, when Mrs. White taught courses in musical theory and appreciation. Yet there was one great difference from the later musical offerings. Mrs. White's courses were open only to students of the Women's Division. It would be a long time after 1909 before any woman would be permitted to teach Colby men.

The four women among the 21 persons on the 1909 faculty were strictly relegated to the women's end of the campus. As Dean of Women, Miss Carrie Small had succeeded Miss Berry; Miss Bass, even to get necessary equipment for the women's physical education, had to beg appropriations from the Athletic Association, but she had no voice in that association's affairs; Miss Dunn taught Latin to women, not a solitary man being allowed to stray into her classes. Mrs. White would gladly have accepted men into her music classes, just as she had seen men and women study music together at Oberlin, but such intellectual mingling of the sexes would not do at Colby. Everyone was constantly reminded that this College was coordinate, not coeducational.

In the first eight years of the Roberts administration the student enrollment had thus increased from 239 to 422, while the faculty had grown from 16 to 29. It seldom happens in a small, poorly endowed private college that increase in faculty keeps pace with rising student enrollment. It is therefore very much to President Roberts' credit that, while student numbers were growing by 76 per cent, the accompanying faculty increase was 81 per cent.

During those pre-war years other significant things were happening besides growth of student body and of faculty. One long-needed reform began with Roberts' first year as President. Colby adopted the semester system. Beginning with the prestige universities, American colleges had for a dozen or more years been inclined to discard, as units of college work, the old system of three annual terms, and to replace them with a system of two semesters. The reform was gratefully received at Colby, by students and faculty alike. It enabled the giving of term courses of greater length and more respectable coverage; it avoided the setting aside of three annual periods for examination; and it facilitated the issuance of comparable records to the graduate schools of the universities.

The institution of Colby Day had been started by President White in 1905, but it was Roberts who turned it into the memorable annual occasion of Colby Night, held on the eve of one of the football games of the state series, with college band, rousing speeches, and the President's offering of barrels of Macintosh apples.

How closely Colby Night came to be connected with President Roberts is shown by a paragraph in the Echo of October 19, 1910.
President Roberts rose to speak, but before he could utter a word every Colby man had risen, and under the leadership of Bridges, '11, made the rafters ring with their hearty cheers for “Rob.” Never had the old gym seen such spirit. Enthusiasm was so high that, when the undergraduates stopped cheering, continued applause came from the seats occupied by the alumni. Several minutes elapsed before “Rob” could be heard. It was a well deserved tribute to the popularity of Colby's beloved president.

Arthur Roberts had the reputation of being a lenient disciplinarian. Miss Bertha Soule says, “When it was a question of misconduct, and members of the faculty urged dismissal from college, President Roberts was still looking for the best in the boy.” To Roberts, dismissal of a boy was admission of failure on the part of the College, quite as much as failure by the boy. A faculty member once said, “Roberts would fight to the last ditch with and for a student who was failing either in his courses or in his conduct, to save him.”

Those who criticized Roberts for his leniency overlooked the fact that he got results. It is true that many a culprit got off with slight, if any, punishment, but there was something about the President's personality that held remarkable control over both individuals and groups. Which is more important, to let a single miscreant escape, or to change a long-established bad custom? Here is a case in point.

Roberts remembered very well the controversy carried on between the editor of the Echo and the publisher of a Fairfield newspaper regarding hazing, and the subsequent unsavory publicity. In spite of the Echo's protests, and the newspaper's exaggerations, Roberts knew that hazing, including a rather free use of wielded paddles, still thrived at Colby. A less astute president, determined to end the practice, would have issued a decree, threatening to expel any sophomore individual or group who molested a freshman. That Roberts did nothing of the sort is revealed by an account in the Echo of October 27, 1909. The usual encounter on Bloody Monday night between attacking freshmen and besieged sophomores in North College had resulted in several injuries and several hundred dollars of damage. Something had to be done. According to the Echo, this is what happened.

Tuesday morning President Roberts called a meeting of the sophomores after chapel to discuss the question of hazing. He said that hazing was a thing of the past in our progressive colleges, that physical indignities did not take the freshness out of the freshmen. He stated that such actions as that of Bloody Monday, followed by continued rounding up of freshmen who were accused of breaking the sophomore rules, hurt the College. The affair of last Friday night, when a free-for-all battle occurred in Oakland, where the freshmen tried to hold their reception, was especially disgraceful. He said he did not want to dictate to the class, but he felt he was expressing the opinion of the faculty and alumni in condemning hazing.

The sophomore class proceeded to hold a meeting after President Roberts left the room. They resolved, out of respect for the President, and for the welfare of the College, to abolish hazing and to leave the correction of freshmen entirely to the fraternities.

In the same issue the Echo published an editorial, strongly supporting the action of the sophomores and expressing the hope that Colby had seen the last of the objectionable custom.
Practically everyone will admit that hazing is obsolete, a relic of those
good times which our grandfathers talk about, but many think it should
be continued simply to carry out old customs that have been handed
down from year to year. That the present sophomores have taken
the lead and have voted to abolish hazing is highly commendable.
The men of 1913 must play as important a part as have their friends
of 1912. They must and probably will follow the sophomore lead.
They should vote not to provoke hazing this year, nor indulge in it next
year.

When College opened in the following autumn the Echo was able to report:

As hazing has been abolished at Colby, the usual Bloody Monday Night
ceremonies were much modified. The sophomores went around, stuck
up posters, and did their best to scare the freshmen, but nothing more.

That was a good start, but too good to last. The sophomores—it was this
historian's own class—could not let the Freshmen Reception in 1910 be held
without trying to break it up. As the students were returning from the various
boarding houses after supper, word rapidly spread that the whole freshman class
had boarded a special train at Fairfield, whence they had been taken to Clinton
for their reception. Two sophomores had already hired a buggy and had dashed
off to Clinton to scout the situation. When the regular 8:15 train pulled out
of the Waterville station for Bangor, nearly every sophomore man was aboard.
Arriving at Clinton, the invaders were directed by the two advance scouts to
the hall where the reception was being held. During the interval, the Clinton
firemen thought here was a good chance to try out their new hose and at the
same time disperse "them college bums." Resenting their place as targets for
the Clinton water supply, the sophomores rushed the firemen, captured the hose,
turned it on the local men, and seizing the firemen's axes, proceeded to chop
up several lengths of hose. If there had been State Police in those days, they
would have been summoned and the destructive students dealt with summarily.
But no sufficient constabulary was available. The sophomores were admitted,
without resistance, to the hall and were allowed to participate freely in the
freshman party. In peace and harmony the two classes returned to Waterville
on the freshmen's special train.

What would Roberts do? It was only seven years since the whole sopho-
more class had been suspended, just for breaking up the Freshman Reading.
Would “Rob” send the whole class home for a more serious offense in a neighbor-
ing community? The President summoned the officers of the sophomore class,
made known his disapproval in no uncertain terms, heard their story patiently,
and then said: "The Clinton selectmen tell me the damage is $150. I am satisfied
that is a fair estimate. Now you fellows get busy and collect $150 from among
your class. Then you officers go to Clinton and see Mr. ______. He is chairman
of the selectmen. Apologize to him for the actions of your class, pay the money,
and get back to your classes. Are you going to do that, or are you going to
let the college down?"

Those boys knew that Roberts was too wise to say "let me down," but
that is just what they would not do. They collected the money, went to Clinton,
paid the bill, apologized, and came back to the campus. That was the end of
the matter.

Part of the President's popularity with students came from his love of base-
ball. He approved of all sports, attended every home football game, and often
officiated at the state track meet. But baseball was his first love. Even 'Judy' Taylor, whom no one ever accused of partiality toward sports, remembered Roberts' home run, with three men on the bases, in a game against Bowdoin. Judge Cornish remembered Roberts on the baseball field, crouching with hands on bended knees, and keeping up a steady chatter to affect the morale of the opposing team. "The grandstand," said Cornish, "was as much entertained by him as by the progress of the game." In 1889 Roberts, captain of the Colby team, had the highest batting average of any player in the four Maine colleges.

Interested as he was in sports, he knew how to keep them in their place. They never upset his sense of values. After a defeat on diamond or gridiron, he would say to the students: "We haven't lost the College; we haven't lost our honor; we've only lost a game." It came as no surprise to Colby students when their President took the lead in a movement for common eligibility rules in the New England colleges.

For at least fifteen years before Roberts became president the state of the college treasury had steadily worsened. In 1904, when it became necessary to write off certain investment funds as permanent losses, the deficit had been more than $50,000. Though both 1907 and 1908 had shown small gains, it was not until the end of Roberts' first year in 1909 that the books went significantly into the black. In that year the surplus was over $10,000; in 1910 it was nearly $12,000; and each subsequent year until the nation went to war in 1917, saw income exceed expenses. This was accomplished partly by a rigid economy in maintenance; yet the years saw gradual increase in faculty, two new buildings, and steady additions to the endowment. Though he got the reputation of being a miserly spender of college funds, Roberts did spend them with careful determination that the College should get its money's worth.

The President's vigorous recruiting of men students filled the single dormitory and the fraternity houses to overflowing. At the December meeting of the Trustees in 1910, Roberts stated the living accommodations for the men had become woefully inadequate. There must be a new dormitory, he said, and work ought to start on it before the next meeting of the Board in June. Otherwise a new building could not be ready for the influx in September. He did not recommend an expensive building, but one to accommodate forty men at a cost not exceeding $20,000.

As a result of this plea a dormitory was started between North College and the gymnasium in the spring of 1911, and was ready for occupancy when the big freshman class of 1915 arrived on the campus. The building cost $21,363, only $4,000 of which came in gifts for the purpose. More than $17,000 came from current funds, without depleting the permanent funds of the College by a single penny.

When the new dormitory proved within three years to be inadequate to house the ever mounting number of men students, the Trustees voted, in January, 1915, to empower their Finance Committee to erect a second building, in size and design similar to the first. In June the Board voted to borrow $20,000 to put up the dormitory, to be named in memory of Professor John Hedman, the brilliant teacher of Romance languages, who had died only a few months earlier. To pay the cost of $21,300 the Board set up a campus building account, which in a few years was balanced by annual amounts set aside from room rentals.

At the same meeting in 1915 the Trustees belatedly took official action to approve what student opinion had done long ago. They named the first dormitory Roberts Hall.
New buildings provided only part of the demand for expenditures on the plant. Fire also played a part. On the evening of March 10, 1911, while all the members were attending their annual banquet in Augusta, the living quarters of the Delta Upsilon fraternity in the south end of North College were so badly burned that only the brick shell and a part of the first floor remained. Only the thick fire wall, that had been built between the north and south halves of the building when the fraternity housing system had been established in 1907, saved the north end from destruction. In addition to the loss by the College, loss of personal property by the inhabitants amounted to $3500. Only a few items on the first floor were saved. Lawrence Bowler of the Class of 1913, a member of Zeta Psi, took the framed D U charter from the living room wall and handed it out a window to this historian, who took it to another fraternity house for safe-keeping. Some other first floor items were rescued, but everything in the student rooms above the first floor was lost. The carefully collected records assembled by Ray Carter, who was preparing a history of the Colby chapter of Delta Upsilon, went up in flames.

While the fire was raging, sneak thieves were busy in the north end of the building, where both money and clothing were taken from several rooms. If the miscreants lived in Waterville, they did not by any means represent the local citizenry. As they have always done in moments of college disaster, the townspeople immediately contributed to the students' relief. More than a thousand dollars was raised in less than a week, and many families opened their homes to house the D U boys.

In a few months the building had been restored, better than it had ever been before. Although the restoration cost $6,000 more than the insurance provided, even the strictly economical Arthur Roberts declared the expense fully justified.

President Roberts was determined to produce additional permanent funds, not merely add to current funds by having more students. In 1910 he had told the Trustees, “We need increased endowment to increase salaries. It would be better if we were on the Carnegie Foundation. We must get on it, or get the money elsewhere.” In spite of only a very small amount coming in as gifts, Roberts’ first two years had netted such profits that the Trustees declared a salary bonus of one hundred dollars to each of six full professors—the men who had borne the brunt of that first difficult year, when there had been a big jump in enrollment without any additions to the faculty.

In 1913 the College received $75,000 under the will of Levi M. Stewart of the Class of 1853, who had become a wealthy corporation attorney in Minneapolis. Although he had attended Colby only one year and had later earned his bachelor’s degree at another college, Stewart had come from Corinna, Maine, and he never forgot the little college at Waterville, because it was there that the man who then taught Greek and Latin had inspired the Corinna boy to seek a professional education. Long after James T. Champlin was dead his kindness to a lad from a Maine farm brought $75,000 to the College.

In 1914 came the first of Colby's loan funds for needy students. Significantly it was for the women. Under the bequest of Miss Jeanette Benjamin of Oakland, it provided income to make small loans to help deserving girls meet emergency expenses.

It was the annual Christmas Fund, however, which, previous to the war, was President Roberts' unique contribution to the college finances. It began in November, 1912, when Roberts sent out what he called a news letter to the
alumni. At the end of that letter he wrote the first of a long series of Christmas appeals.

The College needs money for current expenses and for betterments; so all graduates and former students, and all friends of the College, are asked to make a Christmas gift to the College this year. Although Christmas is a time of financial stringency, it is after all the season of giving, and at no other time of the year would the friends of Colby be so likely to join in their gifts to the College. Every thousand dollars thus contributed is the interest on twenty-five thousand. Many who could not give largely toward increasing the endowment will be glad to give what they can to help increase the income.

Roberts wasn’t starting any elaborate campaign, nor did he set up an office to handle the returns. He wrote, “Gifts will be sent directly to me, and receipts will be returned by the College Treasurer.” Then he characteristically added, “All who receive this letter will also receive, about the middle of December, a brief note of reminder.”

Sure enough, on December 12, Roberts sent out the promised reminder. He wrote: “This effort depends upon everybody’s giving something. A few large gifts and many of substantial size are hoped for, but interest and enthusiasm are not measured by money. A dollar bill may for one person be as expressive of love and loyalty as is a thousand dollars from another.”

To a later generation the result seems modest and even disappointing. Two hundred and thirty-eight persons responded with a total of $3,908. But Roberts was far from discouraged. Year after year, as long as he continued to live, he sent out his annual Christmas letter, and what had begun as a small response became a significant contribution to each year’s operating funds. Roberts’ successor carried on the practice for several years until the College turned the Christmas appeal into a regular alumni fund, which brought in large returns. When a young and energetic alumni secretary started that alumni fund, his task was made much easier because President Roberts alone, and without any help from the formal alumni organization, had schooled the graduates to annual giving in response to his Christmas appeals.

President Roberts, in those early years, had no secretary, and as late as 1913 there was no full time secretarial worker or clerk anywhere in the College. Jason Hagan, a member of the Class of 1913, doubled in brass as part-time stenographer and part-time household servant for the President. Roberts was a man who believed in doing everything for himself. A real secretary, taking office responsibility, would just be a nuisance. Roberts wouldn’t have a telephone in his office, and none was installed until the administration of Franklin Johnson. When he wanted to contact someone, Roberts would either go directly to that individual, or go to the front of Chemical Hall and shout the name. The latter method was his usual way of calling the janitor, Fred Short. His booming voice would sound out, “Short! Short! Come here!”

As the College grew steadily larger and the administrative duties became more complicated, the Trustees showed increasing concern lest their President be using too much of his valuable time in clerical details that a lesser paid person could competently perform. On the insistence of Emery Gibbs, the Trustees, in 1914, had appointed a committee to investigate and make recommendations. At the annual meeting in 1915 the committee reported that the President’s secretary, Mr. Hagan, did keep carbon copies of official correspondence, except for
the many letters which the President still dashed off in longhand. They felt, however, that Hagan would profit by even a short course somewhere in office practice.

The committee would relieve the President of duties rightfully belonging to the Treasurer, or at least to an officer on the campus who could serve as Assistant Treasurer or Bursar. It was absurd, the committee insisted, for the President of the College personally to make out the individual term bills.

The committee recommended that actually, instead of employing an additional person as Bursar, the offices of Treasurer and Bursar be combined, and that the new officer maintain an office on the campus. In addition to keeping the Treasurer's books, receiving money and dispersing it on proper vouchers, he would be the purchasing agent, would make out and submit the term bills, and would superintend repairs and maintenance, including supervision of the numerous student janitors. The committee generously suggested that such a resident treasurer could share a secretary with the President.

The committee concluded its report with these words: "We believe the College has the best man possible as its President, but we shudder at the prospect of the calamity that would befall the institution if it should be deprived of his leadership without a sustaining organization and staff which makes for efficient division of labor. As matters now stand, a crisis could bring disaster."

The committee had called in the services of a professional firm in Boston, whose representatives spent three days at the college "to investigate the business methods and recommend improvements." They found the practice of keeping carbons of only the more important outgoing letters to be unsatisfactory. "Since it is impossible to predict at the time when letters are written what correspondence may need to be referred to in the future, we strongly urge that carbon copies of all outgoing letters be retained and filed in systematic order."

Concerning the suggestion that Hagan get some training in a business office, the investigators said: "Believing that Mr. Hagan, the secretary, might profit by a visit, even if only for a day, to some well-managed business office, we expressed to the President our willingness to meet Mr. Hagan in Boston by appointment, and to give him opportunity to observe how certain details of filing and recording are carried on. The President said he doubted whether such a visit would be helpful."

The investigators strongly urged that the President be relieved of the task of making out the semester bills. Roberts was equally insistent that only he knew the facts in each case, and he was unwilling to entrust to anyone else the responsibility for so large a part of the College income. The investigators said they knew of no other college of Colby's size and standing that did not have either a full-time treasurer or a campus bursar who acted as assistant to a non-resident treasurer. They criticized severely the "outdated method" of issuing semester bills. "At the present time three copies of the semester bills are written out by hand in three separate operations by the President and student assistants, but it would be a simple matter for a properly equipped office to typewrite three copies simultaneously by the use of carbon paper."

The investigation showed that President Roberts was trying to do more than any one man could do. Hence some things were noted which demanded closer supervision. Concerning maintenance of the physical plant, the report said: "The President explained that the unsightly appearance of grounds and buildings resulted from the policy to make use of student service. He defended
that policy stoutly, saying that many students could not attend the college unless the college itself provided work for them. We have no objection to that policy. Student service can be made efficient if supervision is not relaxed in keeping those students at their tasks. At Colby the student workers are insufficiently supervised."

The investigators even went into the matter of the academic records. They said that colleges had almost universally abandoned the nineteenth century method of entering student records in bound books, and that a card system should be started at once. "Furthermore," they said, "the present form of record does not provide adequately for certain conditions peculiar to Colby and therefore badly needs revision."

So highly did the Trustees value the achievements of President Roberts that they were determined to have no quarrel with him over the issue of business management. They looked at the problem as one of bringing the President gradually, by persuasion and experience, to a readiness to delegate authority that no one man could permanently retain. The Board therefore refused, in 1915, to adopt the recommendations of their committee, supported as those recommendations were by professional investigators. Instead, the Board accepted the committee's report only as a report of progress, ordered that it be printed and submitted again to the Trustees at their mid-winter meeting, with such supplementary report as the committee should then care to make.

Apparently the committee was trying to come to an agreement with Roberts, for at the mid-winter meeting they said no action had yet been taken and they had no further recommendation to make, but asked for more time.

No mention was made of the matter at the annual meeting in June, 1916, but the situation came to a head when George K. Boutelle resigned as Treasurer in November. The grandson of Colby's first Treasurer, Timothy Boutelle, the local attorney and banker whom everyone called 'George K' had served faithfully as custodian of the college finances for fifteen years. His pressing duties at the bank and in connection with the new Kennebec Water District were enough to cause his resignation, but the clinching factor was his sincere belief that the committee's 1915 report, calling for a full-time treasurer, ought to be adopted.

At their annual meeting in June, 1917, the Trustees elected Frank B. Hubbard as Acting Treasurer, and a year later made him officially the Treasurer of Colby College. Thus began an association of ten years between two men of strong convictions, both devoted to the College, who worked together in the greatest harmony, with such improvement in management and in business procedures, that other suggestions in the 1915 report were either forgotten or received unobserved implementation.

Even if no action on office arrangements or business practices had been effected by the appointment of a full-time, resident treasurer, something happened which so upset the orderly routine of academic life that no one could be greatly concerned about treasurers and bursars, about book records versus card records, about purchasing agents and supervisors of student labor. A cataclysmic occurrence came on April 2, 1917, when the President of the United States, insisting that the world must be "made safe for democracy," asked the Congress to declare war against Germany. Colby College would be quite a different place until the war was over.
Chapter XXIX

War Comes To The Campus

Just as had happened during the Civil War more than half a century earlier, Colby College was severely affected by World War I. A later chapter will be concerned with Colby's contribution to three wars; the province of the present chapter is the effect upon the College of the First World War.

To no one in the country, and especially not to informed college officials, did American entrance into the war come as a surprise. Ever since the sinking of the Lusitania in 1915, our involvement had become increasingly certain. When the blow fell, in April, 1917, President Roberts was determined that the first duty of trustees, faculty, and students must be readiness for any sacrifice in the nation's behalf. Roberts therefore took no action to deter immediate, even hectic, enlistment of college students into the armed services.

When the Trustees held their spring meeting on April 28, Roberts reported that forty students had already left college for the armed ranks, and that a drill company of ninety men had been formed on the campus, under command of a National Guard officer, A. Raymond Rogers, a Colby senior who would receive his diploma in June. On May 16, the Echo stated that the number of student enlistments had risen to fifty-two. By that time Lieutenant Rogers had himself been called to active duty with Company H of the National Guard, and his place had been taken by a Waterville citizen, Lieutenant Fred McAlary. Student leaders of the Colby Military Company were three boys who had prepared for college at private military academies: Captain A. J. Miranda from New York Military Academy, First Lieutenant Hugh Pratt from Peekskill, and Second Lieutenant Eliot Buse from Tennessee.

Should academic recognition be given to the men, especially the seniors, who enlisted between April and the normal ending of the college year in June? On May 21 the faculty voted to grant degrees to nine seniors who had entered the armed services. Because of pressure from Washington to make an all-out, national effort to increase agricultural production, the faculty not only permitted John K. Pottle, 1918, to go home in early May to plant his farm, but granted his later request that he be allowed to remain on the farm without further attendance at classes during that college year.

When, in the fall of 1917, the three classes from 1918 to 1920 returned to college, their ranks had been heavily depleted by enlistment. The seniors had lost 24, the juniors 24, and the sophomores 16. Yet, because of a large freshman enrollment, there were still more men than women in college. The enrollment picture in October, 1917, six months after the country entered the war, was as follows:
As the first rush to enlistment subsided, cooler heads all over the nation saw that many a young man might render the best patriotic service by remaining in college. Newton Baker, Secretary of War, issued the following statement.

We do not want to chill enthusiasm; we want rather to preserve and cultivate it. But we must be discriminating in our enthusiasm, and not get the notion that one is not helping his country unless he enlists in the armed services. For some of our young men, their major usefulness lies in their remaining in college, going forward with their academic work until their call comes under selective service. Even those physically disqualified for active service can render valuable non-military service in many areas. Every young man in our colleges, regardless of his age or physical condition, has some reputable part to play in this national emergency.¹

Toward men who had already completed college, the attitude was different. In November President Roberts could proudly inform the alumni that one-third of all men who had been enrolled in the Classes of 1916 and 1917 were in some branch of the service.

In January came an acute shortage of coal. In order to save fuel, Shannon Hall was closed and physics instruction was conducted in Coburn Hall. A drastic schedule of classes was adopted. The usual eight and nine o'clock classes were transferred to 1:30 and 2:30 respectively. The customary 2:00 and 3:00 o'clock classes met at 3:30 and 4:30. The old schedule still applied on Wednesday and Saturday, for not even war could break the strong tradition of half-holiday on those days. Military French met once a week, at 7:15 on Monday. Faculty and students entered heartily into the formation of "chopping clubs," which met regularly to cut wood for fuel to replace the precious coal. Said the U. S. Fuel Administration, "Every cord of fuel wood saves the mines from producing and the railroads from hauling three-fourths of a ton of coal."

The calming influence of President Roberts and helpful messages from the Secretary of War had not been sufficient to stop the student enlistments. So, just before the opening of the second semester in February, 1918, the *Echo* was impelled to publish a warning editorial.

Last summer the high school graduate was urged to enter college, and the college undergraduate was urged to return, as a patriotic duty, in order to prepare himself for greater service to his country. His duty is now unchanged, and so far from being a slacker, the man who remains at his studies until called is as much a patriot as any of those whom we honor for answering the first call to arms. Each one, before throwing aside his books to enter the service, should consider carefully whether, by so doing, he is really showing the truest patriotism. By means of selective draft—the truly democratic method—all the men needed can
be called at any time. Colby is proud of her many loyal sons enrolled in the fighting power of the United States; but she is no less proud of her other sons who, by sturdy application in the midst of excitement and fervor, are laying a sure foundation for practical patriotism later on.

By mid-winter enlistments had indeed dwindled, college routine had become well established, and, as frequently happens, the thoughts of students turned to lighter things. They complained that war conditions, especially the fuel shortage, had caused an unwarranted dearth of social affairs.

Promptly heeding the Echo's suggestion, President Roberts invited all the students to be his guests at a dancing party in the gymnasium on the evening of March second. The Echo exultantly reported:

At 8:15 sharp the music began, and it was enjoyed until eleven, when the dancers reluctantly retired from the floor. The college banjo orchestra, composed of Conlon, Lewis Sussman, and Hois, delighted those present by their excellent music. After the fifth dance, refreshments consisting of ice cream and saltines were served by the efficient college caterer, "Pip" Small, who was a most popular figure at the party.

The Military Company, despite its enthusiastic start, had come in for sharp criticism before college closed in June, 1917. Said the Echo, "The purpose should be not to develop a prize drill squad, but to prime Colby men in the fundamentals essential to an officer's training." The paper urged that the College attempt to secure the establishment on the Colby campus of a unit of the Reserve Officers Training Corps, familiar on the campuses of the land grant colleges. The company had been hard hit by many of its most enthusiastic members leaving for active service, and it had been difficult to replace them. President Roberts' announcement that, beginning in September, 1918, military training would be compulsory for freshman men, had given the company promoters renewed hope, but much still needed to be done in order to arouse sufficient support from upperclassmen.

In its last issue before Commencement, the Echo summed up the year's activities.

The College has had to adapt itself to war conditions. The fall semester opened late. Our armed services demanded men and our upper classes suffered. The entering class was smaller than usual. One dormitory was closed. The fuel shortage caused serious difficulties. In athletics, a football schedule was fully played, although the season began late. Track was dropped entirely. Baseball was highly successful, with our capture of the state championship. The Military Company did credit to its officers and a good preparation was made for a hoped-for establishment of ROTC. Colby dramatics were maintained and the musical clubs made several public appearances. Generally speaking, the College has shaken itself down to sound, sober fundamentals, without hysteria, full of subdued patriotism and ready for any sacrifice.

At Commencement in 1918 President Roberts announced that more than half of the undergraduate men were now in the service. He said, "On the College service flag are 343 stars, and more are constantly being added."

Between Commencement and the fall opening in 1918, an event of upsetting importance had occurred. Convinced that five million American troops
must be sent overseas at the earliest possible moment, Congress had voted to lower the draft age from 21 to 18 years. Suddenly almost every male student in every American college was affected. To prevent a complete debacle in college instruction, the Government had established the Student Army Training Corps, enrolling college students in the military service and putting them under military instruction on the college campuses. No such student could expect to remain in college longer than nine months, or the extent of one normal college year. The Government ordered the colleges to divide the year of 1918-19 into three terms of three months each. Students eligible for military service who had already reached their twentieth birthday would remain in college for one term only; those who were nineteen years old would have two terms, and the eighteen-year-olds would stay through all three terms.

Because of the difficulty of setting up units of the SATC on such short notice, college openings all over the country were delayed. Colby's opening was set for October second, but before that day arrived, Spanish influenza hit the whole nation with the worst epidemic the country had seen since the yellow fever ravages of the mid-nineteenth century. Before early October few cases had broken out in Maine, but the opening of the colleges brought infected persons from Massachusetts, Connecticut, and New York, where the disease had already struck hard. Within twenty-four hours of the arrival of the first prospective SATC men in Waterville, six cases of influenza had already appeared. The opening of College was at once postponed for a week. Even then only the SATC men could be registered and they were immediately placed under quarantine. The women could not elect courses until October 19, and then only the women living in dormitories could attend. The campus was quarantined against all commuting students and all visitors. Commuting women did not come to classes until November fourth.

In October, 1918, all except a few exempted undergraduates were sworn into the national service. Five officers, detailed by the War Department, took headquarters in Chemical Hall. The President and faculty continued to meet in regular session, but aside from discussing this or that policy set forth by the Government, they took no important part in the work of running the Men's Division. Their duties of teaching were closely defined, either through official documents, which came in an endless stream, or through inspectors who frequently visited the College.

It became evident very early that the aim of the Government was to have students accomplish in three months what was ordinarily done in a year. 'Intensive instruction' was a term frequently heard. No faculty member was permitted to question a student's ability to master a language or a science in three months, while at the same time he memorized 200 pages of drill instructions. The Government required that, for every hour of recitation or laboratory, there should be two hours of supervised study. The college chapel was therefore turned into a large study hall. The plan proved profitless, because confusion resulted from the constant coming and going of students, to meet the class schedule, and because the officers constantly interrupted to pass out government documents or issue confusing orders. With study hours so useless, 'intensive instruction' became an illusion. Day after day students attended recitations for which they had found not a single hour of preparation. Furthermore, many students were detailed to KP and guard duty. Frequently a dozen men were absent from important lectures or quizzes, and because of the tight schedule they had no opportunity to make up the lost work.
The confusing situation was not improved by the youth and inexperience of the army officers sent to take charge of the unit. They were all young men of ability and character, but most of them had seen only a few months of officer training and no combat service. Worst of all, every one of them held the lowest possible commissioned rank, that of second lieutenant. If President Roberts had not combined his patriotism with a keen sense of humor, he would certainly have rebelled against taking orders from a young 'shave-tail' whose shoulder-bars were so glaringly new. As a matter of fact, because the C. O., Lieutenant James Armstrong, was a Princeton gentleman and a well-trained young officer, he and President Roberts got on surprisingly well.

In organizing a unit of SATC at Colby or any other college, confusion and mistakes were bound to occur. Declaration of war found the government wholly unprepared for such a plan. Under pressure from the colleges and universities the government had devised a hasty and fully worked out scheme to avoid emptying the colleges. It is surprising that in the short period between early August, when the draft age was reduced to eighteen, and early October, when the colleges opened, any organization was ready at all.

To prepare for the staffing of the SATC units with military instructors, camps were set up at Plattsburg, New York, Fort Sheridan, Illinois, and Presidio, California, where student trainees were taught how to give military instruction to other students. Attending the first camp at Plattsburg were Professor Homer Little and fourteen students, among whom were such later prominent alumni as John Brush, Robert Wilkins, Clark Drummond, and Harold C. Marden. Commissions were given, after two months, to nearly all men enrolled at Plattsburg, and those lieutenants were forthwith sent to colleges all over the country to act as SATC officers. Instead of returning to Colby in October, four of the Colby contingent at Plattsburg went as second lieutenants to other colleges.

Only the fine cooperation between the young army officers and the college faculty prevented at Colby the chaos caused by SATC on many another campus. It was impossible to issue from Washington orders which should apply alike to four hundred different colleges; yet high echelons in Washington deemed uniformity essential. It soon became clear, however, even to the 'top brass,' that much initiative must be left to the individual college if the program was to get started at all. Some of the problems at Colby concerned the rearrangement of physical equipment to meet soldier needs; the establishment of a mess hall in a college that had operated no men's commons for many years; and the organization of schedules for both soldiers and civilians, with especial care not to neglect the college obligation to its women students. Only President Roberts' quick appreciation of each new situation and his ability to persuade the young C. O. to make needed changes within local authority prevented the utmost confusion, for officials in Washington proved quite unable to issue prompt replies to inquiring telegrams.

During two weeks prior to the opening of college, hectic preparations were made. North College and South College had to be emptied of fraternity possessions, and their home-like quarters were hastily converted into barracks. The old gymnasium became a mess hall with adjoining kitchen.

On Registration Day, Colby tried to conduct its usual election of courses, but results were far from usual. For a fortnight Professors White, Parmenter, and Libby had been working out a schedule of courses. Even before college opened, the schedule had been changed several times, as new orders came through from Washington. As Professor Libby later reported: "The committee, although
having made faithful effort to become familiar with all the government literature dealing with SATC, found itself unable to give students the information needed for intelligent election of courses. The committee made the best guesses it could, and fortunately made no serious mistakes.”

The spirit of cooperation and of patriotism with which all persons connected with the college attacked the difficult task is revealed by an editorial appearing in the *Colby Alumnus* in October, 1918.

Here is a college built up of traditions of a hundred years, whose spirit has been one of marked democracy, and in whose halls of learning teacher and student have met in friendly interchange of views. It is now a college changed over night into an armed camp, with officers in charge who do not know the ancient traditions, and with gaps between officers and privates that permit no bridge. Boys who have anticipated the study of Latin under Professor Taylor are denied that privilege, for Latin has been ruled out as not teaching war culture. Cicero looks down on weighing scales and examining physicians, and his nostrils are filled with perfumes of the pharmacy.

The college, from an academic point of view, will continue under many handicaps, but the college authorities, from President Roberts down, are determined to do whatever is required to win the war. While the delightful spirit of comradeship and close communion of interests has passed for a day, it will surely return when the war has ended, stronger than ever.5

What did Colby men study during the few months when SATC reigned on the campus? As has already been indicated, the whole unit was divided into three sections according to age. A man’s specific program depended upon the branch of the service for which he proposed to train under the C. O.’s approval. Group I included infantry, field artillery, and heavy coast artillery. Group II was the Air Service. Group III (Ordnance and Quartermaster Service) was not offered at Colby. Group IV was the new Chemical Warfare Service. The final Group, V, was for the Motor Transport and Truck Service. All the groups had basic military instruction, a course called War Issues, and Military Law and Practice. Other subjects differed according to the group. For instance, Group I had Surveying and Map-Making, while Group II had Elementary Physics and Navigation.

The oldest section—the twenty-year-olds—had no elective subjects, because it took 53 hours a week of classroom and supervised study for them to complete merely the military requirements during the short three months they were permitted to remain in college. But the nineteen-year-olds, with two three-month terms before them, and the eighteen-year-olds, with three terms, were allowed to elect what were called allied subjects. Those elective possibilities included English, French, German, Mathematics, Physics, Chemistry, Biology, Geology, Geography, Meteorology, Astronomy, Hygiene, Descriptive Geometry, Mechanical Drawing, Surveying, Economics, Accounting, History, International Law, Military Law and Government, and Psychology.

Who taught what? Professors Parmenter and Weeks gave instruction in Chemical Warfare. Professor Trefethen, with his long experience editing the *Maine Farmer’s Almanac*, was ideally prepared to teach Navigation. Professor Chester taught the course in Sanitation and Hygiene. The program in War Issues was divided into three courses, each covering a single term. In the first term,
Causes of the War was taught by Professors Black and White; in the second term Governments and Political Institutions of the Nations at War was in the hands of Professor Black, while Economic Aspects of the War was taught by Professor MacDonald. President Roberts and Professor Libby together conducted the course called Philosophical Aspects of the War, and Literatures of the Nations, combined with English Composition. Professor Libby taught Military English, while Professor Helie had Military French (originally introduced by Professor Clarence Johnson) and Professor Marquardt had Military German. Professor Trefethen taught Plane Trigonometry, while President Roberts himself had the course in War Psychology.

In spite of confusion and influenza, the Colby SATC made a splendid record. When Professor Gregory of Yale visited the campus as SATC inspector, soon after the program had started, he found the work well under way. Colby's distinguished graduate, George Otis Smith, 1893, wrote to President Roberts: "Professor Gregory of Yale, who was the first government inspector to visit Colby, told me that, of all the New England institutions he visited, none made such a good showing as Colby. He specified the excellent outlines and circulars prepared at Colby, copies of which he took for models for use elsewhere. He especially mentioned that no time had been lost in getting started."

During 1917-18, before the organization of SATC, the Colby fraternities had continued to be active, though they had lost many members by enlistment. With the coming of SATC, all was changed. The Government clearly had no sympathy with fraternities in war time, and on October 16, 1918, the War Department issued the following order:

Appreciating that fraternity activity is an important factor in American colleges, and realizing that such activity will be fundamentally affected by the new system of education and training, the War Department would make clear its position. Considering that fraternity activity and military discipline are incompatible, the Department deems it for the best interest of the Service that the operation of fraternities in institutions where units of SATC are established shall be suspended for the period of the present emergency. By 'fraternity activities' is meant the social side of fraternity life, the living of members together in fraternity houses, and functions or meetings of a ceremonial nature.

Suddenly it was all over. On November 11, 1918, came the Armistice, and within a few weeks, the Colby SATC unit was demobilized.

In Waterville the signing of the Armistice was announced by the sounding of the fire siren at 3:25 in the morning. Huge bonfires were lighted and people thronged through the streets long before daylight. In the afternoon there was a hastily organized parade in which the Colby SATC marched in ordered ranks. The sudden assembly of hundreds of people from the surrounding towns, for this spontaneous rejoicing, had one bad effect. It revived the influenza epidemic in even more virulent form, and on November 15 the College was again placed under quarantine. Even the faculty were not permitted to enter the campus and no classes could be held. By November 20, although no cases had yet appeared in the women's dormitories, conditions in the city were so alarming that it was decided to let the girls go home until early December. Meanwhile more than thirty cases had appeared among the boys in the SATC, and two of them, Hugh Kelly, 1921, and Wilbur Blake, 1922, succumbed to the dread disease.
When the SATC was finally demobilized on December 10, the *Echo* sounded the following valedictory.

The SATC at Colby is no more. Peace has come and, after two months in the service of our country, we are to be disbanded. They have been trying months. We were thrust into the whirlpool of a difficult combination of academic and military life. Furthermore, most of our short army career has been spent in quarantine, and two of our men have died. Classes have started and stopped, making our academic work of little value. Our hopes of going to officers' training school have been dashed. It has been a period to discourage the most optimistic among us. Yet the experience has not been wholly without benefit. The difficulties under which we worked have made us better men. Our college spirit is better, for we have not been divided into fraternity cliques. Our officers have been kind and courteous gentlemen and good disciplinarians. We wish them Godspeed as they leave, and we hope they will ever bear a warm place in their hearts for us.6

One of the first casualties caused by SATC had been the *Echo* itself. After college opened in October, 1918, no issue was published until December 12, two days after the SATC had been demobilized. That an issue of the *Echo* could appear so soon after the departure of military regime, especially since there were no classes held between December 9 and January 2, speaks much for the virility of journalism and free expression at Colby.

In that reborn *Echo* there appeared a contribution specifically concerned with kitchen police in the SATC written by the young man who became the chairman of the Colby Trustees during President Bixler's administration, Neil Leonard, 1921.

It would be thrilling to say that on one sunny morning a sergeant of the guard knocked at my door and said, 'Leonard, would you kindly favor the U. S. Government by serving on KP for the remainder of the day'. But that is not what happened. On a cold, rainy morning the sergeant, sleepier and grouchier than I, if that could be possible, kicked open my door and pulled me out of bed, saying, 'Snap to, you're on K. P. Get over to the mess-sack.' So, in trenches of grease, I labor until 7 P. M. I would not mind washing, wiping and polishing dishes for the Colby unit, but the pile I tackle would, I swear, suffice for the combined allied forces. When the last dish is washed, I scrub the floor, then proceed to peel all the potatoes in Aroostook. After I have proved that I would make an ideal housewife, Lieutenant Ruppert, recognizing my superior ability, keeps me constantly on the job. Other men can sing of 'Flanders fields where poppies grow', but my song must be

> 'In mess-shack where the dust doth blow
> Between the benches row on row.'

That's where I fought out the war.7

The academic work of the first semester of 1918-19 had been so badly disrupted, both by the SATC schedule and by influenza, that when students dispersed to their homes in December, it was uncertain how many would return in January. It was assumed that most of the women would be back, but what about the men, whose instruction, housing, and sustenance had been paid by the government? How many would find it financially possible to return?
President Roberts issued to those men and their parents the following appeal:

Members of the SATC should make every effort to complete the year’s work here at Colby. A year just now is altogether too valuable to be wasted. The College stands ready to provide financial help for all who need it. There are plenty of opportunities for self-help. The training of the past three months and the academic work from January to June will together make a thoroughly good year of preparation for the future. It is an opportunity we cannot afford to neglect.

Professor Henry W. Brown, who at that time served as secretary of the College YMCA, did a remarkable job in finding work for many returning men. Waterville citizens were generously responsive to the need; the College increased its scholarship appropriation; and a loan fund was established. As a result, in January, 1919, there returned to college a total of 211 men, actually 23 more than had been enrolled in the fall of 1917, when the minimum draft age had still stood at twenty-one years. By classes the enrollment figures were:

<table>
<thead>
<tr>
<th>Class</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Seniors</td>
<td>24</td>
<td>26</td>
<td>50</td>
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<tr>
<td>Juniors</td>
<td>30</td>
<td>20</td>
<td>50</td>
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<tr>
<td>Sophomores</td>
<td>61</td>
<td>51</td>
<td>112</td>
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<tr>
<td>Freshmen</td>
<td>74</td>
<td>47</td>
<td>121</td>
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<tr>
<td>Special</td>
<td>22</td>
<td>9</td>
<td>31</td>
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<td></td>
<td>211</td>
<td>153</td>
<td>364</td>
</tr>
</tbody>
</table>

This remarkable achievement must be credited almost wholly to the persistent efforts of President Roberts and to the implicit confidence of students in his ability and determination to see them through financial difficulties. That Colby enrollment so rapidly returned to normal and moved on to new heights was due chiefly to the man at the helm.

President Roberts pushed forward plans for return of former students at the opening of the second semester on March first. A large number of Colby men who had been in active service now sought to complete their college course. On February 19 President Roberts told the faculty that he already had so many assurances of return by these men that their cases required special action.

This was the first mention in the faculty records of the important matter of academic credit for war service. The President pointed out that Dartmouth had adopted the policy of a full year of college credit for a year’s service in the armed forces, while Harvard issued to such men a diploma bearing the statement that part of the credit was for war service. The President then stated that Colby was prepared to be liberal to returning students who had seen service, and that men who returned that spring and would normally have graduated in June, 1919, ought to be given their degrees if they completed satisfactorily the final semester.

President Roberts asked and received faculty approval of his disposition of the case of a young man who later became Central Maine’s most famous specialist in diseases of the eye. “I told Howard Hill,” said Roberts, “that he had better enter medical school at once, rather than return here to graduate in June. I assured him he would be given his Colby diploma when he finished his first year at medical school.”
In April, 1919, in response to a vote of the Trustees, President Roberts appointed Professors Libby, Grover and Taylor a committee to make recommendations to the faculty concerning a definite plan of academic credit for service experience. The committee proceeded to ascertain the practice at other colleges, and on June 12 reported that no uniform policy had been developed, but that each college was acting on its own initiative. Amherst was granting the degree to men who lacked no more than a year of course credits necessary for graduation. Dartmouth granted fifteen semester hours to men who had been in the service from three to nine months, and thirty hours (equivalent to a full college year) to those whose service exceeded nine months. To men who returned to college between January and June of 1919, and completed that semester, Bowdoin gave a full year's credit, and men unable to return were presented certificates of honor. Bates had adopted a plan which offered a full year of college work during the months remaining between the demobilization of SATC and commencement; the period from January to April constituting one semester, and the period from April to June another semester. Surprisingly the President of the University of Maine had reported no demand for war credit on the part of the University's returning service men. He wrote: "They are anxious to get back to the University and do the work necessary for their degrees."

Action having already been taken to give returning service men at Colby an opportunity to complete as much as a year's work between January and June of 1919, the faculty adopted the following recommendations of the Libby committee to govern the granting of war credit to students returning after June, 1919.

1. That all men who left college to enter military service be encouraged in every legitimate way to return and complete their education.
2. That each case be considered on its merits and no blanket rule be adopted concerning academic credit for war service.
3. That to former students with war service who now enter upon professional study in law, medicine, divinity, or technology, the college grant the usual college diploma when such students shall have completed the first year's work in professional school, provided each such student shall have had at least one year of military service.
4. That each student who applies for credits for military service and who had completed such college work as to place him within one year of graduation, shall be required to furnish a certified military record, showing time of enlistment and discharge. His case shall then be referred to a special committee of the faculty for full review and with power to determine whether the time devoted to military work and its character shall entitle the applicant to a Colby degree without further attendance at the College.

In spite of the confusion and frustration caused by the SATC, the experience had convinced the college authorities that some permanent arrangement with the government would be a safeguard in case of the recurrence of war. The President therefore appointed Professors Black, Parmenter, and Ashcraft a committee to investigate the possibility of establishing a unit of the Reserve Officers Training Corps. After a thorough study of the plan, and considerable correspondence with Washington, the committee reported that they considered the plan not feasible at Colby, although some other plan could perhaps be worked out that would be more attractive to students. The matter was then dropped, and Colby had to wait
for a new war and a new campus before a unit of any ROTC was established in 1951.

As soon as the SATC had departed, the fraternities were revived. On January 10, 1919, the *Echo* said:

Three months ago, on the establishment of the SATC unit, no one knew what attitude the government would take toward fraternities. Consequently all six of our fraternities adopted a hesitant policy. Pledge-pins were just beginning to appear when the government ordered suspension of all fraternity activities. Now that the SATC has been disbanded and we are all civilians again, the fraternities are returning to their natural existence. Nearly all have resumed living in their houses, which have suffered much from their occupancy by strangers who have given the places careless treatment. It is a great relief to all fraternity men to be again in control of their residences.

Thanks to the wisdom, patience, and patriotism of President Roberts, the careful financial management of Treasurer Frank Hubbard, the over-time, uncompensated hours of a loyal faculty, and the enthusiastic response of the students, the College had come through the trying experience of war triumphantly. In June, 1919, Colby issued her first degrees to returning veterans. College work was again normal, and attention could be given to the coming celebration of Colby's hundredth anniversary.
LONG before the momentous June days of 1920, when Colby celebrated the completion of its first hundred years, the authorities had laid plans for that significant observance. In Chapter XVIII we have shown that the year 1870 had been selected for the fiftieth anniversary because the institution, despite its 1813 charter and its 1818 beginning of classes, was not a degree-granting college until it received its new charter from the State of Maine in 1820. That conclusion is supported by a statement published in the New York Times on March 2, 1913.

Colby College, which was brought into existence by the act of the Massachusetts Legislature on February 27, 1813, granting a charter to the Maine Literary and Theological Institution, celebrated its one hundredth anniversary on Thursday. The year before, in 1812, a charter committee named by the Baptist associations of Maine, had labored vainly to obtain a charter, and it was granted in 1813 only on condition that the institution should not give collegiate degrees. For this reason there was no formal celebration this week at Colby, the college trustees deciding to wait until 1920, one hundred years after the State of Maine empowered the college to confer degrees.

The first mention of the coming centennial did indeed occur in 1913, but it was four months after the date of the hundredth anniversary of the charter. On June 23, 1913, the Trustees appointed a committee, composed of President Roberts, Emery Gibbs, and Fred Preble, to consider proper observance of the one hundredth anniversary of the College. A year later the committee was continued and was instructed to report at the mid-winter meeting. On January 28, 1915, it recommended:

1. That a thoroughly planned and an efficiently conducted campaign be undertaken for a very large increase of the endowment fund.

2. That, at the next commencement, a special committee be appointed, to which shall be given full power and ample scope for the realization of the plan.

3. That the centennial celebration itself be made as significant as the noble history of the college justly demands, and as far reaching as the present great achievements of the college rightfully deserve.

4. That, inasmuch as two years, in the judgment of the committee, seems sufficient time to arrange for the exercises of the celebration,
it is not necessary at present to take into definite consideration the matter of public demonstration.

5. That, when the suitable time comes for exact and energetic action, a special committee be named to arrange for and carry out the most complete and inspiring program that can be devised.

Thus matters stood until December 21, 1918, a little more than a month after the signing of the armistice that ended World War I. Peace had returned to the nation, and plans could now be definitely formulated for the Colby centennial. The Trustees therefore instructed their chairman, Judge Leslie C. Cornish, to name a committee to arrange for the occasion. Judge Cornish appointed one professor and four trustees on that important committee, with the professor as chairman. Comprising the committee were Professor Herbert C. Libby, Norman L. Bassett, Woodman Bradbury, Rex Dodge, and Reuben Wesley Dunn.

The choice of committee chairman assured a magnificent and efficiently managed centennial, for every task to which Professor Libby had given his attention since President Roberts called him to the faculty in 1909 had been brought to a successful conclusion. Long before 1920 his Department of Public Speaking had won wide renown. It became a "must" with Colby students to take Libby's Public Speaking, and many a timid boy first gained his ability to face a group of people with convincing words under Libby's dynamic, sometimes sarcastic, but always helpful instruction. He had induced prominent alumni to donate prizes for a whole series of speaking contests. While they were still undergraduates, his students had been sent by him throughout Maine, to deliver addresses on public occasions, such as Memorial Day. Furthermore, Libby knew his boys and followed their careers after they left college.

With such unfailing interest in Colby's product, it was natural that, when the founder of the Colby Alumnus, Librarian Charles P. Chipman, gave up its editorship, Libby should take over the alumni magazine. And what a magazine he made it! No adequate history of the College would be possible without constant reference to its files.

When World War I called for Colby men to enter the service, Libby determined that every enlistment, every promotion, and every significant happening to every Colby man in the war should be recorded. From the summer issue of 1917 until long after the armistice, he filled every quarterly issue of the Alumnus with Colby's contribution to the war and the effect of the war upon Colby. It is his voluminous account of the SATC that has furnished much of the material for the previous chapter. During the war he kept up an enormous correspondence with Colby men in the service.

When it fell to Judge Cornish to appoint a centennial committee, the Judge well knew that one Colby man was closer to the alumni than was any other individual, and he knew also that here was a man who would see the task through to brilliant success. Judge Cornish unhesitatingly named Herbert Libby as the committee chairman.

The intended scope of the celebration was revealed in the fall of 1919, when Chairman Libby announced the formation of twenty-two special committees, divided into five groups, each responsible to one of the five members of the general committee. In Group I, responsible to Mr. Bassett, were the committee on Speakers with George Otis Smith, 1893, as chairman; the committee on the Anniversary Dinner, headed by Harry S. Brown, 1899; and the committee on Memorial Services, chaired by Franklin W. Johnson, 1891. Group II, responsible
to Mr. Bradbury, contained the committee on Pageant, under Miss Adelle Gilpatrick, 1892; on College Sing, under Cecil M. Daggett, 1905; on Alumnae Luncheon, under Miss Florence E. Dunn, 1896; and on Class Reunions, under Leon C. Guptill, 1909. In Group III, responsible to Mr. Dodge, were the committees on Publicity, headed by Fred Owen, 1887; on Music and Concerts, under J. Colby Bassett, 1895; on Torchlight Parade, under John Nelson, 1898; on Alumni Luncheon, under Hartstein Page, 1880, and on the College Song Book, headed by Stephen Bean, 1905. Group IV, responsible to Mr. Dunn, had important historical responsibilities. The Committee on History of Colby was headed by Dana W. Hall, 1890, and contained such rather well known alumni as William Crawford, 1882, Mary Low Carver, 1875, Edward Mathews, 1891, William H. Looney, 1877, and Clarence Meleney, 1876. The Trustees had commissioned Edwin C. Whittemore, 1879, "to enter at once upon the work of writing a history of the College to be ready for distribution at the Centenary Celebration." It was the duty of the Committee on History to arrange for publication and distribution of Dr. Whittemore's book. Because of the pressure of his denominational duties, Dr. Whittemore was unable to complete his history in time for the centennial, although he was able to report substantial progress at that time. The book was eventually published in 1927.

Another committee in Group IV was that on the General Catalogue, headed by Professor Charles P. Chipman. As editor of that 1920 General Catalogue Professor Chipman accomplished a task for which many Colby alumni have been grateful. It is highly regrettable that no issue of that comprehensive alumni directory has been published in the forty years that have since elapsed. An occasional directory of living alumni is not enough. Every college should publish, at intervals not longer than ten years, complete summarized information about all persons, living and dead, who have ever been connected with the institution.

The dates for observing Colby's hundredth anniversary were deliberately set late in June to accommodate the large number of alumni teaching in public and private schools, as well as in other colleges and universities. It was felt that the last week in June would avoid any possible conflict with other graduations. So it came about that a vast horde of Colby men and women assembled in Waterville for the exercises which extended from June 26 to 30.

On Saturday evening, June 26, the program began with the usual Junior Exhibition in the First Baptist Church. On the following morning, in the City Opera House, President Roberts delivered the baccalaureate sermon, taking as his text, "Give and it shall be given unto you." Conscious that there were ultra-conservatives among the Baptists who complained that Colby was not strict enough in teaching Baptist tenets, Roberts made definitely clear his own position as head of the College.

A Christian college is not a place where Baptist Latin or Baptist chemistry is taught, but rather a place where wisdom is held to be quite as important as knowledge; where learning is looked upon as a means of life and not as an end in itself; and where character is considered quite as necessary as scholarship for human equipment. Other things being equal, I believe one gets a sounder education under teachers who are men of religious faith than under those who are not. The philosopher or scientist who takes it for granted that this is God's world and He is working out His plan and purpose in it, is more likely to find the truth than he who begins by eliminating God from the universe.
On Sunday afternoon, in a big auditorium tent erected on the campus, were held appropriate exercises in memory of the nineteen Colby men who had died in the First World War. With his customary eloquence, Professor Libby told of Colby's experience in the war, and proudly announced that 675 of Colby's 2300 living male alumni had been in some form of the military service, and that more than half of the 675 had risen above the rank of private. Fifteen Colby men had been cited for distinguished service. Of the nineteen Colby men who gave their lives, Professor Libby said, "With but one exception, I knew all of them personally. Most of them I taught in my classes. From many of them I had received personal letters while they tarried in camps and later when they crossed the dangerous seas to engage the foe on foreign soil."

Representing the armed services on the program was General Herbert M. Lord, 1884, Director of Finance of the U. S. Army. Following his address, the assembled Colby veterans of the war marched forward in ordered ranks to be presented individually by President Roberts to General Lord, who pinned on each man's breast the Colby service medal, designed by Norman Bassett. The medal's obverse side showed a soldier and a sailor leaving a college classroom; on the reverse side Elijah Parish Lovejoy was shown defending his press. Most moving scene of all was the presentation of medals to the parents of those Colby men who would never return.

On Sunday evening President William Faunce of Brown delivered the Phi Beta Kappa address on the topic "The Meaning of America."

On Monday afternoon appropriate exercises marked the presentation to the College of the Lovejoy bookcase. The principal speaker was Norman Bassett, who portrayed Elijah Lovejoy in the centennial pageant, and who had spent many years collecting Lovejoy memorabilia for Colby. Mr. Bassett described how the bookcase was made and how it happened to come to the College.

Lovejoy's home on Cherry Street in Alton was a plain square two story house; to this home he brought his wife and little son. The house was taken down in 1890. Visiting in Alton at this time was David Loomis, the sole survivor among those who had defended Lovejoy's press on the tragic evening of November 7, 1837. Loomis took from the old house several timbers, from which he caused to be made a bookcase. Upon Loomis' death, his niece, Mrs. George K. Hopkins, became the owner of the case. Learning of our centennial, she decided that the place to put this memorial permanently was Lovejoy's college. And here it is!2

Accepting the bookcase for the Trustees, Judge Wing made appropriate remarks and placed, as the first book in the case, a rare volume bearing on its title page "Memoir of the Rev. Elijah Parish Lovejoy, who was murdered in defense of the liberty of the press at Alton, Illinois, November 7, 1837. With an introduction by John Quincy Adams. Published by John S. Taylor, Corner of Park Row and Spruce Street, New York, 1838."

On Tuesday afternoon was presented the Centennial Pageant, depicting the development of the College from its earliest days. The author was Miss Adelle Gilpatrick, 1892, and the producing director was Miss Lotta Clark of Boston. The production was given out of doors on the lower campus between South College and the river. The musical chorus was directed by Mrs. Clarence White and Mrs. Harriet Bessey was in charge of costumes. The unfolding history of Colby was presented in eleven scenes: the Baptist Ideal, the Founding, the Martyrdom of Lovejoy, The Spirit of '61, Sam a Freed Slave, Colby's Daughters,
Colby's Preparatory Schools, Colby's Benefactors, Missions, The Great War, Colby of Today and Tomorrow. William Abbott Smith, 1891, portrayed the part of the first president, Jerenliah Chaplin, while Mrs. Chaplin was acted by Ethel Merriam Weeks, 1914. Sam Osborne was played by Thomas Grace, 1921; General Ben Butler by Cecil Daggett, 1905; George Dana Boardman by Ralph Bradley. The two most prominent women graduates, Louise Coburn and Mary Low Carver, were present in person, and they stood with President Roberts and Chairman Cornish in an impressive tableau. Altogether, more than three hundred different persons had some part in the magnificent pageant, which ended with the Centennial Hymn composed by Woodman Bradbury, 1887.

On Wednesday, the day marked as Commencement and Anniversary Day, the usual Commencement exercises and conferring of degrees were combined with the special centennial address by Shailer Mathews, 1884, Dean of the Divinity School of the University of Chicago. The longest procession ever to leave the old campus for any down town convocation point took more than half an hour to reach its destination. In line were representatives of the Federal Government and of the State of Maine. Among the members of the Maine Supreme Court who attended, three were Colby graduates: Chief Justice Leslie C. Cornish, Justice William Penn Whitehouse, and Justice Warren C. Philbrook. The many colleges and universities represented included Harvard, Yale, Columbia, Johns Hopkins, and Brown. Dr. Mathews' address was a brilliant summary of the major influences in American life during the century of Colby's history. His concluding sentences voiced a profound faith in Colby's part in the development of American democracy.

An educated democracy is self-directing. It does not wait for self-appointed leaders. It must and can act for itself. It is too great for any single leader. It breeds its leaders as it grows in power and ideals. Lovejoy and Lincoln voiced a spirit that they did not originate. The spirit was born of the people; they only gave it needed leadership. The task of our colleges is to make secure our national future by educating the mighty present. Colby's record in this task is secure. Throughout these hundred years it has stood for the ideals and institutions that have triumphed in the nation. Its halls have been the birthplace of that leadership which expresses democracy's ideas within democracy itself. It has championed liberty of thought and sanity of judgment. It has taught its students to distrust cleverness and to honor service; to hate hypocrites and to believe in men of honor; to act bravely and not wait upon the unknown. Our college has been both the creature and the inspiration of those spiritual forces which made the century which we celebrate truly significant.

Two thousand persons gathered in the huge tent for the anniversary dinner, over which Judge Cornish ably presided. Governor Carl E. Milliken spoke for the State of Maine, and Judge Charles F. Johnson for the Federal Government. Colby's first woman graduate, Mary Low Carver, 1871, spoke for a thousand Colby women when she said:

We would bespeak for our Alma Mater not only lavish material gifts, but also a great spiritual endowment, to which an increasing procession of Colby women shall add color and charm and womanly worth. May these girls always come, from cultured city homes, from hillside farms
and forest hamlets, from lowly fisher huts beside the sea—may they come, an ever-growing wealth of eager-hearted maidenhood, voicing in surer tones the love and loyalty that the present Colby daughters bear this dear foster mother of their spiritual life.

Judge Harrington Putnam, 1870, a member of the Supreme Court of the State of New York, discussed contemporary conditions with which the college and the nation must now deal. Ernest C. Marriner, 1913, then a teacher at Hebron Academy, spoke for Colby's preparatory schools. Speaking for the other Maine colleges was President Kenneth C. M. Sills of Bowdoin. Representing the colleges outside the State was Dean Otis Randall of Brown.

On Wednesday evening the celebration program closed with a band concert and grand illumination of the campus.

The climax of the Colby Centennial was the successful completion of President Roberts' campaign to raise half a million dollars of additional endowment. It was indeed a personal triumph for Roberts. Almost every dollar had been secured by his own direct solicitation. He had received no assistance from professional fund raisers, and he had no organization of class agents at his command.

As early as 1914 Roberts had envisioned the raising of half a million dollars before the college centennial should be celebrated in 1920. After frustrating attempts to interest various foundations, he had finally secured a promise from the General Education Board of $125,000 on condition that the college raise the remaining $375,000 from its own constituency.

Roberts' hopes had been raised appreciably when, at the June meeting of the Trustees in 1916, Colonel Richard C. Shannon offered to match the gift of the General Education Board. His generous offer was surprising as well as gratifying, because just a year earlier, when the European War was in its early stage and the United States seemed unlikely to be drawn into it, Shannon had voiced strong opposition to launching a Colby campaign at that time. But, during the year, he had found that gifts to private philanthropy, instead of being curtailed by war interest, had actually increased. Hence he now not only advised that the campaign proceed, but personally pledged a fourth of the total amount sought.

The Colby Trustees therefore agreed to conditions set by the General Education Board, that the College must secure pledges amounting to $375,000 before January 1, 1919, and that the same amount must be fully paid by June 1, 1920. When the United States entered the war in 1917, it seemed unlikely that those terms could be fulfilled. The Education Board therefore granted an extension of time. The pledge deadline was extended from January 1, 1919 to July 1, 1920, and the payment deadline from June 1, 1920 to December 1, 1921.

After the armistice the campaign was vigorously revived. At the centennial dinner on June 16, 1920, President Roberts proudly reported that, instead of stopping at $375,000, including Colonel Shannon's gift, payments and pledges, in addition to the General Education Board's $125,000, amounted to $445,000, a total that exceeded the Board's requirement by $70,000. The President further reported that already cash payments amounted to $409,198, leaving less than $36,000 still to be collected on outstanding pledges.

More than 1700 alumni had subscribed to the fund, and non-Colby subscribers exceeded a hundred. President Roberts was right when he said, "This endowment campaign has quickened the loyalty of the friends of the College and has made new friends for our cause." In 1921, the College endowment, which
two years earlier had been scarcely $800,000, stood at $1,442,000. For the first
time Colby had become a million dollar college.

The Trustees, recognizing that what was called the Centennial Fund might
well have been named the Roberts Endowment Fund, spread upon their records
the following tribute to their president.

With full recognition of the valued aid of many friends who have co-
operated, the Board realizes that the success of the campaign is largely
the personal achievement of President Roberts, and becomes a great,
though not the paramount service rendered by him to his Alma Mater.
The Board congratulates President Roberts on the success of the great
task he set out to perform, a task vital to the continuance and improve-
ment of the College. With its gratitude and appreciation it pledges to
him a corresponding loyalty in the service of the greater Colby to which
success of this campaign now opens the door.

One object of the campaign had been to increase faculty salaries, which re-
mained woefully low in comparison with other New England colleges. Through the
first ten years of Arthur Roberts' administration, the maximum salary for a full
professor was $1800, and Roberts had done well to restore the old maximum of
$1800, which had been reduced in President White's time to $1600. So satisfied
were the officers of the General Education Board with Colby's vigorous and suc-
cessful campaign for half a million dollars that they promised an additional sum
of $35,000 to provide salary increases: $15,000 for 1920-21, $12,000 for 1921-22,
and $8000 for 1922-23. One reason for the Board's action was the genuine
interest shown by the Colby Trustees when, without outside help, in 1919, they
increased the maximum salary to $2000. Now, thanks to the General Education
Board and the income from the new endowment, the Trustees felt justified in
raising salaries in all ranks, from the youngest instructor to the oldest professor.
Full professors received the hitherto unprecedented raise of $750, bringing their
new maximum to $2750, and no faculty member, even of instructor grade, was
paid less than $1800. Modest as those salaries seem when compared with 1960
figures, they were far in advance of the promised but seldom fully paid salaries
of Jeremiah Chaplin and Avery Briggs a hundred years earlier.

Thanks to the ability of Arthur Roberts to arouse and hold the loyalty of
hundreds of Colby men and women, the College was ready to face its second cen-
tury with renewed faith and firm assurance.
CHAPTER XXXI

Beginning The Second Century

The commencement program observing the Centennial had been so outstanding in 1920 that many alumni thought the following commencement would be a sad anti-climax. What those alumni overlooked was that the 1921 graduation had a claim to significance of its own. It was the one hundredth commencement since George Dana Boardman and Ephraim Tripp had been graduated in 1822.

Since 1909 the pattern of the Colby commencement had been firmly fixed. It began on Saturday evening with the Junior Exhibition. On Sunday morning came the Baccalaureate Sermon, followed in the evening by a sermon before the Christian Associations. Monday was known as Junior Class Day, and in the evening was held the President's Reception. Tuesday was Senior Class Day with morning exercises at the Baptist Church, continued in the afternoon in an outdoor program on the campus. At noon were held the Alumni and Alumnae luncheons, entirely separate functions. In the evening the guests listened to the Phi Beta Kappa Oration. Wednesday was graduation day, with two men and one woman selected from the class as speakers. The program was held at the Baptist Church, to which the academic procession, led by a brass band, marched from the campus. Behind the band came a cordon of police, followed by the President escorting the Governor of the State, and the Chairman of the Trustees escorting the most prominent person to receive an honorary degree. Behind the other trustees and recipients of honors came the faculty in order of rank, then the graduating class, and last the alumni by classes. After the exercises the long line marched back to the campus for the Commencement Dinner in the gymnasium. The five-day program ended with a band concert on the campus, Wednesday afternoon.

When Roberts approved of certain changes in the commencement program urged by the Class of 1921, little did he realize that Colby's one hundredth class would become one of the most famous for its continued loyalty to the College. For many years that class has stood either first or second in its contribution to the Alumni Fund. No other class has had so many members on the Board of Trustees. Besides Chairmen Neil Leonard and Reginald Sturtevant, board members from the Class of 1921 have been Raymond Spinney and Ray Holt.

The Class of 1921 insisted that their graduation be held at the City Opera House, as had the exercises of 1920, since the Baptist Church was no longer large enough to hold those who wished to attend. In its recognition of social activities, the College had traveled far since diplomas had been handed to George Dana Boardman and Ephraim Tripp in 1822, although it was not until the one hundredth graduating class in 1921 that the Senior Hop was at last recognized as officially a part of Commencement.
The choice of anniversary speaker was especially happy. Little did the popular alumnus who gave that address dream that only eight years later he would himself be President of the College. To that one hundredth graduating class Franklin W. Johnson spoke on "Aims of Education in a Democracy."

Some of the older members of the faculty must have cringed when they heard Johnson say that there is no such thing as transfer of abilities, that studying Latin or mathematics does not train the mind, but only sharpens certain limited mental qualities. "We must," said Johnson, "have a college curriculum based on the sound psychological concept of limited transfer of abilities."

The 1921 commencement was doubly significant as an anniversary; it marked not only the one hundredth graduation, but also the fiftieth year since the admission of women into the College. On Tuesday afternoon the girls gave a production of *As You Like It* on the lower campus, under the direction of Miss Exerene Flood. At anniversary exercises that evening in the Baptist Church, Colby's first woman graduate, Mary Low Carver, 1875, gave an historical address. Louise Coburn, 1877, read an original poem. The principal address, on "The Duties and Responsibilities of College Women," was given by a distinguished woman teacher, Professor Romiess Stevens of Teachers College, Columbia University.

One of the happy events of each Colby commencement during the Roberts years was the annual award of prizes. In 1921 there was a new prize, given in memory of Albion Woodbury Small for the best essay on a subject in economics or sociology. That prize was first awarded to a man who, next to Franklin Johnson, was to play the leading part in establishing the new college plant on Mayflower Hill. On that Commencement Day in 1921 Galen Eustis was only a Colby sophomore, but even then he showed his ability by winning the Albion Woodbury Small prize with his essay on "Americanization of the Foreign-born in Maine."

Scarcely had 1921 graduated before the alumni agitated for further changes in commencement. Rex Dodge, 1906, led a movement for the 'Dix Plan' of class reunions, whereby instead of meetings at five year intervals each class would hold reunion with certain other classes with which it had been in college. The plan was tried for three years, then abandoned as not in accord with alumni wishes.

More successful was the agitation for a weekend commencement. Its ardent promoter was Percy Williams, 1897, and in 1926 the *Colby Alumnus* took up the cause. The result was the establishment of a program which began on Friday and closed on Monday. For many years the opening event was the President's Reception on Friday evening and the closing event was the Commencement Dinner at noon on Monday; but after the move to Mayflower Hill the reception was changed to a greeting of the parents of graduates on Sunday afternoon, and the official program began with the Senior Dance on Friday evening. The Commencement Dinner was held on Sunday, following the Baccalaureate Sermon, and all came to a close with the graduation exercises on Monday morning.

As for the date of commencement, there has been a tendency since 1920 to hold it earlier and earlier. In 1921 the Trustees voted that, beginning in 1922, Commencement should be held on the Wednesday nearest the twentieth of June. That made the range of dates from June 17 to June 23. When the weekend commencement was established, the graduation date became the third Monday in June. When it became possible to hold commencements on Mayflower Hill, the date was fixed at the first June Monday with two digits, making the range from June 10 to 16. When it was later discovered that this plan brought the Colby
Commencement out of line with other Maine colleges in certain years, the range was again altered to June 6 to 12.

As the second Colby century got under way, enrollment increased rapidly. World War I had made deep inroads into the registration. Of the 198 men in college in the three under classes in April 1917, only 104 were enrolled in June, 1918. The entire college enrollment dropped from 422 to 349, although the women were little affected.

Immediately after the war, a new spurt began. The fall of 1920 saw 250 men and 209 women in attendance, a total registration exceeding by 37 the top enrollment of 1916-17. In September, 1922, the total figure for the first time exceeded 500, and only a year later it had increased twenty percent to surpass 600. In the fall of 1924 there were 373 men and 236 women; in 1925 the total mounted to 650, and in Roberts' last year, 1926-27, it reached 680.

The fear expressed when Roberts became President, that Colby no longer appealed to young men, had been completely dispelled. Men entering the college as freshmen were 114 in 1922, 119 in 1923, 139 in 1924, 150 in 1925, 141 in 1926. In that last year 47% of the entering men lived in Maine, as did 79% of the women. As had been the case throughout Colby's first hundred years, students from Maine continued to predominate during the first decade of its second century. Of the 459 students enrolled in 1920, 355 came from the local state. Only four other states were represented by more than five students: Massachusetts with 60, New Hampshire with 26, New York with 19, and Connecticut with 13. There were only three foreign students, two from China and one from Korea. In 1922, Maine students numbered 341, representing fourteen of Maine's sixteen counties. Next to Kennebec, Aroostook sent the largest delegation. Of the 679 students who were enrolled in 1927, the amazing total of 425 were residents of Maine. Only 51 of the 204 women then in college came from outside the state. Maine boys still accounted for more than half of the male enrollment, 221 of 424.

Faculty numbers grew as student enrollment increased. The teaching staff, totaling 28 in 1921, had swelled to 35 in 1926. Substantial as was this increase, additions to the faculty did not keep pace with rising student numbers. In 1921-22 the faculty-student ratio had been 1 to 17; in 1926-27 it had risen to 1 to 19. The leading American colleges had by that time established ratios not higher than 1 to 14, and they were striving for a proportion of 1 to 10.

It was during this period that Colby received a number of Chinese students, largely through the influence of Arthur Robinson, 1906, teacher in a mission school in China. In 1923 he sent to Colby two young men from Tientsin, one of whom died after only a few weeks in Waterville. Far from his native land, the remains of Li Fu Chi lie in the college lot in Pine Grove Cemetery. His companion, Li Su, made the remarkable achievement of completing all graduation requirements in a single year, receiving the Colby degree in 1924. He became a prominent banker and importer in China. In 1956 he spent several months in Waterville during a prolonged visit to the United States. He presented to the College several ornamental lanterns which now hang in the upper lobby of Roberts Union, and he placed on loan with the Colby Art Department a collection of Chinese pottery, which with a group of fellow bankers he had been able to remove from China before the Communist domination.

The years immediately following 1920 saw significant changes in curriculum and graduation requirements. The Class of 1922 was the first class to have sub-
ject majors. But it was the introduction of Business Administration that was the most spectacular curriculum advance.

The instigator of that movement was a prominent trustee, the Winthrop manufacturer, Herbert E. Wadsworth, 1892, who was later to endow a professorship in the new department. At the spring meeting of the Trustees in 1923, Wadsworth proposed that the College establish a course in Business Administration. He intended it to be actually a separated School of Business, with distinct curriculum. To investigate the proposal, President Roberts, Wadsworth, and Charles Gurney constituted a committee. In June, 1923, they reported.

We believe the needs of commerce and industry can be most efficiently met by men and women especially trained to meet the subjects necessarily arising in the conduct of modern commercial enterprises. We believe that Colby College, by immediately offering a course in Business Administration, will be meeting a requirement of a constantly growing class of students, and at the same time will put itself in the front rank of those whose curriculum expresses the changing conditions along educational lines.

We believe, however, that the work of the first year should be devoted to fundamental requirements of a college education, such as English, American History, Political Economy, Geography, Foreign Languages, and Mathematics, with special stress upon arithmetic and some elements of accounting. With no thought that this enumeration is exhaustive, we suggest the following subjects in the Business Administration course: Commercial Law, Foreign Exchange, Salesmanship, Transportation, Insurance, Corporation Law, Money and Banking, Advertising, Immigration, Manufacturing, Statistics, Investments, Industrial Relations, Public Service, Marketing, Taxation, Foreign and Domestic Trade.

We are not prepared to suggest at this time the wisdom of allowing the senior year to be utilized by the student in work out of college in some business venture, for which he shall be entitled to certain credit upon the submission of a report of his endeavors and the presentation of a thesis as preliminary to an appropriate degree. We recommend the immediate employment of a competent man to direct the department. We emphasize that the hour of opportunity is now before us. This course is constantly gaining strength in other institutions, and if we defer action, Colby will suffer by the delay while other colleges make notable advance.

On June 19, 1923, the Trustees voted to establish a Department of Business Administration and appropriated $3000 for the purpose. Contrary to Mr. Wadsworth's original plan, they voted not to establish a separate school, but to set up simply a new department in the college. The business students would have to meet the same entrance requirements and the same general graduation requirements as all other students, and the only real change was that students would now have an opportunity to elect Business Administration as a major field, just as they were already free to major in English or History or Chemistry or any other conventional subject.

At the spring meeting in 1924, Mr. Wadsworth reported that George Aufinger, Jr., had been appointed head of the new department and would begin the program in the fall of 1924 with the following courses: Elementary and Advanced Accounting, Corporation Finance, Business Law, and Statistics. Auf-
finger had graduated from Oberlin College in 1919, had been a graduate student at Leland Stanford in 1919-20, and had received the M.B.A. degree from Harvard in 1922. During the ten years preceding his coming to Colby, he had been employed by the Washburn Crosby Company of Minneapolis.

Such was the beginning of one of Colby's most important departments, a department to which there came as Auffinger's successor a young Colby graduate who became one of her most efficient and most noted teachers and administrators, Arthur Galen Eustis of the Class of 1923. Returning to the College in 1924 as Instructor in Economics, he had earned the M.B.A. degree at Harvard during a year's leave of absence in 1925-26, and had then rejoined the Colby faculty as Instructor in Business Administration.

In the early 1920's, thanks to the dynamic leadership of Professor Libby, Colby attained nation-wide reputation in debating. After several years of coaching successful teams and organizing an active Debating Society, Professor Libby secured for Colby a chapter of the national forensic society of Pi Kappa Delta. Although plenty of interested persons told him such a project was not feasible, Libby arranged to have four Colby students attend the national convention of Pi Kappa Delta at Indianola, Iowa, in 1922. Assisting the College in financing the trip were the Waterville Rotary Club, the Waterville Forum Club, and the Waterville-Winslow Chamber of Commerce. Shortly before the event, Libby had published a popular spelling book, and he generously devoted the proceeds of its sale to the debating trip.

It was no pleasure junket that took four Colby students to Iowa in the spring of 1922. Besides the serious business of the convention, a schedule of eight debates on the route to and from Iowa had been arranged by Professor Libby. Of the eight debates, one was conducted without formal decision. Of the remaining seven, Colby won five, losing only to the University of Notre Dame and to Berea College. The colleges whose debating teams lost to Colby were Western Reserve University, Cleveland; Kalamazoo, Michigan; Hedding at Galesburg, Illinois; Simpson at Indianola, Iowa; University of Colorado at the convention; and William and Mary, Virginia.

The young men who so ably represented Colby were Leonard Mayo, Clyde Russell, and George Wolstenholme, all of the Class of 1922, and Forrest Royal, 1923. On their way home they were entertained in Washington by Colby Alumni and were received at the White House by President Harding. When their train pulled into Waterville, those journeying debaters and their popular professor were met by the entire student body with band and torchlights, followed by a big bonfire on the athletic field. Their trip had covered 4575 miles in twenty states. For the first time they had made Colby well known outside New England.

After World War I the movement for summer schools, already well under way during the second decade of the century, gained momentum. Professor Libby and Trustee William Crawford urged the establishment of a summer school at Colby. At that time there was no thought of a program appealing to adults in general, or a program of the institute or workshop type, such as was later established at Mayflower Hill. In 1921, Libby and Crawford envisaged merely a summer school for teachers. Could such a school compete successfully with those already being conducted annually at Bates and the University of Maine? The Colby promoters believed that it could.

When nearly ten years had elapsed and no Colby summer school had been started, the Colby Alumnus, which had strongly supported the proposal from its start, showed its annoyance and frustration in an editorial.
Last year the *Alumnus* urged in season and out of season the importance of establishing a Colby Summer School. The special committee has done all it possibly can do, and has so reported to the Trustees. What the Board expects the committee still to do is not clear. Certain individuals have insisted that it would be well to know in advance just how many persons would attend such a school, but obviously it is not possible to ascertain that information. Enrollment in summer schools is determined largely by the courses offered and the reputation of the teaching staff. It is impossible to announce a curriculum until a teaching staff has been selected, and it is impossible to engage a teaching staff until the Trustees have voted to establish the school. It is doubtful if the committee can submit anything further to the Trustees at their June meeting. In that case, the committee may well be discharged and the project abandoned. The *Alumnus* desires to point out, however, that if the summer school idea is abandoned, those responsible must not hide behind specious reasoning. The *Alumnus* believes that a grave mistake is being made in not taking advantage of the present situation in Maine to establish a summer school at Colby.1

That *Alumnus* editorial was actually the swan song of the proposal. Although at their meeting in April, 1923, the Trustees voted that “the matter of summer school be deferred until the June meeting, when more detailed information may be before the Board,” the voluminous records of the June meeting contain no mention whatever of this subject.

The failure to make a favorable decision may not have been unwise. In retrospect it is easy to see that a third collegiate summer school in Maine would have encountered serious difficulty. Within a few years Bates abandoned its summer session as unprofitable; the state normal schools became degree-granting teachers' colleges with prominent summer sessions; and by 1930 the worst financial depression the country had ever known forced many a prospective attendant to forget all about summer school. The present marked success of summer sessions at Mayflower Hill proves that the Colby plant can be used effectively the year around, not by the conventional, highly competitive summer school, but by specialized summer programs of wide variety.

During the last years of the Roberts Administration, substantial improvements were made to the physical plant and others were definitely planned. Recitation Hall was completely renovated and a commodious steel vault was placed in the Treasurer's office in that building. The dingy old chapel was brightened and beautifully restored. The smoke gray walls were changed to a warm buff. The panels of the beamed ceiling were painted white. Attractive new fixtures provided soft, pleasing light. The wheezy old organ disappeared, to be replaced by a grand piano. Across the front of the platform appeared a low rail with carved posts, and thirty armed chairs provided seating for the faculty. On each side of the window behind the pulpit was a handsome flag-case, one for the American, the other for the college flag; and the window itself was draped in Colby gray. Directly behind the pulpit was a beautiful new chair for the President, with its plate bearing the following inscription: “The gift to Colby College, Arthur J. Roberts President, from Leslie C. Cornish, Class of '75 and Chairman of the Board of Trustees, at the Rededication of the Chapel, Friday, November 14, 1924, in the Evening before the November Meeting of the Trustees.”

Fine as were the improvements to chapel and Recitation Hall, the outstanding addition to the Colby plant, between 1920 and 1925, was the gift of a generous
woman who was not even a Colby graduate. Mrs. Eleanora Woodman of Winthrop made the first of her many significant gifts to the College by assuring Trustee Herbert Wadsworth that she would provide funds for a spacious stadium on the Colby athletic field. She desired that the structure be a memorial to Colby men who had served in the First World War. On June 20, 1922, the stadium was appropriately dedicated, with presentation by Mrs. Woodman and acceptance by Chairman Cornish. Mr. Wadsworth's own Class of 1892 presented the new staff and flag that rose in front of the serried stands.

In 1924 Mrs. Woodman placed on the old campus the substantial and attractive concrete walks that made it unnecessary for students and faculty to wade through mud or balance themselves precariously on the narrow duck-boards. The Class of 1902, under the impetus of Professor Libby, presented the Memorial Gate, at the main College Avenue entrance, in 1927.

Before President Roberts' administration ended, plans were well under way for two additional buildings, one for men, the other for women. The story of the successful campaign to erect the Field House will be told in a later chapter on Athletics. The even more thrilling story of the women's victory over almost overwhelming odds to assure the Alumnae Building, for the health, physical education, and recreation of Colby girls, will have its place in the chapter on Women at Colby.

Here, however, a few words should be said about the development of physical education for both sexes at Colby during those early years of the century's third decade. By 1920 both the athletic and the physical training situation for men had become chaotic. Hence the Trustees decided to create a Department of Physical Education, and authorized an Alumni Governing Committee, under the chairmanship of Archer Jordan, 1895, to cooperate with President Roberts in determining the scope and organization. C. Harry Edwards, a young graduate of Springfield College, was appointed as director. Edwards established a sound program of physical education, paving the way for even more substantial improvements to be made later by the combined efforts of President Franklin Johnson and Edwards' successor, Professor Gilbert Loeb.

It was the fortunate choice of Miss Ninetta Runnals, 1907, as Dean of Women that brought to Colby girls not only a progressive program of health and physical education, but many other forward steps which will be fully recorded in a later chapter. Miss Runnals was determined that the part-time, low paid service of a person merely to supervise gymnastic exercises should be replaced by a respectable program of health and physical education. She won that battle, persuaded Mrs. Woodman to equip a woman's infirmary and supply a full-time nurse, organized the Women's Health League, made sure that only intra-mural games would ever compose the women's athletic program, and finally saw the completion of the Alumnae Building.

After the war, President Roberts continued the custom of an annual Colby Night, and each year just before the principal home football game, as the Echo put it, "The whole crowd made a wild rush for the tables, piled high with sandwiches, doughnuts, coffee and apples, over which presided the genial 'Chef' of SATC days, Fred Weymouth." When Fred Short resigned as college janitor, to go into the plumbing business in 1918, he was succeeded by Weymouth, who for more than twenty years continued not only to supervise the student maintenance workers, but also prepared the annual Alumni Luncheon and Commencement Dinner.
Himself a member of Phi Delta Theta, President Roberts believed in the fraternity system and constantly encouraged the several Colby chapters to be more than social clubs. He was especially pleased in 1921, when Delta Upsilon sponsored a lyceum course of lectures, bringing to Waterville, among its speakers, Rabbi Stephen Wise. But Roberts always insisted that his favorite Colby fraternity was his personally founded “Sons of Colby.” Beginning in 1921, he annually assembled at his home all the boys who were sons or grandsons of Colby alumni, and he saw to it that their group picture appeared in each year’s Oracle. Later the plan spread to the Women’s Division, and eventually the organization became “The Sons and Daughters of Colby.”

In 1920 began the annual award of the Condon Medal. Randall J. Condon, 1886, long Superintendent of Schools of Cincinnati, Ohio, author of outstanding textbooks for the elementary schools, and once introduced to an international gathering as “the best superintendent of schools in America,” designed a beautiful medal and provided the funds to give it annually to that member of the senior class, either man or woman, who, by vote of classmates and the approval of the faculty, should be deemed to have been the best college citizen.

At the Commencement Dinner in 1925, President Roberts pointed out that, in no small degree, the success of a college lay in its ability to hold its faculty. Proudly he listed the tenure of five men: Taylor 56 years, Marquardt 33, White 22, Parmenter 21, and Chester 20. Roberts himself had been at the College 33 years, and among the younger men of the faculty Professor Libby could already count fifteen years. Within two years Marquardt had died, but Taylor continued to teach beyond sixty years of service, and many years were to elapse before the retirement of White, Parmenter, and Chester.

There had long been speculation as to the reasons why young men and women chose to attend Colby. In 1924 the Editor of the Colby Echo, Joseph Cobburn Smith, decided to find out. It was the new era of the questionnaire, and Smith devised such a paper for circulation among the students. It went farther than questions about entrance, as it probed into different phases of college life.

Asked what influences induced them to enter Colby, 137 men and 25 women indicated the motivation came from parents, relatives, or friends. The academic reputation was named by 29 men and 7 women; and its reputation in preparing teachers had motivated 30 men and 19 women. Only twelve men and no women had been induced by the low expense to attend Colby. A mere handful of twelve men had been stirred by athletics.

Asked what occupation they intended to pursue, 29 men and 25 women named teaching. Among the women no other occupation scored more than five votes, but of the men 29 planned to enter business, 27 would study law, 18 medicine, and eight engineering. Five men wanted to become journalists and three would be athletic coaches. Thirty-seven men and six women were “undecided.”

For sport participation, the men’s favorite was football, followed closely by baseball. Both tennis and track outranked basketball. Golf had only four adherents. For the women the favorite sport was field hockey, followed by tennis and softball. As a spectator sport, both sexes overwhelmingly preferred football. It got 122 votes to 34 for baseball.

On the financial side, three-quarters of the men and three-fifths of the women said that they were working their way, at least in part. Besides college janitorial work, some of the ways Colby men found to earn money were tending furnace; running a college agency for laundry, cleaner, or other service; high school coaching; chauffeur; playing in dance orchestra; working in a restaurant; and news-
paper writing. Editor Smith estimated that, including summer work, 120 Colby men earned about $350 a year each toward their college expenses.

Smith asked bluntly whether the responding student would prefer a Colby "C" or a Phi Beta Kappa key. Of the men, 97 preferred the key and 77 the letter. Among the women, only nine would have the letter rather than the key. Asked what student office would be most valuable to its holder in later years, 52 men said Editor of the Echo, 33 President of Student Council, and 22 Manager of a sport. Only four men thought the captaincy of football would be important in a later career. The women's choice was predominantly for President of Student Government, although President of the YWCA was not far behind.
In 1920 began the annual publication of the German Monthly, founded at London in 1880, Long Association of J.R. and Cincinnati. One, meant to publicize multiply the University's work, and other institutions to the general body of intellectuals who were interested in American literature. A bulletin model of those are to be found in the annals of the office. The city of Columbia and the annals of the faculty. Would be desired to have the library of the city college columns.

As the Correspondent puts it in 1892, (signatures missing) please not that at these times, the chapter of a college by its ability to polish its policy. Faculty of law, the annual on March. Taylor 35 years, Marshall 32. White 35. Ramsey, 21, and Charles 21. P. T. Barnum had been at the College 38 years, but among the 30 years of the faculty Professor Lister could already count 30 years. While two years Marshall had died, but Taylor continued to work for fifty years more. In 1896, 19 years more to obtain before the retirement of W.W. Ramsey and Charles.

Taylor Die. (signatures missing). to the variant who younger men and women close to attend College. In 1934 the Baker of the College's 60, Joseph Vincent, Junior, decided to stop out. It was the one key in the accomplishment, and they carried such a galvanic impression among the students. At that time there was organized about artistry, as it proved the different phases of college life. Asked when freshmen entered them to enter College, 127 men and 12 women. The percentage of freshmen from parents relative, or friends. The freshman percentage was raised to 30 men and 2 women, and 10 students in most. The percentage of students and women caused by the low expense in most College. Of the 201 students, 196 men had been served by students.

Asked what occupation they liked, 89 men and 13 women wanted teaching. Among the women the other occupations, raised more than five years, but of the men 38 planned to enter business. 37 would study law, 18 medicine, and 8 engineering. The men wanted to become journalists and there would be doctors. Thirty-seven men and 10 women were "undecided." The first characteristic, the men's favorite sport was football, followed closely by horseback. Both games and track outranked basketball. Golf had only fever.

For the women's favorite sport was field hockey, followed by tennis and equestrian. As a spectator sport, both men overwhelmingly preferred football. 44 172 versus 34 for baseball.

On the financial side, three-quarters of the men and three-fifths of the women said that they were working their way, at least by part. Besides college-related work, some of the study (signatures missing) were: men mostly were taking courses, working to a college, others as a salesclerk, clear, or other service. High school teacher, most others playing in student orchestra, working in a restaurant, and some...
CHAPTER XXXII

The Passing Of Roberts

After the centennial, President Roberts continued to give persistent attention to college finances. The year showed a deficit of nearly $14,000, but because that was almost exactly the cost of the centennial celebration, the actual operating expenses of the College had not exceeded income. Determined that proceeds of the 1921 Christmas Fund should wipe out the deficit, Roberts pushed that fund to the highest level it had yet achieved.

Part of the half million dollars raised in the Centennial Fund had been intended to produce income to increase faculty salaries. Realizing that it would take several years to collect the pledges, the General Education Board had agreed to give, in addition to its gift of $125,000 to the Fund, annual decreasing sums for a period of three years, at the end of which the College must take over the burden. Those special gifts amounted to $15,000 in 1920-21; $12,000 in 1921-22; and $8,000 in 1922-23.

Roberts was quick to see that the new capital of $500,000 would not be enough to meet the rapidly increasing needs. He proposed an immediate campaign for additional endowment of $150,000, and in June, 1920, the Trustees voted to request the General Education Board for one third of that amount, on condition that the College raise the remaining two-thirds. In November the General Education Board agreed to that proposal.

The decision to raise additional money by a general solicitation aroused concern among the Baptist constituency of the College, because it seemed to conflict with the denomination's nation-wide campaign known as the New World Movement. The college trustees therefore asked for a conference of their representatives with those of the General Education Board and the Board of Promotion of the Northern Baptist Convention. In April, 1921, Dr. Frank Padelford reported on the happy outcome of that conference. The Board would give $50,000, in addition to its already generous grants, provided the College would raise another $100,000.

Roberts named the new campaign the Second Century Fund. In November, 1922, he reported that $80,000 of the $100,000 goal had been raised. Then, because of the disastrous fire in North College a month later, Roberts asked and was granted an extension by the General Education Board to April 1, 1923. When that date arrived, he was able to tell the Trustees: "The subscriptions now amount to over $125,000, of which $60,000 has already been paid."

Meanwhile the Baptist money was rolling in. By June, 1923, the College Treasurer had received more than $117,000, raised through the denomination's New World Movement. A year later collections on the Second Century Fund
Annuities for retiring faculty members were first considered effectively in 1924, when it was voted to take up with the Carnegie Foundation the matter of retirement pensions. It is true that twenty years earlier, in President White's time, an effort had been made to have Colby accepted under the then existing Carnegie plan, but that corporation had informed President White that the faculties of denominational colleges were not eligible. Toward the end of the second decade of the century the Carnegie Teachers Retirement Corporation had encountered serious difficulties, with the result that in its stead was organized the Teachers Insurance and Annuity Association, with a much more liberal policy. It was that new corporation, not the old Carnegie group, which was meant in the trustee vote in 1924. The *Colby Alumnus* explained the plan.

It involves the annual payment by the College of an amount equal to five per cent of the professor's salary and payment by him of an equal amount. At present rates of salary, assuming retirement at 68 years, the men now over forty would receive annually an average of $1230, varying with the age and salary of each. The largest amount would be $1806. As a teacher's salary increases, so does the amount of his retiring allowance.²

That last sentence in the *Alumnus* account proved to be too optimistic, because when salaries were indeed increased in 1928, the amounts paid as premiums were not immediately increased. The T.I.A.A. reported that the contract did not require the recognition of increased salaries, but that it was the common, almost universal practice of the cooperating colleges to do so. After two years of delay, the Colby Trustees decided to follow the common practice, and since 1930 there has never been any question about payment of five per cent of the teacher's salary regardless of the varying amounts of that salary during the teacher's tenure. At first the plan was voluntary, and a few members of the faculty did not participate. In 1940 it was made compulsory for all new members of the faculty above the rank of instructor.

Almost contemporaneous with the adoption of the annuity plan was the placing of a policy of group life insurance for those of the faculty who decided to participate. This gave each participant $2000 of insurance at very low cost. Shortly before the College adopted Social Security for all its employees in 1951, the group insurance plan was abandoned.

President Roberts' health began to fail in the winter of 1922-23, and those who knew him best said that he was never the same man physically after he passed through the ordeal of the fatal Lambda Chi Alpha fire in December, 1922. At three o'clock on the morning of Monday, December 4, the fire alarm sounded for a blaze in the north end of old North College, then occupied by the Lambda Chi Alpha fraternity. Before the flames were under control it was known that four occupants were missing. When firemen could at last search the ruins, they found the bodies of four students: Charles Treworgy, 1923, of East Surry; Alton Andrews, 1923, of Belfast; Norman Wardwell, 1925, of Newport; and Warren Frye, 1926, of Revere, Massachusetts. College and community were severely shocked.

Arthur Roberts bore the full brunt of the disaster. The bodies of the four victims were placed in his College Avenue home until the stricken parents could arrive. Time and again the President asked, "What could I have done to prevent this disaster?" Should he have forbidden the common fraternity practice
of "ram-pasture" sleeping—the use of the top floor for general sleeping quarters? The practice had long been criticized. But not one of the four men who lost their lives had been sleeping on that top floor; all of them had been in rooms on the lower floors. Should there have been better fire exits? The building was fully equipped with fire escapes, and one of the boys had died in a room where such an escape passed one of the windows. No, there seemed no reasonable precaution that the college authorities had not already taken.

Reason told Arthur Roberts that no blame attached to him, but he could not escape the emotional feeling that he might have done something more than had been done. He knew that he had a reputation for careful, even miserly, spending of college funds. Although he had spared no expense when student safety was concerned, perhaps other persons did not appreciate that fact. Then, too, Roberts was no cold-blooded executive. He regarded every male student as one of his boys. He could call every one of them by name. To have four of them lose their lives in a horrible fire was something that made a deep scar on the man they knew as "Rob."

Immediate response of the citizens of Waterville, with temporary housing for the students and with money to replace their lost possessions, revealed at once the good relations between town and gown during the Roberts administration. For many years the boys of Lambda Chi Alpha had good reason to express their gratitude to the people of Waterville.

Sensing that their President needed rest, the Trustees voted to provide Roberts and his wife with a trip to Europe in the spring of 1923, but Roberts insisted that he could not go until the Second Century Fund was fully secured. In the fall of 1923 that task had been accomplished, and Judge Cornish prevailed upon the President to take a European trip in the spring of 1924.

Instead of appointing one officer as Acting President during his absence, Roberts used a device which was to become a pattern for administration between his own death and the election of his successor. He placed administration in charge of a faculty committee composed of Professors Taylor, Parmenter, Ashcraft, and Libby. As chairman, Taylor presided at faculty meetings and was general administrator. Parmenter was the official spokesman for the college in public announcements. Libby acted as Freshman Adviser, attended to the President's mail, and took charge of admissions. Ashcraft was in charge of the chapel exercises. Thus, the Alumnus pointed out, it took four men even to try to fill Roberts' shoes. On his return, the President paid high tribute to the efficient work of the committee.

In spite of the long hours spent at his college duties, Arthur Roberts always found time for worthy community projects. He was the first President of the Waterville Rotary Club, prominent in the activities of the First Baptist Church, a member of the Waterville Board of Education, and on numerous civic committees. Recognition came to him from the business community when, in 1924, he was elected a director of the Maine Central Railroad.

The journey to Europe seemed to have done the President much good, but it soon became apparent that he was not a well man. Already he had lost the close companionship of several of the trustees whose advice and support he valued highly. In the fall of 1920 both Col. Richard C. Shannon and the Board's secretary, Wilford G. Chapman, had died. In 1922 Emery B. Gibbs and Judge William Penn Whitehouse passed away. Scarcely had he picked up the reins again when Roberts was hard hit by the death of the Board's Chairman and his very close friend, Judge Leslie C. Cornish, who died just a few days after the
1925 commencement. The following March saw the passing of his presidential predecessor, Albion Woodbury Small, and of the first woman graduate, Mary Low Carver. A month later died a trustee on whom Roberts had placed unusual dependency, Dana W. Hall. Within a few days of each other, in September 1926, died Frank Edmunds and Roberts' close Waterville friend, Dr. Frederick Thayer. Then, within six months passed away two members of the faculty, Benjamin C. Carter and Anton Marquardt; and in March, 1927, Colby lost another of her former presidents, Nathaniel Butler.

Asking Professor Taylor to preside at the 1927 Commencement, President Roberts went to Morristown, New Jersey, for treatment. There he died on October 11, 1927. It was to Professor Herbert Libby that Mrs. Roberts turned in her extremity. When it seemed that the President was sinking rapidly, she summoned Libby to Morristown, where he remained in constant attendance, and accompanied the President's body back to Waterville. Professor Libby has described the returning scene.

No one present will ever forget that scene at the Waterville station. When we alighted from the car, a very small group of sorrowing friends came forward to extend sympathy to Mrs. Roberts. But a little later, when we had gone to the College Avenue home to await the arrival of the body, the tramp of many feet was heard. Upon opening the door, we were amazed to find that a double line had been formed, extending from the threshold of the home, up the street all the way to the station. In that line were all members of the faculty and the entire student body. Ten selected undergraduates carried the body of their President into the house. It was a wonderful tribute to a beloved leader.

There were two funeral services, one at the College Chapel, the other at the Baptist Church. After prayers at the home, conducted by Dr. Edwin Whittemore, Roberts' pastor and close friend for many years, members of the Phi Delta Theta fraternity carried the casket to the Chapel. Professor Taylor presided at appropriate services, highlighted by a touching eulogy by Dr. Woodman Bradbury, 1887. A long procession then marched to the church. The streets of the city were lined with flags at half mast. All places of business, as well as the public schools, were closed. Assembled at the church was such a mass of mourning citizens as had never been seen before. Official representatives alone of more than forty organizations and institutions filled the body of the auditorium. With Dr. Whittemore presiding, the scripture was read by Rev. I. B. Mower; Rev. Frank W. Padelford, 1894, offered prayer; and the eulogy was delivered by Rev. Everett C. Herrick, 1898.

Permanent recognition of the life-long work of Arthur Roberts, begun in his lifetime with the naming of Roberts Hall on the old campus, continued after his death. The square near the railroad station, at the junction of College Avenue and Chaplin Street, was officially designated as Roberts Square. Later, one of the streets in the new Mayflower Hill section was named Roberts Avenue. When the alumni of the College decided to erect on the new campus a Men's Union, as focal center for male students, including central dining facilities, only one name seemed appropriate—Roberts Union. In 1928, Professor Carl J. Weber edited a volume of Roberts' writings under the title Footprints. The Trustees named in his honor the Roberts Professorship of English Literature. Dr. and Mrs. I. B.
Mower placed in the Chapel a tablet inscribed with one of Roberts' famous prayers:

We pray that at the center of the life of this college may stand the altar of service to others. May its fire purge us of selfish aims and purposes, so that all of us, here and everywhere, now and always, may with joy and gladness devote our lives to the promotion of the common good. We ask it in the name of Him who gave Himself for us. Amen.

Nowhere else is the personality of Arthur Roberts so well revealed as in notes taken day by day, at the chapel exercises during 1923-24, by a Colby freshman, Robert Waugh of the Class of 1927. Here are a few of President Roberts' memorable statements as that freshman took them down.

Our college spirit varies. When the waters are troubled, college does more for most students. The greatest enrichment comes in giving oneself for others. The hardworking life of a mother for her children is the abundant life.

You can be argued out of a faith that you have been argued into, but not out of an experience.

Most generalizations about college students are bosh. There is no type called a college student. There is no particular set of theological beliefs for college men. What you need is a satisfying religious faith, satisfying to you as an individual.

We should be thankful for the courage to keep on. A man may be down, but he is never out until he admits it.

No theory of evolution can account for the soul. We are more closely related to God than to the dumb creatures below us. Religion is not merely a matter of head and heart; it is also a matter of hands and feet.

The man who seeks perishable things is already dying.

Life is not measured by its length. Perhaps Theodore Roosevelt lived more life than did Methuselah.

God repeatedly forgives us because we need unlimited teaching.

What I hate about college discipline is that you have to punish fathers and mothers. All the evil seed a boy sows here is reaped by father and mother at home.

The most pathetic word in English is "almost"—almost passed the course, almost beat out the hit, almost got to class, almost a Christian.

That was the man who changed Colby College from a struggling institution with a few score students to a respected New England college with sound finances and a student body in excess of six hundred. When death removed him from the scene at the age of sixty, he would have been the first to say that much work remained to be done. But his own great task for Colby had been splendidly completed. It was now a college worthy of the attention of a Johnson and a Bixler.
When President Roberts finally submitted to the advice of his physicians and went to Morristown, New Jersey, shortly before college opened in the fall of 1927, he expected confidently to be back at his desk before Christmas. Adopting the administrative device which had worked so well during his European trip, he appointed a faculty committee to administer the college during his absence. He chose Professor Taylor as chairman, and as the other members Professors Parmenter, Libby, Ashcraft, Marriner and Weber.

On President Roberts' death, the committee was uncertain about its continuance because it had been appointed by Roberts and was responsible directly to him. Soon after Roberts' funeral, chairman Wadsworth ascertained that it was the unanimous opinion of the Trustees that the committee be empowered to administer the internal affairs of the College until the fall meeting of the Board in November, and Mr. Wadsworth informed Professor Taylor, "This action is intended to cover any and every matter of administration that may arise prior to the November meeting of the Board."

Professor Taylor attended the November meeting and reported on what the committee had done. The work had been divided among the several members so as to place no excessive burden on any one of them. Professor Parmenter, in cooperation with the Dean of Women, directed student social activities. Professor Ashcraft had charge of chapel. Professor Libby attended to the engagement and entertainment of visiting lecturers and performed numerous other duties. Professor Marriner was adviser to freshman men, and Professor Weber had charge of the men's dormitories. As chairman, Professor Taylor presided at faculty meetings, at public functions including commencement, and had charge of general administration. The Board was delighted to learn that Taylor had paid personal visits to many classrooms. Expressing appreciation of the committee's work, the Trustees confirmed the appointments and authorized the committee to administer the College until a new president should assume the duties of office.

In June, 1928, Dr. Taylor felt that his age and health would not permit him longer to carry the burden of the chairmanship. He agreed to remain a member of the committee, but insisted that the Board relieve him of the chairman's position. Reluctantly the Trustees agreed, and appointed Professor Marriner as chairman. The personnel of the committee was unchanged except for the addition of a very important member. After several years of absence, Miss Ninetta Runnals was induced to return as Dean of Women. Both Trustees and faculty already knew her sterling qualities, and she was at once appointed to the Executive Committee.
It was at once seen that enrollment might be a problem. Young people do not like to attend a college that has no head, however efficient a committee may be. Many a young person had chosen Colby because the dynamic Arthur J. Roberts was its president. When the Class of 1931 was recruited in the spring and summer of 1927, President Roberts was still living, but his health had not permitted him to keep up his usual practice of visiting the schools. Except for some visiting done by the librarian and other members of the faculty, the new class had been enrolled largely by Registrar Malcolm Mower. In 1926, Roberts had agreed that the college records could no longer be kept adequately by the part-time assignment of a faculty member, and he had selected the son of a prominent Baptist trustee, Rev. I. B. Mower, as Colby's first full-time registrar.

The fall of 1926 had seen 121 men and 78 women enter in the freshman class. In 1927 that total of 199 had dropped to 178. Although Mower had enrolled 115 men, the number of freshman women was only 63, a loss which could in no small measure be attributed to the absence of Dean Runnals. Because of high retaining power in the upper classes, however, the total enrollment for both 1926-27 and 1927-28 was exactly the same, 676.

When a new class entered in the autumn of 1928 the College felt keenly its lack of a president. The total college enrollment fell to 630. It was clear that restoration of public confidence in Colby depended upon the speedy election of a president.

It is only in retrospect that one can see clearly that Colby was then losing its appeal to prospective students. At the time everyone made light of the situation, and even saw in the numerical liability an academic asset. The Echo said:

> While the number is fewer than last year, the administration feels no alarm. The College is equipped to care well for 600 students. To accommodate more we need increased physical equipment that is very costly. Additional instructors can be engaged from increase in current funds, but those funds will not provide new classrooms, new laboratories, nor adequate library facilities. This year the Trustees limited the number of women, but every male applicant who could present full entrance credentials has been admitted.

For some time the faculty had been complaining that student numbers were sadly outgrowing the facilities. There was some rejoicing, therefore, in the teaching ranks when enrollment dropped nearer to what many regarded as the appropriate figure of six hundred. This led to an interesting controversy over the question whether admission should be restricted in the interests of quality. Hitherto any boy who could meet the minimum requirements for entrance was accepted, often with one or two of the necessary fifteen admission units to be worked off by examination after his actual enrollment. Professor Carl J. Weber, always an aggressive advocate of high academic standards, felt the time had come to adopt a restrictive policy.

In an article published in the Alumnus, he wrote:

> Our present student body has been more carefully selected than ever before. As we have approached and at times passed the limits of our ability to take proper care of those who have applied for admission, we have been able to pick and choose. Entrance examination standards have been raised. The numerical limit set by the Trustees on the women, and the limit set by our classroom and laboratory facilities on
the men, have made it possible to insist year by year on more vigorous intellectual standards. The welcome product of this care in selection is an extremely low mortality rate. Our senior class this year is the largest in the history of the College. The sophomores outnumber the juniors by only two. It isn’t a huge freshman class that indicates the intellectual life of a college, but how large a proportion of the class last through to senior year. The close approach to equal numbers in the four classes is an excellent condition.¹

The Editor of the Alumnus, Professor Libby, took sharp issue with the English professor.

The Alumnus takes exception to the statement that our present student body has been more carefully selected than ever before and the inference that limits have been set on the number of entering students. When it is said that we are selecting more carefully today, it is rather important to know in just what respect. There are no more important bases of selection than seriousness of purpose and giving a poor boy a fighting chance. The boy with honest purpose and fair ability and ambitious soul can get into Colby as easily now as he could 25 years ago. It is true that accommodations limit the number of girls from outside the city, but there is no limit on women commuters. Whenever there has been appreciable increase of students, more classrooms and laboratories have been provided. This whole idea of limiting numbers is nothing but a wail of despair. The prestige that comes from advertising a limited enrollment to a gullible world, then fails to live up to the advertising, is of doubtful benefit. Old Colby has never resorted to that method of advertising, and it is devoutly hoped that the day is far off when it ever will.²

Thirty years after that clash, in which both contestants had strong supporters, it is interesting to note what actually happened—not the opinions, but the facts. Colby continued, like almost every other small college in the land, to relate its admission practice carefully to its financial budget. This writer once asked the dean of one of New England’s prestige colleges of liberal arts, “How many freshmen are you going to have next fall?” The prompt and frank answer was, “As many as we need to balance the budget.” As soon as a college was sure that it could get the needed number of freshmen by taking only a part of its qualified applicants, it proceeded to restrict admission to the better of those applicants. Any college that had to clip low into the academic barrel of its applicants, in order to get enough freshmen, could be less restrictive.

At Colby the gap in ability and performance in favor of the women widened through the years because the needed number of women, year after year, could be obtained from a more restricted group than was possible among the men. Only in recent years have men who could fully meet minimum requirements been refused admission. By 1960 the time had come when admission into Colby was truly restrictive for both sexes.

Even after the passage of thirty years, the controversy still goes on, but is no longer a controversy between academic quality and the “good but dumb” boy. It is exactly as it always was in reality, the pressure for numbers against the pressure for excellence. Whatever may be its result in an individual college, there need be no such battle on the broad educational scene. No boy need be denied opportunity for post-high school education suitable to his ability and his desire. Colby has made the fortunate decision that it means to remain a high
grade college of liberal arts and has no intention of being all things to all men. Restrictive admission, generally acceptable all over the nation in 1960, became Colby's natural right and duty.

Despite lower enrollment, the two years of executive committee rule were not without accomplishment. Led by Professor Libby, a successful campaign was conducted to secure substantial increase in faculty salaries. President Roberts had himself started the movement, with the generous help of the General Education Board. He had done all he could when fatal illness attacked him, but certainly not all he would have done if his life had been spared. Professor Libby picked up the salary issue where Roberts had unwillingly left it.

Near the close of the Roberts administration two members of the faculty were one day journeying together to a neighboring town to conduct extension courses. One asked the other, "Wouldn't it be wonderful if top salaries could be increased to $4000?" "Yes," replied his companion, "that would be mighty close to Heaven." Yet, thanks to the strenuous efforts of the Executive Committee under Dr. Taylor, spurred by Professor Libby's impressive marshaling of the arguments, only one year after President Roberts' death the Trustees did establish that heavenly goal of $4000.

The recommendation of the committee, consisting of Carroll N. Perkins, Frank B. Hubbard, and Irving B. Mower was adopted on April 6, 1928, to become effective with the beginning of the ensuing college year. It called for full professors to be paid $3400 to $4000, associate professors $3000 to $3300, assistant professors $2400 to $2900, and instructors $1800 to $2300. The plan also called for annual increments of $100 in each grade.

The editor of the Alumnus blamed lack of concerted effort by the faculty for failure to secure a higher scale. He wrote:

The special committee of the Trustees has made its report to the Board, and the Board has finally approved the schedule of salaries as made. The report is exhaustive and merits only words of commendation. While many hoped that the maximum salary would be set at $5000, that greater incentive might be offered for duties well performed, still the increase is satisfactory. Had the faculty members met as a body on the matter and presented their findings to the Trustees in a dignified way, a higher schedule might have been reported. As it was, individual members submitted their budgets, and some of those who had been most wrought up over low salaries fixed as a maximum the $4000 figure. Now that the schedule is determined upon, all discussion of the whole salary question should cease. Its agitation is apt to become chronic, and there is no worse malady.3

The new scale was immediately implemented in 1928-29 by fixing the salaries of the six professors who had seen longest service at $4000, and within a few years all who had held the top rank in 1928 were receiving that maximum.

As a part of his persistent and successful campaign, Professor Libby had patiently collected information about salaries from many other colleges. He published comparative figures for ten New England institutions: Amherst, Bates, Bowdoin, Brown, Colby, Dartmouth, Middlebury, Tufts, Wesleyan, and Williams. In 1919 the maximum paid a full professor ranged from $2000 at Colby to $4500 at Dartmouth. Bates then paid a maximum $400 higher than Colby's. In 1924 Colby was still at the bottom of the list, with a maximum of $2800, and in 1926, when the figure reached $3400, each of the other nine colleges had a higher maximum. Only in 1928, with a maximum of $4000, did Colby share the cellar
with Bates and Middlebury, while Dartmouth still led the list with $7000. In fact the Hanover college paid assistant professors $500 more than Colby's top full professors.4

Odious as were the comparisons, the salary increases were indeed gratifying. That they could be made when the college was without a president and when enrollment showed some decline, speaks volumes for the understanding and the determination of the Colby Trustees. They showed the same courage and the same progressive attitude when they raised the tuition fee to $200 a year, effective in September, 1928.

In its second year of operation, the Executive Committee instituted a change that was indeed radical. For more than a hundred years chapel had been held daily for all students of the college. Attendance had been required, but the allowance of "cuts" was liberal and for long periods attendance was not taken at all. For more than twenty years the daily chapel for men had been held at ten o'clock and that for women at noon. It was partly in justice to the women and partly to secure better attendance for men, as well as more meaningful services, that in 1928 it was decided to hold the chapel service for each sex three times a week, the men meeting at ten o'clock on Monday, Wednesday, and Friday, and the women at the same hour on Tuesday, Thursday, and Saturday. A rigid check was made on attendance, and a committee headed by Professor Ashcraft, and composed of both teachers and students, presented a series of attractive programs. Still the situation was not satisfactory, and chapel remained a problem long after the coming of a new president.

In 1927 Colby saw the election of its first Rhodes Scholar in twenty years, and only the second in Colby history. Abbott Smith of the Class of 1928, son of William Abbott Smith, 1891, and grandson of Samuel K. Smith, 1845, Colby's long remembered professor of rhetoric, was chosen among the young Americans to attend Oxford under the Rhodes trust. Interest in the Rhodes scholarships had been revived by Professor Carl Weber, who had himself been a Rhodes scholar. Within a few years young Smith was followed at Oxford by two other Colby men. John Rideout, 1936, and William Carter, 1938. It is worthy of note that all three of these Rhodes scholars were sons of Colby graduates. Rideout's father was Walter Rideout, 1912, and his mother was Ruth Brickett, 1915. Carter's mother was Mary Caswell, 1904, and his father was Professor Benjamin Carter of the Colby department of mathematics.

The Executive Committee instituted a reform concerning the award of scholarship aid. Formerly it had been the custom for applicants to apply in person to the President. Awards for students already in college were made for the second semester only. The custom was for an applicant to don his oldest clothes, and with doleful countenance present himself at the President's office. A president like Roberts was shrewd enough to see through such tricks, but his naturally kind heart made even Roberts sometimes a gullible mark. At any rate, no member of the committee considered himself as able as Roberts had been to detect the shamming and reward the deserving. Beginning in 1928, applicants for scholarships were required to fill out forms, and both they and their parents had to supply pertinent financial data. The plan worked so well that it has been continued ever since, although now Colby is a member of the Cooperative Scholarship Service, to which scholarship applications for all member colleges are submitted, processed, and then sent to the individual colleges concerned.

During the early years of the Roberts administration, optimists thought hazing at Colby had been effectively stopped. It is easy for college officers to over-
look the fact that every four years sees a completely new student body. The
time came when no one remembered the noble stand taken by one sophomore
class, and the old custom of humiliating freshmen, demanding adherence to fan-
tastic rules, and a certain amount of paddling had returned. Freshmen again
had cause to dread Bloody Monday Night, the first Monday of each college year.
Time and again freshmen painted their numerals on the gymnasium roof, and
each time the upperclassmen insisted that the offending marks be removed.
The reforming enthusiasts who had tried to abolish hazing had not realized
the weight of a certain basic view—the concept that modest and obedient conduct
is expected of first year college men. As the Echo put it:

Many freshmen do not seem to realize that there is a certain place in
college life reserved for freshmen, and they must keep that place. A
great many freshmen this year have been altogether too fresh. They
do not seem to understand that it has been a long and cherished cus-
tom for freshmen to give their services to the College when they are
needed. The affair at the gym was partly caused by natural irritation
at the poor spirit shown by this freshman class.

Sometimes Bloody Monday caused reaction from the city authorities. In
1919 the Waterville Sentinel announced that a reward of fifty dollars had been
offered for the conviction of persons who had placed Phi Chi posters on windows
of public buildings. Occasionally some obstreperous student was taken into cus-
tody, but was usually released without trial. The city officials, always friendly
toward the College, were remarkably patient with student outbreaks, especially
the antics of Bloody Monday Night. Even when students removed the portraits
of Waterville mayors from the corridor of City Hall and placed them on the
steps of a fraternity house, the public regarded it as a good joke on the local
police, for the corridor was just outside the open door of the police station.
The Freshman Rules, posted by the sophomores in 1928, were typical of
the period, absurd as some of them would seem today. Note that they applied
only to men.

1. Wear the cap and green tie at all times.
2. Walk on the female side of College Avenue.
3. Bare the head to upperclassmen and coeds.
4. Learn all Colby cheers and songs.
5. Be in the arms of Morpheus by midnight.
6. Keep off the college lawns.
7. Carry matches and offer them to upperclassmen.
8. Do not wear prep school insignia, knickers or sweat shirts.
9. Do not smoke on street or campus.
10. Shun the company of the fair sex.

Another accomplishment of the interregnum was the introduction of an
orientation course for freshmen. Meeting once a week, in place of the old-time
Freshman Reading, it was planned and directed by Professor Marriner. The
first semester, with various speakers from faculty and administration, covered such
subjects as the requirements for graduation, use of the library, preparation for
examinations, taking of notes, budgeting of time, student organizations, and
finances. Required reading was Dr. E. C. Whittemore’s History of Colby Col-
lege, which had come from the press in 1927. The second semester was de-
voted to orientation to the fields of knowledge, beginning with the sidereal uni-
verse, continuing through geological, physical, chemical and biological processes to a consideration of man's place in the nature of things. Lectures were given by fifteen members of the faculty. At the end of World War II, Marriner developed the second semester area of this experiment into a regular three-hour course for freshmen, under the title "Man and His World."

Finding that many Colby students were interested in good music, Professor Everett Strong, who in addition to his teaching of modern languages served as organist at the Congregational Church, started the first college concert series in 1929. It became so popular that it was later enlarged into the Waterville Community Concert Series.

In February, 1929, after long negotiation, the College acquired what was known as the Bangs property, situated on College Avenue, between the DKE House and the home of Dr. E. S. Risley. The purchase included a large brick residence on land extending from College Avenue to Front Street. On the rear of the lot had been installed the rink of the Waterville Hockey Club, which the College now acquired for its own hockey teams. The house itself soon became Colby's first infirmary for men.

For many years members of the Colby faculty had taken active part in civic affairs. It was left for Professor Libby, however, to be the first faculty member to serve as Mayor of Waterville. Elected in 1926 and reelected in 1927, he gave the city the most efficient administration it had ever known. Reforms which he inaugurated have shown their beneficial results for more than thirty years.

In 1928 Libby announced his candidacy for Governor of Maine. Although defeated for the Republican nomination, he ran well in the primaries, and might have won easily if he had had the support of the party ring. He was too straightforward and too outspoken to meet the approval of the machine politicians. The primary election came early in June. By the middle of May, Libby had made 80 campaign speeches and had shaken hands with more than 12,000 persons all over the state.

That recurrent demon, fire, hit twice during the interregnum years. Shortly before the Easter recess in 1927, Coburn Hall was so badly damaged that it had to be rebuilt. Valiant work by students succeeded in salvaging many of the valuable contents, especially the collection of birds that had been given to the College by Professor Hamlin. Although complete renovation was made during the summer, it was not until after the Christmas recess that the departments of biology and geology could again make full use of the building. The *Echo* described the improvements.

Although the new Coburn Hall is situated on the old foundations and uses the old walls, the internal structure has been entirely changed. Some of the more obvious improvements are a larger entrance, better placed classrooms, a basement room for comparative anatomy, a museum on the top floor, and more efficient offices. In addition to the departments of biology and geology, the building now houses the Department of Education and Psychology, and also has several general classrooms. The renovation has provided three large lecture rooms, several conference rooms, and spacious laboratories.

About eleven o'clock on the evening of May 3, 1928, fire was discovered in the gymnasmium. Breaking out in the furnace room, the flames destroyed supporting columns and floor timbers, causing about $2500 damage. This harm to property was so slight that little would have been thought of it except for un-
fortunate publicity. The College was in the midst of a campaign to provide a new gymnasium, and an over-zealous newspaper reporter spread the rumor that students had set the fire to get rid of the old gym and make a new one absolutely necessary. The report said that students had interfered with the firemen and had even cut the hose.

Too many newspaper readers were ready to believe the report without inquiry. The financial campaign was seriously affected, as prospective givers notified the committee that such a student body didn't deserve support. College officials, again led by Professor Libby, worked hard to squelch the ugly rumor. Finally, with the help of the public press, and to the satisfaction of all concerned, it was shown that there was no evidence whatever of arson. The insurance adjusters had settled the claim without any suggestion that the fire was incendiary. The Waterville fire chief stated that the hose had not been cut and hydrants had not been tampered with.

Not since the administration of President Small had the College given the Master of Arts degree automatically to one who engaged in teaching or one of the learned professions. But until 1928, the manner of conferring that degree in course had been loosely administered. Decision not to operate a Colby Summer School had focused attention of many Colby graduates on other means to improve their certificate status as teachers in the public schools. The coming of Professor Edward J. Colgan to the faculty, as director of a modern program of teacher training, had caused many teachers to seek means to secure the master's degree through extension courses and by informal arrangements with faculty members. The situation had become so confused that, on the recommendation of a committee composed of Professors Morrow, Colgan and Chester, the faculty voted the following regulations concerning the master's degree in October, 1928. A month later the new regulations were confirmed by the Board of Trustees.

In order to secure the master's degree, a student must pursue five courses of graduate study, three of which must be in the major department; he must write an acceptable thesis, must pay the same tuition as undergraduates, must have at least one full year in residence as a graduate student, and must have a mark of B or better in each graduate course.

At the same time the Trustees abolished the practice of conferring the Master of Arts as an honorary degree. Later, when the College ceased to give the master's degree in course, the honorary master's degree was restored.

The campaign which President Roberts had started, to obtain a new gymnasium, was continued vigorously after his death. In 1928 it was decided to expand the campaign into a development fund of $500,000, only part of which would be used for the proposed gymnasium. The decision to move the College changed that picture completely, and half a million dollars for development on the old campus changed to many millions on Mayflower Hill. But, before the decision to move had been made, a large addition to the old gymnasium facilities had been erected. Known as the Field House, the story of its building and its use will be told in a later chapter on Athletics.

During the interregnum advancement was also made in respect to academic standards. Shortly before Roberts died, the faculty had abolished the time-honored deficiency examinations. For many years a student failing a semester examination could try it again on the third Wednesday of the following semester. In 1926 the faculty decreed that, in any course, a student had the right to one
final examination only, and for more than thirty years no "make-up" of a semester examination has been permitted.

Admission deficiencies were still causing trouble. Sometimes a student would reach the middle of his senior year, only to be notified that he had never passed off some entrance deficiency. One prominent alumnus recalls that he took the entrance examination in geometry five times before he finally passed it a few weeks before graduation. Though not ready to abandon entrance deficiencies altogether, as they happily did a few years later, the faculty in 1928 decreed that any student having entrance deficiencies must make them up before he could be admitted to the junior class.

Effective with the Class of 1929, the "quality point rule" went into effect. A student who secured only a "D" mark in every course could no longer graduate. A portion of the marks had to be of quality; that is, above the minimum passing level of "D." Three-fourths of all marks had to be at least "C," except that each "B" cancelled a "D," and each "A" cancelled two "D's."

As has been briefly mentioned in the preceding chapter, the place so long held by Sam Osborne had by 1927 come into the hands of Fred Weymouth. For many years he acted as guide, philosopher and friend to many boys who held janitorial jobs on the old campus. Because he somehow personified the unity that held the College together after President Roberts death, this is a fitting place in the historical account to pay tribute to "Chef."

He got his nickname from his job in the SATC during World War I. There he had been chief cook of the Army mess on the Colby campus. Because faculty members insisted that the word "mess" had more than one application to the troublesome days of 1918, "Chef" became valued as a peacemaker and a friend of the KP boys, as well as lord of the kitchens.

Weymouth succeeded Fred Short as head janitor, and in that capacity he had to supervise the not too efficient labor of some thirty male students, who stoked the furnaces, swept the floors, cleared the walks and tended the grounds.

After his morning rounds "Chef" could usually be found in his basement retreat in Hedman Hall, sitting back in an easy chair, puffing a malodorous pipe, and patting his small dog lying in his lap. But in the early morning hours there was no easy chair for "Chef." Even if he had not been constantly called for difficulties with heating, plumbing or lighting, he would have had trouble enough routing his reluctant student help out of bed. Into the fraternity "ram-pastures" he would storm his way on a sub-zero morning, shouting "Hey! What's the big idea? Six o'clock doesn't mean half past seven. Come on, snap out of it and go tend your fire."

Just as Sam had done before him, "Chef" often derided a student by calling him "professor" or "doctor." He showed no particular deference to faculty members, but for his immediate superiors, the men who gave him orders, he had great respect. He never called President Roberts "Rob," nor Treasurer Hubbard "Frank." They were always "Prexy" and "Mr. Hubbard."

It was "Chef's" kind heart that saved many a thoughtless student from losing his job. Time and again "Chef" covered up the delinquencies, but for one sin he had no tolerance. When he ever caught a boy lying to him, that boy went on the Weymouth blacklist.

When a new president came to Colby in 1929, there awaited him a janitor who had become as memorable an institution as was Sam Osborne in the new president's own student days.
CHAPTER XXXIV

They Also Taught

What of the men and women who served on the Colby faculty during the glamorous 1920's? Reference has been made to some of them, and at least one of their number, Professor Libby, has had a prominent place in the preceding chapter. Others already mentioned, like Weber, Eustis, and Dean Runnals will be given detailed consideration in later chapters, as will the beloved religious leader, Herbert Newman.

Let us here take a look at other Colby teachers of the 1920's, some of whom continued into the Johnson and even into the Bixler administration.

When Roberts' successor entered the presidential office in 1929, four prominent members of the Roberts faculty were no longer on the staff. J. William Black, Professor of History, who had been on the faculty almost as long as Roberts himself, had resigned in 1924 to accept a position at Union College in Schenectady. Of all the faculty members he was probably closest to "Rob," yet they were different men. Black was a clear, analytical lecturer, rather coldly intellectual, demanding exacting academic standards, and was meticulous in dress and manners. The college girls insisted that he never wore the same tie twice in the same week. He loved formal social events, and was a good dancer. It was Black who secured a chapter of Phi Beta Kappa for Colby, and he long served as its secretary. He built up a distinguished departmental library in history and government. More than any other teacher, Black developed the lecture method at Colby. Following his example other faculty members made increasing use of lectures rather than the time-honored recitations. He was so painstaking in his coverage of details that students in his American history course used to say that, when it came time to celebrate the Battle of Bunker Hill on June 17, Columbus had just sighted land. That, of course, was slanderous exaggeration, and however slowly one of Black's courses seemed to progress, the student was made to cover many a point thoroughly and memorably. Years afterward many a Colby graduate was grateful for the clear, logical presentation of "J. Bill."

Homer P. Little, who had carried on the tradition of Keely, Hamlin, and Bayley in the teaching of geology at Colby, had also resigned to accept a position at Clark, where Wallace Atwood had changed the emphasis on psychology of the days of G. Stanley Hall to vigorous attention to geography and geology. Within a few years Little was made dean at Clark, where he continued in office until his retirement.

Death had claimed two faculty members: Benjamin E. Carter, Associate Professor of Mathematics, and Anton Marquardt, Professor of German. Carter, a native of Connecticut and a graduate of Harvard in 1890, had come to Colby
as assistant professor of mathematics in 1910. Four years later he married a Waterville girl, Mary Caswell, a graduate of Colby in 1904. He had prepared for college at Phillips Andover Academy and had taken the master's degree at Harvard in 1892. From 1893 to 1910 he was an instructor at the Massachusetts Institute of Technology.

For two years before his death, Professor Carter had been seriously ill and had undergone major surgery. He bore his suffering with exceptional fortitude and insisted upon attending classes even when wracked by pain. He was a faithful deacon of the Congregational Church. The Alumnus said of him: "No man on the faculty was held in higher esteem. He never spoke unkindly of anyone. To him teaching was serious business, and in attending to it he never counted hours or health." He died on June 10, 1926.

President Roberts, though himself in poor health, with only a few months to live, saw the passing of an old friend and close associate, Professor Marquardt, on January 24, 1927. Affectionately known as "Dutchy," Dr. Marquardt was perhaps the last member of the Colby faculty who could clearly be called "a character." Never losing his native German accent, even after forty years in the United States, he would apply it to the most caustic American expressions. Looking over the rims of his spectacles, he would glue his eyes on some inoffensive student and "ride" him unmercifully. One alumnus recalls that he became completely flustered when "Dutchy" once asked him to decline a German noun. "Decline it," said the professor. Silence. "Come, come," shouted "Dutchy," "fangen sie an, get on going schnell, decline it, decline it!" Whereupon the student voiced in scared tones, "Die Kleinit, der Kleinit, der Kleinit, die Kleinit."

After taking his doctorate at the University of Kiel in 1885, Marquardt had come directly to the United States, where he came under the influence of the great Harvard classicist, Kenneth Rand. At that time Rand made his home in Watertown and was a member of the local school committee. He found a place for young Marquardt on the staff of the Watertown High School. There "Dutchy" remained until 1891, when he came to Colby as instructor in modern languages. In 1896 he was promoted to associate professor, and in 1901 was made Professor of German. He purchased property near the Oakland line, on what is known as Rice's Rips road, where he conducted a unique, but unprofitable farm. From one trip to Germany he returned with a handsome stallion and seemed about to become a rival of the famous "Hod" Nelson as a breeder of horses, but the venture was not successful.

In the early 1920's Marquardt sold the farm and moved his wife and two sons to California. Each June he would make the long journey from Maine to the west coast by railroad day coach, never using a sleeping car, and each September he would make the same kind of journey in the opposite direction. Summers he spent with the family. The entire college year, including Christmas and Easter vacations, he spent in Waterville.

This historian felt especially close to Dr. Marquardt. During junior and senior years in college, I had been his undergraduate assistant, marking those daily exercises which the doctor called "teems." When Marquardt became seriously ill, President Roberts asked me to add to my librarian's duties the teaching of two sections of first year German. Consequently I often visited "Dutchy" in his sick room on Elm Street. He never went to the hospital, but remained in the little boarding house room until the end. There, on a bitter January day in 1927, far from his loved ones on the other side of the continent, died the man who could say of so many Colby graduates, "Mein friend, he was mein friend."
Writing in the *Alumnus*, Marquardt's associate, Professor White, said of him.

He was typically German in his painstaking thoroughness, his scorn of superficiality, his patient endurance of grinding routine, in his tenacity to what he held to be right, and in his regard for duty. Though born and bred in the north of Germany, he had little sympathy with militaristic and imperialistic Prussia. He suffered greatly in 1917-18 under the groundless implication that because he was a German he was disloyal to his adopted country. He was always a thoroughly loyal American. Above all he was a born teacher. His happy knack of tempering sternness and strictness with flashes of pungent wit saved him from the fate of so many foreign-trained teachers who attempt to instruct our young barbarians. It was that unique display of humor that made a speech from "Dutchy" an indispensable feature of Colby Night. He held in deep affection all sons and daughters of Colby. Who can estimate the value of those extra hours he spent with students in order that even the slowest and dullest might make the grade?"

Still vigorously teaching when the 1920's merged into the 1930's was a man who had been on the faculty longer than either Roberts or Marquardt. To more than half a century of graduates, Julian D. Taylor symbolized Colby College. He had already been on the faculty three years when the first woman graduate entered, and was still a faculty member when the fiftieth anniversary of that woman's graduation was recognized. He lived to see four of his former students become president of the College: Scaull, Butler, Roberts, and Johnson. When he retired, nine of his faculty colleagues had been his former students.

Immediately after his graduation from the College in 1868, Julian Taylor began the teaching of Latin in his alma mater—a career that continued until 1931, the remarkable span of 63 years. It is believed that no college teacher in America ever surpassed that record.

Bertha Louise Soule rightly entitled her biography of Taylor *Colby's Roman*. Roman indeed he was in countenance, in dignified manner, in authoritarian dictum. Even after four years in his classroom, the Latin "majors" sat in awe of him. He could squelch a poorly prepared student with withering scorn, and when he praised a good recitation it was scarcely extravagant. Yet this man who seemed the very personification of reserved, even cold dignity had played first base on the Colby baseball team, was a member of Erosophian Adelphi and of a senior "feed society," a debater and prize-winning speaker, and not averse to mild student pranks. To be sure he was never accused of setting fire to the college privy, as was his student Nathaniel Butler, who later became Taylor's own boss as Colby president, but he was neither anti-social nor unduly dignified in his student days.

In 1879 the Trustees voted to sell to him "the small piece of land between the railroad and the late Professor Keely's house, on the payment of five hundred dollars." Remaining a bachelor until 1892, he then married the widow of Dr. Nathaniel Boutelle. She had been Mary Keely, daughter of Professor George Keely. Thus were linked by marriage the famous Colby names of Keely, Boutelle and Taylor. After his marriage, Professor Taylor built a home on the lot he had held for a dozen years.

In 1921 Professor Taylor presented his resignation, saying that 53 years was plenty long enough for any man to continue teaching. The resignation met with prompt and decisive remonstrance, and he was persuaded to withdraw it,
a decision for which the urgent pleading of President Roberts was largely responsible. Although repeatedly trying to have his resignation accepted, he continued to teach until June, 1931. At the meeting of the Trustees in November, 1930, President Johnson had said: "Professor Taylor will retire at the end of this year. Incapacitated by illness for several weeks, he has now returned to his teaching with his customary vigor. He is unique in the length and quality of his teaching and in his devotion to the College."

Professor Taylor lived for only one year after his retirement, passing away on October 13, 1932. Only a few years before the end he had fulfilled a lifelong yearning to see Rome, where his spirit had walked daily for more than half a century. Riding along the Appian Way he got out of the taxi and walked for miles in the footsteps of the Latin writers he knew so well.

Long interested in financial matters, Taylor served for many years as a director of the Ticonic National Bank. He once told the Colby boys, in a chapel talk, that only two things are necessary to make money—foresight and patience. His offer of a large sum to the College if it would remain in Waterville will be recounted in a later chapter on "Mayflower Hill." His will made the College his residuary legatee.

Fortunately, as in the case of President Roberts, we can again turn to the notes carefully kept in his student days by Robert Waugh of the Class of 1927. Beginning about 1910, Dr. Taylor gave in alternate years a course in Teaching Latin. It was little more than a review of Cicero and Virgil. When this historian took the course in 1912, it gave almost no instruction on the teaching of beginning Latin to high school freshmen, nor did it reveal any knowledge of educational psychology. But when Waugh took the course in the spring of 1927, Taylor spiced it with keen observations on educational methods, and showed all too clearly that he had little sympathy with the techniques and the educational philosophy then emanating from Teachers College of Columbia University, the very place from which was to come Colby's next president. Let us note some of the Taylor advice to teachers, as Waugh recorded it from the old Roman's own lips.

Teachers teach more by what they are than by what they know, and what they are depends on their ideals, and their ideals depend upon their associates. The most skilful teacher is a good student of human nature. Remember always to emphasize the human element; it awakens interest.

One day when a girl asked Dr. Taylor what she should do when a pupil asked her a question she could not answer, he replied, 'If you get caught, admit it, but don't get caught.'

Don't stick to the textbook. Be original, and see how surprised your class will be.

Don't neglect the bright pupil. The dull pupil always gets more than his share of time.

The teacher must have some superiority. This may be in knowledge, force, personality, or even dress.

We need teachers who can take the conceit out of us.

Clarence Hayward White had been called in 1902 to the professorship of Greek, held so ably by John B. Foster from 1858 to 1893, and by Clarence B.
Stetson in the subsequent nine years. For more than a third of a century Professor White taught not only the classes in Greek, but also, as enrollment in the classical languages decreased, such other subjects as art, literature, ancient history, and English composition. Quite in contrast with the reserved, ultra-dignified Taylor, White was the jovial extrovert, on a friendly footing with the many students who adored him. Because of his bristling beard he was labeled by President Johnson as the only member of the faculty who looked like a college professor. He was a superb teacher, inspiring students to go beyond the drudgery of translation into literary appreciation. To read the *Odyssey* under White was an unforgettable experience. After his retirement in 1934, returning alumni flocked to his home to pay their respects to their favorite professor.

At the close of the First World War, through no fault of his own, White came near to losing his connection with Colby. The demand for courses in Greek had dropped so low that in June, 1918, the Trustees voted that the Department of Greek be abolished at the end of the ensuing college year. That action occasioned such remonstrance from indignant alumni that, in April, 1919, the Board voted to extend the date of implementation for a year, until July 1, 1920. They agreed that reasonable notice had not been given to Professor White. At the June meeting of the Board, President Roberts asked that the vote of abolition be completely rescinded. As a result a committee headed by Rex Dodge was appointed to reconsider the matter and report at the fall meeting. As a result of the committee's recommendation, the Board voted in November, 1919: "In view of the changed conditions, the vote of June 15, 1918, to abolish the Department of Greek, which action was based on uncertainties brought on by war conditions, is now rescinded." Fortunately for Colby, Clarence White remained on the faculty and to this day the teaching of Greek at the College has never ceased.

Except for new presidents, most men joining the Colby faculty between 1890 and 1920 came in initial rank below that of full professor, though several of them received rapid promotion to the top grade—White was a significant exception. In the trustee records of June 23, 1902, we find these words: "Clarence H. White of Carleton College, Minnesota, elected Professor of Greek at a salary of $1600." White had graduated from Amherst in 1886 with Phi Beta Kappa honors. He received the master's degree from Amherst in 1902 and was honored by Colby with the degree of Doctor of Letters in 1929.

Above all others on the faculty, White was renowned for his keen wit, especially his puns and epigrams. One morning, when the professor entered his classroom on the top floor of Recitation Hall, he found on the desk a handsaw, left by the janitor. Said White to the assembled class, "I see Fred Short wants us to have a cut this morning." Once when a student, whom the professor knew as constant user of a translation, made a stumbling rendition of the incident of the Trojan horse, White advised him: "You've done poor justice to Homer's horse. I suspect your own nag needs feeding, hey?" "Cutting classes," he announced, "is like the lion in the den with Daniel. There is no profit in it."

For many years Clarence White was secretary of the faculty, and there is no better way to reveal the liveliness of his mind and his rollicking humor than to quote verbatim from some of his records.

The faculty then donned the robes of the Dean's office and spent its customary half hour in police work.
Mr. A. C. was voted out of a course in history because of inadequate cerebration.

With a pious glow of enthusiasm, it was voted not to grant student petitions for holidays on the two days following Thanksgiving.

After presenting a brave front to the photographer, in the interests of Colby's financial campaign, the faculty commenced its weekly session.

Professor White was an enthusiastic Kiwanian and greatly enjoyed that association with the business and professional men of the city. He was a devoted Congregationalist and served for many years as deacon of the Waterville church. Mrs. White had the distinction of being the first faculty wife ever to hold official status on the Colby faculty. As has been previously mentioned, she taught Colby's first courses in music.

Clarence Hayward White died at his home on Burleigh Street in April, 1958, at the advanced age of ninety-four.

Henry E. Trefethen was a native of the Franklin County town of Wilton. Preparing for college at Kents Hill, Trefethen entered Wesleyan in 1878, receiving his A. B. degree in 1882 and his A. M. in 1885. At once he returned to his old preparatory school, Kents Hill, where he taught for nearly thirty years until he was called to Colby in 1911 as instructor in mathematics and astronomy. He was made assistant professor in 1913 and associate in 1923. When he first came to Colby he lived in Hersey House, the old building on the edge of the athletic field that had formerly housed the Men's Commons, and that was later removed to make way for the Woodman Stadium. From 1921 to 1924 he served as college registrar, keeping the records in the front room of the home which he had purchased on West Court. In the fall of 1930 he began to have pain which his physician diagnosed as angina pectoris. Nevertheless he kept doggedly at his teaching and literally died in harness on November 3, 1930, only a few hours after attending his last class.

For more than forty years Professor Trefethen was a regular contributor to the Maine Farmer's Almanac and for fourteen years was its editor. It was Clarence White who wrote in the faculty records this deserved tribute to his colleague and friend. 'Professor Trefethen was a representative of the 'old school' type of scholar and teacher, with a truly liberal education. He combined classical culture with scientific acumen. Though his title subject was astronomy, he was equally at home in the teaching of Latin. He will long be remembered by students as a painstaking and thorough teacher, always eminently fair and just, and as a sympathetic and helpful friend. By his colleagues he will be remembered as a man of strong convictions, unwavering fidelity, and an ardent Christian.

From the time of George Washington Keely, Colby had been fortunate in a succession of famous teachers of geology. By 1920, when Professor Little decided to join the faculty at Clark, the Colby department was receiving the enthusiastic and constant attention of the head of the U. S. Geological Survey, George Otis Smith of the Class of 1893. Long before he became chairman of the Board of Trustees in 1934, Smith had used his substantial influence to see that geological studies received prominent attention at Colby. That a small and rather provincial college successfully maintained that department, which the Trustees had tried to abolish in 1900, was due in large measure to the watchful care of George Otis Smith.
As a successor to the resigning Little, Smith called President Roberts' attention to a young man whose work for the Survey had met with the director's approval. Edward H. Perkins had graduated from Wesleyan in 1912, and between work in the classroom and in the field had earned his Ph.D. at Yale in 1919. He was teaching at Western Ontario University when President Roberts invited him to Colby. Coming as associate professor in 1920, he was promoted to a full professorship in 1926, and in 1929 was made State Geologist. Perkins was a productive scholar, whose scientific papers may be found in American Journal of Science, Maine Naturalist, Journal of Geology. He was the author of Glacial Geology of Maine and The Natural History of Maine Minerals. His knowledge of birds was almost as thorough as his knowledge of rocks, and he was a very active member of the Audubon Society. Every summer of his professional life he spent in geological investigation in the field. He was an inveterate lover of the out-of-doors and was at his best when seated at the campfire, far from the conventions of society.

After his death in 1936, Professor Perkins' widow, Mildred Wood Perkins, directed the supply and mimeograph service at Colby until her own death in 1956. In honor of husband and wife the College dedicated in 1958 the Perkins Arboretum, a wild life sanctuary on the northeast end of the Mayflower Hill site.

George Freeman Parmenter had no easy task when he came to Colby in 1903 to take the position in chemistry so long held by Professor Elder. "Parmy" often told how he was selected. Instead of an interview with the President, who was then Charles Lincoln White, the young man fresh from graduate school was sent to Portland for an interview with the chairman of the Trustees, Judge Percival Bonney. The judge gave the young chemist a rough grueling, but decided that the candidate would do. "You'll never be a real teacher like Elder," he pronounced, "but we can use you for a while." That while turned out to be 44 years, one of the longest records of service ever made by a member of the Colby faculty.

Parmenter had graduated from Massachusetts Agricultural College (now the University of Massachusetts) in 1900, had taken the master's degree at Brown in 1902 and the Ph.D. in 1903. Except for his work as a graduate assistant, the appointment at Colby was his first teaching experience. After a single year as associate professor, his work was so outstanding that in 1904 he was made Merrill Professor of Chemistry. He was a member of the American Chemical Society, the American Association for the Advancement of Science, and the honorary scientific society of Sigma Xi.

Parmenter was an exacting but inspiring teacher. For many years he sent a steady stream of Colby graduates to the leading universities for graduate study in chemistry. All over the land today, in prominent positions in industry, are chemists who received their initial training from George Parmenter. No better picture of him, both as professor and as man, was ever given than that written by his former pupil and member of the Colby Trustees, Professor Frederick Pottle of Yale. Here are a few extracts from Professor Pottle's tribute.

Parmenter possessed the unusual virtue of first, last and always teaching his subject. He was not without wit, and he could on occasion put on a good show; but his aim was to teach chemistry, and he did teach chemistry. Nobody at Colby in my day equalled Parmenter in vigor and massiveness. A man who majored in chemistry really learned chemistry. Parmenter possessed professional sense in a degree almost
unparalleled at Colby in my day. Everyone who completed the major with good grades was equipped to enter the best graduate schools. He assumed that his major students had a professional interest in chemistry, and he did not hesitate to demand professional standards. Other Colby teachers might tell you it would be wise to take certain courses outside the major department, but few ever made you do it. There was none of that nonsense in the chemistry major. Nobody was invited to major in the subject, but any man who did committed himself to two years of German, to advanced physics and to advanced mathematics.

For many years Parmenter was chairman of the faculty committee on athletics. He regarded that difficult assignment as not that of a faculty censor of sports, but as an unbiased interpreter of student opinions to the faculty and of faculty opinions to the students. When he believed the student position was right, as he frequently did in respect to athletic schedules, he would fight for that position against any objecting colleague. More than once his diplomatic handling of a ticklish situation prevented student revolt, especially when he had to carry out any faculty decree that met with loud student disapproval. Especially distasteful was his duty as bearer of bad tidings, for it was he who had to inform an ineligible student that the fellow couldn’t play in next week’s game. Not until the coming of President Johnson did the faculty abolish the cumbersome and often unfair eligibility rules that could put a player off a team in mid-season and put him back on it on just as short notice.

After his retirement in 1947, George Parmenter lived quietly at his home on Sheldon Place, where he died on October 22, 1955.

One colleague of Parmenter’s surpassed by one year the length of service of the chemistry professor. Webster Chester came to Colby in the same year as Parmenter, 1903, but his retirement a year later than his fellow scientist’s gave him 45 years on the Colby staff.

Graduating from Colgate in 1900, Chester taught for two years at Colby Academy in New London, New Hampshire, then spent a year in graduate study at Harvard. Like so many young instructors in those days, Chester was brought to Colby in a sort of jack-of-all-trades capacity. He was to take on courses in the biological sciences, long neglected by Professor Bayley, whose chief interest was geology; and he was expected to assist in other departments. In 1903 there was no department of biology at the College. So successful was Chester’s work and so enthusiastic was the student response that in 1905 the Trustees voted, “In view of the importance and growth of the courses in biology, the Department of Biology is hereby created and Webster Chester is appointed Associate Professor of Biology.” He obtained leave of absence during 1907-08 to complete work for his master’s degree at Harvard, and in 1910 Colby made him a full professor.

Affectionately called “Bugsy,” he was always the friendly even-tempered teacher who never let his devotion to his science interfere with his interest in students as human beings. When he had been at Colby only a year, the 1904 Oracle said, “Since coming to us, Professor Chester has shown the greatest energy and interest, both in his department and in his students, and has already made his courses among the most popular and most valuable in the curriculum.”

Like Parmenter, Chester inspired many students to go on for graduate work. He was very proud of the international fame won by Robert Bowen, 1914, and was greatly saddened by that prominent zoologist’s early death. He watched with admiration the increasing fame of the world’s foremost expert on earth-
THEY ALSO TAUGHT

worms, Gordon Gates, 1919. He was especially proud of women graduates who gained distinction in biology, such as Donnie Getchell, 1924, at Hunter College, and Jane Belcher, 1932, at Sweet Briar. One of America's foremost anatomists, Leslie B. Arey, 1912, of Northwestern University, voiced what many others could also say of Chester: "Webster Chester—an inspiring leader, scholarly scientist, and true friend of youth, who laid my biological foundation, tendered encouragement and help in meeting early difficulties, and pointed the way to greater opportunities."

When Chester came to Colby he found the biological equipment limited to seven dilapidated microscopes. He found that if he wanted anything like adequate laboratories, he would have to importune both president and trustees year after year; and he would have to be carpenter, mechanic, electrician and plumber. So scant were the funds to provide biological specimens, that as late as 1913, one of his best students, Rafe Hatt, who later became head of the great hospital for crippled children at Springfield, Massachusetts, was accused of raiding the neighborhood for cats to supply the Chester laboratories. The accusation was slanderous, but seemed credible because of the notoriously small appropriation available. Patiently, but insistently, Chester pressed for better equipment. Sometimes he got only a hundred dollars, seldom more than three hundred. He made the most effective use of his laboratory fees, and long before the time came to move his department to Mayflower Hill, he had a splendid, workable department. It was under his skillful direction that Coburn Hall was rebuilt, after the fire. In 1948 Colby conferred upon him the honorary degree of Doctor of Science.

Chester's contribution to the College was by no means restricted to his department. Under President White he served as advisor to non-athletic organizations, and when Professor Little left Colby for Clark, Chester took over the troublesome and exacting task of excuse officer. He was chiefly responsible for an improved system of attendance regulations, although he was always the first to admit that no system could last more than five or six years, and in his long tenure on the faculty he saw at least a dozen major changes in the attendance rules.

Professor Chester rendered long and outstanding service as chairman of the Committee on Standing of Students. In that capacity he had to bear the brunt of the committee's decisions to dismiss delinquent boys and girls. Though, after 1930, it became the duty of the deans of men and women to deal directly with dismissed students and their parents, the affected families frequently appealed to the committee chairman; in fact they hounded him not only at his office, but also at his home. Whenever Chester felt that a case deserved rehearing, he saw that the student got it; but never did he attempt to overrule the committee. In all the difficult cases his sense of justice was paramount.

In the 1930's Chester took an interest in local politics and served two terms as alderman from Waterville's Ward Four. His ties to Colby and to Waterville were increased by his marriage to Edith Watkins, Colby 1904, and by seeing their daughter, Rebecca Chester Larsen, become a member of the Colby faculty in the indispensable capacity of College Recorder.

Retiring in 1948, along with Professor Chester, was Thomas Bryce Ashcraft, professor of mathematics. That department had enjoyed a long and honorable history. In the early years it had been the Department of Mathematics and Natural Philosophy, and had been conducted successively by Avery Briggs, George Washington Keely, Kendall Brooks, and Moses Lyford. In 1875 a sepa-
rate department of mathematics had been established under Laban Warren, who had been succeeded in 1903 by Hugh Ross Hatch.

Hatch was the last of Colby's many minister-mathematicians. A graduate of Colby in 1890, he had taken the B.D. degree at Newton in 1893, and had been pastor at Wolfeboro, N. H., before he joined the Colby faculty. His death in 1909 caused a vacancy that was not permanently filled until the coming of Ashcraft in 1911.

A graduate of Wake Forest College, North Carolina, in 1906, Thomas B. Ashcraft had come directly to Colby upon completion of his doctorate at Johns Hopkins in 1911. Starting as associate professor, he was promoted to a full professorship in 1913. He soon built the department of mathematics to a status that called for two assistants. Like other professors in allied fields, he sent his best students on to the graduate schools and, on his retirement, it was one of those students, Wilfred Combellack, 1937, who succeeded him as chairman of the department. Another student, Marston Morse, 1914, won international fame as a mathematician and was an associate of Einstein at Princeton.

Under the nickname of "Tubby," Ashcraft became better known to hundreds of male students outside rather than inside the classroom. For many years he was treasurer and purchasing agent of the Athletic Association. Not until well into the administration of President Johnson were athletics recognized as a college-conducted activity, to be budgeted like all other college operations. When Ashcraft arrived in 1911, he had been preceded by a number of other faculty treasurers of the student-conducted association, all of whom had rendered valuable service. Nevertheless, when "Tubby" took the job he found the association $7,000 in debt. To its affairs he proceeded to devote his constant and painstaking attention. He even stored athletic equipment in his barn on Pleasant Street, and kept a careful record of its issuance to players. No article of equipment, however small, could be purchased except on his order. As a result, when the financial affairs of the association were handed over to the College at the end of Ashcraft's treasurership, the deficit of $7,000 had been turned into a surplus of the same amount. For many years he and Parmenter together composed the entire faculty committee on athletics.

Concerning Ashcraft's work for the athletic association, the *Alumnus* said: "The office was not a mere job of accounting; it meant sorting out football shoes, getting them repaired, sending the sweating football uniforms to the cleaners after the team manager had gone home, lugging tons of equipment up to his barn attic and down again, seeing every travelling salesman of sporting goods, working with a stream of student managers of varying degrees of responsibility, taking in, counting and depositing the gate receipts, and settling innumerable disputes."

Ashcraft was one of the few Colby teachers who ever had a profitable sideline. He became interested in real estate, and at the time of his retirement owned buildings on Winter and Pleasant Streets that housed more than twenty apartments. A few years later he sold it all and moved to his ancestral home in North Carolina. But the appeal of Waterville was so strong to him and his family that they continued to return to Waterville for the summer months of each year. Dr. Ashcraft died in North Carolina in 1960.

Although a full-time registrar had first come to Colby in the person of Malcolm Mower, that office did not assume its present significance until Elmer Warren took charge. The son of Ambrose Warren, 1899, but himself a graduate of the Massachusetts Institute of Technology in 1926, Elmer had come to Colby in
They also taught

1928 as instructor in mathematics. He was promoted to assistant professor in 1930 and to associate professor in 1938, having meanwhile earned the degree of master of education at Boston University. In 1933 he succeeded Mower as registrar. He made that office much more than a place for recording student marks. It became a source of varied statistical information carefully compiled under his direction. He became interested in the placement of graduates, especially in business positions, and he established Colby's first systematic placement service. He organized and conducted a course in statistics and persuaded his department to introduce a course in college mathematics at an elementary level, as special aid to students whose preparation in mathematics was inadequate. He asked for leave of absence during World War II and served in the Air Force with rank of major. He returned to the Colby faculty for two years following the war, then left teaching to take a very attractive position as personnel director for the National Insurance Company at Montpelier, Vermont. His assistant, Miss Frances Perkins, was appointed Recorder and continued in that office until marriage to Professor Richard Cary.

One of the most inspiring teachers, and certainly one of the most dynamic lecturers who ever held membership on the Colby faculty was William J. Wilkinson, who succeeded J. William Black as professor of history in 1924. A graduate of the oldest of southern colleges, William and Mary in Virginia, he had taken his doctor's degree at Columbia, and had been a student of government under Woodrow Wilson at Princeton. Before he retired in 1947 he had received honorary degrees from Washington College, Wesleyan, and Colby.

Wilkinson's professional interest in history had come rather late. He had taken his master's degree at Columbia in 1907 in the field of classics, and for the ensuing ten years he was an instructor in Latin and Greek at William and Mary. During World War I he was educational director at Camp Hancock, then an instructor in the Army Educational Corps at Beaune, France. His interest having now turned to history and government, to which he had been first drawn before the War because of his work with Woodrow Wilson at Princeton, he was lecturer in history at Wesleyan from 1919 to 1923. The following year he spent at Columbia, completing the work for his Ph.D. degree in history. He then came to Colby as associate professor. So immediate and so profound was his impression upon students and the public that, after a single year, he was made full professor. Attracted to the University of Vermont by experience there in summer teaching, Wilkinson left Colby in 1928, but after one year in Burlington he was homesick for the Waterville surroundings and returned to his Colby position, not to leave it again until his retirement in 1947.

Professor Wilkinson was in wide demand as a public lecturer, and he generously responded to the calls. His special field was modern European history, but his real love was current political and international affairs. He often talked about a forthcoming book before it came from the press. He saw the dangers in our wartime alliance with Russia long before many national leaders were aware of it. In politics he was "an unrepentant liberal," and he vented bitter scorn on those conservatives who blocked the League of Nations devised by his beloved teacher, Woodrow Wilson. Nor was he a mere armchair politician. As a Democrat, he was elected alderman in Waterville's strongly Republican Ward Four.

When he retired in 1947, the tributes paid Professor Wilkinson by former students were many and memorable. Norman Palmer, 1930, who had been not only pupil, but also faculty colleague of Wilkinson at Colby, said: "Steeped in
the classics, a lover of the English literary and cultural heritage, a Jeffersonian democrat and a Wilsonian internationalist, you have reinforced your teaching by your breadth of view, your tolerance of human failings, and your unique personality.”

Dwight Sargent, 1939, now in charge of the editorial page of the New York Herald-Tribune, at the time of Wilkinson’s retirement had just finished his wartime job of informing American troops about world-wide political events. He wrote: “What little judgment I had in this work I can trace to your classes. You prevented me from being an isolationist. Whatever slant I have on foreign affairs is sounder than it would be if I had not spent many hours listening to you.”

With the deep affection of hundreds of Colby people, William J. Wilkinson retired to the quiet of his southern home in Johnson City, Tennessee, where he died on April 7, 1950.

Curtis H. Morrow was brought to Colby in the centennial year of 1920, to carry on the great tradition in economics and sociology started by Albion Woodbury Small. Morrow had been one of Dwight Moody’s Mount Hermon boys and was always proud of the religious influence of that famous school. Like Small before him, Morrow was a lay preacher, often supplying pulpits during his years at Colby. He was a product of G. Stanley Hall’s days at Clark University, taking all three degrees, B.A., M.A., and Ph.D. For six years he was assistant librarian of the American Antiquarian Society in Worcester. Joining the Colby faculty as associate professor, he was promoted to a full professorship in 1924, and as time went on saw his one-man Department of Economics and Sociology staffed by six persons.

Although he was quite at home in the field of economics, his real love was that of Albion Woodbury Small, sociology, and in his last years on the Colby faculty he devoted his teaching to that subject, although he continued to administer the combined department. He was greatly interested in local sociological problems, and he conducted valuable research on employment, housing, French-Canadian assimilation, and other phases of Waterville life. Seeing the needless duplication of effort by the individual welfare agencies, he organized and supervised a clearing house for charity cases. He took an active interest in such organizations as the Home for Little Wanderers and the Home for Aged Women, and was prominent in the activities of the Waterville Baptist Church. After several years of retirement, Professor Morrow died in 1959.

Two men constituted the Department of Physics when Johnson became President. Nathaniel Wheeler, a graduate of Colby in 1909, with a master’s degree from McGill University, had been assistant professor at McGill for eleven years, when President Roberts invited him back to his alma mater in 1920. His full professorship came in 1921, and he remained at the head of the physics department until 1942, when he left to carry on the family farm in New Hampshire. Wheeler was a devout Baptist and served for many years as clerk of the Waterville Baptist Church. He was an ardent prohibitionist, who worked valiantly in that cause even after the repeal of national prohibition.

Wheeler’s loyal colleague was Winthrop Stanley, a graduate of the University of Maine. Holding only a bachelor’s degree, Stanley never reached rank higher than assistant professor, but his value to Colby extended far beyond the implication of his rank. Not only did he teach the elementary and some of the advanced classes; he was also the mechanic and repair man of the department. Scores of pieces of valuable apparatus were the result of his craftsmanship. He reached the age of retirement in 1950 and deserved real rest. But in a few years
they also taught

Edward Joseph Colgan first intended to be an engineer, but after one year at MIT in 1905-6, he turned to a business career. After six years amid the buffets and trials of the business world he decided to be a teacher. Although without a college degree, he held two Arkansas principalships in succession, at Gillett and DeQueen. Determined that he must have a college degree, he entered Harvard and secured the Associate in Arts degree in 1917, just in time to be off for France with the American Expeditionary Forces.

After the war Colgan took the master's degree at Harvard, then pursued further study at that university's graduate school of education. From 1922-24 he was head of the Department of Philosophy of Education at Alfred University, then came to Colby as Associate Professor of Education and Psychology.

Under Colgan, for the first time, teacher training at Colby was put on a professional basis. Not only did he send many of his students out into the field as teachers in the secondary schools, but he also made himself useful to Colby graduates already in the schoolrooms before he came to the College. He was especially influential in an organized group of schoolmen in Kennebec and Somerset Counties, and he was always prominent at the annual conventions of the Maine Teachers Association.

The lot of the teacher of education in a liberal arts college during the 1920's and 1930's was anything but happy. Professors in the conventional disciplines looked down upon what they called the "educationists." That there could be any such thing as a science or organized technique of teaching was ludicrous to such men. So "Eddie Joe" had to approach his work under the opprobrium of being labeled a mere shop instructor. There just couldn't be anything basic about the subject matter contained in courses of education. Colgan faced all the criticism buoyantly and courageously. He did indeed use some professional lingo that his colleagues found incomprehensible, and he did keep pushing for the heavily loaded major requirements to be relaxed a bit in favor of a few courses for prospective teachers. When a professor from Teachers College at Columbia became Colby's new president, Colgan's hopes rose, and indeed his road was made somewhat easier. Anyhow Colgan made the best of the situation, through bright days and dark. Gradually, as he secured assistance in the department, he turned his personal attention more and more to psychology, but he never lost interest in the teacher-training program. When he retired in 1955, Colby teachers all over the land owed much of their success to the interest taken in them long ago, not only as prospective teachers, but also as human beings, by the man they called "Eddie Joe."

Lester F. Weeks was George Parmenter's "boy." Graduating with Phi Beta Kappa honors in 1915, Weeks was Parmenter's star student. Parmenter sent him straight off to Harvard, where he took the master's degree in chemistry in 1916. For two years he was on the staff at the University of Maine, then joined Parmenter in the Colby department. There he was assistant professor from 1918-28, associate professor from 1928 to 1947, and full professor from 1947 to 1954, when he reached retirement age. During leaves of absence Weeks did research at Cornell and at Cambridge University in England. At the time of
his retirement he held one of Colby's few named professorships as Merrill Professor of Chemistry.

Having a laudable conception of the place of chemistry in a liberal arts college, Weeks did much to develop courses for the non-professionals, even for those with little scientific aptitude. In doing this, he did not detract from Parmeuter's long established emphasis on the preparation of professional chemists, but he did make it clear that at least one Colby scientist felt that students had a right to worthwhile information about chemistry without becoming chemists.

Lester Weeks was always interested in public affairs. He served in both branches of the city government, was a member of the State Legislature and a director of the Kennebec Water District. After his retirement he organized an interesting and active club in Waterville for retired persons. Nor did he immediately abandon teaching. There is wide demand for retired college teachers to serve as substitutes for persons on leave, and Weeks served in that capacity for one year at Kenyon College and for three years at Ohio Wesleyan University, where he was still active in 1960.

It was Cecil Rollins who gave to Colby its enviable reputation in dramatic art. There had long been a student dramatic society, and many a Colby play had been coached by a talented Waterville woman, Miss Exerene Flood. But not until Rollins took charge did drama become a part of the curriculum.

Cecil A. Rollins graduated from Colby in 1917, just in time to enter military service in the First World War, though he did get in a few months' teaching at Hebron Academy before donning a uniform. He returned to his alma mater as instructor in Latin and English in 1919. Three years later he went to Harvard for graduate study and received his master's degree in 1923. Back he came to Colby in 1924 as instructor in English, was made assistant professor in 1926 and associate professor in 1930. For many years he was in charge of Freshman English, having as many as eight other members of the English staff associated with him in its teaching. After thirty-six years of college teaching, Rollins resigned in 1955 to make his home in Scarborough, where he and Mrs. Rollins continued avidly their hobby of bird watching.

It was in 1925, when he tackled the dramatic program, that Rollins found his true forte. Under his guidance the dramatic society, Powder and Wig, produced many outstanding plays from Greek tragedy to the latest Broadway hits. Patiently he and Mrs. Rollins built up an impressive store of properties. No detail of costuming, stage effects, make-up, or "business" escaped their attention. Rollins encouraged his students to write as well as act, and several original plays were thus produced.

After the death of Galen Eustis in 1958 and the retirement of Ernest Marriner in 1960, only four members of the faculty who were on the staff when Franklin Johnson became president were still teaching at Colby. They were Everett Strong, who had come as a young teacher of modern languages in 1922 and had made himself invaluable not only in his department but also in his interest in music; Walter Breckenridge, who had entered the department of Economics and Sociology in 1928, and had risen from instructor to full professor and head of the department; "Breck's" close friend, Damon to his Pythias, Alfred Chapman, a graduate of Colby in 1925, who likewise had risen from instructor in English to department chairman and holder of one of the named professorships, Roberts Professor of English; and Ellsworth ("Bill") Millett of the Class of 1925, who became an athletic coach at the College in 1927, was made a member of the faculty in 1934, and is now known to every alumnus as "Mr. Colby," the beloved alumni secretary.
A Great Administrator

After taking more than a year to select a successor to President Roberts, the Trustees made a truly inspired choice. If there was ever a man supremely fitted to head the College in a time of crisis, that man was Franklin Winslow Johnson. He modestly considered himself unfit for so great a task, and it took considerable urging to secure his final acceptance. When the Trustees elected him to the presidency on November 17, 1928, neither they nor he could possibly know that very soon Colby “must move or die,” and that the Herculean task of moving must be attempted in the midst of the nation’s worst depression followed by the nation’s greatest war.

Franklin Johnson was elected president thirty-seven years after his own graduation from Colby in the Class of 1891. A native of Maine, he had prepared for college at Wilton Academy, and had been a Colby freshman when his predecessor, Arthur Roberts, had been a sophomore. For three years, Johnson’s closest college friend and roommate was Dana Hall, 1890, with whom he later served on the Colby Trustees. The two lived as neighbors in Chicago, where Hall was a partner in the textbook publishing firm of Ginn and Company. Before 1928, Mr. Hall and Mrs. Carolyn Lord Johnson had both died, and the many friends of Franklin Johnson and Imogene Hall were delighted to learn of their marriage just before Johnson assumed the Colby post in 1929. Throughout the Johnson administration, Mrs. Johnson was the gracious hostess at scores of college functions, and her home was always open to faculty, students, and townspeople.

Born in the Franklin County town of Jay in 1870, Johnson was almost sixty years old when he became president at Colby. He intended to retire at the age of 65, if not earlier. But as the years went by, the Trustees would not let him think of retiring. There was a job to be done that only he could accomplish. Such were his loyalty, his faith, and his determination that he could only listen to the repeated pleas. Not until 1942, when he had reached the age of 72, did the Board at last reluctantly relieve him of the presidential duties, and then only with his promise that he would be on hand to render every possible assistance in completing the move to Mayflower Hill.

After his Colby graduation in 1891, Johnson went to Washington County as principal of Calais Academy, where he remained for three years. The death of Dr. James Hanson, renowned principal of Coburn Classical Institute, caused the combined Colby and Coburn authorities to turn to the young man who was making such a pronounced success at Calais. At Coburn Johnson served with distinction for eleven years, maintaining that school’s close ties with the College, and preparing a large number of boys and girls for Colby admission.
In 1905 Johnson became one of that distinguished company of Colby men who were lured to the University of Chicago, but in his case it was the secondary rather than the collegiate field that attracted him to the metropolis of the Middle West. He became principal of Morgan Park Academy, an organic part of the University of Chicago. When the University's School of Education set up its experimental University of Chicago High School, in 1907, Johnson was made principal, and in that office he became known throughout the country as a leader in secondary education. In that principalship Johnson remained for twelve years, then in 1919 was called to a professorship in secondary education at Teachers College, Columbia University. His textbook, *Administration and Supervision of the High School*, had become an authoritative work in that field when he left the bank of the Hudson for the less urban bank of the Kennebec.

During World War I Johnson had been commissioned a major in the Sanitary Corps and served as chief of rehabilitation service at the Army hospital at Colonia, New Jersey, later going to Washington in charge of rehabilitation personnel in the office of the Surgeon General. In 1926 he had spent six months in the Near East, lecturing in the American colleges established in Syria, Palestine, and Egypt. Meanwhile Colby had honored him with the L.H.D. degree.

To many of Johnson's personal friends, his acceptance of the Colby presidency was regarded as coming back home. He was given a rousing greeting at a meeting of the combined service clubs, a dinner and reception by the faculty, and hearty welcome by both divisions of the students. At a public reception he was enthusiastically received by Waterville citizens, many of whom had known him as principal of Coburn.

On June 14, 1929, in the presence of a large assembly of "the Colby family" and delegates from more than forty other colleges, Franklin Winslow Johnson was inaugurated the fifteenth president of Colby College. The guest speaker was his friend, William F. Russell, Dean of Teachers College. In his acceptance address the new president proposed a thorough study of admission, curriculum and teaching, to be carried on cooperatively by faculty and students, and to be followed by such changes as should seem desirable in the light of discovered facts. He said:

The student and the teacher make a college. Administrative offices, trustees, alumni and friends render necessary but relatively unimportant service. Material resources facilitate the work of a college but do not assure its success. The honorable record of Colby during the past century has been made only by the devoted service of teachers who have stimulated students to intellectual pursuits.

In assuming this presidency I have no policies which I will undertake to impose. I shall try to lead all concerned in a serious study of the problems confronting the College, with the hope that together we may develop policies that are consistent with the best traditions of the past and will enhance the service of this college to society. I want Colby to continue to be a small college, a Christian college, true to the faith in which it was founded, but not adhering to outworn forms. May this college have the courage born of faith to venture beyond the demands of the immediate present to fulfill the social needs of its second century.¹

When one considers President Johnson's supreme achievement of raising several millions of dollars to move the college to a new site, it is ironical to re-
call that in his acceptance of the presidency he stipulated that he was not to be a money-raiser. As the years went by, Johnson often told, with considerable amusement, how he had been determined to devote all his time and talents to the educational improvement of the college. He saw to it that spread upon the trustee records for November 17, 1928, was the following provision: "It is agreed that the main efforts of Dr. Johnson shall be directed to the building up of the College as an educational institution, rather than to canvassing funds for endowment and equipment."

The new president felt the time had come for the College to have a dean of the men's division, to relieve the president of detailed attention to the problems of the male students, just as the Dean of Women had for many years supervised the educational and personal needs of the girls. In response to the President's request, on April 6, 1929, the Trustees elected Ernest C. Marriner Dean of the Men's Division. Although the first person to be elected Dean of Men at Colby and thus the first to bear the official title, he was not the first to perform the duties of that office. During the closing years of President White's administration, Arthur Roberts had performed most of the duties usually associated with the position of dean, and had been locally referred to as Dean Roberts. Johnson made the position official, and in the fall of 1929 Marriner left the college library for the new post.

So outstanding was Johnson's success in performing the seemingly insuperable task of moving the college that it is easy to overlook his achievements in the very area which he had originally stipulated as his special province—"building up the college as an educational institution." The plain fact is that Franklin Johnson was a superb administrator. Although seeking advice and opinions from others and always weighing the evidence on both sides of any controversial issue, he knew when it was his duty to make the final decision, and he did not hesitate to make it. He believed in the democratic process, but he did not believe that the daily affairs of a college should be administered by a continuous town meeting. He delegated authority to subordinates and supported vigorously their decisions. He exerted leadership, but never dictatorship over the faculty, insisting that decisions concerning such things as admission, curriculum, and graduation requirements must be made by that body. On one occasion an irate father appealed to him to make an exception of his son's case and permit graduation denied by faculty regulations. "Do you mean to say you haven't the authority to overrule that regulation? In my business I make the final decisions." Johnson replied: "I doubt if I have that authority, but even if I did I wouldn't think of exercising it. In these matters the faculty must be supreme."

Before we turn in a subsequent chapter to the Mayflower Hill story, it is fitting to note a few of the educational achievements made by Franklin Johnson as President of Colby. Almost his first act was to emphasize the uneven faculty-student ratio, and to demand immediate measures to correct it. At the first meeting of the Trustees after his inauguration—a meeting held in Portland in November, 1929, Johnson said:

The College is not adequately staffed to handle our present enrollment of 600 students. The ratio of student enrollment to faculty in New England colleges shows that Colby is inferior to all others in this respect. With us the ratio is 17 to 1; at Bates it is 16 to 1; at Bowdoin 10 to 1; at Amherst 9 to 1.
The President asked the Trustees to limit the enrollment, and in April, 1930, the Board voted to restrict the total number in 1930-31 to six hundred students. In his annual report in June, 1930, the President said:

In colleges of our type the median student ratio is eleven to one. Our ratio of seventeen to one is surpassed by only two of the 115 colleges we have studied. This means that our staff carry an excessive student load and that individual students are not receiving the discriminating attention that they need. The restriction of attendance to 600, voted at our April meeting, will relieve the present situation only slightly.

For the first time, in the fall of 1930, qualified applicants in both divisions were refused admission. In retrospect it is astounding to note how little effect the depression had upon Colby enrollment. When one recalls the hardship encountered by many individual students, necessitating withdrawal from college or failure to return after the summer vacation, the official enrollment figures come as a surprise: 612 students in 1930-31; 610 in 1931-32; 612 again in 1932-33. It is true that, as the depression worsened, the limitation of enrollment came to have less meaning, but that limitation to 600 was retained until 1938 when, at Johnson's suggestion, the restriction was lifted because of additions to the faculty and the opening of Boutelle House for women and Taylor House for men.

By 1936 Johnson was able to report that limitation of enrollment and additions to the faculty had brought the ratio down to 12 to 1. He said, "It is a cause of great satisfaction that, during these years of depression, when many colleges have reduced their staffs, we have been able to improve our situation substantially, and the College now stands among the best in respect to student-faculty ratio."

Colby was one of a very few American colleges which did not reduce faculty salaries at any time during the depression. In March, 1933, when the nation's banks were closed, Johnson told the Colby faculty that the finances of the College were not seriously embarrassed by the closing because recently paid tuition fees enabled the meeting of current expenses. In the spring of 1934, it was rumored that the faculty were in for serious cuts in salary to offset the year's deficit. Johnson declared the rumor baseless. He said no such measure was contemplated, and if any trustee should suggest it, he would make vigorous protest.

For more than a hundred years a majority of Colby students held residence in Maine. In 1932, for the first time, slightly more than half of the freshman men came from outside the state, and in 1937 less than half of the new women lived in Maine. In respect to total freshmen the change had come suddenly. In 1933 the percentage of new students from outside the state was forty; in 1934 it was thirty-six, in 1935 it was again forty, and in 1936 was forty-two. In 1937 it had jumped to fifty-three percent. President Johnson expressed his concern about this trend in his 1938 report:

It is an advantage that our student population is drawn from a wide area. We must, however, give careful study to the changing trend that steadily reduces the proportion of our students from Maine. We must decide whether it is wise for us to continue to depart from what has until recently been the natural pattern of student distribution. We have always regarded Colby as a Maine college.
At his first faculty meeting in September, 1929, President Johnson set up a Committee on Curriculum Aims, with a view to adjusting admission, courses, and graduation requirements consistent with what should be established as the aims of the college. He abolished several committees, whose functions could now be conducted by administrative officers. Most radical of all, he changed the weekly faculty meeting which had traditionally spent most of its time dealing with the academic and behavioral deficiencies of individual students, to a monthly meeting dealing largely with matters of academic policy. He insisted that every faculty meeting, convening at 7:30, close promptly at 9:00.

As a former high school principal and the recognized expert at Teachers College on the modern secondary school, President Johnson insisted that the time had come when New England colleges must recognize that the secondary school of 1930 was not that of 1900. At the annual meeting of the New England Association of Colleges and Secondary Schools in December, 1930, he delivered a memorable address on "The Expanding Secondary School." Determined that his own college should take the lead, he persuaded the Colby faculty to adopt new entrance requirements. Previously the entrance requirement had been fourteen and one-half Carnegie units, of which nine and one-half were required in English, algebra, geometry, foreign language. Candidates for the B. S. degree were required also to present a unit of science and one of history. The remaining five units had to be selected from a stated list of school subjects, which did not include art, music, or any of the commercial subjects. The new requirements, effective with the class entering in 1934, demanded of all applicants ten required units in English, foreign language, algebra, geometry, science, and social science. Concerning the optional five units (the total had been increased to fifteen) the catalogue stated, "[they] may be in any subjects accredited for graduation from an approved secondary school." Johnson had won his battle for what he called "autonomy of the secondary school."

New graduation requirements were also adopted. The most significant change was the decision to grant only one undergraduate degree, bachelor of arts. That had been preceded by long controversy over the requirement of a year of mathematics for all students. At first the criticism had been met by a change in the content of the freshman course in mathematics for A.B. students, but after lengthy, heated discussions, the requirement was abandoned except for students majoring in one of the sciences or in certain other fields. Beginning with the Class of 1937, a student majoring in any subject offering a field of concentration could earn the A.B. degree at Colby by completing a course in English Composition, one in English Literature, two courses chosen from different subjects in science and mathematics, two courses in social science, two years of physical education, meet the foreign language requirements, fulfill the demands of his selected major, and complete a total of 124 semester hours.

The new requirement in foreign language was a progressive step, recognizing achievement rather than merely hours spent in the classroom. A student could meet the requirement by passing a reading knowledge examination in a foreign language, regardless of the way in which he obtained the knowledge. Several students each year were thus able to meet the requirement when they entered the College; most could pass it after completion of the second year of a language in college. At first the examination was offered only in French or German. Later the department examined applicants, on request, in Hebrew, Arabic, and Polish, as well as in Spanish and Italian. The faculty soon recognized the claim of the Department of Classics that the time-honored languages Greek and Latin were
discriminated against, while the Modern Language Department saw the folly of extending the field to cover languages which no one at Colby was able to examine. The matter was resolved by having the reading knowledge examination include only those languages taught at Colby, ancient as well as modern. Because the Modern Language Department persistently held that the successful completion of a second year language course in college was the equivalent of a reading knowledge, they were unable to combat the increasingly vociferous student argument that it was unfair to demand the passing of the examination in addition to passing the second year course. The faculty therefore finally voted that the requirement could be met either by passing such a course or by passing the reading knowledge examination.

Of interest to the student of curricular changes in American colleges is the shifting of the target of attack from ancient languages to mathematics to modern languages. As early as 1925 it was clear that the requirement of four years of high school Latin followed by a year of that language in college was on the way out, even for those who sought the A.B. degree. When Colby permitted the student to earn that degree without any study of Latin, as did the new entrance and graduation requirements of 1934, it completed the victory over the classics which had begun more than thirty years earlier with the abolition of the requirement in Greek. Yet so strong is the tradition of Greece and Rome in western civilization that never at any time in the subsequent twenty-five years was the study of classical languages completely abandoned at Colby. In 1959, more Colby students were studying Greek and Latin than had been the case in any other year since World War II.

Just as the B.S. students had been first to resent the Latin requirement, so the A.B. students attacked the mathematics requirement. Both attackers were abetted by the new educational psychology, which held that the long accepted transfer of ability takes place within very narrow range, and there is no such thing as “training the mind” by studying Latin or mathematics. Franklin Johnson, like most of his colleagues at Teachers College, accepted the new psychology. Although the Colby faculty contained plenty of defenders of the old view, the newer concept won a bitterly fought contest. Along with Latin, the fixed requirement in mathematics had to go. By no means did the change kill mathematics at Colby. As the years went by, that subject became of increasing importance, and even before “Sputnik” drew renewed attention to mathematics, that department was graduating many majors who won distinction in school and college classrooms, in government and industry.

With what the liberals called “the tyranny of Latin and mathematics” disposed of, where should the critics now turn? It can be commendably recorded that Colby never submitted to the Eliot philosophy of completely elective college education. Never, to this date, has the College abandoned area requirements, although in 1959 the only single course demanded of all students was Freshman English. Colby has always required some distribution in the fields of language and literature, science and mathematics, and the social sciences. But the question was bound to arise whether any foreign language should be demanded for the college degree. The attack was led from the very stronghold that President Johnson had so vigorously defended, the autonomous secondary school. More and more of the high schools in Maine were, in the 1930’s, diluting or altogether abandoning foreign language instruction. They insisted that the colleges ought to accept their graduates, with or without a foreign language. Several of the colleges gave in, but Colby, along with other colleges of liberal arts,
refused to relax the requirement. When the revival of foreign language study was fostered by the Second World War, the correctness of that seemingly conservative stand was fully justified. Although the faculty has made several changes in the language requirement since 1934, it has never questioned the valid place of that discipline in a liberal arts education, to be upheld by some sort of definite requirement.

President Johnson introduced several measures to benefit the faculty. He persuaded the Trustees to make reappointments and promotions in April instead of June. He put up a long, hard fight for a regularized system of sabbatical leave. The Trustees, though sympathetic, felt that they could not grant his request, but they did permit him to arrange leave for faculty members desiring further study or to work on research projects, provided the arrangement could be made without expense to the College. Determined to do the best he could under such restriction, Johnson maneuvered cleverly to provide a significant number of leaves. When possible, he would persuade a department, by omission of courses or other devices, to absorb the absence. When it was necessary to employ a substitute, the absentee was allowed the difference between that salary and his own. Not until shortly before the end of his administration did Johnson see success come in his long fight for sabbaticals, when the Board finally voted a regular system of half year leave on full pay or full year leave on half pay. The President was also interested in a tenure system and finally succeeded in having full professors placed on indefinite tenure. It was left for the succeeding administration, however, to extend the privilege to associate professors. In 1959, assistant professors, with tenure privilege in many colleges, were at Colby usually appointed for three year terms. Instructors, as was common at most colleges, were appointed annually. The retirement age was fixed at 65, except that members of the faculty who were full professors in 1935 could remain until the age of 70.

Another innovation of Johnson's time was the Academic Council. The instigator of this plan was Colby trustee Frederick Pottle, a member of the Yale faculty, who throughout his long tenure on the Colby board vigorously upheld the rights and privileges of the faculty. Pottle believed strongly in a kind of administrative senate of permanent faculty members, such as then prevailed at Yale. The result was the establishment of the Colby Academic Council, made up of all persons holding the rank of full professor at the College. To that council the by-laws of the Trustees entrusted wide powers over the internal government of the College. The Colby faculty has never become so large that it could not discuss and settle major matters in general session. Although the Council has authority to make major decisions, it has wisely and consistently referred important matters to the entire faculty. One function of the Council, which it cannot deputize to others, is to advise the President on faculty promotions.

Johnson's insistence that health be listed as the first aim of the College was no idle gesture. He sensed at once a deplorable situation in respect to care of the sick in the men's division. The Executive Committee during 1927-29 had been aware of the need but had been unable to effect a remedy. Johnson at once persuaded the Trustees to turn the recently acquired Bangs House property into an infirmary for men. Thanks to Mrs. Eleanora Woodman, a women's infirmary with resident nurse had already been set up in Foss Hall, but the men students had no adequate medical attention. Unless a man was sick enough to be sent to the Sisters Hospital, or to the new hospital recently opened in the former residence of Dr. Frederick Thayer, he got along as best he could, under care of his fellow students, in dormitory or fraternity house. Such a barbarous situation could no
longer be countenanced. Bangs House was therefore equipped as an infirmary, with Mrs. Jennie Clement as resident nurse and Dr. John O. Piper as college physician. The very first case in that infirmary was poliomyelitis. Prompt diagnosis and professional care brought the patient through without serious impairment, and the reputation of the Colby infirmary was established.

To his amazement and chagrin, President Johnson soon learned that student housing had improved very little at Colby since his own student days forty years earlier. To be sure, central heating and sanitary plumbing had been introduced into dormitories and fraternity houses, but those residences had no regular supervision. By the fall of 1933, the depression had seriously affected fraternity quarters owned by the College. Many a student found he could live more cheaply by renting a private room in the city. For twenty-five years the College had been collecting a fixed per-student rental in those fraternity quarters, regardless of the number of students housed in each fraternity. With income thus seriously affected by the failure of the chapters to fill their houses, the Trustees ordered an investigation. As a result, a plan was agreed upon whereby a fixed total rental was demanded, to be divided among the occupants.

Determined that the slovenly, often unruly conditions prevailing in the dormitories, Hedman and Roberts halls, must be stopped, Johnson was glad to accept and strenuously support the suggestion of the Dean of Men that faculty residents be placed in those buildings. Although told by administrators in other colleges that the policy would never work, that no faculty person could last a month in such a policing situation, Johnson boldly instituted the plan. That it worked admirably was due in large measure to careful choice of the faculty residents. In the fall of 1930 Alfred K. Chapman took up residence in Roberts Hall and Walter N. Breckenridge in Hedman Hall. Both remained as efficient and respected heads of those dormitories for many years. They were guiding friends of the boys, not police officers. They respected confidences, and they enforced order by the strength of personality rather than by arbitrary rules. The dormitories became orderly places for residence and study; property damage was reduced to a minimum; and not infrequently some student tried to move out of a fraternity house into Hedman or Roberts Hall in order "to get a chance to study."

For many years previous to the Johnson administration, the College book- store had been a private business conducted by students, who sold the stock and good will to a successive group, usually two student partners. Johnson felt that such a practice was wrong. He induced the Trustees to pay off the current owners and take over the store as a college-operated business. Because the office of financial officer and superintendent of maintenance had proved far too heavy a load for one man, the Trustees had heeded Treasurer Hubbard's request for assistance. Welton Farrow was appointed to the joint position of Superintendent of Grounds and Buildings and Manager of the College Store.

It was during the Johnson administration that Colby began an exchange of students with foreign universities. The first Colby student to study abroad under the plan was Philip Bither, 1930, who after a year in Germany became a permanent member of the Modern Language Department at Colby. The first foreign student to attend Colby under the exchange plan was Harro Wurtz of Berlin. During the 1930's several students from France, Germany, and Czechoslovakia studied at Colby, while Colby students attended universities in European countries. When economic conditions made it impossible for European countries to finance their part of exchange agreements, Colby continued to supply tuition and living expenses to one boy and one girl annually from foreign lands. Fulbright Scholar-
ships, after World War II, made possible the attendance of many Colby graduates at foreign universities.

Foreign students were not the only persons to benefit by free tuition during the 1930's. In 1933, realizing that a number of recent graduates were unable to secure employment because of the worsening depression, President Johnson proposed that any such graduates be allowed to attend Colby classes without cost. In June the President told the Trustees: "Twenty-eight of our recent graduates availed themselves of this opportunity during the second semester. We have received much favorable publicity for this effort throughout the country." The policy was continued until 1936, when employment conditions had substantially improved.

Franklin Johnson believed that a college should be as much concerned with exits as with entrances. He therefore encouraged Registrar Elmer C. Warren to set up Colby's first formal placement service. Warren proceeded to bring to the College every year the personnel representatives of prominent companies, with the result that hundreds of Colby graduates were advantageously placed. He also developed a program of instruction for seniors, to acquaint them with employment possibilities and how to make effective application. It was Elmer Warren who laid the groundwork for the later employment of a full-time placement director in the person of Earle McKeen.

President Johnson believed that students, as well as faculty and alumni, should have a voice in college policy. Although his presidency was not to see a common student council, comparable to the common alumni office, he did much to encourage and strengthen the separate student councils for men and women. When Johnson became president, the Women's Student League had already developed into a strong, responsible body under the direction of Dean Ninetta Runnalls. The Men's Council, however, was plagued by fraternity domination. Johnson asked the Dean of Men to try to work out with students a plan for more effective student government in that division. In November, 1938, the Dean reported to the President:

Five years ago I began a quiet campaign to convince our men students that we needed radical revision of student government. We had a student council elected by fraternities and not representative of the student body as a whole. It neither functioned well on general student activities nor wisely met the fraternity problems. Last spring, at my suggestion, our students voted to organize two bodies: (1) a student council elected by proportional ballot and representing all the men students; (2) an interfraternity council whose make-up is unique in national fraternity circles and of which we are especially proud.

The Interfraternity Council consists of the heads of our eight fraternities, their faculty advisers, and the Dean of Men. The advisers and the Dean have no vote, but may make motions and participate in discussion. Only the undergraduates make decisions. The first instance of student-faculty cooperation on our campus is this council. It has strengthened every one of our fraternities. The new Student Council has no faculty representation, but the President meets weekly with the Dean, and the entire council seems eager to cooperate with the administration. Divorced from fraternity allegiance, the Student Council now has a chance to meet all-college problems from an all-college viewpoint.
Just as Arthur Roberts had presided at the hundredth anniversary of the College, so Franklin Johnson was privileged to preside at the centennial of the death of Colby's most famous graduate, Elijah Parish Lovejoy. A committee headed by Trustee Bainbridge Colby, former Secretary of State, arranged for significant observance on November 8, 1937. The speaker was the Honorable Herbert Hoover, former President of the United States, whose address at the historic old Baptist Church, where Lovejoy had received his diploma in 1826, was broadcast over the nation. Forty members of the Lovejoy family were present, and three of them were given honorary degrees.

One of Franklin Johnson's outstanding achievements was his creation at Colby of a Department of Health and Physical Education, making all persons in the department, including the athletic coaches, responsible to the President through the department head. President Roberts brought C. Harry Edwards to head a department of physical education in 1921. He had made many improvements, especially in classes for all students and in remedial work, but was severely handicapped because of his lack of control over athletics. Several coaches were employed in whole or in part by the Athletic Association and were not responsible to the department head. Because athletics were financed almost wholly by the association and none of its funds passed through the hands of the college treasurer, the separate autonomy of the association seemed logical.

The confusing situation had grown out of the traditional, but now outmoded concept, that athletics are not a part of college education and are to be handled informally by the students themselves. As the years went by, sports proliferated in number and importance, and in many a college the athletic tail threatened to wag the academic dog.

Johnson took no immediate drastic action, but patiently mustered support for reform. The Alumni Council, under direction of Secretary Cecil Goddard, took up the cause and presented a plan of reorganization. Enthusiastically approved by President Johnson, the plan was adopted by the Trustees in April, 1934, to become effective with the opening of the ensuing college year.

The plan endorsed the Johnson principle of combining physical education with the College's responsibility for student health. There was created a Department of Health and Physical Education, the head of which would not only have charge of physical education classes and direct the athletic program, but would also supervise the men's infirmary and all the health services.

One reason why Johnson was so strong an administrator was that he never failed to recognize where authority lay, and he never hesitated to cut corners in an emergency. To straighten out the athletic situation in 1929, he acted on his own authority and simply reported to the Board a fait accompli. But when more thorough reorganization offered time for consideration and debate, he asked the Alumni Association to make recommendations, and then asked the Board to adopt those recommendations. Throughout his administration he showed an almost uncanny ability to sense when an issue demanded his immediate, decisive action, and when it could better be referred to faculty or Trustees. He made it plain that the Trustees were not expected to operate the College day by day. In 1938 he said to the Board:

While it is not the function of the Trustees to direct the internal affairs of the College, they should be reminded that there is no other reason for their existence as a board than that students may receive the best education. You have a right to know and should be interested
in learning how the President and the Faculty whom you appoint are performing the functions which are peculiarly theirs.

So much of President Johnson’s financial concern was focused upon Mayflower Hill that even Colby alumni are surprised to learn how the College endowment increased between 1929 and 1942. In April, 1937, Johnson was able to report to the Trustees: “The income from invested funds has increased from $74,151 in 1930 to $118,250 in 1937. This has been an increase of $44,000 during the period of the depression.” In 1929 the endowment stood at $1,461,960; in 1935 it had reached $2,285,387, and in 1942 stood at $2,989,980. Among the gifts which had nothing to do with the new plant on Mayflower Hill was the bequest of the son of former President James T. Champlin. Entirely in the common stock of Gold Dust Corporation, this legacy, originally estimated at half a million dollars, was reduced to about $150,000 before the College could dispose of the stock. But it was a splendid gift, coming from a man whom the College scarcely knew existed, but who had not forgotten his boyhood days when his father had been head of the College. From the estate of Charles Potter Kling the College, joint residuary legatee with Bowdoin, received nearly $650,000, and from the estate of James King, 1889, came $140,000. Substantial funds, including endowment of the Department of Business Administration, came from the estate of Herbert E. Wadsworth, 1892, who had been Chairman of the Trustees from 1926 to 1934. From the estate of Miss Ophelia Ball came $62,000; from Colby Blaisdell $15,000; from Hannibal Hamlin, grandson of Lincoln’s vice-president, $20,000. From Mrs. George Murray and Dr. Percy Merrill came life annuities respectively of $35,000 and $25,000. The gracious lady, Mrs. Eleanora Woodman, who in her lifetime had been a generous benefactor, bequeathed more than $200,000 after her death, setting up the very substantial Woodman Fund for assistance to needy students. It is interesting to know that the largest gifts made toward endowment during the thirteen years of Franklin Johnson’s presidency were made by Frank Champlin, Charles Kling, and Eleanora Woodman, none of whom was a Colby graduate.

Franklin Johnson was indeed much more than the “Builder of Mayflower Hill.” He was one of the most capable administrators who ever sat in the President’s chair.