

## INAUGURATION OF PRESIDENT FAIRCHILD

### Many Distinguished Guests Take Part in the Ceremonies of the Day.

On Wednesday, May 21st., Dr. Edward Thomson Fairchild was officially inaugurated as president of New Hampshire College. President Fairchild is the sixth president of the institution and the third since the college has been located at Durham. The event was most successful, and was conducted in a most efficient manner by those who had charge of the affair. The exercises were held in the gymnasium, which was attractively decorated with blue and white bunting and green boughs. About a thousand people witnessed the ceremonies, including some of the most distinguished educators in the country. The college battalion escorted the president and the distinguished guests from Thompson Hall to the gymnasium, where they were conducted to reserved seats upon the platform. After the exercises, luncheon was served in Morrill Hall. At three-thirty a reception was tendered President and Mrs. Fairchild in Thompson Hall. Seven honorary degrees of L. L. D. were conferred by the college at the close of the exercises. Those receiving them were: Henry Jackson Waters, President of Kansas State Agricultural College; Ernest Fox Nichols, President of Dartmouth College; Lucius Tuttle, Ex-Pres. of the Boston and Maine Railroad; Samuel Demeritt Felker, Governor of New Hampshire; Charles Holmes Pettee, Dean of New Hampshire College; and Clarence Watkins Scott, Prof. of History and Political Science at New Hampshire College. The two latter recipients were greeted with enthusiastic applause by the audience and especially by the student body. After having served the college faithfully and efficiently for nearly forty years, certainly none was more deserving of this honor and distinction than these distinguished "servants of New Hampshire College."

The exercises were opened, after a selection by the college orchestra, by Warren Brown, president of the board of trustees, who introduced Judge George H. Bingham, of the Supreme Court of New Hampshire, as the presiding officer.

Pres. L. L. Murlin of Boston University then led in prayer. This was followed by "Greetings from Dartmouth" by Pres. Ernest Fox Nichols, who predicted a glorious future for New Hampshire College and pledged the support and co-operation of the "sister college" at Hanover in all its undertakings.

Owing to the unavoidable absence of Gov. Samuel D. Felker, the next number on the program had to be omitted.

Pres. H. J. Waters of the Kansas State Agricultural College was the next speaker on the program. He spoke in part as follows:

Kansas State Agricultural College. "The people of the West," he said, "remember the great labors of the man who is to be today installed as president of this college, and it gives me great

pleasure to bring the heartiest congratulations of my college. President Fairchild lived the greater part of his life in a Prairie state, but I can state nevertheless that he knows something of agriculture and forestry. He is taking charge of this college at a critical point and I with those I represent wish him the best of success."

Hon. H. L. Boutwell in presenting the charter of the college to the new president, spoke in part as follows:

Mr. Boutwell first told of President William D. Gibbs, resigning in June last, and of how in the nine years that able man was the chief executive at the college the enrollment of registered students, grew from 121 to 354. He then went on with the formal announcement to Dr. Fairchild that the trustees had chosen him for the position of president, that he had signified his willingness to accept, and that he might be assured of their co-operation and support. His next words were attentively listened to. "And by virtue of the power invested in me by the charter I induct you into office, and give you the charter and to you all powers, privileges immunities and honors pertaining to the office of President."

This was followed by acceptance by the Pres. Fairchild.

Dr. W. D. Thompson then gave an address upon "The Opportunity and Duty of the Agricultural College." He spoke in part as follows:

He chose for his subject, 'Opportunities and Duty of an Agriculture College.' He gave some very interesting facts and told of the development of the agriculture college, and of the way one is conducted now. He emphasized the need of more going back to the tilling of the soil, saying that the future of New England lay in her stirring up the generations to greater agricultural activities than they are now displaying. He was very heartily applauded in conclusion.

The next number on the program was the inaugural address by Pres. E. T. Fairchild. The address was as follows:

The colleges of agriculture and mechanic arts have at last come into their own. Born of the wise leadership and democratic spirit of Congressman Morrill, they came upon the educational stage some fifty years ago. The first appearance gave little promise of their present usefulness. At that day there was no science of agriculture, and technical schools of engineering were in their beginning. Nor was there any organized body of fact relating to the work of husbandry. Teachers were drawn from the various departments of the classical colleges and set to work in an untried field and the students were fortunate indeed if the instructor had been raised on a farm.

To fill out in some measure the requirements of a regular college course, a large proportion of the work was made up of the conventional subjects of the

classical colleges. Both Latin and Greek roots were studied more diligently than the roots of corn and other growing plants.

When the men on the farm finally came to hear of these "farmer-professors" there was tumultuous mirth. The world's greatest joke had been perpetrated. And when in the course of years these same professors, with some acquired confidence, ventured forth to lecture on agricultural subjects, the few who came to see had only criticism and derision to offer. Other institutions of higher learning were equally confident that here was no true education; that the so-called agricultural colleges were violating every canon of educational dogma.

For forty years agricultural colleges pursued their way with but little recognition and with much active opposition. States gave but scanty material aid and the public was only slightly interested. These were the lean, dark years of the land grant colleges. But it was a period of great development. Scientific knowledge of the fundamental facts of nature as related to agriculture and animal husbandry was being organized and brought into definite form. The principle of the application of the mechanic arts was leading to greater and greater efficiency. The arts courses were being modified and made to correlate more closely with the purposes of the college. Instructors, specially trained for the work, were being added to the faculties and definite, helpful results were making their appearance. Long-time experiments, based on scientific principles and proving the possibility of a greater return from the soil, were frequently given to the world. Here and there a magazine or newspaper saw the news value of some demonstrated fact and published it. The more active and intelligent farmers began to hope for practical assistance. At the same time, the graduates of those imperfectly equipped and rather scantily manned institutions began to make themselves felt on the farms and in the industries. Their training led them to apply the principles taught with the result that their neighbors began to question the infallibility of the old methods.

It is less than a dozen years since the world has adequately known and recognized the important work of the agricultural college. During that time the development of these schools has been little short of marvellous. From a spirit of indifference or active opposition the public has come to have great confidence in the material and educational value of these institutions. In some states the selection and breeding of seed wheat and seed corn alone has brought an annual increase of millions of dollars and in every state the annual increase in wealth over former years amounts to hundreds of thousands of dollars. And the educational value of this form of training has been demonstrated over and over again by the splendid type of citizenship represented in the graduate boy of the agricultural college. This is the harvest resulting from that long forty years of preparation.

The new relation between the people and the college was brought about by the simple expedient of putting the college on wheels and taking it to the people. Instead of depending upon technical lectures alone we have adopted the advice of Dr. Knapp, that great

apostle of agricultural betterment: "Get down to where the people can understand, touch bottom and life." And this aptly and truly describes the means employed by the agricultural colleges in many of the states.

Twenty-five years ago there was added to the agricultural colleges the experiment station. In any survey of college work the enormous value of those stations must not be overlooked. These agencies, equipped with staffs of men thoroughly trained as investigators, have given to the world a body of scientific fact of incomparable worth.

Farmers' institutes have been a favorite means of instruction; but notwithstanding the singularly effective work of the institute, it is now recognized that too few people are reached through this means. A closer connection between the college and the home and the farm is imperative.

A more recent activity is the extension work. This form of agricultural education has spread with amazing swiftness within a half dozen years and has attained the proportions of a nationwide movement. It is the latest form of face-to-face teaching. Here in New Hampshire the extension department has been commendably active.

Money for carrying on extension service became available for the first time September 1, 1911. Even though the appropriation for conducting this type of work has been limited, the results accomplished have been far reaching, and the extension service has made a place for itself, not only in the institution proper, but in the hearts and confidence of the citizens of the state. It has become an effective factor in the development of rural progress and better methods of farming.

During the year and a half that this work has been under way there have been issued forty-four publications dealing with some of the most vital and fundamental factors connected with the farm life of New Hampshire. Copies of each have been sent to a mailing list of between ten and eleven thousand in this state. Farm surveys have been conducted in different parts of the state in co-operation with the Department of Agriculture at Washington and a complete orchard survey of the state is now being made. Co-operative fertilizer experiments are being carried on with farmers in several counties. In addition, demonstration work of a most practical character has been given in many parts of the state. A course in reading on various agricultural topics has also proven widely acceptable.

The extension work has evidently come to stay. It is the connecting link between the college, the station and the people. It holds out a new hope and a new faith in the calling of agriculture. It extends a helping hand to every section of the state. It reaches the every-day farm life. It enters the home and always in a helpful and sympathetic manner.

Before we have time to rejoice in the broad recognition which the agricultural College now received because of its varying activities, we find ourselves confronted by a new set of problems. It would appear that we have reached the outer edge of things and are standing on the rim of the world. There are no new continents to discover. The forests have all been penetrated. The limitless prairies have all been fenced.

Continued on page 2

**The New Hampshire.**

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DURHAM, N. H., MAY 27, 1913.

Through the columns of "The New Hampshire," Prof. Rasmussen wishes to thank most sincerely all the students, who aided in serving the luncheon on inauguration day, both for their efficient work and the enthusiastic and willing manner in which they carried it out.

**THE SONG BOOK.**

As the time approaches for the appearance of the new song book, the editors wish to inform the students of the actual conditions necessary to be met squarely in order to fulfill their contract with the Boston Music Company.

To date the first payment (\$500) has been met in this manner; \$334.47 is the total amount paid to the editors by the alumni, faculty, and undergraduates, while the remainder of the sum (\$167.57) has been advanced by a friend of the college. In order to have the song book before Commencement, the editors must have the remainder of the money by June 1.

The following illustrates the handicap under which the editors are working:

- 27% of the Senior class have not paid up
- 17% Junior
- 17% Sophomore
- 36% Freshman
- 18% Specials
- 92% 2nd 2-year
- 11% 1st 2-year

**AGRICULTURAL CLUB.**

Recently elected officers of the Agricultural Club for the ensuing year are as follows: President H. V. Bent '14; Vice Pres., R. H. Holmes, 2yr, '14; Secretary C. F. Rines, '15; Treasurer, C. E. Roberts, '15; Executive Committee, D. W. Ladd '14; R. E. Dearth '15; W. J. Nelson '16; Program committee, J. S. Elliot, '15, E. J. McKensie, 2 yr, '14; N. McCrillis, '14.

Ed Hardy '06 writes that he is going to make a big effort to attend the Casque & Casket reunion on June 7 and 8.



**Inauguration of President Fairchild**  
Continued from page 1

From now on the struggle for existence will be fought out under new conditions and upon a circumscribed and ever narrowing area—ever narrowing, because never expanding to accommodate the increasing population.

The complaints of the high cost of living are the harbingers of the coming cry for bread. Nor should we lull ourselves into fancied security with the thought that all our ills can be remedied by legislation. Unreasonably high duties and combinations in restraint of trade may have aggravated conditions, but the real cause is much more fundamental and far-reaching than these. It is the world-old and remorseless law of supply and demand.

There are six million fewer cattle in this country than there were ten years ago, but there are twelve million more people wanting to eat beef. In 1910 the United States was exporting forty percent of her total wheat production. In 1910 she was exporting but twenty per cent. of it and yet was producing more wheat than ever before in her history. In the last half century we have doubled our production of agricultural products, but we have done it by expanding upon new land. In the next half century we shall again have to double our production to keep pace with the demand for things to eat and things to wear, but we cannot again do it by extravagant exploitation. The slogan of the future must be, not "more acres for four products," but "more products from out acres." And even this will not be enough. The extravagant waste in the production, marketing and consumption of our crops must cease. We must become more economical producers, but in addition more economical consumers.

The vast employment of American capital in exploitation has forced the products of the soil to such a price that the nation is threatened with revolution from the high cost of living. And it is not the fault of the producer, for the farmer receives too small a proportion of the ultimate cost of his products. Investigation proves that it is the high cost of selling which has raised the price of farm commodities to the consumer.

The increment granted to the producer, instead of being excessive, is much less than it should be. Hence the present demand for financing the work of the producer by means of systems of co-operative agricultural banks and of co-operative agencies for selling. All this demands, not only capital, but the highest form of business intelligence and the highest forms of business integrity as applied to bankland commercial credits.

These requirements bring to the front a vast array of intricate problems hitherto unsolved. Who is to furnish the solution? The existing banks of the country cannot furnish it, for they are in the main concerned with other interests. Besides their usual customers are more clamorous than ever before. The railroads are demanding hundreds of millions of new capital with which to carry on their improvements; manufacturing interests are seeking vast expansion of their present facilities, while trade and speculation are by no means inclined to lessen the volume of their transactions. In the fact of these difficulties we find intelligent co-operation among the producing classes almost untried and unknown and the agricultural bank as yet unestablished if not actually unwished for, the long and persistent habit of individual initiative having rendered co-operation almost impossible.

Continued on page 3

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Because of these new and compelling conditions the world is turning to the agricultural colleges and their graduates for advice and for help. And they are not asking in vain. Here then the agricultural college is to find the amplest justification for its existence. The very key-note of all our teaching is the trumpet call of the economies. Economy in the conservation of soils and soil enrichment; economy of production and transportation; economy of distribution by which the products of the earth may be delivered into the hands of the ultimate consumer at the least possible expense.

Though the agricultural college was for so many years "a voice crying in the wilderness," we have now to remind ourselves that it was the fault of the wilderness, not the fault of the prophets and priests of our agricultural millennium. They were in advance of the recognized needs of the people. Now, however, so sudden has been the awakening of our people, we find the agricultural college pressed to the limit to meet the many demands made upon it. In addition to the education of the youth, the work of advancing the material interests of the people is a constantly increasing task, and in this respect the college exists:

First, that it may discover and carry

to the people the best means of restoring and preserving the fertility of the soil.

Second, for discovering and promoting the most profitable employment of the agricultural forces of the state in a commonwealth where agriculture is the fundamental interest.

Third, that it may guide the people into wise and economic methods of distribution so that the husbandman may retain his due proportion of the reward of his own industry.

Fourth, that his bank standing and credits may be at least as good as that of the manufacturer, the merchant, the stockbroker and the speculator. As his business is less hazardous than any of the foregoing, his credit ought to be better than any of them. The Government that has so long stood sponsor for the land grant colleges now proposes to assume the responsibility for the agricultural bank.

Fifth, we hope to prevent the depopulation of our state of its best inhabitants. If we can but convince our young people that it is false fire which leads them toward the glamour of the great city, that service alone would justify our existence many times over. To the mind of our young people the city seems to be a producer of life; but it is also a destroyer of life, cruel and inexorable. It is the golden glow of peaceful industry which produces life, the life which the hard demands of the city so ruthlessly destroy.

Sixth, instead of the Exclusive call of the city we wish to substitute the call of the master business man of all, the successful farmer. Farming is at once one of the most difficult and one of the most

highly differentiated forms of business known to the world. For the successful pursuit of this calling business talent of the very highest grade is almost a necessity.

In the past the work of the agricultural colleges and experiment stations has been briefly of two kinds.

First, a college course designed to train experts in agriculture, in arts and in engineering. The work has furnished the country large numbers of teachers, of experimenters, of engineers and of agriculturists.

Second, the discovery of new facts in agriculture, the development of seeds, the analysis of soils, and, in general, what we call research. But, as we have seen, a newer conception of the function and possibilities of the college resulted in the development of extension and demonstration work.

The General Education Board, was founded having at its command more than forty millions of dollars and which has been of vast advantage economically and educationally to this country, particularly the South, early in its history reached the conclusion that one of the most important tasks in American education was that of delivering present agricultural knowledge to present farmers. They held that the teaching of academic agriculture in elementary and secondary schools and the issuance of bulletins, however valuable, did not constitute a perfect medium for the direct communication of agricultural knowledge.

In pursuance of this belief, the Board discovered Dr. Seaman A. Knapp, a special agent of the Department of Agriculture. He had already made a reputation through what is known as co-operative demonstration work. This he did by the ingenious method of asking leading farmers in many neighborhoods to make demonstrations. These demonstrations included the various stages of many agricultural problems. So successful was his plan that it attracted wide attention because his methods and demonstrations were being copied by farmers who lived in the neighborhood of the demonstrators and were daily proving the possibility of translating present agricultural knowledge into terms of larger crops and of general economic efficiency.

The General Education Board requested the Department of Agriculture to accept funds with which to extend the work of Dr. Knapp over the Southern States. This was done and as a result a greatly increased production of cotton and food crops followed.

A lateral result of this work has been the development of boy's corn clubs and girls' canning and poultry clubs, so that now there are enrolled in these various forms of work approximately four hundred thousand people.

The Board believes that this work should now be taken up by the agricultural colleges in immediate co-operation with the United States Department of Agriculture. It is pleasing to note that the present Secretary of Agriculture, Mr. Houston, is taking steps to bring about this co-operation. The aim is to make the agricultural colleges immediately helpful to present farmers. In this work for an increased production there has developed the necessity for a study of rural economies in order that it may be determined what crops should be grown in particular sections and how best these crops may be marketed.

With the assistance of the General Education Board, the Department of Agriculture has projected a rural organization service with Dr. T. N. Carver of Harvard University, director in charge. This rural organization service will study marketing, rural credit and co-operative buying and selling. Demonstrations in all these particulars will be made for purposes of study and illu-

stration. These co-operative associations have their headquarters at the agricultural college and become the agencies through which the college carries out the facts developed at the experimental farms to the people who are really doing the work on the soil.

The experience of the State of Wisconsin and of some other Middle West states has shown the great value of short courses in agriculture, not only the two-year course, but for the present farmers and farmers' sons and daughters, of winter courses of ten weeks or less in length. These young people come together at the college of agriculture to receive instruction in the immediate problems of their lives as farmers.

All of these experiences and movements indicate that the time has come when the New Hampshire Agricultural College can assume a leadership in the rural life of New Hampshire which will develop the state's greatest natural source of wealth, the land.

Thus far, we have thought of the college as an institution primarily to advance the interests of agriculture. In this particular it is felt that the College of Agriculture and the Mechanic Arts of New Hampshire has performed a great service. It is the purpose and intention of the authorities of this institution to seek every means of which this phase of college work may be extended and rendered still more efficient.

But the modern college, however diversified its activities, must always devote itself primarily to the education of the youth. Its first and highest obligation is to its student body.

Those who desire it have in this college free opportunity to secure ample and excellent training in the liberal arts. A training so developed that while it stresses culture and the humanities, also constantly correlates with the business of life. Those who wish preparation in engineering find complete instruction in this institution and are brought into contact with men who are masters of the art. While we are anxious to return a large number to the farm, we do not believe that all children born upon the farm should stay there. Engineering must receive its full share of support because the mechanical arts lie at the base of all industries.

In the various departments of agriculture both practical and technical instruction is offered. Many of the young people of today are to be the farmers of tomorrow. The abundance and the certainty of the harvest will be directly proportionate to the intelligence and skill of these husbandmen. Intelligence and skill, in turn, will be dependent upon the quality and quantity of the education which young people receive. Therefore, the importance of every farm industry must be magnified in the minds of the youth, for upon them will fall the problem of meeting the enormously increasing demand for food. It is the purpose of the college to help our citizens to prepare for this stupendous task.

The history of this college of Agriculture and Mechanic Arts is that of the others described. It is forty years old. It was born at Hanover and was for twenty years a department of Dartmouth College. The then president, Asa D. Smith, was its warm friend and a powerful ally. During its remaining years at Hanover Dr. S. C. Bartlett was president. The first president of the college, after its separation from Dartmouth, was Dr. Charles S. Murkland, who took charge in the fall of 1893 and served for ten years. Perhaps the richest legacy left by this able erudite president is the spirit of true scholarship which characterized his administration and which, we are proud to believe, still remains. President Wm. D. Gibbs

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served as chief officer for the past nine years. He was singularly strong in his administration of financial affairs, and, during his term, the college prospered greatly. The number of buildings was materially increased and the number of students was more than doubled.

In my brief administration I have everywhere been made sensible of the popular feeling of confidence in this institution. New Hampshire College has thousands of friends and public sentiment is strongly in its favor. The large representation present from that powerful organization, the Grange, is evidence of its active interest.

The legislature has been as generous as conditions would permit and we are profoundly grateful. It shall be our highest endeavor to justify our claim upon the state and to return every dollar in the form of efficient citizenship. It has met a great need in providing for an engineering building. The large industrial interests of the state fully warrant this expenditure. It should also be remembered that modern agriculture makes heavy drafts upon the various engineering courses. If conditions warrant, a textile department can be instituted and give a home in the new building.

More and more, society is coming to realize that subjects vitally related to the life of the community should form a part of the curriculum. Progressive leaders in education are applying the efficiency test to all the subjects in the course of study. The test is (1) Is it educational? (2) Will the mastery of it result in higher health, economic social, or moral levels of community life? The educational as well as the economic value of the study of home economics is no longer questioned. New Hampshire College is a co-educational institution. It has long felt the need of courses particularly adapted to the requirements of young women. It affords great pleasure, therefore, to announce that out of present appropriations a full four year course in home economics will be offered in this institution next fall. And the purpose of this course is two fold. It has both a social and an educational aspect. From a social point of view, it dignifies manual labor and teaches that home making is fit profession requiring training just as truly as does that of the doctor or lawyer educationally, it trains the head to purposeful thinking, and teaches the hand to obey the thought to its own greatest efficiency.

It should be remembered that this college is not in competition with any other educational institution. It is our ambition to be regarded simply as a co-worker in the educational field. We

are proud of the public school system of New Hampshire; we thoroughly appreciate the excellent work of the two normal schools; and we rejoice in the world-wide influence for good and the high scholarship for which our own Dartmouth College is so famous. Our appeal is to that large body of youth who have not the opportunity or the desire for the particular training of other colleges.

The real college is not the buildings, the equipment or the campus. It is the faculty. It is highly proper on this auspicious occasion to pay a deserved tribute to the instructors in this college. Thoroughly trained and equipped for their work, I have found them to be loyal, conscientious and consecrated to service. There are those on the faculty who are staying here at a pecuniary sacrifice—but, with the true teacher's missionary spirit they labor for the good of others.

An institution is known, however, not alone by its faculty, but also by its student body. The students of this college have at all times commanded my admiration and respect. This, because they maintain modest standards of living and of dress. Their social activities are clean and economical. The great majority is self-supporting in whole or in part. Best of all, they are thoroughly democratic.

A study of the history of the graduates of agricultural colleges reveals an amazingly large proportion of highly successful men. They occupy positions of great importance in agriculture, in engineering, in the arts and in teaching. Many instances of exceptional success can be cited from the rolls of our own alumni.

Among these are Charles Harvey Hood, '80 President of H. P. Hood & Sons Company, one of the largest milk contractors in New England.

Charles Appleton Hubbard, '77 Treasurer of the United Fruit Company, interested in agriculture on a large scale, the company having more than seventy-five thousand acres of bananas and fifty thousand acres of sugar cane under cultivation. He is also secretary and treasurer of the Northern Railway Company.

Hon. Harvey Lincoln Boutwell, '82 for four consecutive years a member of the Massachusetts Legislature, a highly successful lawyer and active in the affairs of his city. Malden, Mass.

Allen Hazen, '85, one of the great sanitary engineers of the country. Was a member of the engineer's commission appointed by President Roosevelt to accompany Secretary Taft to the Isthmus of Panama and report on progress and general conditions there.

Hiram Newton Savage, '87, supervising engineer, U. S. Reclamation Service.

Harry Everett Barnard, '99, State Food and Drug Commissioner of Indiana, Chief of Division of Chemistry.

W. O. Robinson, Chemist in the Department of Agriculture.

C. T. Fuller, research chemist, General Electric Company.

John C. Kendall, 1902, Director of Experiment Station and extension work of this college.

James A. Ford, '98, head of the Division of Agriculture, Massachusetts Agricultural College.

But we have a concrete and shining example in the person of our distinguished guest and worthy president of Dartmouth College, Dr. Ernest Fox Nichols, a graduate of the Kansas State Agricultural College.

It remains to emphasize the fact that a state college is a public trust. It must be administered so as to serve the highest interests of all, the people. The college is no longer an institution for a few of the youth of a few of the people. It must address itself to the task of offering opportunities to all the youth of all the people. This is the call of the twentieth century. It must follow the thought of Ezra Cornell, who said "I would found an institution where any person can find instruction in any study." The agricultural colleges are closely approaching this ideal.

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